

Virtual Field Trips

Grade 3 - The First Americans

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	1.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	1.1.4.	How culture may change in response to changing needs and concerns.
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LEARNING EXPECTATION	1.1.5.	How individuals learn the elements of their culture through interactions with other members of the culture group.
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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.
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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.
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LEARNING EXPECTATION	2.1.2.	Key concepts such as: past, present, future, similarity, difference, and change.
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LEARNING EXPECTATION	2.1.3.	That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts.
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LEARNING EXPECTATION	2.1.4.	Key people, events, and places associated with the history of the community, nation, and world.
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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.
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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.
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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	2.2.3.	Identify examples of both continuity and change, as depicted in stories, photographs, and documents.
LEARNING EXPECTATION	2.2.4.	Describe examples of cause-effect relationships.
LEARNING EXPECTATION	2.2.6.	Describe how people in the past lived, and research their values and beliefs
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	3.1.3.	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	3.1.7.	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.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION 5.2.5. Provide examples of the role of institutions in furthering both continuity and change.

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
CATEGORY	6.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 6.1.2. Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.

THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 10.1.4. Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories.

National 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.
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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.
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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.
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.3.	Migration: People move for a variety of reasons
BENCHMARK	HS.9.3.A.	Describe examples of different human migrations, as exemplified by being able to

EXPECTATION	HS.9.3.A.2.	Describe why and how the Pilgrims moved from England to the US colonies.
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.1.	Characteristics of Culture: A culture has distinctive characteristics
BENCHMARK	HS.10.1.A.	Identify and describe the characteristics of a culture, as exemplified by being able to

EXPECTATION	HS.10.1.A.3.	Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past.
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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).
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.1.	Using Geography to Interpret the Past: Geographic contexts (the human and physical characteristics of places and environments) are the settings for events in the past
BENCHMARK	UG.17.1.A.	Describe the geographic context in which a historical event occurred, as exemplified by being able to
EXPECTATION	UG.17.1.A.3.	Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States.

Virtual Field Trips

Grade 3 - The First Americans

National Council for the Social Studies (NCSS)

Social Studies

Grade 3 - Adopted: 2010

THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	1.1.4.	How culture may change in response to changing needs and concerns.
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LEARNING EXPECTATION	1.1.5.	How individuals learn the elements of their culture through interactions with other members of the culture group.
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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.
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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.
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LEARNING EXPECTATION	2.1.2.	Key concepts such as: past, present, future, similarity, difference, and change.
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LEARNING EXPECTATION	2.1.3.	That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts.
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LEARNING EXPECTATION	2.1.4.	Key people, events, and places associated with the history of the community, nation, and world.
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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.
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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.
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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	2.2.3.	Identify examples of both continuity and change, as depicted in stories, photographs, and documents.
LEARNING EXPECTATION	2.2.4.	Describe examples of cause-effect relationships.
LEARNING EXPECTATION	2.2.6.	Describe how people in the past lived, and research their values and beliefs
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	3.1.3.	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	3.1.7.	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.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.2.	PROCESSES - Learners will be able to:

LEARNING
EXPECTATION

5.2.5. Provide examples of the role of institutions in furthering both continuity and change.

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
CATEGORY	6.1.	KNOWLEDGE - Learners will understand:

LEARNING
EXPECTATION

6.1.2. Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.

THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.1.	KNOWLEDGE - Learners will understand:

LEARNING
EXPECTATION

10.1.4. Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories.

National Geography Standards (NGS)

Social Studies

Grade 3 - 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.
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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.
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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.
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.3.	Migration: People move for a variety of reasons
BENCHMARK	HS.9.3.A.	Describe examples of different human migrations, as exemplified by being able to

EXPECTATION	HS.9.3.A.2.	Describe why and how the Pilgrims moved from England to the US colonies.
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.1.	Characteristics of Culture: A culture has distinctive characteristics
BENCHMARK	HS.10.1.A.	Identify and describe the characteristics of a culture, as exemplified by being able to

EXPECTATION	HS.10.1.A.3.	Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past.
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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).
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.1.	Using Geography to Interpret the Past: Geographic contexts (the human and physical characteristics of places and environments) are the settings for events in the past
BENCHMARK	UG.17.1.A.	Describe the geographic context in which a historical event occurred, as exemplified by being able to
EXPECTATION	UG.17.1.A.3.	Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States.

Virtual Field Trips

Grade 3 - The First Americans

National Council for the Social Studies (NCSS)

Social Studies

Grade 4 - Adopted: 2010

THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 1.1.4. How culture may change in response to changing needs and concerns.

LEARNING EXPECTATION 1.1.5. How individuals learn the elements of their culture through interactions with other members of the culture group.

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	2.1.	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 2.1.3. That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts.

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	2.2.3.	Identify examples of both continuity and change, as depicted in stories, photographs, and documents.
LEARNING EXPECTATION	2.2.4.	Describe examples of cause-effect relationships.
LEARNING EXPECTATION	2.2.6.	Describe how people in the past lived, and research their values and beliefs
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	3.1.3.	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	3.1.7.	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.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION 5.2.5. Provide examples of the role of institutions in furthering both continuity and change.

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
CATEGORY	6.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 6.1.2. Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.

THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 10.1.4. Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories.

National Geography Standards (NGS)

Social Studies

Grade 4 - 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.
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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.
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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.
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.3.	Migration: People move for a variety of reasons
BENCHMARK	HS.9.3.A.	Describe examples of different human migrations, as exemplified by being able to

EXPECTATION	HS.9.3.A.2.	Describe why and how the Pilgrims moved from England to the US colonies.
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.1.	Characteristics of Culture: A culture has distinctive characteristics
BENCHMARK	HS.10.1.A.	Identify and describe the characteristics of a culture, as exemplified by being able to

EXPECTATION	HS.10.1.A.3.	Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past.
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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).
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.1.	Using Geography to Interpret the Past: Geographic contexts (the human and physical characteristics of places and environments) are the settings for events in the past
BENCHMARK	UG.17.1.A.	Describe the geographic context in which a historical event occurred, as exemplified by being able to
EXPECTATION	UG.17.1.A.3.	Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States.