



# **Nature's Art Village**

## **Educational Field Trip Programs**

### **Guide To:**

### **College, Career & Civic Life**

### **C3 Framework**

### **For Social Studies State Standards**

### **Grades K through 2**

### **Gold Fever!**

Children journey back in time to 1848, the year before the great California Gold Rush began, to learn about precious gold and the draw it had on people of all ages and backgrounds! General knowledge leads to critical thinking in this exciting rags to riches exploration. The students enjoy an art project to take back to their school to use as knowledge reinforcements.

## Geographic Representations: Spatial Views of the World

Creating maps and using geospatial technologies requires a process of answering geographic questions by gathering relevant information; organizing and analyzing the information; and using effective means to communicate the findings. Once a map or other representation is created, it prompts new questions concerning the locations, spaces, and patterns portrayed. Creating maps and other geographical representations is an essential and enduring part of

seeking new geographic knowledge that is personally and socially useful and that can be applied in making decisions and solving problems.

*Indicators of Dimension 2—Geographic Representations—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 16.*

**TABLE 16: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Geographic Representations**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Geo.1.K-2.</b> Construct maps, graphs, and other representations of familiar places.	<b>D2.Geo.1.3-5.</b> Construct maps and other graphic representations of both familiar and unfamiliar places.	<b>D2.Geo.1.6-8.</b> Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.	<b>D2.Geo.1.9-12.</b> Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
<b>D2.Geo.2.K-2.</b> Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.	<b>D2.Geo.2.3-5.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.	<b>D2.Geo.2.6-8.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	<b>D2.Geo.2.9-12.</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
<b>D2.Geo.3.K-2.</b> Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.	<b>D2.Geo.3.3-5.</b> Use maps of different scales to describe the locations of cultural and environmental characteristics.	<b>D2.Geo.3.6-8.</b> Use paper-based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.	<b>D2.Geo.3.9-12.</b> Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

## Human-Environment Interaction: Place, Regions, and Culture

Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales. Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and the types of interactions that occur. Earth’s human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. These

interactions result in a variety of spatial patterns that require careful observation, investigation, analysis, and explanation.

*Indicators of Dimension 2—Human-Environment Interaction—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 17.*

**TABLE 17: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Human-Environment Interaction**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Geo.4.K-2.</b> Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.	<b>D2.Geo.4.3-5.</b> Explain how culture influences the way people modify and adapt to their environments.	<b>D2.Geo.4.6-8.</b> Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	<b>D2.Geo.4.9-12.</b> Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
<b>D2.Geo.5.K-2.</b> Describe how human activities affect the cultural and environmental characteristics of places or regions.	<b>D2.Geo.5.3-5.</b> Explain how the cultural and environmental characteristics of places change over time.	<b>D2.Geo.5.6-8.</b> Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.	<b>D2.Geo.5.9-12.</b> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
<b>D2.Geo.6.K-2.</b> Identify some cultural and environmental characteristics of specific places.	<b>D2.Geo.6.3-5.</b> Describe how environmental and cultural characteristics influence population distribution in specific places or regions.	<b>D2.Geo.6.6-8.</b> Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.	<b>D2.Geo.6.9-12.</b> Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

## Human Population: Spatial Patterns and Movements

The size, composition, distribution, and movement of human populations are fundamental and active features on Earth’s surface. The expansion and redistribution of the human population affects patterns of settlement, environmental changes, and resource use. The spatial patterns and movements of population also relate to physical phenomena including climate variability, landforms, and locations of various natural hazards. Further, political, economic, and technological changes sometimes have dramatic

effects on population size, composition, and distribution. Past, present, and future conditions on Earth’s surface cannot be fully understood without asking and answering questions about the spatial patterns of human population.

*Indicators of Dimension 2—Human Population: Spatial Patterns and Movements—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 18.*

**TABLE 18: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Human Population: Spatial Patterns and Movements**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Geo.7.K-2.</b> Explain why and how people, goods, and ideas move from place to place.	<b>D2.Geo.7.3-5.</b> Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.	<b>D2.Geo.7.6-8.</b> Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.	<b>D2.Geo.7.9-12.</b> Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
<b>D2.Geo.8.K-2.</b> Compare how people in different types of communities use local and distant environments to meet their daily needs.	<b>D2.Geo.8.3-5.</b> Explain how human settlements and movements relate to the locations and use of various natural resources.	<b>D2.Geo.8.6-8.</b> Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.	<b>D2.Geo.8.9-12.</b> Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
<b>D2.Geo.9.K-2.</b> Describe the connections between the physical environment of a place and the economic activities found there.	<b>D2.Geo.9.3-5.</b> Analyze the effects of catastrophic environmental and technological events on human settlements and migration.	<b>D2.Geo.9.6-8.</b> Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation.	<b>D2.Geo.9.9-12.</b> Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.

## Global Interconnections: Changing Spatial Patterns

Global interconnections occur in both human and physical systems. Earth is a set of interconnected ecosystems of which humans are an influential part. Many natural phenomena have no perceptible boundaries. For example, the oceans are one dynamic system. The atmosphere covers the entire planet. Land and water forms shift over geological eons. Many life forms diffuse from place to place and bring environmental changes with them. Humans have spread across the planet, along with their cultural practices, artifacts, languages, diseases, and other attributes. All of these interconnections create complex spatial

patterns at multiple scales that continue to change over time. Global-scale issues and problems cannot be resolved without extensive collaboration among the world’s peoples, nations, and economic organizations. Asking and answering questions about global interconnections and spatial patterns are a necessary part of geographic reasoning.

*Indicators of Dimension 2—Global Interconnections—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 19.*

**TABLE 19: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Global Interconnections**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.Geo.10.K-2.</b> Describe changes in the physical and cultural characteristics of various world regions.	<b>D2.Geo.10.3-5.</b> Explain why environmental characteristics vary among different world regions.	<b>D2.Geo.10.6-8.</b> Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.	<b>D2.Geo.10.9-12.</b> Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
<b>D2.Geo.11.K-2.</b> Explain how the consumption of products connects people to distant places.	<b>D2.Geo.11.3-5.</b> Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.	<b>D2.Geo.11.6-8.</b> Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade.	<b>D2.Geo.11.9-12.</b> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
<b>D2.Geo.12.K-2.</b> Identify ways that a catastrophic disaster may affect people living in a place.	<b>D2.Geo.12.3-5.</b> Explain how natural and human-made catastrophic events in one place affect people living in other places.	<b>D2.Geo.12.6-8.</b> Explain how global changes in population distribution patterns affect changes in land use in particular places.	<b>D2.Geo.12.9-12.</b> Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

## Change, Continuity, and Context

At its heart, chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. It also involves coming to understand how a change in one area of life relates to a change in other areas, thus bringing together political, economic, intellectual, social, cultural, and other factors. Understanding the interrelation of patterns of change

requires evaluating the context within which events unfolded in order not to view events in isolation, and to be able to assess the significance of specific individuals, groups, and developments.

*Indicators of Dimension 2—Change, Continuity and Context—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 20.*

**Table 20: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Change, Continuity, and Context**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.His.1.K-2.</b> Create a chronological sequence of multiple events.	<b>D2.His.1.3-5.</b> Create and use a chronological sequence of related events to compare developments that happened at the same time.	<b>D2.His.1.6-8.</b> Analyze connections among events and developments in broader historical contexts.	<b>D2.His.1.9-12.</b> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
<b>D2.His.2.K-2.</b> Compare life in the past to life today.	<b>D2.His.2.3-5.</b> Compare life in specific historical time periods to life today.	<b>D2.His.2.6-8.</b> Classify series of historical events and developments as examples of change and/or continuity.	<b>D2.His.2.9-12.</b> Analyze change and continuity in historical eras.
<b>D2.His.3.K-2.</b> Generate questions about individuals and groups who have shaped a significant historical change.	<b>D2.His.3.3-5.</b> Generate questions about individuals and groups who have shaped significant historical changes and continuities.	<b>D2.His.3.6-8.</b> Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.	<b>D2.His.3.9-12.</b> Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

## Perspectives

History is interpretive. Even if they are eyewitnesses, people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. Historical understanding requires recognizing this multiplicity of points of view in the past, which makes it important to seek out a range of sources on any historical question rather than simply use those that are easiest to find. It also requires recognizing that perspectives change

over time, so that historical understanding requires developing a sense of empathy with people in the past whose perspectives might be very different from those of today.

*Indicators of Dimension 2—Perspectives—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 21.*

**TABLE 21: Suggested K-12 Pathway for College, Career, and Civic Readiness  
Dimension 2, Perspectives**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.His.4.K-2.</b> Compare perspectives of people in the past to those of people in the present.	<b>D2.His.4.3-5.</b> Explain why individuals and groups during the same historical period differed in their perspectives.	<b>D2.His.4.6-8.</b> Analyze multiple factors that influenced the perspectives of people during different historical eras.	<b>D2.His.4.9-12.</b> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
<i>Begins in grades 3–5</i>	<b>D2.His.5.3-5.</b> Explain connections among historical contexts and people’s perspectives at the time.	<b>D2.His.5.6-8.</b> Explain how and why perspectives of people have changed over time.	<b>D2.His.5.9-12.</b> Analyze how historical contexts shaped and continue to shape people’s perspectives.
<b>D2.His.6.K-2.</b> Compare different accounts of the same historical event.	<b>D2.His.6.3-5.</b> Describe how people’s perspectives shaped the historical sources they created.	<b>D2.His.6.6-8.</b> Analyze how people’s perspectives influenced what information is available in the historical sources they created.	<b>D2.His.6.9-12.</b> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	<b>D2.His.7.9-12.</b> Explain how the perspectives of people in the present shape interpretations of the past.
<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	<i>Begins in grades 9–12</i>	<b>D2.His.8.9-12.</b> Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

## Causation and Argumentation

No historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. Historical thinking involves using evidence and reasoning to draw conclusions about probable causes and effects, recognizing that these are multiple and complex. It requires understanding that the outcome of any historical event may not be what those who engaged in it intended or predicted, so that chains of cause and effect in the past are unexpected and contingent, not pre-determined. Along with claims about causes and effects,

historical arguments can also address issues of change over time, the relevance of sources, the perspectives of those involved, and many other topics, but must be based on evidence that is used in a critical, coherent, and logical manner.

*Indicators of Dimension 2—Causation and Argumentation—are detailed in the suggested K-12 Pathway for College, Career, and Civic Readiness in Table 23.*

**TABLE 23: Suggested K-12 Pathway for College, Career, and Civic Readiness Dimension 2, Causation and Argumentation**

BY THE END OF GRADE 2	BY THE END OF GRADE 5	BY THE END OF GRADE 8	BY THE END OF GRADE 12
INDIVIDUALLY AND WITH OTHERS, STUDENTS...			
<b>D2.His.14.K-2.</b> Generate possible reasons for an event or development in the past.	<b>D2.His.14.3-5.</b> Explain probable causes and effects of events and developments.	<b>D2.His.14.6-8.</b> Explain multiple causes and effects of events and developments in the past.	<b>D2.His.14.9-12.</b> Analyze multiple and complex causes and effects of events in the past.
<i>Begins in grades 6–8</i>	<i>Begins in grades 6–8</i>	<b>D2.His.15.6-8.</b> Evaluate the relative influence of various causes of events and developments in the past.	<b>D2.His.15.9-12.</b> Distinguish between long-term causes and triggering events in developing a historical argument.
<b>D2.His.16.K-2.</b> Select which reasons might be more likely than others to explain a historical event or development.	<b>D2.His.16.3-5.</b> Use evidence to develop a claim about the past.	<b>D2.His.16.6-8.</b> Organize applicable evidence into a coherent argument about the past.	<b>D2.His.16.9-12.</b> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
<i>Begins in grades 3–5</i>	<b>D2.His.17.3-5.</b> Summarize the central claim in a secondary work of history.	<b>D2.His.17.6-8.</b> Compare the central arguments in secondary works of history on related topics in multiple media.	<b>D2.His.17.9-12.</b> Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.