Northeastern Region
National Standards
NCSS, NGS, NGSS

Main Criteria: Virtual Field Trips
Secondary Criteria: National Council for the Social Studies (NCSS)
Subject: Social Studies
Grades: 3, 4, 5

Virtual Field Trips

The Northeastern Region

National Council for the Social Studies (NCSS)
Social Studies

Grade **3** - Adopted: **2010**

THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	1.1.4.	How culture may change in response to changing needs and concerns.
THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	2.1.1.	The study of the past is the story of communities, nations, and the world.
LEARNING EXPECTATION	2.1.2.	Key concepts such as: past, present, future, similarity, difference, and change.
LEARNING EXPECTATION	2.1.4.	Key people, events, and places associated with the history of the community, nation, and world.
LEARNING EXPECTATION	2.1.6.	That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold.
LEARNING EXPECTATION	2.1.7.	That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.
THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	2.2.1.	Ask and find answers to questions related to the past in school, community, state and regional contexts.
LEARNING EXPECTATION	2.2.2.	Use a variety of sources to learn about the past.
LEARNING EXPECTATION	2.2.3.	Identify examples of both continuity and change, as depicted in stories, photographs, and documents.
LEARNING EXPECTATION	2.2.4.	Describe examples of cause-effect relationships.
LEARNING EXPECTATION	2.2.5.	Compare and contrast differing stories or accounts about past events, people, places, or situations, and offer possible reasons for the differences.

LEARNING EXPECTATION	2.2.6.	Describe how people in the past lived, and research their values and beliefs
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
LEARNING EXPECTATION	3.1.2.	Concepts such as: location, direction, distance, and scale.
LEARNING EXPECTATION	3.1.3.	Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.
LEARNING EXPECTATION	3.1.4.	Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live.
LEARNING EXPECTATION	3.1.5.	Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals.
LEARNING EXPECTATION	3.1.6.	Cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living.
LEARNING EXPECTATION	3.1.7.	Benefits and problems resulting from the discovery and use of resources.
LEARNING EXPECTATION	3.1.9.	Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to the school, community, state, region, and world.
LEARNING EXPECTATION	3.2.2.	Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies.
LEARNING EXPECTATION	3.2.3.	Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies and other geographic tools to inform the study of people, places, and environments, both past and present.
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.3.	PRODUCTS - Learners demonstrate understanding by:
LEARNING EXPECTATION	3.3.1.	Creating illustrations and composing answers to geographic questions about people, places, and environments.
LEARNING EXPECTATION	3.3.3.	Developing a table to compare population data for the classroom, school, community, state, or region in the present or past.
THEME	NCSS.4.	INDIVIDUAL DEVELOPMENT AND IDENTITY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.
CATEGORY	4.3.	PRODUCTS - Learners demonstrate understanding by:
LEARNING EXPECTATION	4.3.4.	Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special.
THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	5.2.5.	Provide examples of the role of institutions in furthering both continuity and change.

THEME	NCSS.9.	GLOBAL CONNECTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
CATEGORY	9.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	9.2.3.	Use maps and databases to look for global patterns, trends, and connections.

THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	10.1.4.	Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories.

National Council for the Social Studies (NCSS)
Social Studies

Grade **4** - Adopted: **2010**

THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	1.1.4.	How culture may change in response to changing needs and concerns.

THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	2.1.1.	The study of the past is the story of communities, nations, and the world.
LEARNING EXPECTATION	2.1.2.	Key concepts such as: past, present, future, similarity, difference, and change.
LEARNING EXPECTATION	2.1.4.	Key people, events, and places associated with the history of the community, nation, and world.
LEARNING EXPECTATION	2.1.6.	That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold.
LEARNING EXPECTATION	2.1.7.	That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.

THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	2.2.1.	Ask and find answers to questions related to the past in school, community, state and regional contexts.
LEARNING EXPECTATION	2.2.2.	Use a variety of sources to learn about the past.
LEARNING EXPECTATION	2.2.3.	Identify examples of both continuity and change, as depicted in stories, photographs, and documents.
LEARNING EXPECTATION	2.2.4.	Describe examples of cause-effect relationships.
LEARNING EXPECTATION	2.2.5.	Compare and contrast differing stories or accounts about past events, people, places, or situations, and offer possible reasons for the differences.
LEARNING EXPECTATION	2.2.6.	Describe how people in the past lived, and research their values and beliefs

THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS

DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
LEARNING EXPECTATION	3.1.2.	Concepts such as: location, direction, distance, and scale.
LEARNING EXPECTATION	3.1.3.	Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.
LEARNING EXPECTATION	3.1.4.	Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live.
LEARNING EXPECTATION	3.1.5.	Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals.
LEARNING EXPECTATION	3.1.6.	Cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living.
LEARNING EXPECTATION	3.1.7.	Benefits and problems resulting from the discovery and use of resources.
LEARNING EXPECTATION	3.1.9.	Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to the school, community, state, region, and world.
LEARNING EXPECTATION	3.2.2.	Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies.
LEARNING EXPECTATION	3.2.3.	Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies and other geographic tools to inform the study of people, places, and environments, both past and present.
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.3.	PRODUCTS - Learners demonstrate understanding by:
LEARNING EXPECTATION	3.3.1.	Creating illustrations and composing answers to geographic questions about people, places, and environments.
LEARNING EXPECTATION	3.3.3.	Developing a table to compare population data for the classroom, school, community, state, or region in the present or past.
THEME	NCSS.4.	INDIVIDUAL DEVELOPMENT AND IDENTITY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.
CATEGORY	4.3.	PRODUCTS - Learners demonstrate understanding by:
LEARNING EXPECTATION	4.3.4.	Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special.
THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	5.2.5.	Provide examples of the role of institutions in furthering both continuity and change.
THEME	NCSS.9.	GLOBAL CONNECTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.

CATEGORY	9.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	9.2.3.	Use maps and databases to look for global patterns, trends, and connections.
THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	10.1.4.	Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories.

National Council for the Social Studies (NCSS)

Social Studies

Grade **5** - Adopted: **2010**

THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	1.1.6.	That culture may change in response to changing needs, concerns, social, political, and geographic conditions.
THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	1.2.3.	Evaluate how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.
THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	2.1.1.	The study of the past provides a representation of the history of communities, nations, and the world.
LEARNING EXPECTATION	2.1.2.	Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect.
LEARNING EXPECTATION	2.1.3.	That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past.
LEARNING EXPECTATION	2.1.4.	That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher.
LEARNING EXPECTATION	2.1.5.	Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems).
LEARNING EXPECTATION	2.1.6.	The origins and influences of social, cultural, political, and economic systems.
LEARNING EXPECTATION	2.1.7.	The contributions of key persons, groups, and events from the past and their influence on the present.
LEARNING EXPECTATION	2.1.9.	The influences of social, geographic, economic, and cultural factors an the history of local areas, states, nations, and the world.
THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	2.2.2.	Identify and use a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources.

LEARNING EXPECTATION	2.2.3.	Research and analyze past periods, events, and issues, using a variety of primary sources (e.g., documents, letters, artifacts, and testimony) as well as secondary sources; validate and weigh evidence for claims, and evaluate the usefulness and degree of reliability of sources to develop a supportable interpretation.
LEARNING EXPECTATION	2.2.4.	Evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times.
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.
LEARNING EXPECTATION	3.1.2.	Concerts such as: location, region, place, and migration, as well as human and physical systems.
LEARNING EXPECTATION	3.1.3.	Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts.
LEARNING EXPECTATION	3.1.4.	The roles of different kinds of population centers in a region or nation.
LEARNING EXPECTATION	3.1.5.	The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious).
LEARNING EXPECTATION	3.1.6.	Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas).
LEARNING EXPECTATION	3.1.9.	The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to regions, nations, and the world in the past and present.
LEARNING EXPECTATION	3.2.2.	Research, organize, analyze, synthesize, and evaluate information from atlases, data bases, grid systems, charts, graphs, maps, geospatial technologies, and other tools to interpret relationships among geographic factors and historic events.
LEARNING EXPECTATION	3.2.5.	Identify and interpret "push" and "pull" factors involved in the migrations of people in this nation and other parts of the world.
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.3.	PRODUCTS - Learners demonstrate understanding by:
LEARNING EXPECTATION	3.3.3.	Developing a table to compare population data among nations.
LEARNING EXPECTATION	3.3.6.	Graphing patterns of human migration in a selected place on the globe.
THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	5.1.5.	That groups and institutions change over time.
THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	5.2.4.	Understand examples of tensions between belief systems and governmental actions and policies.
LEARNING EXPECTATION	5.2.6.	Analyze the role of institutions in furthering both continuity and change.
THEME	NCSS.9.	GLOBAL CONNECTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
CATEGORY	9.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	9.1.2.	Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication).
THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	10.1.5.	Key documents and excerpts from key sources that define and support democratic ideals and practices (e.g., the U.S. Declaration of Independence, the U.S. Constitution, the Gettysburg Address, the Letter from Birmingham Jail; and international documents such as the Declaration of the Rights of Man, and the Universal Declaration of the Rights of Children).

Main Criteria: Virtual Field Trips
Secondary Criteria: National Geography Standards (NGS)
Subjects: Science, Social Studies
Grades: 3, 4, 5

Virtual Field Trips

The Northeastern Region

National Geography Standards (NGS)
Science

Grade **3** - Adopted: **2012**

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Places: Places have physical and human characteristics
BENCHMARK	PR.4.2.A.	Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to
EXPECTATION	PR.4.2.A.2.	Describe and compare the vegetation in different places in the world (e.g., deserts, mountains, rain forests, plains).
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.1.	Components of Ecosystems: The components of ecosystems
BENCHMARK	PS.8.1.A.	Identify the components of different ecosystems, as exemplified by being able to
EXPECTATION	PS.8.1.A.2.	Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils).
EXPECTATION	PS.8.1.A.3.	Describe local ecosystems by surveying and recording the properties of their components.

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.2.	Characteristics and Geographic Distribution of Ecosystems: The characteristics of ecosystems
BENCHMARK	PS.8.2.A.	Identify and describe the characteristics of ecosystems, as exemplified by being able to
EXPECTATION	PS.8.2.A.1.	Identify and describe the characteristics of an ecosystem (specific types of plants, climate, and soil) in which a favorite or interesting creature lives.
EXPECTATION	PS.8.2.A.2.	Identify and draw pictures of different plants and animals in various local ecosystems (e.g., a pond, forest, city park).
EXPECTATION	PS.8.2.A.3.	Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef).
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.3.	Characteristics and Geographic Distribution of Biomes: The characteristics of biomes
BENCHMARK	PS.8.3.A.	Describe the characteristics of biomes, as exemplified by being able to
EXPECTATION	PS.8.3.A.1.	Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics.
EXPECTATION	PS.8.3.A.2.	Describe the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, grasslands, savannahs, temperate forests, tropical forests, arctic tundra).
EXPECTATION	PS.8.3.A.3.	Identify the characteristics in photographs of different types of vegetation and match them to the appropriate sections of a world climate map (e.g., cacti and succulents on a desert climate region, tropical forest trees on a tropical climate region, coral in shallow, tropical marine waters).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.1.	Types and Meanings of Resources: The characteristics of renewable, nonrenewable, and flow resources
BENCHMARK	ES.16.1.A.	Identify and explain the characteristics of renewable, nonrenewable, and flow resources, as exemplified by being able to
EXPECTATION	ES.16.1.A.1.	Explain the meaning of the term "resource" and then illustrate the idea of renewable, nonrenewable, and flow resources by sorting example photographs into each of the three categories.

National Geography Standards (NGS)
Science

Grade **4** - Adopted: **2012**

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Places: Places have physical and human characteristics
BENCHMARK	PR.4.2.A.	Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to
EXPECTATION	PR.4.2.A.2.	Describe and compare the vegetation in different places in the world (e.g., deserts, mountains, rain forests, plains).
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

STRAND	PS.8.1.	Components of Ecosystems: The components of ecosystems
BENCHMARK	PS.8.1.A.	Identify the components of different ecosystems, as exemplified by being able to
EXPECTATION	PS.8.1.A.2.	Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils).
EXPECTATION	PS.8.1.A.3.	Describe local ecosystems by surveying and recording the properties of their components.
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.2.	Characteristics and Geographic Distribution of Ecosystems: The characteristics of ecosystems
BENCHMARK	PS.8.2.A.	Identify and describe the characteristics of ecosystems, as exemplified by being able to
EXPECTATION	PS.8.2.A.1.	Identify and describe the characteristics of an ecosystem (specific types of plants, climate, and soil) in which a favorite or interesting creature lives.
EXPECTATION	PS.8.2.A.2.	Identify and draw pictures of different plants and animals in various local ecosystems (e.g., a pond, forest, city park).
EXPECTATION	PS.8.2.A.3.	Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef).
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.3.	Characteristics and Geographic Distribution of Biomes: The characteristics of biomes
BENCHMARK	PS.8.3.A.	Describe the characteristics of biomes, as exemplified by being able to
EXPECTATION	PS.8.3.A.1.	Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics.
EXPECTATION	PS.8.3.A.2.	Describe the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, grasslands, savannahs, temperate forests, tropical forests, arctic tundra).
EXPECTATION	PS.8.3.A.3.	Identify the characteristics in photographs of different types of vegetation and match them to the appropriate sections of a world climate map (e.g., cacti and succulents on a desert climate region, tropical forest trees on a tropical climate region, coral in shallow, tropical marine waters).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.1.	Types and Meanings of Resources: The characteristics of renewable, nonrenewable, and flow resources
BENCHMARK	ES.16.1.A.	Identify and explain the characteristics of renewable, nonrenewable, and flow resources, as exemplified by being able to
EXPECTATION	ES.16.1.A.1.	Explain the meaning of the term "resource" and then illustrate the idea of renewable, nonrenewable, and flow resources by sorting example photographs into each of the three categories.

National Geography Standards (NGS)
Science

Grade **5** - Adopted: **2012**

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.6.	How culture and experience influence people's perceptions of places and regions
STRAND	PR.6.1.	The Perception of Places and Regions: People's different perceptions of places and regions are influenced by their life experiences

BENCHMARK	PR.6.1.A.	Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends), as exemplified by being able to
EXPECTATION	PR.6.1.A.3.	Describe students' possible stereotypical perceptions of US regions (e.g., the West as open and sprawling region, the East Coast as densely populated and noisy, the South full of small towns where people move at a slower pace) and upon what experience or information their perceptions are based.
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.1.	Components of Earth's Physical Systems: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.A.	Identify and describe patterns in the environment that result from the interaction of Earth's physical processes, as exemplified by being able to
EXPECTATION	PS.7.1.A.2.	Identify and describe the patterns that result from the connections between climate and vegetation (e.g., examples of patterns of ecosystems and biomes).
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.2.	Characteristics and Geographic Distribution of Ecosystems: Physical processes determine the characteristics of ecosystems
BENCHMARK	PS.8.2.A.	Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to
EXPECTATION	PS.8.2.A.2.	Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps.
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.3.	Characteristics and Geographic Distribution of Biomes: Climate primarily determines the characteristics and geographic distribution of biomes
BENCHMARK	PS.8.3.A.	Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to
EXPECTATION	PS.8.3.A.3.	Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.1.	Modification of the Physical Environment: Human modifications of the physical environment in one place often lead to changes in other places
BENCHMARK	ES.14.1.A.	Describe and explain how human-induced changes in one place can affect the physical environment in other places, as exemplified by being able to
EXPECTATION	ES.14.1.A.1.	Describe and explain how the construction of dams and levees on rivers in one region affects places downstream (e.g., water availability for human consumption and agriculture, flood control, electricity generation, aquatic and riparian ecosystems).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.3.	Consequences for People and Environments: The physical environment can both accommodate and be endangered by human activities
BENCHMARK	ES.14.3.A.	Analyze the positive and negative consequences of humans changing the physical environment, as exemplified by being able to

EXPECTATION	ES.14.3.A.1.	Analyze the positive and negative effects of human actions on the lithosphere (e.g., land degradation and erosion, soil salinization and acidification).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.2.	Location and Distribution of Resources: The formation and spatial distribution of types of resources
BENCHMARK	ES.16.2.A.	Describe the physical processes that influence the formation and therefore spatial distribution of renewable, nonrenewable, and flow resources, as exemplified by being able to
EXPECTATION	ES.16.2.A.2.	Describe the physical conditions necessary to generate electricity from flow resources (e.g., water, geothermal, solar, wind) and then identify on a US map potential locations for the generation of electricity from these flow resources.

National Geography Standards (NGS)
Social Studies

Grade **3** - Adopted: **2012**

ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.1.	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
STRAND	WST.1.1.	Properties and Functions of Geographic Representations: Properties and functions of geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualization
BENCHMARK	WST.1.1.A.	Identify and describe the properties (position and orientation, symbols, scale, perspective, coordinate systems) and functions of geographic representations, as exemplified by being able to
EXPECTATION	WST.1.1.A.2.	Identify and describe the functions of a variety of geographic representations.
ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.1.	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
STRAND	WST.1.1.	Properties and Functions of Geographic Representations: Properties and functions of geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualization
BENCHMARK	WST.1.1.B.	Describe how properties of geographic representations determine the purposes they can be used for, as exemplified by being able to
EXPECTATION	WST.1.1.B.1.	Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
EXPECTATION	WST.1.1.B.2.	Describe how a variety of geographic representations (maps, globes, graphs, diagrams, aerial and other photographs, GPS) are used to communicate different types of information.
ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.3.	Using Mental Maps: Mental maps are used to answer geographic questions about locations and characteristics of places and regions
BENCHMARK	WST.2.3.A.	Identify from memory locations and geographic characteristics to answer geographic questions, as exemplified by being able to
EXPECTATION	WST.2.3.A.3.	Identify from memory the map of North America to answer geographic questions (e.g., What are the countries to the north and south of the United States? Which state is located at the easternmost point of the United States? Which state is at the geographic center of the continental United States?).

ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.3.	How to analyze the spatial organization of people, places, and environments on Earth's surface
STRAND	WST.3.2.	Spatial Patterns and Processes: The distribution of people, places, and environments form spatial patterns across Earth's surface
BENCHMARK	WST.3.2.A.	Describe and compare distributions of people, places, and environments to examine spatial patterns, sequences, regularities, and irregularities, as exemplified by being able to
EXPECTATION	WST.3.2.A.3.	Describe and compare the natural features and human factors using geographic representations that may influence where people live (e.g., access to water, climatic conditions, rivers, and bridges).
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.1.	The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations
BENCHMARK	PR.4.1.A.	Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to
EXPECTATION	PR.4.1.A.1.	Identify and describe categories of characteristics that define a location as a place (e.g., weather characteristics, population density, architectural styles, landforms, vegetation, cultures, types of industry).
EXPECTATION	PR.4.1.A.3.	Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, historical park or battlefield, religious shrines or temples, state or national parks).
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Places: Places have physical and human characteristics
BENCHMARK	PR.4.2.A.	Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to
EXPECTATION	PR.4.2.A.1.	Describe and compare the climatic conditions at different places in the United States (e.g., deserts, mountains, rainy regions of the Pacific Northwest).
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Places: Places have physical and human characteristics
BENCHMARK	PR.4.2.B.	Describe and compare the human characteristics of places at a variety of scales, local to global, as exemplified by being able to
EXPECTATION	PR.4.2.B.1.	Describe and compare the types of clothing, housing, and transportation used in different countries located at different latitudes in the world.
EXPECTATION	PR.4.2.B.2.	Describe and compare the human characteristics of rural versus urban locations in the United States (e.g., single family homes versus apartment buildings, different languages and cultures in urban areas).
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.5.	That people create regions to interpret Earth's complexity
STRAND	PR.5.1.	The Concept of Region: Regions are areas of Earth's surface with unifying physical and/or human characteristics
BENCHMARK	PR.5.1.A.	Describe the distinguishing characteristics and meanings of several different regions, as exemplified by being able to
EXPECTATION	PR.5.1.A.1.	Identify unifying areas on a map that define those areas as regions (e.g., a zoo map showing how animal exhibits are organized by regions related to climate, landforms, and vegetation zones).
EXPECTATION	PR.5.1.A.3.	Describe the characteristics that define a physical region in the state (e.g., Front Range in Colorado, Sand Hills in Nebraska, Hill Country in Texas).

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.2.	Spatial Distribution of Population: People live in many different places on Earth
BENCHMARK	HS.9.2.A.	Describe how the number of people varies from place to place, as exemplified by being able to
EXPECTATION	HS.9.2.A.2.	Describe how ways of making a living influence how many people live in a certain place (e.g., farm communities versus cities).
EXPECTATION	HS.9.2.A.3.	Identify and describe places in the state where the greatest and fewest numbers of people live.
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.2.	Spatial Distribution of Population: People live in many different places on Earth
BENCHMARK	HS.9.2.B.	Explain why people live in different types of places, as exemplified by being able to
EXPECTATION	HS.9.2.B.2.	Identify and describe the places in the world where the majority of people live using satellite images or population density maps and how these places may differ.
EXPECTATION	HS.9.2.B.3.	Explain why people sometimes settle in inhospitable environments (e.g., availability of valuable resources, economic opportunities, diminishing availability of more desirable locations).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.3.	Migration: People move for a variety of reasons
BENCHMARK	HS.9.3.B.	Explain why people move from one place to another, as exemplified by being able to
EXPECTATION	HS.9.3.B.1.	Explain the reasons why people might be willing to move to a new location (e.g., for more or better jobs, for better living conditions).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.3.	Migration: People move for a variety of reasons
BENCHMARK	HS.9.3.C.	Describe how people and places change as a result of migration, as exemplified by being able to
EXPECTATION	HS.9.3.C.1.	Describe how the movement of people into cities can change the need for housing and services.
EXPECTATION	HS.9.3.C.2.	Describe the ways in which immigrant groups coming to the United States change after arriving and living in the new location (e.g., learned a new language, change in jobs, change in types of available housing).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.1.	Characteristics of Culture: A culture has distinctive characteristics
BENCHMARK	HS.10.1.A.	Identify and describe the characteristics of a culture, as exemplified by being able to
EXPECTATION	HS.10.1.A.2.	Identify and describe the distinctive characteristics of current US cultures (e.g., spoken and written languages, social organizations, beliefs and customs, forms of architecture, educational systems).
EXPECTATION	HS.10.1.A.3.	Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past.
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface

STRAND	HS.11.4.	Connecting Economic Activities: Networks of transportation and communications are used to move information, products, and people
BENCHMARK	HS.11.4.A.	Describe and analyze different modes of transportation and communication used to move people, products, and ideas from place to place, as exemplified by being able to
EXPECTATION	HS.11.4.A.2.	Describe the different modes of transportation and communication used by students' families in their work and daily lives and construct a graph with the results to analyze which modes are employed most often.
EXPECTATION	HS.11.4.A.3.	Describe how transportation and communication have changed economic activities by constructing a timeline of technological developments (e.g., opening of the American West with the transcontinental railroad, improved road construction and increases in long-distance trucking, refrigerated trucking resulting in more fresh fruits and vegetables, air cargo increasing the distances goods may be shipped).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.2.	Functions of Settlements: Settlements occur where locations provide opportunities and therefore advantages
BENCHMARK	HS.12.2.A.	Explain why some locations are better for settlement than others, as exemplified by being able to
EXPECTATION	HS.12.2.A.1.	Identify and explain the factors that might make a location good for settlement (e.g., flat land for building, access to a river or the sea, resources nearby for building).
EXPECTATION	HS.12.2.A.2.	Describe and explain the advantages of locations where settlements developed in the United States (e.g., Boston on a natural harbor, New Orleans at the mouth of the Mississippi, Chicago at the intersection of Great Lakes water traffic and the railroads).
EXPECTATION	HS.12.2.A.3.	Describe the factors that contributed to successful settlement locations (e.g., harbors, resources for housing and fuel, reliable fresh water supply, non-hostile neighbors, natural defenses, reliable food sources, suitable land for agriculture).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.3.	Patterns of Settlement: There are different types of settlements
BENCHMARK	HS.12.3.A.	Compare and explain the different types of settlements in the local region and the United States, as exemplified by being able to
EXPECTATION	HS.12.3.A.2.	Analyze and compare the patterns of settlement of selected US cities (e.g., suburban sprawl of Los Angeles, linear mountain valley town of Aspen, Colorado, riverfront settlement of Charleston, South Carolina, the planned city of Washington, DC).
EXPECTATION	HS.12.3.A.3.	Analyze a map of US population density and describe where the major clusters of settlements are located.
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.2.	Cooperation: The role cooperation has in managing Earth's surface
BENCHMARK	HS.13.2.A.	Explain how people cooperate in managing and using Earth's surface, as exemplified by being able to
EXPECTATION	HS.13.2.A.1.	Explain how international water boundaries are examples of people cooperating in dividing and using Earth's surface (e.g., 200-mile territorial limit, Great Lakes are divided between Canada and the United States, for river boundaries it is sometimes the center of the water in the river).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.2.	The Use of Technology: People use technology to get what they need from the physical environment

BENCHMARK	ES.14.2.A.	Describe and explain ways in which people use technology to get what they need from the physical environment, as exemplified by being able to
EXPECTATION	ES.14.2.A.3.	Describe and explain how inventions helped people settle the Great Plains (e.g., barbed wire, steel plow, railroad, steamboat, threshing machines).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.3.	Consequences for People and Environments: The consequences of human modifications of the physical environment
BENCHMARK	ES.14.3.A.	Identify and describe examples of how human activities impact the physical environment, as exemplified by being able to
EXPECTATION	ES.14.3.A.3.	Describe examples of human modifications to the physical environment as a result of improving transportation routes (e.g., bridges, drainage ditches, widening streets or roads, divided highways).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities
BENCHMARK	ES.15.1.A.	Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to
EXPECTATION	ES.15.1.A.2.	Identify and describe examples of places that offer vacation activities for people because of the physical environment (e.g., snow skiing, ocean beaches, boating, river rafting).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities
BENCHMARK	ES.15.1.B.	Describe examples in which the physical environment imposes constraints on human activities, as exemplified by being able to
EXPECTATION	ES.15.1.B.1.	Describe how human activities are limited by landforms such as flood plains, deltas, mountains, and slopes in choices of land use (e.g., agriculture, human settlement, transportation networks).
EXPECTATION	ES.15.1.B.2.	Describe examples in which human activities are limited by different types of climates (e.g., cold or polar, rainy or dry, equatorial).
EXPECTATION	ES.15.1.B.3.	Describe how transportation routes are shaped by the physical environment (e.g., horseshoe curves, tunnels, bridges).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: Environmental hazards affect human activities
BENCHMARK	ES.15.2.B.	Describe and analyze the effects of environmental hazards on human activities, as exemplified by being able to
EXPECTATION	ES.15.2.B.2.	Describe how people might build their houses differently on a coast or beach as compared to another location (e.g., elevated footings for storm surge, shutters over windows, metal reinforced roof trusses for wind).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.3.	Adaptation to the Environment: People adapt to the conditions of the physical environment
BENCHMARK	ES.15.3.A.	Describe how people adapt to conditions of the physical environment, as exemplified by being able to
EXPECTATION	ES.15.3.A.1.	Identify and describe how people adapt to the physical environment through choices of clothing, housing styles, food choices, recreational activities, and land use.

EXPECTATION	ES.15.3.A.2.	Describe how people adapt differently to different physical environments (e.g., clothing in Florida versus Alaska, houses in Hawaii versus Minnesota).
EXPECTATION	ES.15.3.A.3.	Describe different types of transportation needed in different environments (e.g., boats versus cars, air boats in swamps, sleds and snowmobiles).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.2.	Location and Distribution of Resources: The spatial distribution of types of resources
BENCHMARK	ES.16.2.A.	Identify the locations of examples of each type of resource, as exemplified by being able to
EXPECTATION	ES.16.2.A.1.	Identify the locations on a US map of various types of renewable, nonrenewable, and flow resources.
EXPECTATION	ES.16.2.A.2.	Identify the locations of examples of each of the three types of resources that are found in the student's state or region.
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.2.	Changes in Geographic Contexts: Places, regions, and environments change over time
BENCHMARK	UG.17.2.A.	Analyze how places, regions, and environments change over time, as exemplified by being able to
EXPECTATION	UG.17.2.A.2.	Describe and analyze the change in the number of states in the United States and their boundaries.
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.18.	How to apply geography to interpret the present and plan for the future
STRAND	UG.18.3.	Perceptions of Geographic Contexts: People's perceptions of the world—places, regions, and environments—are constantly changing
BENCHMARK	UG.18.3.A.	Explain how people's perceptions of the world can change with new information and new experiences, as exemplified by being able to
EXPECTATION	UG.18.3.A.1.	Describe a recent trip and explain what preconceived thoughts were about the place compared with how it turned out to be in reality.
EXPECTATION	UG.18.3.A.2.	Explain how the depiction of a place in movies or on television can affect how people perceive that place.
EXPECTATION	UG.18.3.A.3.	Describe and explain how a student's view of his or her home community can be different from someone who is only visiting the community.

National Geography Standards (NGS)
Social Studies

Grade **4** - Adopted: **2012**

ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.1.	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
STRAND	WST.1.1.	Properties and Functions of Geographic Representations: Properties and functions of geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualization
BENCHMARK	WST.1.1.A.	Identify and describe the properties (position and orientation, symbols, scale, perspective, coordinate systems) and functions of geographic representations, as exemplified by being able to
EXPECTATION	WST.1.1.A.2.	Identify and describe the functions of a variety of geographic representations.
ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms

STANDARD	WST.1.	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
STRAND	WST.1.1.	Properties and Functions of Geographic Representations: Properties and functions of geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualization
BENCHMARK	WST.1.1.B.	Describe how properties of geographic representations determine the purposes they can be used for, as exemplified by being able to
EXPECTATION	WST.1.1.B.1.	Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
EXPECTATION	WST.1.1.B.2.	Describe how a variety of geographic representations (maps, globes, graphs, diagrams, aerial and other photographs, GPS) are used to communicate different types of information.
ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.3.	Using Mental Maps: Mental maps are used to answer geographic questions about locations and characteristics of places and regions
BENCHMARK	WST.2.3.A.	Identify from memory locations and geographic characteristics to answer geographic questions, as exemplified by being able to
EXPECTATION	WST.2.3.A.3.	Identify from memory the map of North America to answer geographic questions (e.g., What are the countries to the north and south of the United States? Which state is located at the easternmost point of the United States? Which state is at the geographic center of the continental United States?).
ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.3.	How to analyze the spatial organization of people, places, and environments on Earth's surface
STRAND	WST.3.2.	Spatial Patterns and Processes: The distribution of people, places, and environments form spatial patterns across Earth's surface
BENCHMARK	WST.3.2.A.	Describe and compare distributions of people, places, and environments to examine spatial patterns, sequences, regularities, and irregularities, as exemplified by being able to
EXPECTATION	WST.3.2.A.3.	Describe and compare the natural features and human factors using geographic representations that may influence where people live (e.g., access to water, climatic conditions, rivers, and bridges).
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.1.	The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations
BENCHMARK	PR.4.1.A.	Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to
EXPECTATION	PR.4.1.A.1.	Identify and describe categories of characteristics that define a location as a place (e.g., weather characteristics, population density, architectural styles, landforms, vegetation, cultures, types of industry).
EXPECTATION	PR.4.1.A.3.	Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, historical park or battlefield, religious shrines or temples, state or national parks).
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Places: Places have physical and human characteristics
BENCHMARK	PR.4.2.A.	Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to

EXPECTATION	PR.4.2.A.1.	Describe and compare the climatic conditions at different places in the United States (e.g., deserts, mountains, rainy regions of the Pacific Northwest).
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Places: Places have physical and human characteristics
BENCHMARK	PR.4.2.B.	Describe and compare the human characteristics of places at a variety of scales, local to global, as exemplified by being able to
EXPECTATION	PR.4.2.B.1.	Describe and compare the types of clothing, housing, and transportation used in different countries located at different latitudes in the world.
EXPECTATION	PR.4.2.B.2.	Describe and compare the human characteristics of rural versus urban locations in the United States (e.g., single family homes versus apartment buildings, different languages and cultures in urban areas).
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.5.	That people create regions to interpret Earth's complexity
STRAND	PR.5.1.	The Concept of Region: Regions are areas of Earth's surface with unifying physical and/or human characteristics
BENCHMARK	PR.5.1.A.	Describe the distinguishing characteristics and meanings of several different regions, as exemplified by being able to
EXPECTATION	PR.5.1.A.1.	Identify unifying areas on a map that define those areas as regions (e.g., a zoo map showing how animal exhibits are organized by regions related to climate, landforms, and vegetation zones).
EXPECTATION	PR.5.1.A.3.	Describe the characteristics that define a physical region in the state (e.g., Front Range in Colorado, Sand Hills in Nebraska, Hill Country in Texas).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.2.	Spatial Distribution of Population: People live in many different places on Earth
BENCHMARK	HS.9.2.A.	Describe how the number of people varies from place to place, as exemplified by being able to
EXPECTATION	HS.9.2.A.2.	Describe how ways of making a living influence how many people live in a certain place (e.g., farm communities versus cities).
EXPECTATION	HS.9.2.A.3.	Identify and describe places in the state where the greatest and fewest numbers of people live.
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.2.	Spatial Distribution of Population: People live in many different places on Earth
BENCHMARK	HS.9.2.B.	Explain why people live in different types of places, as exemplified by being able to
EXPECTATION	HS.9.2.B.2.	Identify and describe the places in the world where the majority of people live using satellite images or population density maps and how these places may differ.
EXPECTATION	HS.9.2.B.3.	Explain why people sometimes settle in inhospitable environments (e.g., availability of valuable resources, economic opportunities, diminishing availability of more desirable locations).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.3.	Migration: People move for a variety of reasons
BENCHMARK	HS.9.3.B.	Explain why people move from one place to another, as exemplified by being able to
EXPECTATION	HS.9.3.B.1.	Explain the reasons why people might be willing to move to a new location (e.g., for more or better jobs, for better living conditions).

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.3.	Migration: People move for a variety of reasons
BENCHMARK	HS.9.3.C.	Describe how people and places change as a result of migration, as exemplified by being able to
EXPECTATION	HS.9.3.C.1.	Describe how the movement of people into cities can change the need for housing and services.
EXPECTATION	HS.9.3.C.2.	Describe the ways in which immigrant groups coming to the United States change after arriving and living in the new location (e.g., learned a new language, change in jobs, change in types of available housing).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.1.	Characteristics of Culture: A culture has distinctive characteristics
BENCHMARK	HS.10.1.A.	Identify and describe the characteristics of a culture, as exemplified by being able to
EXPECTATION	HS.10.1.A.2.	Identify and describe the distinctive characteristics of current US cultures (e.g., spoken and written languages, social organizations, beliefs and customs, forms of architecture, educational systems).
EXPECTATION	HS.10.1.A.3.	Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past.
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.4.	Connecting Economic Activities: Networks of transportation and communications are used to move information, products, and people
BENCHMARK	HS.11.4.A.	Describe and analyze different modes of transportation and communication used to move people, products, and ideas from place to place, as exemplified by being able to
EXPECTATION	HS.11.4.A.2.	Describe the different modes of transportation and communication used by students' families in their work and daily lives and construct a graph with the results to analyze which modes are employed most often.
EXPECTATION	HS.11.4.A.3.	Describe how transportation and communication have changed economic activities by constructing a timeline of technological developments (e.g., opening of the American West with the transcontinental railroad, improved road construction and increases in long-distance trucking, refrigerated trucking resulting in more fresh fruits and vegetables, air cargo increasing the distances goods may be shipped).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.2.	Functions of Settlements: Settlements occur where locations provide opportunities and therefore advantages
BENCHMARK	HS.12.2.A.	Explain why some locations are better for settlement than others, as exemplified by being able to
EXPECTATION	HS.12.2.A.1.	Identify and explain the factors that might make a location good for settlement (e.g., flat land for building, access to a river or the sea, resources nearby for building).
EXPECTATION	HS.12.2.A.2.	Describe and explain the advantages of locations where settlements developed in the United States (e.g., Boston on a natural harbor, New Orleans at the mouth of the Mississippi, Chicago at the intersection of Great Lakes water traffic and the railroads).
EXPECTATION	HS.12.2.A.3.	Describe the factors that contributed to successful settlement locations (e.g., harbors, resources for housing and fuel, reliable fresh water supply, non-hostile neighbors, natural defenses, reliable food sources, suitable land for agriculture).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement

STRAND	HS.12.3.	Patterns of Settlement: There are different types of settlements
BENCHMARK	HS.12.3.A.	Compare and explain the different types of settlements in the local region and the United States, as exemplified by being able to
EXPECTATION	HS.12.3.A.2.	Analyze and compare the patterns of settlement of selected US cities (e.g., suburban sprawl of Los Angeles, linear mountain valley town of Aspen, Colorado, riverfront settlement of Charleston, South Carolina, the planned city of Washington, DC).
EXPECTATION	HS.12.3.A.3.	Analyze a map of US population density and describe where the major clusters of settlements are located.
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.2.	Cooperation: The role cooperation has in managing Earth's surface
BENCHMARK	HS.13.2.A.	Explain how people cooperate in managing and using Earth's surface, as exemplified by being able to
EXPECTATION	HS.13.2.A.1.	Explain how international water boundaries are examples of people cooperating in dividing and using Earth's surface (e.g., 200-mile territorial limit, Great Lakes are divided between Canada and the United States, for river boundaries it is sometimes the center of the water in the river).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.2.	The Use of Technology: People use technology to get what they need from the physical environment
BENCHMARK	ES.14.2.A.	Describe and explain ways in which people use technology to get what they need from the physical environment, as exemplified by being able to
EXPECTATION	ES.14.2.A.3.	Describe and explain how inventions helped people settle the Great Plains (e.g., barbed wire, steel plow, railroad, steamboat, threshing machines).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.3.	Consequences for People and Environments: The consequences of human modifications of the physical environment
BENCHMARK	ES.14.3.A.	Identify and describe examples of how human activities impact the physical environment, as exemplified by being able to
EXPECTATION	ES.14.3.A.3.	Describe examples of human modifications to the physical environment as a result of improving transportation routes (e.g., bridges, drainage ditches, widening streets or roads, divided highways).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities
BENCHMARK	ES.15.1.A.	Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to
EXPECTATION	ES.15.1.A.2.	Identify and describe examples of places that offer vacation activities for people because of the physical environment (e.g., snow skiing, ocean beaches, boating, river rafting).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities
BENCHMARK	ES.15.1.B.	Describe examples in which the physical environment imposes constraints on human activities, as exemplified by being able to

EXPECTATION	ES.15.1.B.1.	Describe how human activities are limited by landforms such as flood plains, deltas, mountains, and slopes in choices of land use (e.g., agriculture, human settlement, transportation networks).
EXPECTATION	ES.15.1.B.2.	Describe examples in which human activities are limited by different types of climates (e.g., cold or polar, rainy or dry, equatorial).
EXPECTATION	ES.15.1.B.3.	Describe how transportation routes are shaped by the physical environment (e.g., horseshoe curves, tunnels, bridges).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: Environmental hazards affect human activities
BENCHMARK	ES.15.2.B.	Describe and analyze the effects of environmental hazards on human activities, as exemplified by being able to
EXPECTATION	ES.15.2.B.2.	Describe how people might build their houses differently on a coast or beach as compared to another location (e.g., elevated footings for storm surge, shutters over windows, metal reinforced roof trusses for wind).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.3.	Adaptation to the Environment: People adapt to the conditions of the physical environment
BENCHMARK	ES.15.3.A.	Describe how people adapt to conditions of the physical environment, as exemplified by being able to
EXPECTATION	ES.15.3.A.1.	Identify and describe how people adapt to the physical environment through choices of clothing, housing styles, food choices, recreational activities, and land use.
EXPECTATION	ES.15.3.A.2.	Describe how people adapt differently to different physical environments (e.g., clothing in Florida versus Alaska, houses in Hawaii versus Minnesota).
EXPECTATION	ES.15.3.A.3.	Describe different types of transportation needed in different environments (e.g., boats versus cars, air boats in swamps, sleds and snowmobiles).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.2.	Location and Distribution of Resources: The spatial distribution of types of resources
BENCHMARK	ES.16.2.A.	Identify the locations of examples of each type of resource, as exemplified by being able to
EXPECTATION	ES.16.2.A.1.	Identify the locations on a US map of various types of renewable, nonrenewable, and flow resources.
EXPECTATION	ES.16.2.A.2.	Identify the locations of examples of each of the three types of resources that are found in the student's state or region.
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.2.	Changes in Geographic Contexts: Places, regions, and environments change over time
BENCHMARK	UG.17.2.A.	Analyze how places, regions, and environments change over time, as exemplified by being able to
EXPECTATION	UG.17.2.A.2.	Describe and analyze the change in the number of states in the United States and their boundaries.
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.18.	How to apply geography to interpret the present and plan for the future
STRAND	UG.18.3.	Perceptions of Geographic Contexts: People's perceptions of the world—places, regions, and environments—are constantly changing

BENCHMARK	UG.18.3.A.	Explain how people's perceptions of the world can change with new information and new experiences, as exemplified by being able to
EXPECTATION	UG.18.3.A.1.	Describe a recent trip and explain what preconceived thoughts were about the place compared with how it turned out to be in reality.
EXPECTATION	UG.18.3.A.2.	Explain how the depiction of a place in movies or on television can affect how people perceive that place.
EXPECTATION	UG.18.3.A.3.	Describe and explain how a student's view of his or her home community can be different from someone who is only visiting the community.

National Geography Standards (NGS)
Social Studies

Grade **5** - Adopted: **2012**

ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.1.	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
STRAND	WST.1.1.	Properties and Functions of Geographic Representations: The advantages and disadvantages of using different geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualizations for analyzing spatial distributions and patterns
BENCHMARK	WST.1.1.B.	Evaluate the appropriate use of geospatial representations for specific geographic tasks, such as analyzing spatial distributions and patterns, as exemplified by being able to
EXPECTATION	WST.1.1.B.3.	Compare the patterns shown by geographic representations at different scales (e.g., neighborhood, city, state, country).
ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.1.	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
STRAND	WST.1.2.	Using Geospatial Data to Construct Geographic Representations: The acquisition and organization of geospatial data to construct geographic representations
BENCHMARK	WST.1.2.A.	Identify the variety of geospatial data sources (e.g., student-generated data such as surveys, observations, and fieldwork or data sources such as US Census data, US Geological Survey (USGS), and the United Nations) and formats (e.g., digital databases, text, tables, images), as exemplified by being able to
EXPECTATION	WST.1.2.A.1.	Identify examples of different sources of geospatial data related to population, land forms, road networks, weather, etc. (e.g., Census Bureau, [USGS], Environmental Protection Agency).
ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.1.	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
STRAND	WST.1.4.	Using Geographic Representations: The use of geographic representations to ask and answer geographic questions
BENCHMARK	WST.1.4.A.	Analyze geographic representations to ask and answer questions about spatial distributions and patterns, as exemplified by being able to
EXPECTATION	WST.1.4.A.1.	Analyze printed and digital maps to observe spatial distributions and patterns to generate and answer geographic questions (e.g., use digital census data to determine demographic patterns in a state, or analyze census data and transportation routes to identify and locate services, such as a day-care center or stores needed in a region).
ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.1.	Developing Mental Maps: The locations, characteristics, and patterns of physical and human features are the basis for mental maps at local to global scales

BENCHMARK	WST.2.1.A.	Identify from memory and describe locations, patterns, and characteristics of physical and human features, as exemplified by being able to
EXPECTATION	WST.2.1.A.3.	Identify from memory and describe the major climate and vegetation regions of the United States.
ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.2.	Developing Mental Maps: Mental maps can change and become more accurate with direct experience (such as travel) and indirect experience (such as media exposure and looking at other maps)
BENCHMARK	WST.2.2.A.	Identify from memory with increasing detail and accuracy mental maps of a place or region, as exemplified by being able to
EXPECTATION	WST.2.2.A.1.	Identify from memory the locations of major cities in the student's state with accuracy in both the scale and locations.
EXPECTATION	WST.2.2.A.2.	Identify from memory the locations and boundaries of all adjacent states and major cities in those states.
ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.3.	Using Mental Maps: Mental maps are used to answer geographic questions about locations, characteristics, and patterns of places and regions
BENCHMARK	WST.2.3.A.	Identify from memory and describe the locations, characteristics, and patterns of places and regions to answer geographic questions, as exemplified by being able to
EXPECTATION	WST.2.3.A.1.	Identify from memory and describe the patterns of coastal population density and place characteristics to explain why people may choose to live where they do in the world.
EXPECTATION	WST.2.3.A.2.	Identify from memory and describe the features that may have resulted in a change of route or engineering innovations in building the first US transcontinental railroad.
ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.3.	How to analyze the spatial organization of people, places, and environments on Earth's surface
STRAND	WST.3.1.	Spatial Concepts: The meaning and use of spatial concepts, such as accessibility, dispersion, density, and interdependence
BENCHMARK	WST.3.1.A.	Describe the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts, as exemplified by being able to
EXPECTATION	WST.3.1.A.1.	Describe spatial concepts, such as population density, transportation networks or linkages, and urban or city growth patterns using paper or digital maps.
ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.3.	How to analyze the spatial organization of people, places, and environments on Earth's surface
STRAND	WST.3.2.	Spatial Patterns and Processes: Processes shape the spatial patterns of people, places, and environments over time
BENCHMARK	WST.3.2.A.	Describe and compare the processes that influence the distribution of human and physical phenomena, as exemplified by being able to
EXPECTATION	WST.3.2.A.1.	Describe how changing transportation and communication technologies influence human distribution and settlement patterns using time lines, maps, and graphs (e.g., compare historic routes West, such as the Santa Fe Trail and Route 66 with current modes and routes of travel and discuss how these have influenced settlement, map the flow of emigrants to the United States by ethnic group, date, factors causing emigration, ports of entry, and settlement patterns, comparing early immigration to current immigration).

ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.3.	How to analyze the spatial organization of people, places, and environments on Earth's surface
STRAND	WST.3.3.	Spatial Models: Models are used to represent spatial processes that shape human and physical systems
BENCHMARK	WST.3.3.A.	Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to
EXPECTATION	WST.3.3.A.3.	Describe urban models, such as sector or ring models, using a digital globe or map (e.g., Paris as an example of a sector model, Moscow as an example of a ring model).
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.1.	The Concept of Place: Personal, community, and national identities are rooted in and attached to places
BENCHMARK	PR.4.1.A.	Explain how personal, community, or national identities are based on places, as exemplified by being able to
EXPECTATION	PR.4.1.A.1.	Describe and explain the factors that contribute to the identity of being from a specific place (e.g., a "New Yorker," a "Southerner," a "Texan," a postal code such as 90210).
EXPECTATION	PR.4.1.A.2.	Explain how a place-based identity results from the characteristics of a place (e.g., environmentally conscious Inuit of Northwest Canada, seafaring traditions of Gloucester Harbor, Massachusetts, nomadic herders in the eastern steppes of Mongolia).
EXPECTATION	PR.4.1.A.3.	Explain how place-based identities can sometimes result in stereotypes of people from a specific place (e.g., fitness-conscious people from Colorado, cowboys from Wyoming or Texas, miners from Appalachia, coffee-drinking people from Seattle).
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Place: Physical and human characteristics of places change
BENCHMARK	PR.4.2.B.	Explain the ways that human processes change places, as exemplified by being able to
EXPECTATION	PR.4.2.B.1.	Describe and explain how the introduction of a new industry or the closing of an existing industry could change the characteristics of a place.
EXPECTATION	PR.4.2.B.3.	Explain the ways in which a battle can change a place (e.g., the Battle of Gettysburg during the Civil War, the invasion of Normandy during World War II, the Battle of Salamis in ancient Greece, the American War for Independence).
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.5.	That people create regions to interpret Earth's complexity
STRAND	PR.5.1.	The Concept of Region: Different types of regions are used to organize and interpret areas of Earth's surface
BENCHMARK	PR.5.1.A.	Identify and explain the criteria used to define formal, functional, and perceptual regions, as exemplified by being able to
EXPECTATION	PR.5.1.A.1.	Identify and explain the bases for the formal region(s), functional region(s), and perceptual region(s) for the community or state where the students live (e.g., for Michigan, the Kalamazoo-Battle Creek Metropolitan Statistical Area is a formal region, the fruit belt in Southwest Michigan is a functional region, Kalamazoo as the snow belt capital of Lake Michigan is a perceptual region).
EXPECTATION	PR.5.1.A.3.	Analyze collected maps with regional labels as examples of formal, functional, or perceptual regions (e.g., maps of physical regions as formal, weather maps as functional, tourist maps as perceptual).
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.5.	That people create regions to interpret Earth's complexity
STRAND	PR.5.2.	Regional Change: The boundaries and characteristics of regions change

BENCHMARK	PR.5.2.A.	Describe and explain the changes in the boundaries and characteristics of regions, as exemplified by being able to
EXPECTATION	PR.5.2.A.1.	Describe and explain how the formal regional boundaries and names of US territories and states have changed over time.
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.6.	How culture and experience influence people's perceptions of places and regions
STRAND	PR.6.1.	The Perception of Places and Regions: People's different perceptions of places and regions are influenced by their life experiences
BENCHMARK	PR.6.1.A.	Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends), as exemplified by being able to
EXPECTATION	PR.6.1.A.1.	Describe students' perceptions of a place that are based on indirect sources (e.g., television, films, movies, travel brochures).
EXPECTATION	PR.6.1.A.2.	Describe students' perceptions of a place that are based on direct sources (e.g., visiting the place, multiple visits, or residing in the place).
EXPECTATION	PR.6.1.A.3.	Describe students' possible stereotypical perceptions of US regions (e.g., the West as open and sprawling region, the East Coast as densely populated and noisy, the South full of small towns where people move at a slower pace) and upon what experience or information their perceptions are based.
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.6.	How culture and experience influence people's perceptions of places and regions
STRAND	PR.6.2.	Changes in the Perception of Places and Regions: Perceptions of places and regions change by incorporating multiple direct and indirect experiences
BENCHMARK	PR.6.2.A.	Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people, as exemplified by being able to
EXPECTATION	PR.6.2.A.2.	Analyze the way in which traveling to a new place (city, state, or country) may change prior views of that place to more informed and developed views based on the experiences there (e.g., travel for sporting contests at schools, travel for outdoor recreational activities, travel for historical interests or visiting museums).
EXPECTATION	PR.6.2.A.3.	Analyze the effects of different sources of information that may cause people to change their views of a place or region (e.g., travel brochures or guidebooks, cable travel channels or documentaries, information from friends or family).
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.2.	Earth-Sun Relationships: Earth-Sun relationships drives physical processes that follow an annual cycle and create patterns on Earth
BENCHMARK	PS.7.2.A.	Explain how Earth-Sun relationships drive Earth's physical processes and create annual patterns, as exemplified by being able to
EXPECTATION	PS.7.2.A.1.	Explain the occurrences of weather phenomena in different locations due to annual changes in the Earth-Sun relationship (e.g., hurricanes in the fall in subtropical areas, monsoon rainfall, tornadoes in the mid-latitudes during the spring and summer).
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.3.	Characteristics and Geographic Distribution of Biomes: Climate primarily determines the characteristics and geographic distribution of biomes
BENCHMARK	PS.8.3.A.	Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to
EXPECTATION	PS.8.3.A.3.	Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.
ESSENTIAL ELEMENT	NGS.HS.	Human Systems

STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.1.	Characteristics of Population: Demographic concepts help explain the structures of populations
BENCHMARK	HS.9.1.A.	Describe and explain the demographic concepts of fertility and mortality, crude birth and death rates, natural increase and doubling time, race and ethnicity, as exemplified by being able to
EXPECTATION	HS.9.1.A.2.	Describe how the rate of natural increase is calculated and how it contributes to determining the population growth rate of a country.
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.2.	Spatial Distribution of Population: The distribution and density of population varies over space and time
BENCHMARK	HS.9.2.A.	Explain the concepts of population distribution and density and how they change over time, as exemplified by being able to
EXPECTATION	HS.9.2.A.2.	Explain how both rural to urban migration and internal growth rate are changing the population size and density of large world cities.
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.2.	Spatial Distribution of Population: The distribution and density of population varies over space and time
BENCHMARK	HS.9.2.B.	Analyze and explain the variations of population distribution on national and global scales, as exemplified by being able to
EXPECTATION	HS.9.2.B.1.	Describe and analyze the current distribution of population in the United States (e.g., comparing the East and West Coasts, pattern of population east versus west of the 100th meridian).
EXPECTATION	HS.9.2.B.3.	Analyze and explain how the population distribution and density vary by continent.
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.3.	Migration: There are multiple causes and effects of migration
BENCHMARK	HS.9.3.B.	Identify and explain push and pull factors influencing decisions to migrate, as exemplified by being able to
EXPECTATION	HS.9.3.B.1.	Identify and explain the role of pull factors (e.g., better jobs, cultural opportunities, better education) as reasons for migration.
EXPECTATION	HS.9.3.B.2.	Identify and explain the role of push factors (e.g., political unrest or war, famine, loss of jobs) as reasons for migration.
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.3.	Migration: There are multiple causes and effects of migration
BENCHMARK	HS.9.3.C.	Describe the consequences of migration for people as well as on the origin and destination places, as exemplified by being able to
EXPECTATION	HS.9.3.C.1.	Identify and describe positive and negative impacts that might occur at the places of origin for emigration (e.g., falling real estate prices, money being sent back home by migrants, fewer people to pay taxes resulting in reduced government resources in the original location).
EXPECTATION	HS.9.3.C.2.	Identify and describe positive and negative impacts that might occur at migration destinations (e.g., increased real estate prices, more competition for jobs and possible impact on local wage rates, increased tax base, increased economic activity).

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.1.	Characteristics of Culture: There are many different cultures, each with its own distinctive characteristics
BENCHMARK	HS.10.1.A.	Compare the cultural characteristics of different cultures, as exemplified by being able to
EXPECTATION	HS.10.1.A.3.	Describe and explain the spatial patterns of different cultural characteristics across regions or countries (e.g., the pattern of languages and dialects within a country, the architectural styles predominant in rural areas of European countries, the worldwide distribution of different religions).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.2.	Patterns of Culture: Multiple cultural landscapes exist and vary across space
BENCHMARK	HS.10.2.A.	Explain how a cultural landscape is the physical expression of a culture, as exemplified by being able to
EXPECTATION	HS.10.2.A.3.	Identify the place names of towns in a particular region and explain how they serve as cultural markers on the landscape (e.g., US town names connected to prior European homelands, locations with names from an indigenous language, names of immigrant settlements).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.2.	Patterns of Culture: Multiple cultural landscapes exist and vary across space
BENCHMARK	HS.10.2.B.	Compare different cultural landscapes, as exemplified by being able to
EXPECTATION	HS.10.2.B.2.	Compare the cultural landscapes of urban and suburban residential areas in terms of the amount of space, population density, and horizontal versus vertical use of space.
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.3.	Cultural Diffusion and Change: Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology
BENCHMARK	HS.10.3.A.	Describe and explain the processes of cultural diffusion, as exemplified by being able to
EXPECTATION	HS.10.3.A.1.	Describe and explain how connections between cultures may result in the sharing of cultural characteristics (e.g., migration, travel, educational exchange programs).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.1.	Economic Activities: The functions of different types of economic activities
BENCHMARK	HS.11.1.A.	Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors, as exemplified by being able to
EXPECTATION	HS.11.1.A.1.	Analyze a list of economic activities and identify them as primary (e.g., forestry, copper mining, and growing coffee), secondary (e.g., producing furniture, copper wire, and grinding coffee beans), tertiary (e.g., furniture sales, selling copper wire, and selling latte) or quaternary (e.g., advertising and marketing research) activities.
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.2.	Location and Spatial Patterns of Economic Activities: Access to factors of production, such as capital, labor, raw materials, and energy, influence the location of economic activities
BENCHMARK	HS.11.2.A.	Compare and explain the advantages of one location over another in the access to factors of production, as exemplified by being able to

EXPECTATION	HS.11.2.A.1.	Explain why certain locations have developed a reputation for producing specific goods or services (e.g., Wyoming is known for its coal and natural gas deposits, China is known for assembly and manufacturing labor, New York is known as a center for investment capital).
EXPECTATION	HS.11.2.A.2.	Construct and analyze maps of the relationships between the different resources in various manufacturing industries (e.g., automobiles with the sources for glass, tires, sheet metal, and assembly locations; computers with the sources for circuit boards, software, electrical components, wireless chips, and assembly locations).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.1.	Functions of Settlements: Different types of functions can influence the success or failure of settlements
BENCHMARK	HS.12.1.A.	Describe the typical functions of settlements and explain how they might influence the success or failure of a settlement, as exemplified by being able to
EXPECTATION	HS.12.1.A.1.	Describe and explain the reasons people may choose to settle in cities (e.g., diverse employment opportunities, educational and cultural opportunities, sports and entertainment venues, health and social services, public transportation alternatives, retail shopping centers).
EXPECTATION	HS.12.1.A.2.	Describe and explain the reasons why people may choose to move away from cities (e.g., high crime rates, congested traffic, lack of adequate health and social services, inadequate education facilities).
EXPECTATION	HS.12.1.A.3.	Describe the role that the routes of transportation systems (e.g., steam railroad requiring water stations, the Pony Express, overland trails, stagecoach lines) played in the growth or decline of frontier settlements during the late 1800s and early 1900s in the United States.
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.2.	Functions of Settlements: A combination of a favorable location and human activities lead to the growth of settlements
BENCHMARK	HS.12.2.A.	Explain the human activities in favorable locations that attracted people and resulted in the development of settlements, as exemplified by being able to
EXPECTATION	HS.12.2.A.1.	Describe and explain the human activities (e.g., trade, political administration, transportation, exploiting resources) that led to the development of cities (e.g., Shanghai is a major world port and commercial city, Pittsburgh was a transportation and iron and steel center near large deposits of coal, Singapore is located along one of the world's major ocean transportation corridors).
EXPECTATION	HS.12.2.A.2.	Analyze the growth of three major world cities and explain reasons why their locations may have been favorable for human activities resulting in the development of these places.
EXPECTATION	HS.12.2.A.3.	Describe and explain how recent human activities contributed to the development of cities in different locations (e.g., development of electrical energy capacity and air conditioning in southern US cities, irrigation to increase the number of golf courses in resort towns, tax incentives or policies encouraging new business development).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.3.	Patterns of Settlements: There are patterns of settlements in regions
BENCHMARK	HS.12.3.A.	Compare and explain the location, number, and sizes of settlements in regions, as exemplified by being able to
EXPECTATION	HS.12.3.A.1.	Analyze maps and satellite images and compare different types of settlement patterns observed across regions (e.g., linear rural settlement along roadways, railways, and rivers; urban centers that spread from a central node; village clusters or rural landscapes; seaport settlements that are interrupted by water, such as a water body or a large river).
EXPECTATION	HS.12.3.A.2.	Explain possible reasons why some locations can support more population in settlements than other locations.

EXPECTATION	HS.12.3.A.3.	Compare the settlement patterns in three different regions of the world and describe the particular patterns (e.g., linear patterns, clustered patterns, dispersed patterns).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.4.	Urban Forms and Functions: Land uses in urban areas are systematically arranged
BENCHMARK	HS.12.4.A.	Describe and analyze the spatial patterns of land use in cities, as exemplified by being able to
EXPECTATION	HS.12.4.A.1.	Analyze a city map and describe the differences in the spatial patterns of the central business district (CBD) versus residential areas (e.g., flowing traffic patterns to facilitate business versus cul-de-sac design in residential areas that restricts traffic).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.1.	Territorial Divisions: The types of boundaries used to define territorial division
BENCHMARK	HS.13.1.A.	Explain the types of boundaries based on physical and human characteristics, as exemplified by being able to
EXPECTATION	HS.13.1.A.4.	Explain why states in regions of the United States typically have different kinds of boundaries (e.g., the eastern state lines reflect metes and bounds, the Midwest has baselines of latitude and longitude and water boundaries, the use of township and range system in the West).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.2.	The Use of Technology: The use of technology has changed the scale at which people can modify the physical environment
BENCHMARK	ES.14.2.A.	Describe and explain the ways in which technology has expanded the scale of human modification of the physical environment, as exemplified by being able to
EXPECTATION	ES.14.2.A.2.	Describe how changes in technology have altered the methods and amount of travel and therefore the effects on the physical environment (e.g., car emissions, road building, airplane jet exhaust and noise).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The characteristics of a physical environment provide opportunities for and impose constraints on human activities
BENCHMARK	ES.15.1.A.	Explain how the characteristics of different physical environments offer opportunities for human activities, as exemplified by being able to
EXPECTATION	ES.15.1.A.1.	Describe and explain the environmental characteristics that people consider when deciding on locations for human activities (e.g., locating a waterwheel at a river's fall line for power, locating a ski resort in a high snowfall area with easy access for recreational skiers, farming on fertile flood plains for high crop yields).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The characteristics of a physical environment provide opportunities for and impose constraints on human activities
BENCHMARK	ES.15.1.B.	Explain how the characteristics of different physical environments place constraints on human activities, as exemplified by being able to
EXPECTATION	ES.15.1.B.3.	Explain how the development of a city can be influenced by the physical environmental characteristics of the area (e.g., requirement of bedrock to support skyscrapers, filling in water areas to add buildable space, reduction of hills to level areas, mountain valleys with limited usable land area).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society

STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global
BENCHMARK	ES.15.2.A.	Describe and explain the types and characteristics of hazards, as exemplified by being able to
EXPECTATION	ES.15.2.A.3.	Identify the locations of environmental hazards in the student's state or region, describe the characteristics of each, and explain how people adapt to living in these areas.
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.1.	Types and Meanings of Resources: People can have different viewpoints regarding the meaning and use of resources
BENCHMARK	ES.16.1.A.	Describe examples of how cultures differ in their definition and use of resources, as exemplified by being able to
EXPECTATION	ES.16.1.A.1.	Describe differences in the types of resources used in different geographic contexts in various parts of the world (e.g., the use of wood or animal dung versus electricity or natural gas as a cooking fuel, the use of electrical appliances versus doing household chores by hand).
EXPECTATION	ES.16.1.A.3.	Describe how cultures value things differently in terms of resource use (e.g., Old Order Amish choose not to use petroleum and electricity, Muslims and Jews choose not to use pork as a food source, many cultures around the world choose not to use insects as food source).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.2.	Location and Distribution of Resources: The formation and spatial distribution of types of resources
BENCHMARK	ES.16.2.A.	Describe the physical processes that influence the formation and therefore spatial distribution of renewable, nonrenewable, and flow resources, as exemplified by being able to
EXPECTATION	ES.16.2.A.3.	Describe the physical processes that support the quantity and quality of renewable resources and how the resulting distribution may make them more or less useful.
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.3.	Sustainable Resource Use and Management: Humans can manage resources to sustain or prolong their use
BENCHMARK	ES.16.3.B.	Explain how humans can use technology to prolong the supply of nonrenewable resources and utilize flow resources, as exemplified by being able to
EXPECTATION	ES.16.3.B.3.	Explain how the development of new technologies can maintain or prolong the supply of nonrenewable resources (e.g., deep-water ocean drilling platforms, advanced oil recovery techniques for oil-shale deposits).
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.2.	Changes in Geographic Contexts: Change occurs in the geographic characteristics and spatial organization of places, regions, and environments
BENCHMARK	UG.17.2.A.	Describe and explain changes in the geographic characteristics and spatial organizations of places, regions, and environments in the past, as exemplified by being able to
EXPECTATION	UG.17.2.A.1.	Describe and compare population settlement patterns during different historical periods (e.g., discuss regional differences in colonial settlement patterns in North America, trace the westward expansion of the United States through land acquisitions and government incentives for land ownership).

EXPECTATION	UG.17.2.A.3.	Describe the changes in the spatial organization of cities over the past 100 years (e.g., the effects of suburbanization, freeway systems, public transit, skyscrapers, shopping malls).
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.3.	Perceptions of Geographic Contexts: Historical events were influenced by people's perceptions of places, regions, and environments
BENCHMARK	UG.17.3.A.	Explain how historical events were influenced by people's perceptions of people, places, regions, and environments, as exemplified by being able to
EXPECTATION	UG.17.3.A.1.	Explain how geographic perceptions impacted decisions of and actions by an individual, a group, or a nation (e.g., the perception of land uses and its values leading to the creation and later dissolution of the Indian Territory in the United States, views held resulting in Australia initially being used as a penal colony, perceptions of desert regions as resource-poor changed when oil was discovered).

Main Criteria: Virtual Field Trips
Secondary Criteria: Next Generation Science Standards (NGSS)
Subject: Science
Grades: 3, 4, 5

Virtual Field Trips

The Northeastern Region

Next Generation Science Standards (NGSS)
Science

Grade **3** - Adopted: **2013**

STRAND	NGSS.3-LS	LIFE SCIENCE
TITLE	3-LS4	Biological Evolution: Unity and Diversity
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	3-LS4-2	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
PERFORMANCE EXPECTATION	3-LS4-3	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Next Generation Science Standards (NGSS)
Science

Grade **4** - Adopted: **2013**

STRAND	NGSS.4-LS	LIFE SCIENCE
TITLE	4-LS1	From Molecules to Organisms: Structures and Processes
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
STRAND	NGSS.4-ESS	EARTH AND SPACE SCIENCE
TITLE	4-ESS3	Earth and Human Activity
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	4-ESS3-1	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.