

**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 Today

National Council for the Social Studies (NCSS)

Social Studies

Grade 3 - Adopted: 2010

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.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 3.1.3. Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.

LEARNING EXPECTATION	3.1.7.	Benefits and problems resulting from the discovery and use of resources.
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<b>THEME</b>	<b>NCSS.4.</b>	<b>INDIVIDUAL DEVELOPMENT AND IDENTITY</b>
<b>DEFINITION</b>		<b>SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.</b>
<b>CATEGORY</b>	<b>4.3.</b>	<b>PRODUCTS - Learners demonstrate understanding by:</b>

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.
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**National Geography Standards (NGS)**  
**Science**  
Grade 3 - Adopted: 2012

<b>ESSENTIAL ELEMENT</b>	<b>NGS.PR.</b>	<b>Places and Regions</b>
<b>STANDARD</b>	<b>PR.4.</b>	<b>The physical and human characteristics of places</b>
<b>STRAND</b>	<b>PR.4.2.</b>	<b>The Characteristics of Places: Places have physical and human characteristics</b>
<b>BENCHMARK</b>	<b>PR.4.2.A.</b>	<b>Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to</b>

EXPECTATION	PR.4.2.A.3.	Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).
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<b>ESSENTIAL ELEMENT</b>	<b>NGS.PS.</b>	<b>Physical Systems</b>
<b>STANDARD</b>	<b>PS.7.</b>	<b>The physical processes that shape the patterns of Earth's surface</b>
<b>STRAND</b>	<b>PS.7.1.</b>	<b>Components of Earth's Physical Systems: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)</b>
<b>BENCHMARK</b>	<b>PS.7.1.A.</b>	<b>Identify attributes of Earth's different physical systems, as exemplified by being able to</b>

EXPECTATION	PS.7.1.A.3.	Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).
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<b>ESSENTIAL ELEMENT</b>	<b>NGS.PS.</b>	<b>Physical Systems</b>
<b>STANDARD</b>	<b>PS.7.</b>	<b>The physical processes that shape the patterns of Earth's surface</b>
<b>STRAND</b>	<b>PS.7.3.</b>	<b>Physical Processes: Physical processes shape features on Earth's surface</b>
<b>BENCHMARK</b>	<b>PS.7.3.B.</b>	<b>Describe how physical processes shape features on Earth's surface, as exemplified by being able to</b>

EXPECTATION	PS.7.3.B.2.	Describe the physical processes that shaped particular landform features using pictures of landforms such as canyons, mesas, and deltas.
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<b>ESSENTIAL ELEMENT</b>	<b>NGS.ES.</b>	<b>Environment and Society</b>
<b>STANDARD</b>	<b>ES.16.</b>	<b>The changes that occur in the meaning, use, distribution, and importance of resources</b>
<b>STRAND</b>	<b>ES.16.1.</b>	<b>Types and Meanings of Resources: The characteristics of renewable, nonrenewable, and flow resources</b>

<b>BENCHMARK</b>	<b>ES.16.1.A.</b>	<b>Identify and explain the characteristics of renewable, nonrenewable, and flow resources, as exemplified by being able to</b>
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.
EXPECTATION	ES.16.1.A.2.	Identify the types of energy resources that students and their families use in their everyday lives and then categorize each as renewable, nonrenewable, or flow resources.

<b>ESSENTIAL ELEMENT</b>	<b>NGS.UG.</b>	<b>The Uses of Geography</b>
<b>STANDARD</b>	<b>UG.18.</b>	<b>How to apply geography to interpret the present and plan for the future</b>
<b>STRAND</b>	<b>UG.18.2.</b>	<b>Changes in Geographic Contexts: Places, regions, and environments will continue to change</b>
<b>BENCHMARK</b>	<b>UG.18.2.A.</b>	<b>Describe current changes in places, regions, and environments and predict how these locations may be different in the future, as exemplified by being able to</b>
EXPECTATION	UG.18.2.A.1.	Describe how to plan for the environmental future of a place by completing the following statements: "I will keep..." "I will change..." and "I will remove..."

**National Geography Standards (NGS)**  
**Social Studies**  
Grade 3 - Adopted: 2012

<b>ESSENTIAL ELEMENT</b>	<b>NGS.PR.</b>	<b>Places and Regions</b>
<b>STANDARD</b>	<b>PR.4.</b>	<b>The physical and human characteristics of places</b>
<b>STRAND</b>	<b>PR.4.2.</b>	<b>The Characteristics of Places: Places have physical and human characteristics</b>
<b>BENCHMARK</b>	<b>PR.4.2.A.</b>	<b>Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to</b>
EXPECTATION	PR.4.2.A.3.	Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).

<b>ESSENTIAL ELEMENT</b>	<b>NGS.PR.</b>	<b>Places and Regions</b>
<b>STANDARD</b>	<b>PR.5.</b>	<b>That people create regions to interpret Earth's complexity</b>
<b>STRAND</b>	<b>PR.5.1.</b>	<b>The Concept of Region: Regions are areas of Earth's surface with unifying physical and/or human characteristics</b>
<b>BENCHMARK</b>	<b>PR.5.1.A.</b>	<b>Describe the distinguishing characteristics and meanings of several different regions, as exemplified by being able to</b>
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).

<b>ESSENTIAL ELEMENT</b>	<b>NGS.PS.</b>	<b>Physical Systems</b>
<b>STANDARD</b>	<b>PS.7.</b>	<b>The physical processes that shape the patterns of Earth's surface</b>
<b>STRAND</b>	<b>PS.7.1.</b>	<b>Components of Earth's Physical Systems: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)</b>
<b>BENCHMARK</b>	<b>PS.7.1.A.</b>	<b>Identify attributes of Earth's different physical systems, as exemplified by being able to</b>

EXPECTATION	PS.7.1.A.1.	Identify different attributes of physical systems in photographs (e.g., sky, clouds, plants, soil, oceans, lakes, mountains).
EXPECTATION	PS.7.1.A.3.	Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).
<b>ESSENTIAL ELEMENT</b>	<b>NGS.HS.</b>	<b>Human Systems</b>
<b>STANDARD</b>	<b>HS.12.</b>	<b>The processes, patterns, and functions of human settlement</b>
<b>STRAND</b>	<b>HS.12.3.</b>	<b>Patterns of Settlement: There are different types of settlements</b>
<b>BENCHMARK</b>	<b>HS.12.3.A.</b>	<b>Compare and explain the different types of settlements in the local region and the United States, as exemplified by being able to</b>

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).
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<b>ESSENTIAL ELEMENT</b>	<b>NGS.ES.</b>	<b>Environment and Society</b>
<b>STANDARD</b>	<b>ES.15.</b>	<b>How physical systems affect human systems</b>
<b>STRAND</b>	<b>ES.15.1.</b>	<b>Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities</b>
<b>BENCHMARK</b>	<b>ES.15.1.A.</b>	<b>Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to</b>

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).
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<b>ESSENTIAL ELEMENT</b>	<b>NGS.UG.</b>	<b>The Uses of Geography</b>
<b>STANDARD</b>	<b>UG.18.</b>	<b>How to apply geography to interpret the present and plan for the future</b>
<b>STRAND</b>	<b>UG.18.3.</b>	<b>Perceptions of Geographic Contexts: People's perceptions of the world—places, regions, and environments—are constantly changing</b>
<b>BENCHMARK</b>	<b>UG.18.3.A.</b>	<b>Explain how people's perceptions of the world can change with new information and new experiences, as exemplified by being able to</b>

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.
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**Next Generation Science Standards (NGSS)**

**Science**

Grade 3 - Adopted: 2013

<b>STRAND</b>	<b>NGSS.3-LS</b>	<b>LIFE SCIENCE</b>
<b>TITLE</b>	<b>3-LS4</b>	<b>Biological Evolution: Unity and Diversity</b>
		<b>Students who demonstrate understanding can:</b>

PERFORMANCE EXPECTATION	3-LS4-4	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
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**Subjects:** Science, Social Studies

**Grade:** 4

## Virtual Field Trips

Grade 4 - West Region Today

National Council for the Social Studies (NCSS)

Social Studies

Grade 4 - Adopted: 2010

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.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	3.1.3.	Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.
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LEARNING EXPECTATION	3.1.7.	Benefits and problems resulting from the discovery and use of resources.
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<b>THEME</b>	<b>NCSS.4.</b>	<b>INDIVIDUAL DEVELOPMENT AND IDENTITY</b>
<b>DEFINITION</b>		<b>SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.</b>
<b>CATEGORY</b>	<b>4.3.</b>	<b>PRODUCTS - Learners demonstrate understanding by:</b>

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.
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**National Geography Standards (NGS)**  
**Science**  
Grade 4 - Adopted: 2012

<b>ESSENTIAL ELEMENT</b>	<b>NGS.PR.</b>	<b>Places and Regions</b>
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<b>STRAND</b>	<b>PR.4.2.</b>	<b>The Characteristics of Places: Places have physical and human characteristics</b>
<b>BENCHMARK</b>	<b>PR.4.2.A.</b>	<b>Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to</b>

EXPECTATION	PR.4.2.A.3.	Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).
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<b>ESSENTIAL ELEMENT</b>	<b>NGS.PS.</b>	<b>Physical Systems</b>
<b>STANDARD</b>	<b>PS.7.</b>	<b>The physical processes that shape the patterns of Earth's surface</b>
<b>STRAND</b>	<b>PS.7.1.</b>	<b>Components of Earth's Physical Systems: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)</b>
<b>BENCHMARK</b>	<b>PS.7.1.A.</b>	<b>Identify attributes of Earth's different physical systems, as exemplified by being able to</b>

EXPECTATION	PS.7.1.A.3.	Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).
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<b>ESSENTIAL ELEMENT</b>	<b>NGS.PS.</b>	<b>Physical Systems</b>
<b>STANDARD</b>	<b>PS.7.</b>	<b>The physical processes that shape the patterns of Earth's surface</b>
<b>STRAND</b>	<b>PS.7.3.</b>	<b>Physical Processes: Physical processes shape features on Earth's surface</b>
<b>BENCHMARK</b>	<b>PS.7.3.B.</b>	<b>Describe how physical processes shape features on Earth's surface, as exemplified by being able to</b>

EXPECTATION	PS.7.3.B.2.	Describe the physical processes that shaped particular landform features using pictures of landforms such as canyons, mesas, and deltas.
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<b>ESSENTIAL ELEMENT</b>	<b>NGS.ES.</b>	<b>Environment and Society</b>
<b>STANDARD</b>	<b>ES.16.</b>	<b>The changes that occur in the meaning, use, distribution, and importance of resources</b>
<b>STRAND</b>	<b>ES.16.1.</b>	<b>Types and Meanings of Resources: The characteristics of renewable, nonrenewable, and flow resources</b>

<b>BENCHMARK</b>	<b>ES.16.1.A.</b>	<b>Identify and explain the characteristics of renewable, nonrenewable, and flow resources, as exemplified by being able to</b>
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.
EXPECTATION	ES.16.1.A.2.	Identify the types of energy resources that students and their families use in their everyday lives and then categorize each as renewable, nonrenewable, or flow resources.

<b>ESSENTIAL ELEMENT</b>	<b>NGS.UG.</b>	<b>The Uses of Geography</b>
<b>STANDARD</b>	<b>UG.18.</b>	<b>How to apply geography to interpret the present and plan for the future</b>
<b>STRAND</b>	<b>UG.18.2.</b>	<b>Changes in Geographic Contexts: Places, regions, and environments will continue to change</b>
<b>BENCHMARK</b>	<b>UG.18.2.A.</b>	<b>Describe current changes in places, regions, and environments and predict how these locations may be different in the future, as exemplified by being able to</b>
EXPECTATION	UG.18.2.A.1.	Describe how to plan for the environmental future of a place by completing the following statements: "I will keep...." "I will change...." and "I will remove...."

**National Geography Standards (NGS)**  
**Social Studies**  
Grade 4 - Adopted: 2012

<b>ESSENTIAL ELEMENT</b>	<b>NGS.PR.</b>	<b>Places and Regions</b>
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<b>STRAND</b>	<b>PR.4.2.</b>	<b>The Characteristics of Places: Places have physical and human characteristics</b>
<b>BENCHMARK</b>	<b>PR.4.2.A.</b>	<b>Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to</b>
EXPECTATION	PR.4.2.A.3.	Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).

<b>ESSENTIAL ELEMENT</b>	<b>NGS.PR.</b>	<b>Places and Regions</b>
<b>STANDARD</b>	<b>PR.5.</b>	<b>That people create regions to interpret Earth's complexity</b>
<b>STRAND</b>	<b>PR.5.1.</b>	<b>The Concept of Region: Regions are areas of Earth's surface with unifying physical and/or human characteristics</b>
<b>BENCHMARK</b>	<b>PR.5.1.A.</b>	<b>Describe the distinguishing characteristics and meanings of several different regions, as exemplified by being able to</b>
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).

<b>ESSENTIAL ELEMENT</b>	<b>NGS.PS.</b>	<b>Physical Systems</b>
<b>STANDARD</b>	<b>PS.7.</b>	<b>The physical processes that shape the patterns of Earth's surface</b>
<b>STRAND</b>	<b>PS.7.1.</b>	<b>Components of Earth's Physical Systems: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)</b>
<b>BENCHMARK</b>	<b>PS.7.1.A.</b>	<b>Identify attributes of Earth's different physical systems, as exemplified by being able to</b>

EXPECTATION	PS.7.1.A.1.	Identify different attributes of physical systems in photographs (e.g., sky, clouds, plants, soil, oceans, lakes, mountains).
EXPECTATION	PS.7.1.A.3.	Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).
<b>ESSENTIAL ELEMENT</b>	<b>NGS.HS.</b>	<b>Human Systems</b>
<b>STANDARD</b>	<b>HS.12.</b>	<b>The processes, patterns, and functions of human settlement</b>
<b>STRAND</b>	<b>HS.12.3.</b>	<b>Patterns of Settlement: There are different types of settlements</b>
<b>BENCHMARK</b>	<b>HS.12.3.A.</b>	<b>Compare and explain the different types of settlements in the local region and the United States, as exemplified by being able to</b>

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).
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<b>ESSENTIAL ELEMENT</b>	<b>NGS.ES.</b>	<b>Environment and Society</b>
<b>STANDARD</b>	<b>ES.15.</b>	<b>How physical systems affect human systems</b>
<b>STRAND</b>	<b>ES.15.1.</b>	<b>Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities</b>
<b>BENCHMARK</b>	<b>ES.15.1.A.</b>	<b>Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to</b>

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).
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<b>ESSENTIAL ELEMENT</b>	<b>NGS.UG.</b>	<b>The Uses of Geography</b>
<b>STANDARD</b>	<b>UG.18.</b>	<b>How to apply geography to interpret the present and plan for the future</b>
<b>STRAND</b>	<b>UG.18.3.</b>	<b>Perceptions of Geographic Contexts: People's perceptions of the world—places, regions, and environments—are constantly changing</b>
<b>BENCHMARK</b>	<b>UG.18.3.A.</b>	<b>Explain how people's perceptions of the world can change with new information and new experiences, as exemplified by being able to</b>

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.
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**Next Generation Science Standards (NGSS)**

**Science**

Grade 4 - Adopted: 2013

<b>STRAND</b>	<b>NGSS.4-ESS</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>TITLE</b>	<b>4-ESS3</b>	<b>Earth and Human Activity</b>
		<b>Students who demonstrate understanding can:</b>

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.
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**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 Today

**National Council for the Social Studies (NCSS)**

**Social Studies**

Grade 5 - Adopted: 2010

THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		<b>SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.</b>
CATEGORY	<b>2.1.</b>	<b>KNOWLEDGE - Learners will understand:</b>

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	2.1.7.	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		<b>SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.</b>
CATEGORY	<b>3.1.</b>	<b>KNOWLEDGE - Learners will understand:</b>

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	3.1.5.	The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious).

**National Geography Standards (NGS)**

**Science**

Grade 5 - Adopted: 2012

<b>ESSENTIAL ELEMENT</b>	<b>NGS.HS.</b>	<b>Human Systems</b>
<b>STANDARD</b>	<b>HS.11.</b>	<b>The patterns and networks of economic interdependence on Earth's surface</b>
<b>STRAND</b>	<b>HS.11.1.</b>	<b>Economic Activities: The functions of different types of economic activities</b>
<b>BENCHMARK</b>	<b>HS.11.1.A.</b>	<b>Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors, as exemplified by being able to</b>

EXPECTATION HS.11.1.A Describe the sequence of activities that occur in the manufacture of products (e.g., in the production of a .2. computerized sewing machine, the iron-ore mining is primary, smelting iron and steel are secondary, selling of the steel sewing machines is tertiary, and advertising is quaternary).

<b>ESSENTIAL ELEMENT</b>	<b>NGS.ES.</b>	<b>Environment and Society</b>
<b>STANDARD</b>	<b>ES.14.</b>	<b>How human actions modify the physical environment</b>
<b>STRAND</b>	<b>ES.14.3.</b>	<b>Consequences for People and Environments: The physical environment can both accommodate and be endangered by human activities</b>
<b>BENCHMARK</b>	<b>ES.14.3.A.</b>	<b>Analyze the positive and negative consequences of humans changing the physical environment, as exemplified by being able to</b>

EXPECTATION ES.14.3.A Analyze the positive and negative effects of human actions on the lithosphere (e.g., land degradation and erosion, .1. soil salinization and acidification).

EXPECTATION ES.14.3.A Analyze the ways humans can have positive effects on the physical environment (e.g., open green space protection, .3. wetland restoration, sustainable forestry).

<b>ESSENTIAL ELEMENT</b>	<b>NGS.ES.</b>	<b>Environment and Society</b>
<b>STANDARD</b>	<b>ES.16.</b>	<b>The changes that occur in the meaning, use, distribution, and importance of resources</b>
<b>STRAND</b>	<b>ES.16.1.</b>	<b>Types and Meanings of Resources: People can have different viewpoints regarding the meaning and use of resources</b>
<b>BENCHMARK</b>	<b>ES.16.1.A.</b>	<b>Describe examples of how cultures differ in their definition and use of resources, as exemplified by being able to</b>

EXPECTATION ES.16.1.A Describe differences in the types of resources used in different geographic contexts in various parts of the world .1. (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).

<b>ESSENTIAL ELEMENT</b>	<b>NGS.ES.</b>	<b>Environment and Society</b>
<b>STANDARD</b>	<b>ES.16.</b>	<b>The changes that occur in the meaning, use, distribution, and importance of resources</b>
<b>STRAND</b>	<b>ES.16.3.</b>	<b>Sustainable Resource Use and Management: Humans can manage resources to sustain or prolong their use</b>
<b>BENCHMARK</b>	<b>ES.16.3.A.</b>	<b>Explain how renewable resources can be continuously replenished through sustainable use, as exemplified by being able to</b>

EXPECTATION ES.16.3.A Describe and explain how sustainable management techniques can be applied in farming, forestry, and fishing (e.g., .1. soil banks and contour plowing, sustainable timber harvesting practices, aquaculture).

<b>ESSENTIAL ELEMENT</b>	<b>NGS.WST</b>	<b>The World in Spatial Terms</b>
<b>STANDARD</b>	<b>WST.2.</b>	<b>How to use mental maps to organize information about people, places, and environments in a spatial context</b>
<b>STRAND</b>	<b>WST.2.2</b>	<b>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)</b>
<b>BENCHMARK</b>	<b>WST.2.2.A.</b>	<b>Identify from memory with increasing detail and accuracy mental maps of a place or region, as exemplified by being able to</b>
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.
<b>ESSENTIAL ELEMENT</b>	<b>NGS.PR.</b>	<b>Places and Regions</b>
<b>STANDARD</b>	<b>PR.6.</b>	<b>How culture and experience influence people's perceptions of places and regions</b>
<b>STRAND</b>	<b>PR.6.2.</b>	<b>Changes in the Perception of Places and Regions: Perceptions of places and regions change by incorporating multiple direct and indirect experiences</b>
<b>BENCHMARK</b>	<b>PR.6.2.A</b>	<b>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</b>
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).
<b>ESSENTIAL ELEMENT</b>	<b>NGS.HS.</b>	<b>Human Systems</b>
<b>STANDARD</b>	<b>HS.11.</b>	<b>The patterns and networks of economic interdependence on Earth's surface</b>
<b>STRAND</b>	<b>HS.11.2.</b>	<b>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</b>
<b>BENCHMARK</b>	<b>HS.11.2.A.</b>	<b>Compare and explain the advantages of one location over another in the access to factors of production, as exemplified by being able to</b>
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).
<b>ESSENTIAL ELEMENT</b>	<b>NGS.ES.</b>	<b>Environment and Society</b>
<b>STANDARD</b>	<b>ES.16.</b>	<b>The changes that occur in the meaning, use, distribution, and importance of resources</b>
<b>STRAND</b>	<b>ES.16.1.</b>	<b>Types and Meanings of Resources: People can have different viewpoints regarding the meaning and use of resources</b>
<b>BENCHMARK</b>	<b>ES.16.1.A.</b>	<b>Describe examples of how cultures differ in their definition and use of resources, as exemplified by being able to</b>

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).
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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).
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<b>ESSENTIAL ELEMENT</b>	<b>NGS.ES.</b>	<b>Environment and Society</b>
<b>STANDARD</b>	<b>ES.16.</b>	<b>The changes that occur in the meaning, use, distribution, and importance of resources</b>
<b>STRAND</b>	<b>ES.16.2.</b>	<b>Location and Distribution of Resources: The formation and spatial distribution of types of resources</b>
<b>BENCHMARK</b>	<b>ES.16.2.A.</b>	<b>Describe the physical processes that influence the formation and therefore spatial distribution of renewable, nonrenewable, and flow resources, as exemplified by being able to</b>

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.
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<b>ESSENTIAL ELEMENT</b>	<b>NGS.ES.</b>	<b>Environment and Society</b>
<b>STANDARD</b>	<b>ES.16.</b>	<b>The changes that occur in the meaning, use, distribution, and importance of resources</b>
<b>STRAND</b>	<b>ES.16.3.</b>	<b>Sustainable Resource Use and Management: Humans can manage resources to sustain or prolong their use</b>
<b>BENCHMARK</b>	<b>ES.16.3.B.</b>	<b>Explain how humans can use technology to prolong the supply of nonrenewable resources and utilize flow resources, as exemplified by being able to</b>

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).
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**Next Generation Science Standards (NGSS)**

**Science**

Grade 5 - Adopted: 2013

<b>STRAND</b>	<b>NGSS.5-ESS</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>TITLE</b>	<b>5-ESS3</b>	<b>Earth and Human Activity</b>
		<b>Students who demonstrate understanding can:</b>

PERFORMANCE EXPECTATION	5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
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