Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 1 - Adopted: 2010

**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**: 2.2.2. Use a variety of sources to learn about the past.

**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**: 3.1.2. Concepts such as: location, direction, distance, and scale.

**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.

**LEARNING EXPECTATION**: 3.1.9. Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.

**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.

**LEARNING EXPECTATION**: 3.2.2. Investigate relationships among people, places, and environments in the school,
EXPECTATION: community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies.

LEARNING EXPECTATION: Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies and other geographic tools to inform the study of people, places, and environments, both past and present.

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: 3.2.3.

LEARNING EXPECTATION: 3.2.3. Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies and other geographic tools to inform the study of people, places, and environments, both past and present.

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.

LEARNING EXPECTATION: 3.3.1. Creating illustrations and composing answers to geographic questions about people, places, and environments.

THEME: NCSS.9. GLOBAL CONNECTIONS

DEFINITION: SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.

CATEGORY: 9.2.

LEARNING EXPECTATION: 9.2.3. Use maps and databases to look for global patterns, trends, and connections.

National Council for the Social Studies (NCSS)

Social Studies

Grade 2 - 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: 2.2.

LEARNING EXPECTATION: 2.2.2. Use a variety of sources to learn about the past.

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.

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: 3.1.2. Concepts such as: location, direction, distance, and scale.

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.

LEARNING EXPECTATION: 3.1.9. Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.

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.

LEARNING EXPECTATION 3.2.2. Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies.

LEARNING EXPECTATION 3.2.3. Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies and other geographic tools to inform the study of people, places, and environments, both past and present.

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.9. GLOBAL CONNECTIONS

DEFINITION
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.

CATEGORY 9.2. PROCESSES - Learners will be able to:

LEARNING EXPECTATION 9.2.3. Use maps and databases to look for global patterns, trends, and connections.

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 2.2. PROCESSES - Learners will be able to:

LEARNING EXPECTATION 2.2.2. Use a variety of sources to learn about the past.

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 3.1.2. Concepts such as: location, direction, distance, and scale.

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.

LEARNING EXPECTATION 3.1.9. Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.

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.
LEARNING EXPECTATION 3.2.2. Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies.
LEARNING EXPECTATION 3.2.3. Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies and other geographic tools to inform the study of people, places, and environments, both past and present.

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.9. GLOBAL CONNECTIONS
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.

CATEGORY 9.2. PROCESSES - Learners will be able to:
LEARNING EXPECTATION 9.2.3. Use maps and databases to look for global patterns, trends, and connections.

National Geography Standards (NGS)

Science

Grade 1 - Adopted: 2012

ESSENTIAL ELEMENT NGS.PR. Places and Regions
STANDARD PR.4. The physical and human characteristics of places
STRAND PR.4.2. The Characteristics of Places: Places have physical and human characteristics
BENCHMARK PR.4.2.A. Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to
EXPECTATION PR.4.2.A.3. Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).

ESSENTIAL ELEMENT NGS.PS. Physical Systems
STANDARD PS.7. The physical processes that shape the patterns of Earth's surface

STRAND PS.7.1. Components of Earth's Physical Systems: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)

BENCHMARK PS.7.1.A. Identify attributes of Earth's different physical systems, as exemplified by being able to 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.2. Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).

EXPECTATION PS.7.1.A.3. Identify attributes of Earth's different physical systems, as exemplified by being able to describe how Earth's position relative to the Sun affects conditions on Earth, as exemplified by being able to describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres.

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

ESSENTIAL ELEMENT NGS.PS. Physical Systems

STANDARD PS.7. The physical processes that shape the patterns of Earth's surface

STRAND PS.7.2. Earth-Sun Relationships: Earth-Sun relationships affect conditions on Earth

BENCHMARK PS.7.2.A. Describe how Earth’s position relative to the Sun affects conditions on Earth, as exemplified by being able to describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres.

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

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

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 describe the physical processes that shaped particular landform features using pictures of landforms such as canyons, mesas, and deltas.

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.14. How human actions modify the physical environment

STRAND ES.14.3. Consequences for People and Environments: The consequences of human modifications of the physical environment

BENCHMARK ES.14.3.A. Identify and describe examples of how human activities impact the physical environment, as exemplified by being able to identify and describe the changes in local habitats that resulted from human activities.

EXPECTATION ES.14.3.A.1. Identify and describe the changes in local habitats that resulted from human activities.

ESSENTIAL ELEMENT NGS.ES. Environment and Society

STANDARD ES.16. The changes that occur in the meaning, use, distribution, and importance of resources

STRAND ES.16.1. Types and Meanings of Resources: The characteristics of renewable, nonrenewable, and flow resources

BENCHMARK ES.16.1.A. Identify and explain the characteristics of renewable, nonrenewable, and flow resources, as exemplified by being able to explain the meaning of the term "resource" and then illustrate the idea of renewable, nonrenewable, and flow resources by sorting example
Identify the types of nonrenewable resources students and their families use in their everyday lives and identify renewable and flow resources that could be used instead of nonrenewable resources.

ESSENTIAL ELEMENT  NGS.ES.  Environment and Society
STANDARD  ES.16.  The changes that occur in the meaning, use, distribution, and importance of resources
STRAND  ES.16.3.  Sustainable Resource Use and Management: The sustainable use of resources in daily life
BENCHMARK  ES.16.3.A.  Identify the ways in which different types of resources can be conserved, reused, and recycled, as exemplified by being able to
EXPECTATION  ES.16.3.A.1.  Identify the advantages and disadvantages of recycling and reusing materials made from resources that people value.

ESSENTIAL ELEMENT  NGS.UG.  The Uses of Geography
STANDARD  UG.18.  How to apply geography to interpret the present and plan for the future
STRAND  UG.18.1.  Using Geography to Interpret the Present and Plan for the Future: Geographic contexts (the human and physical characteristics of places and environments) are the settings for current events
BENCHMARK  UG.18.1.A.  Analyze geographic contexts in which current events and issues occur, as exemplified by being able to

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

National Geography Standards (NGS)

Science

Grade 2 - Adopted: 2012

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

EXPECTATION  PR.4.2.A.3.  Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).

ESSENTIAL ELEMENT  NGS.PS.  Physical Systems
STANDARD  PS.7.  The physical processes that shape the patterns of Earth's surface
STRAND  PS.7.1.  Components of Earth’s Physical Systems: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)
BENCHMARK  PS.7.1.A.  Identify attributes of Earth's different physical systems, as exemplified by being able to
EXPECTATION PS.7.1.A.2. Identify examples of water features on Earth's surface that comprise the hydrosphere (e.g., oceans, rivers, lakes, water vapor, ground water, different types of precipitation).

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

ESSENTIAL ELEMENT NGS.PS. Physical Systems

STANDARD PS.7. The physical processes that shape the patterns of Earth's surface

STRAND PS.7.2. Earth-Sun Relationships: Earth-Sun relationships affect conditions on Earth

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

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

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

ESSENTIAL ELEMENT NGS.PS. Physical Systems

STANDARD PS.7. The physical processes that shape the patterns of Earth's surface

STRAND PS.7.3. Physical Processes: Physical processes shape features on Earth’s surface

BENCHMARK PS.7.3.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.14. How human actions modify the physical environment

STRAND ES.14.3. Consequences for People and Environments: The consequences of human modifications of the physical environment

BENCHMARK ES.14.3.A. Identify and describe examples of how human activities impact the physical environment, as exemplified by being able to

EXPECTATION ES.14.3.A.1. Identify and describe the changes in local habitats that resulted from human activities.

ESSENTIAL ELEMENT NGS.ES. Environment and Society

STANDARD ES.16. The changes that occur in the meaning, use, distribution, and importance of resources

STRAND ES.16.1. Types and Meanings of Resources: The characteristics of renewable, nonrenewable, and flow resources

BENCHMARK ES.16.1.A. Identify and explain the characteristics of renewable, nonrenewable, and flow resources, as exemplified by being able to

EXPECTATION ES.16.1.A.1. Explain the meaning of the term "resource" and then illustrate the idea of renewable, nonrenewable, and flow resources by sorting example photographs into each of the three categories.

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

ESSENTIAL ELEMENT NGS.ES. Environment and Society
The changes that occur in the meaning, use, distribution, and importance of resources

Sustainable Resource Use and Management: The sustainable use of resources in daily life

Identify the ways in which different types of resources can be conserved, reused, and recycled, as exemplified by being able to

Identify the advantages and disadvantages of recycling and reusing materials made from resources that people value.

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) are the settings for current events

Analyze geographic contexts in which current events and issues occur, as exemplified by being able to

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

National Geography Standards (NGS)
Science

Grade 3 - Adopted: 2012

Places and Regions

The physical and human characteristics of places

The Characteristics of Places: Places have physical and human characteristics

Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to

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

Physical Systems

The physical processes that shape the patterns of Earth's surface

Components of Earth’s Physical Systems: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)

Identify attributes of Earth's different physical systems, as exemplified by being able to

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).

Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).
STANDARD PS.7. Physical Systems

STRAND PS.7.2. Earth-Sun Relationships: Earth-Sun relationships affect conditions on Earth

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

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

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

ESSENTIAL ELEMENTS

STANDARD NGS.PS. Physical Systems

STRAND PS.7. 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.

STANDARD NGS.ES. Environment and Society

STRAND ES.14. How human actions modify the physical environment

BENCHMARK ES.14.3.A. Identify and describe examples of how human activities impact the physical environment, as exemplified by being able to

EXPECTATION ES.14.3.A.1. Identify and describe the changes in local habitats that resulted from human activities.

STANDARD NGS.ES. Environment and Society

STRAND ES.16. The changes that occur in the meaning, use, distribution, and importance of resources

BENCHMARK ES.16.1.A. Identify and explain the characteristics of renewable, nonrenewable, and flow resources, as exemplified by being able to

EXPECTATION ES.16.1.A.1. Explain the meaning of the term "resource" and then illustrate the idea of renewable, nonrenewable, and flow resources by sorting example photographs into each of the three categories.

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

STANDARD NGS.ES. Environment and Society

STRAND ES.16. Sustainable Resource Use and Management: The sustainable use of resources in daily life

BENCHMARK ES.16.3.A. Identify the ways in which different types of resources can be conserved, reused, and recycled, as exemplified by being able to
EXPECTATION ES.16.3.A.1. Identify the advantages and disadvantages of recycling and reusing materials made from resources that people value.

ESSENTIAL ELEMENT NGS.UG. The Uses of Geography

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

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

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

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

National Geography Standards (NGS)

Social Studies

Grade 1 - Adopted: 2012

ESSENTIAL ELEMENT NGS.WST. The World in Spatial Terms

STANDARD WST.1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

STRAND WST.1.1. Properties and Functions of Geographic Representations: Properties and functions of geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualization

BENCHMARK WST.1.1.A. Identify and describe the properties (position and orientation, symbols, scale, perspective, coordinate systems) and functions of geographic representations, as exemplified by being able to

EXPECTATION WST.1.1.A.2. Identify and describe the functions of a variety of geographic representations.

ESSENTIAL ELEMENT NGS.WST. The World in Spatial Terms

STANDARD WST.1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

STRAND WST.1.1. Properties and Functions of Geographic Representations: Properties and functions of geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualization

BENCHMARK WST.1.1.B. Describe how properties of geographic representations determine the purposes they can be used for, as exemplified by being able to

EXPECTATION WST.1.1.B.1. Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

EXPECTATION WST.1.1.B.2. Describe how a variety of geographic representations (maps, globes,
graphs, diagrams, aerial and other photographs, GPS) are used to communicate different types of information.

ESSENTIAL ELEMENT  NGS.WST.  The World in Spatial Terms

STANDARD  WST.1.  How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

STRAND  WST.1.2.  Using Geospatial Data to Construct Geographic Representations: Geospatial data are connected to locations on Earth’s surface

BENCHMARK  WST.1.2.B.  Construct maps and graphs to display geospatial data, as exemplified by being able to

EXPECTATION  WST.1.2.B.1.  Construct a map that displays geospatial data using symbols explained in a key (e.g., a sketch map to illustrate a narrative story, a map of cars in the school parking lot showing type and color, a classroom map showing different types of tables, desks, and chairs).

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.PS. | Physical Systems |
| STANDARD | PS.7. | The physical processes that shape the patterns of Earth's surface |
| STRAND | PS.7.2. | Earth-Sun Relationships: Earth-Sun relationships affect conditions on Earth |
| BENCHMARK | PS.7.2.A. | Describe how Earth’s position relative to the Sun affects conditions on Earth, as exemplified by being able to |
| EXPECTATION | PS.7.2.A.1. | Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres. |
| EXPECTATION | PS.7.2.A.2. | Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations). |
| ESSENTIAL ELEMENT | NGS.PS. | Physical Systems |
| STANDARD | PS.8. | The characteristics and spatial distribution of ecosystems and biomes on Earth's surface |
| STRAND | PS.8.1. | Components of Ecosystems: The components of ecosystems |
| BENCHMARK | PS.8.1.A. | Identify the components of different ecosystems, as exemplified by being able to |
| EXPECTATION | PS.8.1.A.1. | Identify the three major components of an ecosystem (i.e., biomass, climate, and soil). |
| EXPECTATION | PS.8.1.A.2. | Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils). |
| 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: The characteristics of ecosystems |
| BENCHMARK | PS.8.2.A. | Identify and describe the characteristics of ecosystems, as exemplified by being able to |
| EXPECTATION | PS.8.2.A.1. | Identify and describe the characteristics of an ecosystem (specific types of plants, climate, and soil) in which a favorite or interesting creature lives. |
| EXPECTATION | PS.8.2.A.3. | Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef). |
| 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: The characteristics of biomes |
BENCHMARK PS.8.3.A. Describe the characteristics of biomes, as exemplified by being able to

EXPECTATION PS.8.3.A.1. Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics.

EXPECTATION PS.8.3.A.2. Describe the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, grasslands, savannahs, temperate forests, tropical forests, arctic tundra).

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: There are multiple types of territorial divisions used to manage and control Earth’s surface

BENCHMARK HS.13.1.A. Explain different types of territorial divisions (e.g., township, city, county, state, and country) and how they are used to manage and control Earth’s surface, as exemplified by being able to

EXPECTATION HS.13.1.A.3. Describe how all continents, with the exception of Antarctica, are divided into nation states.

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.17.2. 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.17. Perceptions of Geographic Contexts: People's perceptions of the world—places, regions, and environments—changed over time

STRAND UG.17.3. Describe examples of people’s changing perceptions of the world, as exemplified by being able to

BENCHMARK UG.17.3.A. Describe how people’s perception of the environment changed over time from limitless exploitation to sustainability (e.g., pollution of rivers during industrialization, pollution of air or scarring of land from mining, depletion of American bison from overhunting).

EXPECTATION UG.17.3.A.3.
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) are the settings for current events

Analyze geographic contexts in which current events and issues occur, as exemplified by being able to analyze a current environmental issue in the region (e.g., building or demolishing a dam, building or expansion of freeway system, creation of parks and open spaces, regulatory legislation on industry to prevent further air, water, and land pollution) and describe ways in which people and the environment interact to affect the issue positively and negatively.

National Geography Standards (NGS)

Social Studies

Grade 2 - Adopted: 2012

ESSENTIAL ELEMENT NGS.WST. 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: Properties and functions of geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualization

Identify and describe the properties (position and orientation, symbols, scale, perspective, coordinate systems) and functions of geographic representations, as exemplified by being able to

ESSENTIAL ELEMENT NGS.WST. 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: Properties and functions of geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualization

Describe how properties of geographic representations determine the purposes they can be used for, as exemplified by being able to

Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

Describe how a variety of geographic representations (maps, globes, graphs, diagrams, aerial and other photographs, GPS) are used to communicate different types of information.
How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information.

Using Geospatial Data to Construct Geographic Representations:
Geospatial data are connected to locations on Earth’s surface.

Construct maps and graphs to display geospatial data, as exemplified by being able to construct a map that displays geospatial data using symbols explained in a key (e.g., a sketch map to illustrate a narrative story, a map of cars in the school parking lot showing type and color, a classroom map showing different types of tables, desks, and chairs).

The physical and human characteristics of places.

Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to 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).

Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).

Describe the distinguishing characteristics and meanings of several different regions, as exemplified by being able to 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).

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).

Identify attributes of Earth's different physical systems, as exemplified by
being able to

EXPECTATION PS.7.1.A.1. Identify different attributes of physical systems in photographs (e.g., sky, clouds, plants, soil, oceans, lakes, mountains).

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

ESSENTIAL ELEMENT NGS.PS. Physical Systems

STANDARD PS.7. The physical processes that shape the patterns of Earth's surface

STRAND PS.7.2. Earth-Sun Relationships: Earth-Sun relationships affect conditions on Earth

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

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

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

ESSENTIAL ELEMENT NGS.PS. Physical Systems

STANDARD PS.8. The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

STRAND PS.8.1. Components of Ecosystems: The components of ecosystems

BENCHMARK PS.8.1.A. Identify the components of different ecosystems, as exemplified by being able to

EXPECTATION PS.8.1.A.1. Identify the three major components of an ecosystem (i.e., biomass, climate, and soil).

EXPECTATION PS.8.1.A.2. Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils).

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: The characteristics of ecosystems

BENCHMARK PS.8.2.A. Identify and describe the characteristics of ecosystems, as exemplified by being able to

EXPECTATION PS.8.2.A.1. Identify and describe the characteristics of an ecosystem (specific types of plants, climate, and soil) in which a favorite or interesting creature lives.

EXPECTATION PS.8.2.A.3. Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef).

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: The characteristics of biomes

BENCHMARK PS.8.3.A. Describe the characteristics of biomes, as exemplified by being able to

EXPECTATION PS.8.3.A.1. Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics.

EXPECTATION PS.8.3.A.2. Describe the temperature, precipitation, and vegetation characteristics of
various biomes, (e.g., deserts, grasslands, savannahs, temperate forests, tropical forests, arctic tundra).

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: There are multiple types of territorial divisions used to manage and control Earth's surface
BENCHMARK HS.13.1.A. Explain different types of territorial divisions (e.g., township, city, county, state, and country) and how they are used to manage and control Earth’s surface, as exemplified by being able to
EXPECTATION HS.13.1.A.3. Describe how all continents, with the exception of Antarctica, are divided into nation states.

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.17.2. 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.17. How to apply geography to interpret the past
STRAND UG.17.3. Perceptions of Geographic Contexts: People's perceptions of the world—places, regions, and environments—changed over time
BENCHMARK UG.17.3.A. Describe examples of people’s changing perceptions of the world, as exemplified by being able to
EXPECTATION UG.17.3.A.3. Describe how people’s perception of the environment changed over time from limitless exploitation to sustainability (e.g., pollution of rivers during industrialization, pollution of air or scarring of land from mining, depletion of American bison from overhunting).

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. Geographic contexts (the human and physical characteristics of places and environments) are the settings for current events

Using Geography to Interpret the Present and Plan for the Future:
BENCHMARK UG.18.1.A. Analyze geographic contexts in which current events and issues occur, as exemplified by being able to
Analyze a current environmental issue in the region (e.g., building or demolishing a dam, building or expansion of freeway system, creation of parks and open spaces, regulatory legislation on industry to prevent further air, water, and land pollution) and describe ways in which people and the environment interact to affect the issue positively and negatively.

National Geography Standards (NGS)
Social Studies

Grade 3 - Adopted: 2012

ESSENTIAL ELEMENT NGS.WST. The World in Spatial Terms

STANDARD WST.1.
How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

STRAND WST.1.1.
Properties and Functions of Geographic Representations: Properties and functions of geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualization

BENCHMARK WST.1.1.A. Identify and describe the properties (position and orientation, symbols, scale, perspective, coordinate systems) and functions of geographic representations, as exemplified by being able to

EXPECTATION WST.1.1.A.2. Identify and describe the functions of a variety of geographic representations.

ESSENTIAL ELEMENT NGS.WST. The World in Spatial Terms

STANDARD WST.1.
How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

STRAND WST.1.1.
Properties and Functions of Geographic Representations: Properties and functions of geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualization

BENCHMARK WST.1.1.B. Describe how properties of geographic representations determine the purposes they can be used for, as exemplified by being able to

EXPECTATION WST.1.1.B.1. Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

EXPECTATION WST.1.1.B.2. Describe how a variety of geographic representations (maps, globes, graphs, diagrams, aerial and other photographs, GPS) are used to communicate different types of information.

ESSENTIAL ELEMENT NGS.WST. The World in Spatial Terms

STANDARD WST.1.
How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

STRAND WST.1.2.
Using Geospatial Data to Construct Geographic Representations: Geospatial data are connected to locations on Earth’s surface
BENCHMARK WST.1.2.B. Construct maps and graphs to display geospatial data, as exemplified by being able to
Construct a map that displays geospatial data using symbols explained in a key (e.g., a sketch map to illustrate a narrative story, a map of cars in the school parking lot showing type and color, a classroom map showing different types of tables, desks, and chairs).

EXPECTATION WST.1.2.B.1. Construct a map that displays geospatial data using symbols explained in a key (e.g., a sketch map to illustrate a narrative story, a map of cars in the school parking lot showing type and color, a classroom map showing different types of tables, desks, and chairs).

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.PS.  Physical Systems
STANDARD        PS.7.   The physical processes that shape the patterns of Earth's surface
STRAND          PS.7.2.  Earth-Sun Relationships: Earth-Sun relationships affect conditions on Earth
BENCHMARK       PS.7.2.A. Describe how Earth’s position relative to the Sun affects conditions on Earth, as exemplified by being able to
EXPECTATION     PS.7.2.A.1 Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres.
EXPECTATION     PS.7.2.A.2 Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations).

ESSENTIAL ELEMENT  NGS.PS.  Physical Systems
STANDARD        PS.8.   The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND          PS.8.1.  Components of Ecosystems: The components of ecosystems
BENCHMARK       PS.8.1.A. Identify the components of different ecosystems, as exemplified by being able to
EXPECTATION     PS.8.1.A.1 Identify the three major components of an ecosystem (i.e., biomass, climate, and soil).
EXPECTATION     PS.8.1.A.2 Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils).

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: The characteristics of ecosystems
BENCHMARK       PS.8.2.A. Identify and describe the characteristics of ecosystems, as exemplified by being able to
EXPECTATION     PS.8.2.A.1 Identify and describe the characteristics of an ecosystem (specific types of plants, climate, and soil) in which a favorite or interesting creature lives.
EXPECTATION     PS.8.2.A.3 Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef).

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: The characteristics of biomes
BENCHMARK       PS.8.3.A. Describe the characteristics of biomes, as exemplified by being able to
EXPECTATION     PS.8.3.A.1 Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics.
EXPECTATION     PS.8.3.A.2 Describe the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, grasslands, savannahs, temperate forests, tropical forests, arctic tundra).

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

Territorial Divisions: There are multiple types of territorial divisions used to manage and control Earth’s surface

Explain different types of territorial divisions (e.g., township, city, county, state, and country) and how they are used to manage and control Earth’s surface, as exemplified by being able to

Describe how all continents, with the exception of Antarctica, are divided into nation states.

How physical systems affect human systems

Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities

Describe examples in which the physical environment imposes constraints on human activities, as exemplified by being able to

Describe examples in which human activities are limited by different types of climates (e.g., cold or polar, rainy or dry, equatorial).

The Uses of Geography

How to apply geography to interpret the past

Describe examples of people’s changing perceptions of the world, as exemplified by being able to

Describe how people’s perception of the environment changed over time from limitless exploitation to sustainability (e.g., pollution of rivers during industrialization, pollution of air or scarring of land from mining, depletion of American bison from overhunting).

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:

Describe geographic contexts in which current events and issues occur, as exemplified by being able to

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

Next Generation Science Standards (NGSS)

Science

Grade 1 - Adopted: 2013

<table>
<thead>
<tr>
<th>STRAND</th>
<th>NGSS.1-LS.</th>
<th>LIFE SCIENCE</th>
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<tbody>
<tr>
<td>TITLE</td>
<td>1-LS1.</td>
<td>From Molecules to Organisms: Structures and Processes</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td></td>
<td>Students who demonstrate understanding can:</td>
</tr>
<tr>
<td>EXPECTATION</td>
<td>1-LS1-1.</td>
<td>Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</td>
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<table>
<thead>
<tr>
<th>STRAND</th>
<th>NGSS.1-ESS.</th>
<th>EARTH AND SPACE SCIENCE</th>
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</thead>
<tbody>
<tr>
<td>TITLE</td>
<td>1-ESS1.</td>
<td>Earth’s Place in the Universe</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td></td>
<td>Students who demonstrate understanding can:</td>
</tr>
<tr>
<td>EXPECTATION</td>
<td>1-ESS1-2.</td>
<td>Make observations at different times of year to relate the amount of daylight to the time of year.</td>
</tr>
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</table>

Next Generation Science Standards (NGSS)

Science

Grade 2 - Adopted: 2013

<table>
<thead>
<tr>
<th>STRAND</th>
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<th>LIFE SCIENCE</th>
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<tbody>
<tr>
<td>TITLE</td>
<td>2-LS2.</td>
<td>Ecosystems: Interactions, Energy, and Dynamics</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td></td>
<td>Students who demonstrate understanding can:</td>
</tr>
<tr>
<td>EXPECTATION</td>
<td>2-LS2-1.</td>
<td>Plan and conduct an investigation to determine if plants need sunlight and water to grow.</td>
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<table>
<thead>
<tr>
<th>STRAND</th>
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<tbody>
<tr>
<td>TITLE</td>
<td>2-ESS1.</td>
<td>Earth’s Place in the Universe</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td></td>
<td>Students who demonstrate understanding can:</td>
</tr>
<tr>
<td>EXPECTATION</td>
<td>2-ESS1-1.</td>
<td>Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly.</td>
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<table>
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<th>STRAND</th>
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<tr>
<td>TITLE</td>
<td>2-ESS2.</td>
<td>Earth’s Systems</td>
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<td>PERFORMANCE</td>
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<td>Students who demonstrate understanding can:</td>
</tr>
<tr>
<td>EXPECTATION</td>
<td>2-ESS2-1.</td>
<td>Develop a model to represent the shapes and kinds of land and bodies of water in an area.</td>
</tr>
<tr>
<td>PERFORMANCE</td>
<td>2-ESS2-3.</td>
<td>Obtain information to identify where water is found on Earth and that it can be solid or liquid.</td>
</tr>
<tr>
<td>STRAND</td>
<td>NGSS.3-LS.</td>
<td>LIFE SCIENCE</td>
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<tr>
<td>TITLE</td>
<td>3-LS4.</td>
<td>Biological Evolution: Unity and Diversity</td>
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<tr>
<td>PERFORMANCE EXPECTATION</td>
<td>3-LS4-2.</td>
<td>Students who demonstrate understanding can:</td>
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<tr>
<td></td>
<td></td>
<td>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.</td>
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<tr>
<td>PERFORMANCE EXPECTATION</td>
<td>3-LS4-3.</td>
<td>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.</td>
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<th>STRAND</th>
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<tr>
<td>TITLE</td>
<td>3-ESS2.</td>
<td>Earth’s Systems</td>
</tr>
<tr>
<td>PERFORMANCE EXPECTATION</td>
<td>3-ESS2-1.</td>
<td>Students who demonstrate understanding can:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</td>
</tr>
<tr>
<td>PERFORMANCE EXPECTATION</td>
<td>3-ESS2-2.</td>
<td>Obtain and combine information to describe climates in different regions of the world.</td>
</tr>
</tbody>
</table>

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