

Main Criteria: Virtual Field Trips

Secondary Criteria: National Council for the Social Studies (NCSS), National Geography Standards (NGS), Next Generation Science Standards (NGSS)

Subjects: Science, Social Studies

Grade: 3

Virtual Field Trips

Grade 4 - West Region Early Beginnings

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	1.1.1.	'Culture' refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
LEARNING EXPECTATION	1.1.2.	Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.
LEARNING EXPECTATION	1.1.4.	How culture may change in response to changing needs and concerns.
LEARNING EXPECTATION	1.1.5.	How individuals learn the elements of their culture through interactions with other members of the culture group.
LEARNING EXPECTATION	1.1.6.	How peoples from different cultures develop different values and ways of interpreting experience.

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	1.2.2.	Explore and describe similarities and differences in the ways various cultural groups meet similar 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	2.1.5.	Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States 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	2.2.4.	Describe examples of cause-effect relationships.

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	5.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	5.1.2.	Concepts such as: community, culture, role, competition, cooperation, rules, and norms.
----------------------	--------	---

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	9.2.4.	Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
----------------------	--------	---

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.

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)
Social Studies
Grade 3 - Adopted: 2012

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).

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.A.	Describe examples of different human migrations, as exemplified by being able to
EXPECTATION	HS.9.3.A.1.	Describe why and how people moved west during the California Gold Rush.

EXPECTATION	HS.9.3.A.3.	Describe why and how Native Americans moved to federally designated reservations.
--------------------	-------------	---

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.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.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.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.1.	Using Geography to Interpret the Past: Geographic contexts (the human and physical characteristics of places and environments) are the settings for events in the past
BENCHMARK	UG.17.1.A.	Describe the geographic context in which a historical event occurred, as exemplified by being able to

EXPECTATION UG.17.1.A.2. Identify physical landforms that affected overland travel during the expansion of the United States (e.g., mountain ranges and passes, river crossings, deserts).

EXPECTATION UG.17.1.A.3. Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States.

Main Criteria: Virtual Field Trips

Secondary Criteria: National Council for the Social Studies (NCSS), National Geography Standards (NGS), Next Generation Science Standards (NGSS)

Subjects: Science, Social Studies

Grade: 4

Virtual Field Trips

Grade 4 - West Region Early Beginnings

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	1.1.1.	'Culture' refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.
LEARNING EXPECTATION	1.1.2.	Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.
LEARNING EXPECTATION	1.1.4.	How culture may change in response to changing needs and concerns.
LEARNING EXPECTATION	1.1.5.	How individuals learn the elements of their culture through interactions with other members of the culture group.
LEARNING EXPECTATION	1.1.6.	How peoples from different cultures develop different values and ways of interpreting experience.

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	1.2.2.	Explore and describe similarities and differences in the ways various cultural groups meet similar 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	2.1.5.	Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States 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	2.2.4.	Describe examples of cause-effect relationships.

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	5.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	5.1.2.	Concepts such as: community, culture, role, competition, cooperation, rules, and norms.
----------------------	--------	---

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	9.2.4.	Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.
----------------------	--------	---

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.

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)
Social Studies
Grade 4 - Adopted: 2012

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).

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.A.	Describe examples of different human migrations, as exemplified by being able to
EXPECTATION	HS.9.3.A.1.	Describe why and how people moved west during the California Gold Rush.

EXPECTATION	HS.9.3.A.3.	Describe why and how Native Americans moved to federally designated reservations.
--------------------	-------------	---

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.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.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.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.1.	Using Geography to Interpret the Past: Geographic contexts (the human and physical characteristics of places and environments) are the settings for events in the past
BENCHMARK	UG.17.1.A.	Describe the geographic context in which a historical event occurred, as exemplified by being able to

EXPECTATION UG.17.1.A.2. Identify physical landforms that affected overland travel during the expansion of the United States (e.g., mountain ranges and passes, river crossings, deserts).

EXPECTATION UG.17.1.A.3. Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States.

Main Criteria: Virtual Field Trips

Secondary Criteria: National Council for the Social Studies (NCSS), National Geography Standards (NGS), Next Generation Science Standards (NGSS)

Subjects: Science, Social Studies

Grade: 5

Virtual Field Trips

Grade 4 - West Region Early Beginnings

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 1.1.1. 'Culture' refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

LEARNING EXPECTATION 1.1.3. How culture influences the ways in which human groups solve the problems of daily living.

LEARNING EXPECTATION 1.1.6. That culture may change in response to changing needs, concerns, social, political, and geographic conditions.

LEARNING EXPECTATION 1.1.7. How people from different cultures develop different values and ways of interpreting experience.

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 1.2.1. Ask and find answers to questions related to culture.

LEARNING EXPECTATION 1.2.7. Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses.

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 on the history of local areas, states, nations, and 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	3.1.	KNOWLEDGE - Learners will understand:

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).

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	5.1.2.	Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.
LEARNING EXPECTATION	5.1.9.	That groups and institutions influence culture in a variety of ways.

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.	Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures.
----------------------	--------	--

National Geography Standards (NGS)
Science
Grade 5 - Adopted: 2012

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: Economic systems are dependent on integrated transportation and communication networks
BENCHMARK	HS.11.4.A.	Identify and describe examples of how people, products, and ideas move using integrated transportation and communication networks, as exemplified by being able to

EXPECTATION HS.11.4.A.1. Analyze systems for the movement of people and goods (e.g., hub and spoke systems for air travel, US mail, United Parcel Service and FedEx use airplanes, large trucks, and small trucks for global delivery depending on the size and weight of the cargo and its origin and destination).

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).

National Geography Standards (NGS)

Social Studies

Grade 5 - Adopted: 2012

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.2. Identify from memory the locations of major land acquisitions to the United States following the settlement of the original 13 colonies, which resulted in the current political boundaries.

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.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.3.2	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.1.	Describe a model that illustrates the diffusion of cultural characteristics (e.g., music styles, clothing styles, fast-food preferences).
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.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.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.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.1	Using Geography to Interpret the Past: A historical event is influenced by the geographic context (the human and physical characteristics of places and environments) in which it occurred
BENCHMARK	UG.17.1.A.	Analyze and explain the influence of the geographic context on historical events, as exemplified by being able to

EXPECTATION	UG.17.1.A .1.	Analyze the significance of physical features that have influenced historical events (e.g., the role of hydrologic features such as the fall line, Cumberland Gap, the Ohio River, the Ogallala Aquifer, or artesian wells of the Great Plains in the settlement of the United States, the role of ocean currents and prevailing winds in exploration by Columbus, the forced transport of Africans to North and South America).
-------------	------------------	--

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).
-------------	------------------	--

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 .2.	Analyze and explain how letters, promotional literature, advertisements, and newspapers in the 19th century shaped public perceptions of the American West and led to its settlement.
-------------	------------------	---