

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 - Southwest 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	3.1.3.	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.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. 3.	Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).
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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.7.3.	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. 3.	Identify the components and relationships in the erosion cycle (e.g., water carving canyons, wind sculpting mesas, landslides, avalanches).
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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.7.3.	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.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.1.	Types and Meanings of Resources: The characteristics of renewable, nonrenewable, and flow resources
BENCHMARK	ES.16.1.A.	Identify and explain the characteristics of renewable, nonrenewable, and flow resources, as exemplified by being able to
EXPECTATION	ES.16.1.A.1.	Explain the meaning of the term "resource" and then illustrate the idea of renewable, nonrenewable, and flow resources by sorting example photographs into each of the three categories.

National Geography Standards (NGS)

Social Studies

Grade 3 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.1.	The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations
BENCHMARK	PR.4.1.A.	Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to
EXPECTATION	PR.4.1.A.1.	Identify and describe categories of characteristics that define a location as a place (e.g., weather characteristics, population density, architectural styles, landforms, vegetation, cultures, types of industry).

ESSENTIAL ELEMENT	NGS.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.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
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.
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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.B	Explain why people move from one place to another, as exemplified by being able to

EXPECTATION	HS.9.3.B.3.	Explain how groups of people may be forced to move against their wills (e.g., African slave trade, Cherokee Trail of Tears, Japanese internment camps in World War II).
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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).
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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.
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.

Next Generation Science Standards (NGSS)

Science

Grade 3 - Adopted: 2013

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

PERFORMANCE EXPECTATION	3-LS4-2	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
PERFORMANCE EXPECTATION	3-LS4-3	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

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

PERFORMANCE EXPECTATION	3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
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Subjects: Science, Social Studies

Grade: 4

Virtual Field Trips

Grade 4 - Southwest 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.
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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.

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THEME	NCSS.4.	INDIVIDUAL DEVELOPMENT AND IDENTITY
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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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Grade 4 - Adopted: 2012

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BENCHMARK	ES.16.1.A.	Identify and explain the characteristics of renewable, nonrenewable, and flow resources, as exemplified by being able to
EXPECTATION	ES.16.1.A.1.	Explain the meaning of the term "resource" and then illustrate the idea of renewable, nonrenewable, and flow resources by sorting example photographs into each of the three categories.

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

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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
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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.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).

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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
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.
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STRAND	HS.9.3.	Migration: People move for a variety of reasons
BENCHMARK	HS.9.3.B	Explain why people move from one place to another, as exemplified by being able to

EXPECTATION	HS.9.3.B.3.	Explain how groups of people may be forced to move against their wills (e.g., African slave trade, Cherokee Trail of Tears, Japanese internment camps in World War II).
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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).
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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.
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.

Next Generation Science Standards (NGSS)

Science

Grade 4 - Adopted: 2013

STRAND	NGSS.4-LS	LIFE SCIENCE
TITLE	4-LS1	From Molecules to Organisms: Structures and Processes
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

STRAND	NGSS.4-ESS	EARTH AND SPACE SCIENCE
TITLE	4-ESS2	Earth's Systems
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

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

PERFORMANCE EXPECTATION 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

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 - Southwest 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	3.1.3.	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).

National Geography Standards (NGS)

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. 2.	Explain why the hours of visible sunlight changes with seasons (e.g., the equatorial region experiences approximately 12 hours of sunlight year round while places in the Arctic and Antarctic circles vary from 0 to 24 hours of visible sunlight).
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EXPECTATION	PS.7.2.A. 3.	Describe how the angle of the Sun's rays changes at different latitudes by shining a light directly on the equator of a globe and noting the change in the location (on the tropic lines) and angle of the direct rays as the tilted globe is moved to represent the different seasons.
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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.7.3.	Physical Processes: Physical processes generate patterns of features across Earth's surface
BENCHMARK	PS.7.3.A.	Analyze and explain the patterns that occur on Earth's surface as a result of physical processes, as exemplified by being able to

EXPECTATION	PS.7.3.A. 1.	Explain the effects of variations in seasonal precipitation on rivers or vegetation (e.g., amount of snowfall, flash floods, 100-year rain event on rivers, lakes, shorelines, forests).
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EXPECTATION	PS.7.3.A. 3.	Explain the effects of erosion processes on landscape features over time (e.g., Chimney Rock, Devil's Tower, Grand Canyon, Arches National Park).
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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.8.1.	Components of Ecosystems: Components of ecosystems are interdependent
BENCHMARK	PS.8.1.B.	Construct a model to explain how an ecosystem works, as exemplified by being able to

EXPECTATION	PS.8.1.B. 3.	Construct a flow chart to explain the interactions of components within an ecosystem (e.g., water cycle, oxygen and carbon dioxide exchange, producers, consumers, and decomposers).
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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.8.2.	Characteristics and Geographic Distribution of Ecosystems: Physical processes determine the characteristics of ecosystems
BENCHMARK	PS.8.2.A.	Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to

EXPECTATION	PS.8.2.A. 1.	Describe the rain shadow effect of orographic precipitation and identify the different ecosystems on the windward and leeward side of a mountain range or island (e.g., temperate rain forest on the windward side and high desert on the leeward side of the Cascade Mountain Range).
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ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.3.	Consequences for People and Environments: The physical environment can both accommodate and be endangered by human activities
BENCHMARK	ES.14.3.A.	Analyze the positive and negative consequences of humans changing the physical environment, as exemplified by being able to

EXPECTATION	ES.14.3.A.1.	Analyze the positive and negative effects of human actions on the lithosphere (e.g., land degradation and erosion, soil salinization and acidification).
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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.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.2.3.	Using Mental Maps: Mental maps are used to answer geographic questions about locations, characteristics, and patterns of places and regions
BENCHMARK	WST.2.3.A.	Identify from memory and describe the locations, characteristics, and patterns of places and regions to answer geographic questions, as exemplified by being able to

EXPECTATION	WST.2.3.A.3.	Identify from memory the distribution, pattern, and characteristics of major world deserts and mountain ranges that can be barriers to travel or settlement.
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.
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).
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.
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).
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).
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.17.1.	Using Geography to Interpret the Past: A historical event is influenced by the geographic context (the human and physical characteristics of places and environments) in which it occurred

BENCHMARK	UG.17.1.A.	Analyze and explain the influence of the geographic context on historical events, as exemplified by being able to
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EXPECTATION	UG.17.1.A.3.	Describe and explain how access to the open range of the Great Plains provided the context for the expansion of the cattle industry (e.g., free grasslands for grazing, trails across open areas to railroad trailheads).
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Next Generation Science Standards (NGSS)

Science

Grade 5 - Adopted: 2013

STRAND	NGSS.5-ESS	EARTH AND SPACE SCIENCE
TITLE	5-ESS2	Earth's Systems
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	5-ESS2-1	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
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