**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

**Grades:** 4, 5, 6, 7, 8, 9

# Virtual Field Trips

## Barcelona - English

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

**Social Studies**

### Grade 4 - Adopted: 2010

**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.

**Learning Expectation**

6.1.5. The ways in which governments meet the needs and wants of citizens.

**Theme**

NCSS.7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

**Definition**

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE ORGANIZE FOR THE PRODUCTION, DISTRIBUTION, AND CONSUMPTION OF GOODS AND SERVICES.

**Category**

7.1.

**Learning Expectation**

7.1.5. The characteristics and functions of money and its uses.

**Learning Expectation**

7.1.8. The goods and services produced in the market and those produced by the government.

**Theme**

NCSS.7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

**Definition**

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE ORGANIZE FOR THE PRODUCTION, DISTRIBUTION, AND CONSUMPTION OF GOODS AND SERVICES.

**Category**

7.3.

**Learning Expectation**

7.3.4. Designing and using a classroom currency, demonstrating the functions of money.

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

**Social Studies**

### Grade 5 - Adopted: 2010

**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 3.1.5. 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.7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE ORGANIZE FOR THE PRODUCTION, DISTRIBUTION, AND CONSUMPTION OF GOODS AND SERVICES.

CATEGORY 7.2. PROCESSES - Learners will be able to:

LEARNING EXPECTATION 7.2.3. Analyze various methods for allocating scarce goods and services at the state, national, and global levels, describing the possible impacts of these choices.

National Council for the Social Studies (NCSS)
Social Studies

Grade 6 - Adopted: 2010

THEME NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS
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 3.1.5. 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.7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE ORGANIZE FOR THE PRODUCTION, DISTRIBUTION, AND CONSUMPTION OF GOODS AND SERVICES.

CATEGORY 7.2. PROCESSES - Learners will be able to:

LEARNING EXPECTATION 7.2.3. Analyze various methods for allocating scarce goods and services at the state, national, and global levels, describing the possible impacts of these choices.

National Council for the Social Studies (NCSS)
Social Studies

Grade 7 - Adopted: 2010

THEME NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS
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 3.1.5. 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.7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

DEFINITION
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE ORGANIZE FOR THE PRODUCTION, DISTRIBUTION, AND CONSUMPTION OF GOODS AND SERVICES.

CATEGORY 7.2.
PROCESSES - Learners will be able to:

LEARNING EXPECTATION 7.2.3.
Analyze various methods for allocating scarce goods and services at the state, national, and global levels, describing the possible impacts of these choices.

National Council for the Social Studies (NCSS)

Social Studies

Grade 8 - Adopted: 2010

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 3.1.5.
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.7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

DEFINITION
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE ORGANIZE FOR THE PRODUCTION, DISTRIBUTION, AND CONSUMPTION OF GOODS AND SERVICES.

CATEGORY 7.2.
PROCESSES - Learners will be able to:

LEARNING EXPECTATION 7.2.3.
Analyze various methods for allocating scarce goods and services at the state, national, and global levels, describing the possible impacts of these choices.

National Council for the Social Studies (NCSS)

Social Studies

Grade 9 - Adopted: 2010

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 regional and global geographic phenomena, such as landforms, soils, climate, vegetation, and natural resources.

LEARNING EXPECTATION 3.1.2.
Concepts such as: location, physical and human characteristics of national and global regions in the past and present, and the interactions of humans with the environment.
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).

**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.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.

**ESSENTIAL ELEMENT NGS.UG.** The Uses of Geography

**STANDARD UG.18.** How to apply geography to interpret the present and plan for the future

**STRAND UG.18.1.** Using Geography to Interpret the Present and Plan for the Future: Geographic contexts (the human and physical characteristics of places and environments) are the settings for current events

**BENCHMARK UG.18.1.A.** Analyze geographic contexts in which current events and issues occur, as exemplified by being able to

**EXPECTATION UG.18.1.A.2.** Describe the services a city government needs to provide due to the specific geographic characteristics of the community (e.g., big snow removal equipment in lake-effect locations, frequent brake replacement for San Francisco streetcars, wind screens for tennis courts in Great Plains locations, evacuation plans in flood-prone areas).

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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.3.** How to analyze the spatial organization of people, places, and environments on Earth's surface

**STRAND**

**WST.3.3.** Spatial Models: Models are used to represent spatial processes that shape human and physical systems

**BENCHMARK**

**WST.3.3.A.** Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to Describe urban models, such as sector or ring models, using a digital globe or map (e.g., Paris as an example of a sector model, Moscow as an example of a ring model).

**EXPECTATION**

**WST.3.3.A.3.** Describe and explain how the formal regional boundaries and names of US territories and states have changed over time.

**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 Describe urban models, such as sector or ring models, using a digital globe or map (e.g., Paris as an example of a sector model, Moscow as an example of a ring model).

**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.HS.** Human Systems

**STANDARD**

**HS.10.** The characteristics, distribution, and complexity of Earth's cultural mosaics

**STRAND**

**HS.10.2.** Patterns of Culture: Multiple cultural landscapes exist and vary across space

**BENCHMARK**

**HS.10.2.B.** Compare different cultural landscapes, as exemplified by being able to Describe urban models, such as sector or ring models, using a digital globe or map (e.g., Paris as an example of a sector model, Moscow as an example of a ring model).

**EXPECTATION**

**HS.10.2.B.2.** Compare the cultural landscapes of urban and suburban residential areas in terms of the amount of space, population density, and horizontal versus vertical use of space.

**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 Describe urban models, such as sector or ring models, using a digital globe or map (e.g., Paris as an example of a sector model, Moscow as an example of a ring model).

**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.12.** The processes, patterns, and functions of human settlement

**STRAND**

**HS.12.1.** Functions of Settlements: Different types of functions can influence the success or failure of settlements

**BENCHMARK**

**HS.12.1.A.** Describe the typical functions of settlements and explain how they might
influence the success or failure of a settlement, as exemplified by being able to
Describe and explain the reasons people may choose to settle in cities (e.g.,
diverse employment opportunities, educational and cultural opportunities,
sports and entertainment venues, health and social services, public
transportation alternatives, retail shopping centers).

Describe and explain the reasons why people may choose to move away
from cities (e.g., high crime rates, congested traffic, lack of adequate
health and social services, inadequate education facilities).

EXPECTATION HS.12.1.A.1.

EXPECTATION HS.12.1.A.2.

ESSENTIAL ELEMENT

STANDARD HS.12.

STRAND HS.12.2.

BENCHMARK HS.12.2.A.

EXPECTATION HS.12.2.A.1.

EXPECTATION HS.12.2.A.2.

EXPECTATION HS.12.2.A.3.

ESSENTIAL ELEMENT

STANDARD HS.12.

STRAND HS.12.3.

BENCHMARK HS.12.3.A.

EXPECTATION HS.12.3.A.1.

ESSENTIAL ELEMENT

STANDARD HS.12.

STRAND HS.12.4.

BENCHMARK HS.12.4.A.

EXPECTATION HS.12.4.A.1.
the central business district (CBD) versus residential areas (e.g., flowing
traffic patterns to facilitate business versus cul-de-sac design in residential
areas that restricts traffic).

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<td>Explain the types of boundaries based on physical and human characteristics, as exemplified by being able to 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).</td>
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<td>BENCHMARK</td>
<td>UG.17.2.A.</td>
<td>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 describe the changes in the spatial organization of cities over the past 100 years (e.g., the effects of suburbanization, freeway systems, public transit, skyscrapers, shopping malls).</td>
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<td>Using Geography to Interpret the Present and Plan for the Future: Geographic contexts (the human and physical characteristics of places and environments) provide the basis for problem solving and planning</td>
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<td>BENCHMARK</td>
<td>UG.18.1.B.</td>
<td>Describe and analyze the influences of geographic contexts on the process of planning for the future, as exemplified by being able to identify areas in a community with potential for growth and describe the geographic considerations for planning for future transportation and city services (e.g., schools, parks, sewage treatment plants, water and energy services).</td>
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<td>EXPECTATION</td>
<td>UG.18.1.B.1.</td>
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National Geography Standards (NGS)

Social Studies

**Grade 6 - Adopted: 2012**

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BENCHMARK WST.3.3.A. Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to Describe urban models, such as sector or ring models, using a digital globe or map (e.g., Paris as an example of a sector model, Moscow as an example of a ring model).

EXPECTATION WST.3.3.A.3. Describe urban models, such as sector or ring models, using a digital globe or map (e.g., Paris as an example of a sector model, Moscow as an example of a ring model).

ESSENTIAL ELEMENTS

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 ELEMENTS

NGS.HS. Human Systems

STANDARD HS.10. The characteristics, distribution, and complexity of Earth's cultural mosaics

STRAND HS.10.2. Patterns of Culture: Multiple cultural landscapes exist and vary across space

BENCHMARK HS.10.2.B. Compare different cultural landscapes, as exemplified by being able to

EXPECTATION HS.10.2.B.2. Compare the cultural landscapes of urban and suburban residential areas in terms of the amount of space, population density, and horizontal versus vertical use of space.

ESSENTIAL ELEMENTS

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

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ESSENTIAL ELEMENTS

NGS.HS. Human Systems

STANDARD HS.12. The processes, patterns, and functions of human settlement

STRAND HS.12.1. Functions of Settlements: Different types of functions can influence the success or failure of settlements

BENCHMARK HS.12.1.A. Describe the typical functions of settlements and explain how they might influence the success or failure of a settlement, as exemplified by being able to

EXPECTATION HS.12.1.A.1. Describe and explain the reasons people may choose to settle in cities (e.g., diverse employment opportunities, educational and cultural opportunities, sports and entertainment venues, health and social services, public transportation alternatives, retail shopping centers).

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<td>Functions of Settlements: A combination of a favorable location and human activities lead to the growth of settlements</td>
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<tr>
<td>BENCHMARK</td>
<td>HS.12.2.A.</td>
<td>Explain the human activities in favorable locations that attracted people and resulted in the development of settlements, as exemplified by being able to</td>
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<td>Describe and explain the human activities (e.g., trade, political administration, transportation, exploiting resources) that led to the development of cities (e.g., Shanghai is a major world port and commercial city, Pittsburgh was a transportation and iron and steel center near large deposits of coal, Singapore is located along one of the world’s major ocean transportation corridors).</td>
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<td>EXPECTATION</td>
<td>HS.12.2.A.1.</td>
<td>Analyze the growth of three major world cities and explain reasons why their locations may have been favorable for human activities resulting in the development of these places.</td>
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<td>Describe and explain how recent human activities contributed to the development of cities in different locations (e.g., development of electrical energy capacity and air conditioning in southern US cities, irrigation to increase the number of golf courses in resort towns, tax incentives or policies encouraging new business development).</td>
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<td>Compare and explain the location, number, and sizes of settlements in regions, as exemplified by being able to</td>
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<td>Analyze maps and satellite images and compare different types of settlement patterns observed across regions (e.g., linear rural settlement along roadways, railways, and rivers; urban centers that spread from a central node; village clusters or rural landscapes; seaport settlements that are interrupted by water, such as a water body or a large river).</td>
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<td>Urban Forms and Functions: Land uses in urban areas are systematically arranged</td>
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**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.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.3. Describe the changes in the spatial organization of cities over the past 100 years (e.g., the effects of suburbanization, freeways systems, public transit, skyscrapers, shopping malls).

**ESSENTIAL ELEMENT** NGS.UG. The Uses of Geography

**STANDARD** UG.18. How to apply geography to interpret the present and plan for the future

**STRAND** UG.18.1. Using Geography to Interpret the Present and Plan for the Future: Geographic contexts (the human and physical characteristics of places and environments) provide the basis for problem solving and planning

**BENCHMARK** UG.18.1.B. Describe and analyze the influences of geographic contexts on the process of planning for the future, as exemplified by being able to

**EXPECTATION** UG.18.1.B.1. Identify areas in a community with potential for growth and describe the geographic considerations for planning for future transportation and city services (e.g., schools, parks, sewage treatment plants, water and energy services).

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**National Geography Standards (NGS)**

**Social Studies**

**Grade 7 - Adopted: 2012**

**ESSENTIAL ELEMENT** NGS.WST. The World in Spatial Terms

**STANDARD** WST.3. How to analyze the spatial organization of people, places, and environments on Earth’s surface

**STRAND** WST.3.3. Spatial Models: Models are used to represent spatial processes that shape human and physical systems

**BENCHMARK** WST.3.3.A. Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to

**EXPECTATION** WST.3.3.A.3. Describe urban models, such as sector or ring models, using a digital globe or map (e.g., Paris as an example of a sector model, Moscow as an example of a ring model).

**ESSENTIAL ELEMENT** NGS.PR. Places and Regions
That people create regions to interpret Earth's complexity

Regional Change: The boundaries and characteristics of regions change

Describe and explain the changes in the boundaries and characteristics of regions, as exemplified by being able to

Describe and explain how the formal regional boundaries and names of US territories and states have changed over time.

Human Systems

The characteristics, distribution, and complexity of Earth's cultural mosaics

Patterns of Culture: Multiple cultural landscapes exist and vary across space

Compare different cultural landscapes, as exemplified by being able to

Compare the cultural landscapes of urban and suburban residential areas in terms of the amount of space, population density, and horizontal versus vertical use of space.

Human Systems

The characteristics, distribution, and complexity of Earth's cultural mosaics

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

Describe and explain the processes of cultural diffusion, as exemplified by being able to

Describe and explain how connections between cultures may result in the sharing of cultural characteristics (e.g., migration, travel, educational exchange programs).

Human Systems

The processes, patterns, and functions of human settlement

Functions of Settlements: Different types of functions can influence the success or failure of settlements

Describe the typical functions of settlements and explain how they might influence the success or failure of a settlement, as exemplified by being able to

Describe and explain the reasons people may choose to settle in cities (e.g., diverse employment opportunities, educational and cultural opportunities, sports and entertainment venues, health and social services, public transportation alternatives, retail shopping centers).

Describe and explain the reasons why people may choose to move away from cities (e.g., high crime rates, congested traffic, lack of adequate health and social services, inadequate education facilities).

Human Systems

The processes, patterns, and functions of human settlement

Functions of Settlements: A combination of a favorable location and human activities lead to the growth of settlements

Explain the human activities in favorable locations that attracted people and resulted in the development of settlements, as exemplified by being
able to

Describe and explain the human activities (e.g., trade, political administration, transportation, exploiting resources) that led to the development of cities (e.g., Shanghai is a major world port and commercial city, Pittsburgh was a transportation and iron and steel center near large deposits of coal, Singapore is located along one of the world’s major ocean transportation corridors).

Analyze the growth of three major world cities and explain reasons why their locations may have been favorable for human activities resulting in the development of these places.

Describe and explain how recent human activities contributed to the development of cities in different locations (e.g., development of electrical energy capacity and air conditioning in southern US cities, irrigation to increase the number of golf courses in resort towns, tax incentives or policies encouraging new business development).

**EXPECTATION HS.12.2.A.1.**

**EXPECTATION HS.12.2.A.2.**

**EXPECTATION HS.12.2.A.3.**

**EXPECTATION HS.12.3.A.1.**

**EXPECTATION HS.12.3.A.2.**

**EXPECTATION HS.12.3.A.3.**

**EXPECTATION HS.12.4.A.1.**

**EXPECTATION HS.12.4.A.2.**

**EXPECTATION HS.13.1.A.1.**

**EXPECTATION HS.13.1.A.2.**

**EXPECTATION HS.13.1.A.3.**

**ESSENTIAL ELEMENT** NGS.HS.

**STANDARD HS.12.**

**STRAND HS.12.3.**

**BENCHMARK HS.12.3.A.**

**ESSENTIAL ELEMENT** NGS.HS.

**STANDARD HS.12.**

**STRAND HS.12.4.**

**BENCHMARK HS.12.4.A.**

**ESSENTIAL ELEMENT** NGS.HS.

**STANDARD HS.13.**

**STRAND HS.13.1.**

**BENCHMARK HS.13.1.A.**

**ESSENTIAL ELEMENT** NGS.UG.
**ELEMENT**

**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.3. Describe the changes in the spatial organization of cities over the past 100 years (e.g., the effects of suburbanization, freeway systems, public transit, skyscrapers, shopping malls).

**ESSENTIAL ELEMENT** NGS.UG. The Uses of Geography

**STANDARD** UG.18. How to apply geography to interpret the present and plan for the future

**STRAND** UG.18.1. Using Geography to Interpret the Present and Plan for the Future: Geographic contexts (the human and physical characteristics of places and environments) provide the basis for problem solving and planning

**BENCHMARK** UG.18.1.B. Describe and analyze the influences of geographic contexts on the process of planning for the future, as exemplified by being able to

**EXPECTATION** UG.18.1.B.1. Identify areas in a community with potential for growth and describe the geographic considerations for planning for future transportation and city services (e.g., schools, parks, sewage treatment plants, water and energy services).

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**National Geography Standards (NGS)**

**Social Studies**

**Grade 8** - Adopted: 2012

**ESSENTIAL ELEMENT** NGS.WST. The World in Spatial Terms

**STANDARD** WST.3. How to analyze the spatial organization of people, places, and environments on Earth's surface

**STRAND** WST.3.3. Spatial Models: Models are used to represent spatial processes that shape human and physical systems

**BENCHMARK** WST.3.3.A. Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to

**EXPECTATION** WST.3.3.A.3. Describe urban models, such as sector or ring models, using a digital globe or map (e.g., Paris as an example of a sector model, Moscow as an example of a ring model).

**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.HS. Human Systems
The characteristics, distribution, and complexity of Earth's cultural mosaics

Patterns of Culture: Multiple cultural landscapes exist and vary across space

Compare different cultural landscapes, as exemplified by being able to
Compare the cultural landscapes of urban and suburban residential areas in
terms of the amount of space, population density, and horizontal versus
vertical use of space.

Compare the cultural landscapes of urban and suburban residential areas in
terms of the amount of space, population density, and horizontal versus
vertical use of space.

Describe and explain the processes of cultural diffusion, as exemplified by being able to
Describe and explain how connections between cultures may result in the
sharing of cultural characteristics (e.g., migration, travel, educational exchange programs).

Describe and explain how connections between cultures may result in the
sharing of cultural characteristics (e.g., migration, travel, educational exchange programs).

Describe and explain the reasons people may choose to settle in cities (e.g.,
diverse employment opportunities, educational and cultural opportunities,
sports and entertainment venues, health and social services, public
transportation alternatives, retail shopping centers).

Describe and explain how connections between cultures may result in the
sharing of cultural characteristics (e.g., migration, travel, educational exchange programs).

Describe and explain how connections between cultures may result in the
sharing of cultural characteristics (e.g., migration, travel, educational exchange programs).

Describe and explain the reasons why people may choose to move away
from cities (e.g., high crime rates, congested traffic, lack of adequate
health and social services, inadequate education facilities).

Describe and explain the reasons why people may choose to move away
from cities (e.g., high crime rates, congested traffic, lack of adequate
health and social services, inadequate education facilities).

Describe and explain the human activities (e.g., trade, political ad-
ministration, transportation, exploiting resources) that led to the
development of cities (e.g., Shanghai is a major world port and commercial
city, Pittsburgh was a transportation and iron and steel center near large
deposits of coal, Singapore is located along one of the world’s major ocean
transportation corridors).

Describe and explain the human activities (e.g., trade, political ad-
ministration, transportation, exploiting resources) that led to the
development of cities (e.g., Shanghai is a major world port and commercial
city, Pittsburgh was a transportation and iron and steel center near large
deposits of coal, Singapore is located along one of the world’s major ocean
transportation corridors).

Analyze the growth of three major world cities and explain reasons why
their locations may have been favorable for human activities resulting in the development of these places.

Describe and explain how recent human activities contributed to the development of cities in different locations (e.g., development of electrical energy capacity and air conditioning in southern US cities, irrigation to increase the number of golf courses in resort towns, tax incentives or policies encouraging new business development).

**EXPECTATION**  HS.12.2.A.3.  Describe and explain how recent human activities contributed to the development of cities in different locations (e.g., development of electrical energy capacity and air conditioning in southern US cities, irrigation to increase the number of golf courses in resort towns, tax incentives or policies encouraging new business development).

**ESSENTIAL ELEMENT**  NGS.HS.  Human Systems

**STANDARD**  HS.12.  The processes, patterns, and functions of human settlement

**STRAND**  HS.12.3.  Patterns of Settlements: There are patterns of settlements in regions

**BENCHMARK**  HS.12.3.A.  Compare and explain the location, number, and sizes of settlements in regions, as exemplified by being able to

Analyze maps and satellite images and compare different types of settlement patterns observed across regions (e.g., linear rural settlement along roadways, railways, and rivers; urban centers that spread from a central node; village clusters or rural landscapes; seaport settlements that are interrupted by water, such as a water body or a large river).

**EXPECTATION**  HS.12.3.A.1.  Compare and explain the location, number, and sizes of settlements in regions, as exemplified by being able to

Analyze maps and satellite images and compare different types of settlement patterns observed across regions (e.g., linear rural settlement along roadways, railways, and rivers; urban centers that spread from a central node; village clusters or rural landscapes; seaport settlements that are interrupted by water, such as a water body or a large river).

**ESSENTIAL ELEMENT**  NGS.HS.  Human Systems

**STANDARD**  HS.12.  The processes, patterns, and functions of human settlement

**STRAND**  HS.12.4.  Urban Forms and Functions: Land uses in urban areas are systematically arranged

**BENCHMARK**  HS.12.4.A.  Describe and analyze the spatial patterns of land use in cities, as exemplified by being able to

Analyze a city map and describe the differences in the spatial patterns of the central business district (CBD) versus residential areas (e.g., flowing traffic patterns to facilitate business versus cul-de-sac design in residential areas that restricts traffic).

**EXPECTATION**  HS.12.4.A.1.  Describe and explain the spatial patterns of land use in cities, as exemplified by being able to

Analyze a city map and describe the differences in the spatial patterns of the central business district (CBD) versus residential areas (e.g., flowing traffic patterns to facilitate business versus cul-de-sac design in residential areas that restricts traffic).

**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

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).

**EXPECTATION**  HS.13.1.A.4.  Explain the types of boundaries based on physical and human characteristics, as exemplified by being able to

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.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
Describe the changes in the spatial organization of cities over the past 100 years (e.g., the effects of suburbanization, freeway systems, public transit, skyscrapers, shopping malls).

The Uses of Geography
How to apply geography to interpret the present and plan for the future
Using Geography to Interpret the Present and Plan for the Future:
Geographic contexts (the human and physical characteristics of places and environments) provide the basis for problem solving and planning
Describe and analyze the influences of geographic contexts on the process of planning for the future, as exemplified by being able to identify areas in a community with potential for growth and describe the geographic considerations for planning for future transportation and city services (e.g., schools, parks, sewage treatment plants, water and energy services).

National Geography Standards (NGS)
Social Studies

Grade 9 - Adopted: 2012

The World in Spatial Terms
How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
Properties and Functions of Geographic Representations: The advantages of coordinating multiple geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualizations to answer geographic questions
Explain the advantages of using multiple geographic representations to answer geographic questions, as exemplified by being able to describe how an analysis of urbanization can be done using different geospatial technologies (e.g., RS for land use, GIS data layers to predict areas of high/low growth, GPS and GIS for identifying transportation issues regarding growth).

Places and Regions
That people create regions to interpret Earth's complexity
The Concept of Region: Regions are defined by different sets of criteria, and places can be included in multiple regions of different types
Identify and explain how a place can exist within multiple regional classifications, as exemplified by being able to identify a location in the world and explain a number of possible different regions that may include the location (e.g., Tunisia in the North African region, the Arabic speaking language region, and the Mediterranean region; Texas in the Great Plains region, the Southern US region, the Gulf Coast region).

The characteristics, distribution, and migration of human populations on...
Earth's surface
Spatial Distribution of Population: Population distribution and density are a function of historical, environmental, economic, political, and technological factors

Identify and explain how historical, environmental, economic, political, and technological factors have influenced the current population distribution, as exemplified by being able to

Identify and explain the role technology plays in increasing the population density in cities (e.g., high-rise structures, sanitation, public transportation systems, concentration of business activities).

Human Systems
The processes, patterns, and functions of human settlement

Functions of Settlements: The numbers, types, and range of the functions of settlements change over space and time

Explain how and why the number and range of functions of settlements have changed and may change in the future, as exemplified by being able to

Analyze the reasons for and results of policies of municipal governments on the internal structure of cities (e.g., zoning ordinances to determine the location and characteristics of residential, commercial, and industrial sectors, incentives to encourage development, legislation of flood-plain regions restricting development).

Human Systems
The processes, patterns, and functions of human settlement

Functions of Settlements: The numbers, types, and range of the functions of settlements change over space and time

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Human Systems
The processes, patterns, and functions of human settlement

Patterns of Settlements: The spatial patterns of settlements change over time

Compare and explain the changing functions, sizes, and spatial patterns of settlements, as exemplified by being able to

Analyze late 20th-century changes in urban patterns and functions (e.g., edge cities, gentrified districts, more specialized services in suburban areas, urban sprawl).

Compare satellite images of cities to identify the growth or decline of different sectors in the settlement (e.g., squatter settlements, central business district [CBD], green spaces, government buildings).

Human Systems
The processes, patterns, and functions of human settlement

Patterns of Settlements: The spatial patterns of settlements change over time

Analyze and explain the structure and development of megacities and megalopoli, as exemplified by being able to

Analyze the spatial pattern of cities with populations larger than 10 million (megacities) to determine if the pattern is associated with specific features (e.g., coastal locations, major rivers, inland waterways, political centers) or with particular regions (e.g., South America versus South Asia).

Analyze the technological developments that have contributed to the growth and changing spatial distribution of megacities and megalopoli (e.g., changes in agricultural production; infrastructure developments such
as sanitation, railroads, interstate highways, airports; construction technologies).

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