

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: K

Virtual Field Trips

Grade 1 - The Earth Around Us

National Council for the Social Studies (NCSS)

Social Studies

Grade K - Adopted: 2010

THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION 1.2.1. Ask and find answers to questions related to culture in the contexts of school, community, state, and region.

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.

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 3.1.4. 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 3.1.7. Benefits and problems resulting from the discovery and use of resources.

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.

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.8.	SCIENCE, TECHNOLOGY, AND SOCIETY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY.
CATEGORY	8.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 8.1.5. That science often leads to new technology in areas such as communication and transportation, and results in change over time.

National Geography Standards (NGS)

Science

Grade K - 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.3. Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).

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: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)
BENCHMARK	PS.7.1.A .	Identify attributes of Earth's different physical systems, as exemplified by being able to

EXPECTATION PS.7.1.A.2. Identify examples of water features on Earth's surface that comprise the hydrosphere (e.g., oceans, rivers, lakes, water vapor, ground water, different types of precipitation).

EXPECTATION PS.7.1.A.3. Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).

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 affect conditions on Earth
BENCHMARK	PS.7.2.A	Describe how Earth's position relative to the Sun affects conditions on Earth, as exemplified by being able to

EXPECTATION	PS.7.2.A.1.	Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres.
-------------	-------------	---

EXPECTATION	PS.7.2.A.2.	Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations).
-------------	-------------	---

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.3.	Physical Processes: Physical processes shape features on Earth's surface
BENCHMARK	PS.7.3.A	Identify examples of physical processes, as exemplified by being able to

EXPECTATION	PS.7.3.A.1.	Identify different cycles in Earth's systems (e.g., water cycle, carbon cycle, wind or water erosion, weathering, deposition, mass wasting).
-------------	-------------	--

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.3.	Physical Processes: Physical processes shape features on Earth's surface
BENCHMARK	PS.7.3.B	Describe how physical processes shape features on Earth's surface, as exemplified by being able to

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.
-------------	-------------	--

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.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.1.	Identify and describe the changes in local habitats that resulted from human activities.
-------------	--------------	--

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.
-------------	--------------	--

EXPECTATION	ES.16.1.A.3.	Identify the types of nonrenewable resources students and their families use in their everyday lives and identify renewable and flow resources that could be used instead of nonrenewable resources.
-------------	--------------	--

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: The sustainable use of resources in daily life
BENCHMARK	ES.16.3.A.	Identify the ways in which different types of resources can be conserved, reused, and recycled, as exemplified by being able to

EXPECTATION	ES.16.3.A.1.	Identify the advantages and disadvantages of recycling and reusing materials made from resources that people value.
-------------	--------------	---

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.18.1.	Using Geography to Interpret the Present and Plan for the Future: Geographic contexts (the human and physical characteristics of places and environments) are the settings for current events
BENCHMARK	UG.18.1.A.	Analyze geographic contexts in which current events and issues occur, as exemplified by being able to

EXPECTATION	UG.18.1.A.3.	Analyze a current environmental issue in the region (e.g., building or demolishing a dam, building or expansion of freeway system, creation of parks and open spaces, regulatory legislation on industry to prevent further air, water, and land pollution) and describe ways in which people and the environment interact to affect the issue positively and negatively.
-------------	--------------	---

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.18.2.	Changes in Geographic Contexts: Places, regions, and environments will continue to change
BENCHMARK	UG.18.2.A.	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

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 K - 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.2.4 .	Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions
BENCHMARK	WST.2.4 .A.	Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to

EXPECTATION	WST.2.4.A.1.	Identify and describe differences in students' sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc.
-------------	--------------	--

EXPECTATION	WST.2.4.A.3.	Describe the differences in students' views of a popular community attraction based on the details in their mental maps.
-------------	--------------	--

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.2.	Identify and describe the defining characteristics of the student's community as a place.
-------------	-------------	---

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.3.	Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).
-------------	-------------	--

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.2.	Identify the physical and human characteristics that can be used to define a region within the local community (e.g., the characteristics of a retail strip mall area, downtown or central business district, boundaries of ethnic neighborhoods).
-------------	-------------	--

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 can have different views of the same places and regions
BENCHMARK	PR.6.1.A	Describe how people view places in their community differently, as exemplified by being able to

EXPECTATION PR.6.1.A. 2. Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.

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: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)
BENCHMARK	PS.7.1.A	Identify attributes of Earth's different physical systems, as exemplified by being able to

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).

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 affect conditions on Earth
BENCHMARK	PS.7.2.A	Describe how Earth's position relative to the Sun affects conditions on Earth, as exemplified by being able to

EXPECTATION PS.7.2.A. 1. Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres.

EXPECTATION PS.7.2.A. 2. Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations).

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. 3. Describe local ecosystems by surveying and recording the properties of their components.

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.1. Describe and explain why the founders of the local community elected to settle there (e.g., easily accessible or defensible, acceptable climatic conditions, proximity to other resources or transportation routes).

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).

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: There are different types of urban land uses
BENCHMARK	HS.12.4.A.	Analyze the different ways land is used in the community, as exemplified by being able to

EXPECTATION HS.12.4.A.2. Analyze a community history to describe changes in land use over time (e.g., farms developed into suburbs, factory buildings changed to urban malls, unused train depots transformed to restaurants or art centers).

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: People modify the physical environment
BENCHMARK	ES.14.1.A.	Identify and describe ways in which humans modify the physical environment, as exemplified by being able to

EXPECTATION ES.14.1.A.1. Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).

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.1. Identify and describe the characteristics of the community's physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).

EXPECTATION	ES.15.1.A.3.	Describe how people take advantage of the physical environment of their local community (e.g., water supply, farming, gardens, recreational activities).
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.2.	Describe examples in which human activities are limited by different types of climates (e.g., cold or polar, rainy or dry, equatorial).
-------------	--------------	---

Next Generation Science Standards (NGSS)

Science

Grade K - Adopted: 2013

STRAND	NGSS.K-ESS	EARTH AND SPACE SCIENCE
TITLE	K-ESS2	Earth's Systems
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.
-------------------------	----------	--

PERFORMANCE EXPECTATION	K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
-------------------------	----------	---

STRAND	NGSS.K-ESS	EARTH AND SPACE SCIENCE
TITLE	K-ESS3	Earth and Human Activity
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	K-ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.
-------------------------	----------	---

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: 1

Virtual Field Trips

Grade 1 - The Earth Around Us

National Council for the Social Studies (NCSS)

Social Studies

Grade 1 - Adopted: 2010

THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.2.	PROCESSES - Learners will be able to:

LEARNING
EXPECTATION

1.2.1. Ask and find answers to questions related to culture in the contexts of school, community, state, and region.

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.

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

3.1.4. 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

3.1.7. Benefits and problems resulting from the discovery and use of resources.

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.

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.8.	SCIENCE, TECHNOLOGY, AND SOCIETY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY.
CATEGORY	8.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 8.1.5. That science often leads to new technology in areas such as communication and transportation, and results in change over time.

National Geography Standards (NGS)

Science

Grade 1 - 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. 3. Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).

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: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)
BENCHMARK	PS.7.1.A .	Identify attributes of Earth's different physical systems, as exemplified by being able to

EXPECTATION PS.7.1.A. 2. Identify examples of water features on Earth's surface that comprise the hydrosphere (e.g., oceans, rivers, lakes, water vapor, ground water, different types of precipitation).

EXPECTATION PS.7.1.A. 3. Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).

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 affect conditions on Earth
BENCHMARK	PS.7.2.A	Describe how Earth's position relative to the Sun affects conditions on Earth, as exemplified by being able to

EXPECTATION	PS.7.2.A.1.	Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres.
-------------	-------------	---

EXPECTATION	PS.7.2.A.2.	Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations).
-------------	-------------	---

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.3.	Physical Processes: Physical processes shape features on Earth's surface
BENCHMARK	PS.7.3.A	Identify examples of physical processes, as exemplified by being able to

EXPECTATION	PS.7.3.A.1.	Identify different cycles in Earth's systems (e.g., water cycle, carbon cycle, wind or water erosion, weathering, deposition, mass wasting).
-------------	-------------	--

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.3.	Physical Processes: Physical processes shape features on Earth's surface
BENCHMARK	PS.7.3.B	Describe how physical processes shape features on Earth's surface, as exemplified by being able to

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.
-------------	-------------	--

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.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.1.	Identify and describe the changes in local habitats that resulted from human activities.
-------------	--------------	--

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.
-------------	--------------	--

EXPECTATION	ES.16.1.A.3.	Identify the types of nonrenewable resources students and their families use in their everyday lives and identify renewable and flow resources that could be used instead of nonrenewable resources.
-------------	--------------	--

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: The sustainable use of resources in daily life
BENCHMARK	ES.16.3.A.	Identify the ways in which different types of resources can be conserved, reused, and recycled, as exemplified by being able to

EXPECTATION	ES.16.3.A.1.	Identify the advantages and disadvantages of recycling and reusing materials made from resources that people value.
-------------	--------------	---

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.18.1.	Using Geography to Interpret the Present and Plan for the Future: Geographic contexts (the human and physical characteristics of places and environments) are the settings for current events
BENCHMARK	UG.18.1.A.	Analyze geographic contexts in which current events and issues occur, as exemplified by being able to

EXPECTATION	UG.18.1.A.3.	Analyze a current environmental issue in the region (e.g., building or demolishing a dam, building or expansion of freeway system, creation of parks and open spaces, regulatory legislation on industry to prevent further air, water, and land pollution) and describe ways in which people and the environment interact to affect the issue positively and negatively.
-------------	--------------	---

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.18.2.	Changes in Geographic Contexts: Places, regions, and environments will continue to change
BENCHMARK	UG.18.2.A.	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

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 1 - 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.2.4 .	Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions
BENCHMARK	WST.2.4 .A.	Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to

EXPECTATION	WST.2.4 .A.1.	Identify and describe differences in students' sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc.
-------------	---------------	--

EXPECTATION	WST.2.4 .A.3.	Describe the differences in students' views of a popular community attraction based on the details in their mental maps.
-------------	---------------	--

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. 2.	Identify and describe the defining characteristics of the student's community as a place.
-------------	--------------	---

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. 3.	Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).
-------------	--------------	--

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. 2.	Identify the physical and human characteristics that can be used to define a region within the local community (e.g., the characteristics of a retail strip mall area, downtown or central business district, boundaries of ethnic neighborhoods).
-------------	--------------	--

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 can have different views of the same places and regions
BENCHMARK	PR.6.1.A	Describe how people view places in their community differently, as exemplified by being able to

EXPECTATION PR.6.1.A. 2. Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.

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: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)
BENCHMARK	PS.7.1.A	Identify attributes of Earth's different physical systems, as exemplified by being able to

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).

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 affect conditions on Earth
BENCHMARK	PS.7.2.A	Describe how Earth's position relative to the Sun affects conditions on Earth, as exemplified by being able to

EXPECTATION PS.7.2.A. 1. Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres.

EXPECTATION PS.7.2.A. 2. Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations).

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. 3. Describe local ecosystems by surveying and recording the properties of their components.

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.1. Describe and explain why the founders of the local community elected to settle there (e.g., easily accessible or defensible, acceptable climatic conditions, proximity to other resources or transportation routes).

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).

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: There are different types of urban land uses
BENCHMARK	HS.12.4.A.	Analyze the different ways land is used in the community, as exemplified by being able to

EXPECTATION HS.12.4.A.2. Analyze a community history to describe changes in land use over time (e.g., farms developed into suburbs, factory buildings changed to urban malls, unused train depots transformed to restaurants or art centers).

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: People modify the physical environment
BENCHMARK	ES.14.1.A.	Identify and describe ways in which humans modify the physical environment, as exemplified by being able to

EXPECTATION ES.14.1.A.1. Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).

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.1. Identify and describe the characteristics of the community's physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).

EXPECTATION	ES.15.1.A.3.	Describe how people take advantage of the physical environment of their local community (e.g., water supply, farming, gardens, recreational activities).
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.2.	Describe examples in which human activities are limited by different types of climates (e.g., cold or polar, rainy or dry, equatorial).
-------------	--------------	---

Next Generation Science Standards (NGSS)

Science

Grade 1 - Adopted: 2013

STRAND	NGSS.1-ESS	EARTH AND SPACE SCIENCE
TITLE	1-ESS1	Earth's Place in the Universe
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	1-ESS1-2	Make observations at different times of year to relate the amount of daylight to the time of year.
-------------------------	----------	--

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: 2

Virtual Field Trips

Grade 1 - The Earth Around Us

National Council for the Social Studies (NCSS)

Social Studies

Grade 2 - Adopted: 2010

THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION 1.2.1. Ask and find answers to questions related to culture in the contexts of school, community, state, and region.

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.

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 3.1.4. 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 3.1.7. Benefits and problems resulting from the discovery and use of resources.

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.

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.8.	SCIENCE, TECHNOLOGY, AND SOCIETY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY.
CATEGORY	8.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 8.1.5. That science often leads to new technology in areas such as communication and transportation, and results in change over time.

National Geography Standards (NGS)

Science

Grade 2 - 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. 3. Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).

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: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)
BENCHMARK	PS.7.1.A .	Identify attributes of Earth's different physical systems, as exemplified by being able to

EXPECTATION PS.7.1.A. 2. Identify examples of water features on Earth's surface that comprise the hydrosphere (e.g., oceans, rivers, lakes, water vapor, ground water, different types of precipitation).

EXPECTATION PS.7.1.A. 3. Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).

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 affect conditions on Earth
BENCHMARK	PS.7.2.A.	Describe how Earth's position relative to the Sun affects conditions on Earth, as exemplified by being able to

EXPECTATION	PS.7.2.A. 1.	Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres.
-------------	--------------	---

EXPECTATION	PS.7.2.A. 2.	Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations).
-------------	--------------	---

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.3.	Physical Processes: Physical processes shape features on Earth's surface
BENCHMARK	PS.7.3.A.	Identify examples of physical processes, as exemplified by being able to

EXPECTATION	PS.7.3.A. 1.	Identify different cycles in Earth's systems (e.g., water cycle, carbon cycle, wind or water erosion, weathering, deposition, mass wasting).
-------------	--------------	--

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.3.	Physical Processes: Physical processes shape features on Earth's surface
BENCHMARK	PS.7.3.B.	Describe how physical processes shape features on Earth's surface, as exemplified by being able to

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.
-------------	--------------	--

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.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.1.	Identify and describe the changes in local habitats that resulted from human activities.
-------------	--------------	--

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.
-------------	--------------	--

EXPECTATION	ES.16.1.A.3.	Identify the types of nonrenewable resources students and their families use in their everyday lives and identify renewable and flow resources that could be used instead of nonrenewable resources.
-------------	--------------	--

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: The sustainable use of resources in daily life
BENCHMARK	ES.16.3.A.	Identify the ways in which different types of resources can be conserved, reused, and recycled, as exemplified by being able to

EXPECTATION	ES.16.3.A.1.	Identify the advantages and disadvantages of recycling and reusing materials made from resources that people value.
-------------	--------------	---

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.18.1.	Using Geography to Interpret the Present and Plan for the Future: Geographic contexts (the human and physical characteristics of places and environments) are the settings for current events
BENCHMARK	UG.18.1.A.	Analyze geographic contexts in which current events and issues occur, as exemplified by being able to

EXPECTATION	UG.18.1.A.3.	Analyze a current environmental issue in the region (e.g., building or demolishing a dam, building or expansion of freeway system, creation of parks and open spaces, regulatory legislation on industry to prevent further air, water, and land pollution) and describe ways in which people and the environment interact to affect the issue positively and negatively.
-------------	--------------	---

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.18.2.	Changes in Geographic Contexts: Places, regions, and environments will continue to change
BENCHMARK	UG.18.2.A.	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

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 2 - 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.2.4	Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions
BENCHMARK	WST.2.4.A.	Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to

EXPECTATION	WST.2.4.A.1.	Identify and describe differences in students' sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc.
-------------	--------------	--

EXPECTATION	WST.2.4.A.3.	Describe the differences in students' views of a popular community attraction based on the details in their mental maps.
-------------	--------------	--

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.2.	Identify and describe the defining characteristics of the student's community as a place.
-------------	-------------	---

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.3.	Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).
-------------	-------------	--

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.2.	Identify the physical and human characteristics that can be used to define a region within the local community (e.g., the characteristics of a retail strip mall area, downtown or central business district, boundaries of ethnic neighborhoods).
-------------	-------------	--

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 can have different views of the same places and regions
BENCHMARK	PR.6.1.A	Describe how people view places in their community differently, as exemplified by being able to

EXPECTATION PR.6.1.A. 2. Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.

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: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)
BENCHMARK	PS.7.1.A	Identify attributes of Earth's different physical systems, as exemplified by being able to

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).

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 affect conditions on Earth
BENCHMARK	PS.7.2.A	Describe how Earth's position relative to the Sun affects conditions on Earth, as exemplified by being able to

EXPECTATION PS.7.2.A. 1. Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres.

EXPECTATION PS.7.2.A. 2. Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations).

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. 3. Describe local ecosystems by surveying and recording the properties of their components.

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.1. Describe and explain why the founders of the local community elected to settle there (e.g., easily accessible or defensible, acceptable climatic conditions, proximity to other resources or transportation routes).

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).

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: There are different types of urban land uses
BENCHMARK	HS.12.4.A.	Analyze the different ways land is used in the community, as exemplified by being able to

EXPECTATION HS.12.4.A.2. Analyze a community history to describe changes in land use over time (e.g., farms developed into suburbs, factory buildings changed to urban malls, unused train depots transformed to restaurants or art centers).

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: People modify the physical environment
BENCHMARK	ES.14.1.A.	Identify and describe ways in which humans modify the physical environment, as exemplified by being able to

EXPECTATION ES.14.1.A.1. Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).

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.1. Identify and describe the characteristics of the community's physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).

EXPECTATION	ES.15.1.A.3.	Describe how people take advantage of the physical environment of their local community (e.g., water supply, farming, gardens, recreational activities).
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.2.	Describe examples in which human activities are limited by different types of climates (e.g., cold or polar, rainy or dry, equatorial).
-------------	--------------	---

Next Generation Science Standards (NGSS)

Science

Grade 2 - Adopted: 2013

STRAND	NGSS.2-ESS	EARTH AND SPACE SCIENCE
TITLE	2-ESS2	Earth's Systems
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	2-ESS2-2	Develop a model to represent the shapes and kinds of land and bodies of water in an area.
-------------------------	----------	---

PERFORMANCE EXPECTATION	2-ESS2-3	Obtain information to identify where water is found on Earth and that it can be solid or liquid.
-------------------------	----------	--