

Main Criteria: Virtual Field Trips

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

Subjects: Science, Social Studies

Grade: 3

Virtual Field Trips

Grade 4 - Midwest Region Early Beginnings

National Council for the Social Studies (NCSS)

Social Studies

Grade 3 - Adopted: 2010

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

LEARNING EXPECTATION	2.1.1.	The study of the past is the story of communities, nations, and the world.
LEARNING EXPECTATION	2.1.2.	Key concepts such as: past, present, future, similarity, difference, and change.
LEARNING EXPECTATION	2.1.4.	Key people, events, and places associated with the history of the community, nation, and world.
LEARNING EXPECTATION	2.1.6.	That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold.
LEARNING EXPECTATION	2.1.7.	That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.

THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	2.2.1.	Ask and find answers to questions related to the past in school, community, state and regional contexts.
LEARNING EXPECTATION	2.2.4.	Describe examples of cause-effect relationships.

THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
LEARNING EXPECTATION	3.1.3.	Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.

LEARNING EXPECTATION	3.1.5.	Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals.
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LEARNING EXPECTATION	3.1.7.	Benefits and problems resulting from the discovery and use of resources.
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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.
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THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION	3.3.1.	Creating illustrations and composing answers to geographic questions about people, places, and environments.
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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.
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National Geography Standards (NGS)

Science

Grade 3 - Adopted: 2012

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

EXPECTATION	PR.4.2.A. 3.	Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).
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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.7.3.	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.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities
BENCHMARK	ES.15.1.B.	Describe examples in which the physical environment imposes constraints on human activities, as exemplified by being able to
EXPECTATION	ES.15.1.B.1.	Describe how human activities are limited by landforms such as flood plains, deltas, mountains, and slopes in choices of land use (e.g., agriculture, human settlement, transportation networks).
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.

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.1.	The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations
BENCHMARK	PR.4.1.A	Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to

EXPECTATION PR.4.1.A. 1. Identify and describe categories of characteristics that define a location as a place (e.g., weather characteristics, population density, architectural styles, landforms, vegetation, cultures, types of industry).

ESSENTIAL ELEMENT	NGS.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. 1. Identify unifying areas on a map that define those areas as regions (e.g., a zoo map showing how animal exhibits are organized by regions related to climate, landforms, and vegetation zones).

EXPECTATION PR.5.1.A. 3. Describe the characteristics that define a physical region in the state (e.g., Front Range in Colorado, Sand Hills in Nebraska, Hill Country in Texas).

ESSENTIAL ELEMENT	NGS.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.HS.	Human Systems
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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.3. Describe why and how Native Americans moved to federally designated reservations.

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.2.	Cooperation: The role cooperation has in managing Earth's surface
BENCHMARK	HS.13.2.A.	Explain how people cooperate in managing and using Earth's surface, as exemplified by being able to

EXPECTATION HS.13.2.A.1. Explain how international water boundaries are examples of people cooperating in dividing and using Earth's surface (e.g., 200-mile territorial limit, Great Lakes are divided between Canada and the United States, for river boundaries it is sometimes the center of the water in the river).

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.2.	The Use of Technology: People use technology to get what they need from the physical environment
BENCHMARK	ES.14.2.A.	Describe and explain ways in which people use technology to get what they need from the physical environment, as exemplified by being able to

EXPECTATION ES.14.2.A.3. Describe and explain how inventions helped people settle the Great Plains (e.g., barbed wire, steel plow, railroad, steamboat, threshing machines).

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.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).

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

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

EXPECTATION	UG.17.1.A .3.	Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States.
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.2 .	Changes in Geographic Contexts: Places, regions, and environments change over time
BENCHMARK	UG.17.2.A.	Analyze how places, regions, and environments change over time, as exemplified by being able to

EXPECTATION	UG.17.2.A .2.	Describe and analyze the change in the number of states in the United States and their boundaries.
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Next Generation Science Standards (NGSS)

Science

Grade 3 - Adopted: 2013

STRAND	NGSS.3-ESS	EARTH AND SPACE SCIENCE
TITLE	3-ESS2	Earth's Systems
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
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PERFORMANCE EXPECTATION	3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
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Main Criteria: Virtual Field Trips

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

Subjects: Science, Social Studies

Grade: 4

Virtual Field Trips

Grade 4 - Midwest Region Early Beginnings

National Council for the Social Studies (NCSS)

Social Studies

Grade 4 - Adopted: 2010

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

LEARNING EXPECTATION	2.1.1.	The study of the past is the story of communities, nations, and the world.
LEARNING EXPECTATION	2.1.2.	Key concepts such as: past, present, future, similarity, difference, and change.
LEARNING EXPECTATION	2.1.4.	Key people, events, and places associated with the history of the community, nation, and world.
LEARNING EXPECTATION	2.1.6.	That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold.
LEARNING EXPECTATION	2.1.7.	That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.

THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	2.2.1.	Ask and find answers to questions related to the past in school, community, state and regional contexts.
LEARNING EXPECTATION	2.2.4.	Describe examples of cause-effect relationships.

THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
LEARNING EXPECTATION	3.1.3.	Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.

LEARNING EXPECTATION	3.1.5.	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.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION	3.3.1.	Creating illustrations and composing answers to geographic questions about people, places, and environments.
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.
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National Geography Standards (NGS)
Science
Grade 4 - Adopted: 2012

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

EXPECTATION	PR.4.2.A.3.	Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).
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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.7.3.	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.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities
BENCHMARK	ES.15.1.B.	Describe examples in which the physical environment imposes constraints on human activities, as exemplified by being able to
EXPECTATION	ES.15.1.B.1.	Describe how human activities are limited by landforms such as flood plains, deltas, mountains, and slopes in choices of land use (e.g., agriculture, human settlement, transportation networks).
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.

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.1.	The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations
BENCHMARK	PR.4.1.A	Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to

EXPECTATION PR.4.1.A. 1. Identify and describe categories of characteristics that define a location as a place (e.g., weather characteristics, population density, architectural styles, landforms, vegetation, cultures, types of industry).

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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. 1. Identify unifying areas on a map that define those areas as regions (e.g., a zoo map showing how animal exhibits are organized by regions related to climate, landforms, and vegetation zones).

EXPECTATION PR.5.1.A. 3. Describe the characteristics that define a physical region in the state (e.g., Front Range in Colorado, Sand Hills in Nebraska, Hill Country in Texas).

ESSENTIAL ELEMENT	NGS.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.HS.	Human Systems
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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.3. Describe why and how Native Americans moved to federally designated reservations.

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.2.	Cooperation: The role cooperation has in managing Earth's surface
BENCHMARK	HS.13.2.A.	Explain how people cooperate in managing and using Earth's surface, as exemplified by being able to

EXPECTATION HS.13.2.A.1. Explain how international water boundaries are examples of people cooperating in dividing and using Earth's surface (e.g., 200-mile territorial limit, Great Lakes are divided between Canada and the United States, for river boundaries it is sometimes the center of the water in the river).

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.2.	The Use of Technology: People use technology to get what they need from the physical environment
BENCHMARK	ES.14.2.A.	Describe and explain ways in which people use technology to get what they need from the physical environment, as exemplified by being able to

EXPECTATION ES.14.2.A.3. Describe and explain how inventions helped people settle the Great Plains (e.g., barbed wire, steel plow, railroad, steamboat, threshing machines).

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.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).

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

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

EXPECTATION	UG.17.1.A .3.	Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States.
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.2 .	Changes in Geographic Contexts: Places, regions, and environments change over time
BENCHMARK	UG.17.2.A.	Analyze how places, regions, and environments change over time, as exemplified by being able to

EXPECTATION UG.17.2.A Describe and analyze the change in the number of states in the United States and their boundaries.
.2.

Main Criteria: Virtual Field Trips

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

Subjects: Science, Social Studies

Grade: 5

Virtual Field Trips

Grade 4 - Midwest Region Early Beginnings

National Council for the Social Studies (NCSS)

Social Studies

Grade 5 - Adopted: 2010

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

LEARNING EXPECTATION	2.1.1.	The study of the past provides a representation of the history of communities, nations, and the world.
LEARNING EXPECTATION	2.1.2.	Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect.
LEARNING EXPECTATION	2.1.3.	That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past.
LEARNING EXPECTATION	2.1.4.	That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher.
LEARNING EXPECTATION	2.1.5.	Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems).
LEARNING EXPECTATION	2.1.7.	The contributions of key persons, groups, and events from the past and their influence on the present.
LEARNING EXPECTATION	2.1.9.	The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.

THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.
LEARNING EXPECTATION	3.1.2.	Concepts such as: location, region, place, and migration, as well as human and physical systems.
LEARNING EXPECTATION	3.1.3.	Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts.

LEARNING EXPECTATION	3.1.5.	The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious).
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to regions, nations, and the world in the past and present.
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National Geography Standards (NGS)
Science
Grade 5 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.2.	Earth-Sun Relationships: Earth-Sun relationships drives physical processes that follow an annual cycle and create patterns on Earth
BENCHMARK	PS.7.2.A	Explain how Earth-Sun relationships drive Earth's physical processes and create annual patterns, as exemplified by being able to

EXPECTATION	PS.7.2.A.1.	Explain the occurrences of weather phenomena in different locations due to annual changes in the Earth-Sun relationship (e.g., hurricanes in the fall in subtropical areas, monsoon rainfall, tornadoes in the mid-latitudes during the spring and summer).
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.1.	Economic Activities: The functions of different types of economic activities
BENCHMARK	HS.11.1.A.	Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors, as exemplified by being able to

EXPECTATION	HS.11.1.A.2.	Describe the sequence of activities that occur in the manufacture of products (e.g., in the production of a computerized sewing machine, the iron-ore mining is primary, smelting iron and steel are secondary, selling of the steel sewing machines is tertiary, and advertising is quaternary).
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.4.	Connecting Economic Activities: Economic systems are dependent on integrated transportation and communication networks
BENCHMARK	HS.11.4.A.	Identify and describe examples of how people, products, and ideas move using integrated transportation and communication networks, as exemplified by being able to

EXPECTATION	HS.11.4.A.1.	Analyze systems for the movement of people and goods (e.g., hub and spoke systems for air travel, US mail, United Parcel Service and FedEx use airplanes, large trucks, and small trucks for global delivery depending on the size and weight of the cargo and its origin and destination).
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ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
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STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global
BENCHMARK	ES.15.2.A.	Describe and explain the types and characteristics of hazards, as exemplified by being able to

EXPECTATION	ES.15.2.A.1.	Identify and explain the types of threats posed to human settlement by different types of environmental hazards (e.g., wind destruction, fires, flooding, collapse of structures).
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EXPECTATION	ES.15.2.A.2.	Construct a table of climate-related and tectonic-related hazards and explain the characteristics of each type of hazard.
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ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global
BENCHMARK	ES.15.2.B.	Explain the causes and locations of various types of environmental hazards, as exemplified by being able to

EXPECTATION	ES.15.2.B.1.	Describe the physical environmental conditions that create or result in different environmental hazards (e.g., plate tectonics causing earthquakes, sea surface temperatures contributing to hurricane development in the Atlantic, strong frontal systems in thunderstorms spawning tornadoes).
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EXPECTATION	ES.15.2.B.3.	Explain where and why tornadoes are most likely to occur in the United States.
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National Geography Standards (NGS)
Social Studies
Grade 5 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.1.	Developing Mental Maps: The locations, characteristics, and patterns of physical and human features are the basis for mental maps at local to global scales
BENCHMARK	WST.2.1.A.	Identify from memory and describe locations, patterns, and characteristics of physical and human features, as exemplified by being able to

EXPECTATION	WST.2.1.A.2.	Identify from memory the locations of major land acquisitions to the United States following the settlement of the original 13 colonies, which resulted in the current political boundaries.
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ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.5.	That people create regions to interpret Earth's complexity
STRAND	PR.5.1.	The Concept of Region: Different types of regions are used to organize and interpret areas of Earth's surface
BENCHMARK	PR.5.1.A.	Identify and explain the criteria used to define formal, functional, and perceptual regions, as exemplified by being able to

EXPECTATION	PR.5.1.A.1.	Identify and explain the bases for the formal region(s), functional region(s), and perceptual region(s) for the community or state where the students live (e.g., for Michigan, the Kalamazoo-Battle Creek Metropolitan Statistical Area is a formal region, the fruit belt in Southwest Michigan is a functional region, Kalamazoo as the snow belt capital of Lake Michigan is a perceptual region).
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EXPECTATION	PR.5.1.A.3.	Analyze collected maps with regional labels as examples of formal, functional, or perceptual regions (e.g., maps of physical regions as formal, weather maps as functional, tourist maps as perceptual).
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ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.5.	That people create regions to interpret Earth's complexity
STRAND	PR.5.2.	Regional Change: The boundaries and characteristics of regions change
BENCHMARK	PR.5.2.A.	Describe and explain the changes in the boundaries and characteristics of regions, as exemplified by being able to

EXPECTATION	PR.5.2.A.1.	Describe and explain how the formal regional boundaries and names of US territories and states have changed over time.
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ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.3.	Characteristics and Geographic Distribution of Biomes: Climate primarily determines the characteristics and geographic distribution of biomes
BENCHMARK	PS.8.3.A.	Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to

EXPECTATION	PS.8.3.A.3.	Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.
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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.10.3.	Cultural Diffusion and Change: Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology
BENCHMARK	HS.10.3.A.	Describe and explain the processes of cultural diffusion, as exemplified by being able to

EXPECTATION	HS.10.3.A.1.	Describe and explain how connections between cultures may result in the sharing of cultural characteristics (e.g., migration, travel, educational exchange programs).
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.2.	Location and Spatial Patterns of Economic Activities: Access to factors of production, such as capital, labor, raw materials, and energy, influence the location of economic activities
BENCHMARK	HS.11.2.A.	Compare and explain the advantages of one location over another in the access to factors of production, as exemplified by being able to

EXPECTATION	HS.11.2.A.1.	Explain why certain locations have developed a reputation for producing specific goods or services (e.g., Wyoming is known for its coal and natural gas deposits, China is known for assembly and manufacturing labor, New York is known as a center for investment capital).
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.1.	Territorial Divisions: The types of boundaries used to define territorial division
BENCHMARK	HS.13.1.A.	Explain the types of boundaries based on physical and human characteristics, as exemplified by being able to

EXPECTATION HS.13.1.A.4. Explain why states in regions of the United States typically have different kinds of boundaries (e.g., the eastern state lines reflect metes and bounds, the Midwest has baselines of latitude and longitude and water boundaries, the use of township and range system in the West).

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global
BENCHMARK	ES.15.2.B.	Explain the causes and locations of various types of environmental hazards, as exemplified by being able to

EXPECTATION ES.15.2.B.1. Describe the physical environmental conditions that create or result in different environmental hazards (e.g., plate tectonics causing earthquakes, sea surface temperatures contributing to hurricane development in the Atlantic, strong frontal systems in thunderstorms spawning tornadoes).

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

EXPECTATION ES.16.1.A.1. Describe differences in the types of resources used in different geographic contexts in various parts of the world (e.g., the use of wood or animal dung versus electricity or natural gas as a cooking fuel, the use of electrical appliances versus doing household chores by hand).

EXPECTATION ES.16.1.A.3. Describe how cultures value things differently in terms of resource use (e.g., Old Order Amish choose not to use petroleum and electricity, Muslims and Jews choose not to use pork as a food source, many cultures around the world choose not to use insects as food source).

ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.2.	Changes in Geographic Contexts: Change occurs in the geographic characteristics and spatial organization of places, regions, and environments
BENCHMARK	UG.17.2.A.	Describe and explain changes in the geographic characteristics and spatial organizations of places, regions, and environments in the past, as exemplified by being able to

EXPECTATION UG.17.2.A.1. Describe and compare population settlement patterns during different historical periods (e.g., discuss regional differences in colonial settlement patterns in North America, trace the westward expansion of the United States through land acquisitions and government incentives for land ownership).

ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.3	Perceptions of Geographic Contexts: Historical events were influenced by people's perceptions of places, regions, and environments
BENCHMARK	UG.17.3.A.	Explain how historical events were influenced by people's perceptions of people, places, regions, and environments, as exemplified by being able to

EXPECTATION	UG.17.3.A.2.	Analyze and explain how letters, promotional literature, advertisements, and newspapers in the 19th century shaped public perceptions of the American West and led to its settlement.
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