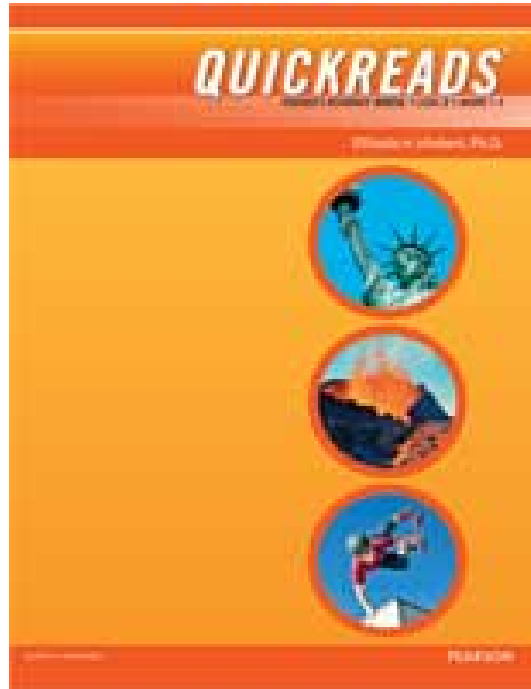


A Correlation of

QuickReads



To the

Next Generation Science Standards and C3 Social Studies Standards Grade 4



QuickReads, Grade 4 (Level D)
To the NextGEN Science Standards and the C3 Social Studies Standards

INTRODUCTION

This document demonstrates how **QuickReads, Grade 4** meets the objectives of the *NextGEN Science Standards and C3 Social Studies Standards*. Correlation references are to the QuickReads Science and Social Studies topics.

QuickReads® is a reading fluency program, based on research that develops fluency and comprehension in students who struggle to make the leap from merely reading words to reading and comprehending meaning. *QuickReads*® develops fluency by increasing automaticity. By repeatedly using high-frequency words and words with common phonics/syllabic patterns, students automatically recognize these “high leverage” words and begin to read at a faster rate enabling them to focus on meaning and mastering content-area vocabulary.

QuickReads® offers a quick and effective teacher-led instructional routine that develops consistent comprehension strategies within the context of short reading passages. It also supports building background knowledge by clustering multiple passages around high-interest topics students will encounter in science and social studies curricula, allowing the student to explore a subject in depth through a series of short focused readings.

QuickReads includes full color student editions and additional vocabulary activities. With its proven text model and research-based instructional routine, QuickReads will provide teachers with the means to address building students’ capacity to comprehend complex text

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QuickReads Topics	NextGEN Science Standards and C3 Social Studies Standards Grade 4
Grade 4	
Level D Science Topics	Next Generation Science Standards
<p>Animal Communities</p> <ul style="list-style-type: none"> ○ Two Kinds of Animal Communities ○ Chimpanzee Clans ○ A Beaver Lodge ○ A Pride of Lions ○ A Colony of Ants 	<p>From Molecules to Organisms: Structures and Processes</p> <p>Performance Expectation 4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</p> <p>-----</p> <p>Disciplinary Core Ideas</p> <p>LS1.D: Information Processing Different sense receptors are specialized for particular kinds of information which may be then processed by the animal’s brain. Animals are able to use their perceptions and memories to guide their actions.</p> <p>-----</p> <p>Science and Engineering Practices</p> <p>Developing and Using Models Use a model to test interactions concerning the functioning of a natural system.</p> <p>-----</p> <p>Crosscutting Concepts</p> <p>Systems and System Models A system can be described in terms of its components and their interactions.</p>

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QuickReads Topics	NextGEN Science Standards and C3 Social Studies Standards Grade 4
<p>Birds and Their Habitats</p> <ul style="list-style-type: none"> ○ Habitats of Birds ○ Birds That Migrate ○ Birds in Cold Weather ○ Nests ○ City Homes for Birds 	<p>From Molecules to Organisms: Structures and Processes Performance Expectation 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p>-----</p> <p>Disciplinary Core Ideas LS1.A: Structure and Function • Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.</p> <p>-----</p> <p>Engineering Design Performance Expectation 4-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>-----</p> <p>Science and Engineering Practices Asking Questions and Defining Problems Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.</p>

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QuickReads Topics	NextGEN Science Standards and C3 Social Studies Standards Grade 4
<p>Cameras and Photography</p> <ul style="list-style-type: none"> ○ Cameras Today and in the Past ○ Film Cameras ○ Box Cameras ○ Easy-to-Use Cameras ○ Filmless Cameras 	<p>Energy</p> <p>Disciplinary Core Ideas</p> <p>PS2.A: Definitions of Energy Energy can be moved from place to place by moving objects or through sound, light, or electric currents.</p> <p>-----</p> <p>PS3.B: Conservation of Energy and Energy Transfer Light also transfers energy from place to place.</p> <p>-----</p> <p>Engineering Design</p> <p>Performance Expectation 4-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>-----</p> <p>Crosscutting Concepts</p> <p>Influence of Engineering, Technology, and Science on Society and the Natural World People’s needs and wants change over time, as do their demands for new and improved technologies.</p>

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QuickReads Topics	NextGEN Science Standards and C3 Social Studies Standards Grade 4
<p>Day and Night</p> <ul style="list-style-type: none"> ○ What Makes Day and Night? ○ Time Zones ○ Winter and Summer ○ Shadows and Time ○ A.M. and P.M. 	<p>Engineering Design Performance Expectation 4-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. -----</p> <p>Disciplinary Core Ideas ETS1.A: Defining and Delimiting Engineering Problems Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. -----</p> <p>Science and Engineering Practices Asking Questions and Defining Problems Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.</p>

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QuickReads Topics	NextGEN Science Standards and C3 Social Studies Standards Grade 4
<p>Electricity</p> <ul style="list-style-type: none"> ○ What Is Electricity? ○ Static and Current Electricity ○ How Electricity Comes to Your Home ○ Batteries ○ Electric Light Bulbs 	<p>Energy</p> <p>Performance Expectation 4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p> <p>-----</p> <p>Disciplinary Core Ideas PS2.A: Definitions of Energy Energy can be moved from place to place by moving objects or through sound, light, or electric currents.</p> <p>-----</p> <p>PS3.B: Conservation of Energy and Energy Transfer Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.</p> <p>-----</p> <p>Performance Expectation 4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p> <p>-----</p> <p>Disciplinary Core Ideas PS3.B: Conservation of Energy and Energy Transfer Energy can also be transferred from place to place by electric currents, which can then be used locally to produce motion, sound, heat, or light. The currents may have been produced to begin with by transforming the energy of motion into electrical energy.</p>

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QuickReads Topics	NextGEN Science Standards and C3 Social Studies Standards Grade 4
<p>The Human Body</p> <ul style="list-style-type: none"> ○ The Systems of the Human Body ○ The Perfect Container ○ The Circulatory System ○ The Body's Repair Kit ○ Keeping the Body Going 	<p>From Molecules to Organisms: Structures and Processes</p> <p>Performance Expectation 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p>-----</p> <p>Science and Engineering Practices</p> <p>Engaging in Argument from Evidence Construct an argument with evidence, data, and/or a model.</p> <p>-----</p> <p>Crosscutting Concepts</p> <p>Systems and System Models A system can be described in terms of its components and their interactions.</p>

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QuickReads Topics	NextGEN Science Standards and C3 Social Studies Standards Grade 4
<p>Taking Care of Our Earth</p> <ul style="list-style-type: none"> ○ Ecosystems ○ Food Chains ○ Endangered Species ○ Saving the Rain Forest ○ Recycle, Reuse, and Reduce 	<p>Earth’s Place in the Universe Performance Expectation 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. -----</p> <p>Disciplinary Core Ideas ESS3.A Natural Resources Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not. -----</p> <p>From Molecules to Organisms: Structures and Processes Performance Expectation 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. -----</p> <p>Crosscutting Concepts Systems and System Models A system can be described in terms of its components and their interactions.</p>

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QuickReads Topics	NextGEN Science Standards and C3 Social Studies Standards Grade 4
<p>Volcanoes</p> <ul style="list-style-type: none"> ○ Kinds of Volcanoes ○ How Volcanoes Form ○ When Volcanoes Erupt ○ Volcanic Islands ○ The Benefits of Volcanoes 	<p>Earth’s Place in the Universe Performance Expectation 4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. -----</p> <p>Disciplinary Core Ideas ESS1.C: The History of Planet Earth Local, regional, and global patterns of rock formations reveal changes over time due to earth forces, such as earthquakes. The presence and location of certain fossil types indicate the order in which rock layers were formed. -----</p> <p>Performance Expectation 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth’s features. -----</p> <p>Disciplinary Core Ideas ESS2.B: Plate Tectonic and Large-Scale System Interactions The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or near their edges. Maps can help locate the different land and water features areas of Earth. -----</p> <p>Performance Expectation 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth Processes on humans.</p>

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QuickReads Topics	NextGEN Science Standards and C3 Social Studies Standards Grade 4
<p>Wind and Solar Energy</p> <ul style="list-style-type: none"> ○ Sources of Energy ○ Wind Energy ○ Wind Farms ○ Solar Energy ○ Solar Cars 	<p>Energy</p> <p>Performance Expectation 4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p> <p>-----</p> <p>Performance Expectation 4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p> <p>-----</p> <p>PS3.D: Energy in Chemical Processes and Everyday Life The expression “produce energy” typically refers to the conversion of stored energy into a desired form for practical use.</p> <p>-----</p> <p>Earth’s Place in the Universe</p> <p>Performance Expectation 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p> <p>-----</p> <p>Disciplinary Core Ideas</p> <p>ESS3.A Natural Resources Energy and fuels that humans use are derived from natural sources, and their use affects the environment in multiple ways. Some resources are renewable over time, and others are not.</p>

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QuickReads Topics	NextGEN Science Standards and C3 Social Studies Standards Grade 4
Level D Social Studies Topics	C3 Social Studies Standards
<p>American Pathfinders</p> <ul style="list-style-type: none"> ○ Benjamin Banneker ○ Ellen Ochoa ○ Franklin D. Roosevelt ○ Maya Lin ○ Rachel Carson 	<p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS</p> <p>HISTORY</p> <p>Change, Continuity, and Context</p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>-----</p> <p>D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time.</p> <p>-----</p> <p>Causation and Argumentation</p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.His.14.3-5. Explain probable causes and effects of events and developments.</p> <p>-----</p> <p>DIMENSION 4, Communicating Conclusions</p> <p>Taking Informed Action</p> <p>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.</p>

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QuickReads Topics	NextGEN Science Standards and C3 Social Studies Standards Grade 4
<p>Ancient Rome</p> <ul style="list-style-type: none"> ○ Rome in Ancient Times ○ Latin in Today's Languages ○ The Roman Army ○ Roman Engineering ○ Children in Ancient Rome 	<p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS</p> <p>CIVICS</p> <p>Civic and Political Institutions INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms</p> <p>-----</p> <p>Processes, Rules, and Laws INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws.</p> <p>-----</p> <p>GEOGRAPHY</p> <p>Geographic Representations INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.</p> <p>-----</p> <p>HISTORY</p> <p>Change, Continuity, and Context INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.His.2.3-5. Compare life in specific historical time periods to life today.</p> <p>-----</p> <p>Causation and Argumentation INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.His.16.3-5. Use evidence to develop a claim about the past.</p>

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QuickReads Topics	NextGEN Science Standards and C3 Social Studies Standards Grade 4
<p>The Constitution of the United States</p> <ul style="list-style-type: none"> ○ What Is the Constitution? ○ We the People ○ The Bill of Rights ○ The First Amendment ○ The Constitution and the Future 	<p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS</p> <p>CIVICS</p> <p>Civic and Political Institutions INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p> <p>-----</p> <p>D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p> <p>-----</p> <p>D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>-----</p> <p>D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.</p> <p>-----</p> <p>Participation and Deliberation INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities.</p>

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<p>European Explorers of North America</p> <ul style="list-style-type: none"> ○ Who Explored North American? ○ Spanish Explorations ○ English Explorations ○ French Explorations ○ Russian Explorations 	<p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS</p> <p>GEOGRAPHY</p> <p>Human-Environment Interaction INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments.</p> <p>-----</p> <p>D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>-----</p> <p>Global Interconnections INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.</p> <p>-----</p> <p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS</p> <p>HISTORY</p> <p>Change, Continuity, and Context INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>-----</p> <p>Historical Sources and Evidence INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.His.10.3-5. Compare information provided by different historical sources about the past.</p>

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<p>Geography and How We Live</p> <ul style="list-style-type: none"> ○ Climate Zones ○ Continental Climate ○ Mild Climate ○ Desert Climate ○ Mountain Climate 	<p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS</p> <p>GEOGRAPHY</p> <p>Geographic Representations INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. -----</p> <p>Human-Environment Interaction INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. -----</p> <p>Global Interconnections INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions. -----</p> <p>DIMENSION 4, Communicating Conclusions</p> <p>Communicating Conclusions & Taking INFORMED ACTION INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO... D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p>

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QuickReads Topics	NextGEN Science Standards and C3 Social Studies Standards Grade 4
<p>The History of Sports</p> <ul style="list-style-type: none"> ○ Sports Long Ago and Today ○ Basketball ○ Gymnastics ○ Skateboarding ○ Soccer 	<p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS HISTORY Change, Continuity, and Context INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.His.2.3-5. Compare life in specific historical time periods to life today.</p> <p>-----</p> <p>D2.His.5.3-5. Explain connections among historical contexts and people’s perspectives at the time.</p> <p>-----</p> <p>Causation and Argumentation INDIVIDUALLY AND WITH OTHERS, STUDENTS...</p> <p>D2.His.16.3-5. Use evidence to develop a claim about the past.</p> <p>-----</p> <p>DIMENSION 4, Communicating Conclusions Communicating Conclusions & Taking INFORMED ACTION INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</p> <p>D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</p>

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QuickReads Topics	NextGEN Science Standards and C3 Social Studies Standards Grade 4
<p>Immigration to America</p> <ul style="list-style-type: none"> ○ A Land of Immigrants ○ A Land of Opportunity ○ Getting to America ○ Ellis and Angel Islands ○ Becoming an American citizen 	<p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS</p> <p>GEOGRAPHY</p> <p>Human-Environment Interaction INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions.</p> <p>-----</p> <p>Human Population: Spatial Patterns and Movements INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>-----</p> <p>HISTORY</p> <p>Change, Continuity, and Context INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.</p> <p>-----</p> <p>Perspectives D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives.</p>

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QuickReads Topics	NextGEN Science Standards and C3 Social Studies Standards Grade 4
<p>Natural Resources and the Economy</p> <ul style="list-style-type: none"> ○ What Is a Natural Resource? ○ Renewable Resources ○ Using Natural Resources ○ Trading and the Economy 	<p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS ECONOMICS Exchange and Markets INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.</p> <p>-----</p> <p>The Global Economy INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations.</p> <p>-----</p> <p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS GEOGRAPHY Human Population: Spatial Patterns and Movements INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>-----</p> <p>Global Interconnections INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.</p>

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<p>Our North American Neighbors</p> <ul style="list-style-type: none"> ○ Three North American Countries ○ Comparing Canada and the United States ○ Canada’s Winter Sports ○ Mexico and Its North American Neighbors ○ Mexico City 	<p>DIMENSION 2, Applying Disciplinary Concepts & TOOLS</p> <p>GEOGRAPHY</p> <p>Geographic Representations INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. -----</p> <p>Human-Environment Interaction INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. -----</p> <p>D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. -----</p> <p>Human Population: Spatial Patterns and Movements INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. -----</p> <p>Global Interconnections INDIVIDUALLY AND WITH OTHERS, STUDENTS... D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions.</p>