Rhode Island Grade Span Expectations for Social Studies ("Social Studies GSEs")

GSEs for Geography Strand

G 1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in spatial terms.					
GSEs for Grades K-2	**GSEs for Grades 3-4**	**GSEs for Grades 5-6**	**GSEs for Grades 7-8**	**GSEs for HS Proficiency**	**GSEs for HS Extended Learning**
G 1 (K-2) –1 **Students understand maps, globes, and other geographic tools and technologies by…**	**G 1 (3-4) –1** **Students understand maps, globes, and other geographic tools and technologies by…**	**G 1 (5-6) –1** **Students understand maps, globes, and other geographic tools and technologies by…**	**G 1 (7-8) –1** **Students understand maps, globes, and other geographic tools and technologies by…**	**G 1 (9-12) –1** **Students understand maps, globes, and other geographic tools and technologies by…**	**G 1 (Ext) –1** **Students understand maps, globes, and other geographic tools and technologies by…**
a. identifying the purpose of a variety of maps.	a. accurately using maps to identify locations.	a. identifying physical features of maps and globes.	a. identifying and utilizing a variety of maps for different purposes.	a. analyzing spatial patterns and synthesizing with other primary and secondary sources.	a. making the connection between location and decisions about land use.
b. describing where places are located on a map using relative distance and direction.	b. identifying relationships between time, space, and distance.	b. utilizing geographic tools like latitude and longitude to identify absolute location.	b. utilizing technology to access geographic databases such as GPS and Geographic Information Systems (GIS).	b. analyzing the data from geographic technology (e.g., GPS and GIS) for research and application for problem solving.	
c. organizing information about people places and environments in a spatial context (e.g., the school is *next* to a store; a student's house is *across* the street from the park).	c. organizing information about people, places, and environments in a spatial context (e.g., the school is *to the east* of the store; the house is *northeast* of the mountains).	c. differentiating between local, regional, and global scales (e.g., location of continents and oceans).	c. analyzing charts and graphs to interpret geographical information.	c. analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific).	
G 1 (K-2) –2 **Students identify the characteristics and features of maps by…**	**G 1 (3-4) –2** **Students identify the characteristics and features of maps by…**	**G 1 (5-6) –2** **Students interpret the characteristics and features of maps by…**	**G 1 (7-8)–2** **Students interpret the characteristics and features of maps by…**	**G 1 (9-12) –2** **Students interpret the characteristics and features of maps by…**	**G 1 (Ext) –2** **Students interpret the characteristics and features of maps by…**
a. recognizing elements of a map (e.g., key, scale, compass rose).	a. applying map skills to represent a location (e.g., design a map).	a. recognizing spatial information provided by different types of maps (e.g., physical, political, map projections).	a. analyzing multiple maps (e.g., physical, political, historical) to draw inferences about the development of societies.	a. evaluating the impact of topographical features on the development of societies.	
b. explaining how the elements are used (e.g., key explains symbols; scale indicates distance; compass rose indicates direction).	b. identifying and describing locations.	b. interpreting the spatial information from maps to explain the importance of the data.		b. integrating visual information from maps with other sources (print & non-print) to form a coherent understanding of an idea or event.	

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G 2: Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.					
GSEs for Grades K-2	**GSEs for Grades 3-4**	**GSEs for Grades 5-6**	**GSEs for Grades 7-8**	**GSEs for HS Proficiency**	**GSEs for HS Extended Learning**
G 2 (K-2) –1 **Students understand the physical and human characteristics of places by…**	**G 2 (3-4) –1** **Students understand the physical and human characteristics of places by…**	**G 2 (5-6) –1** **Students understand the physical and human characteristics of places by…**	**G 2 (7-8) –1** **Students understand the physical and human characteristics of places by…**	**G 2 (9-12) –1** **Students understand the physical and human characteristics of places by…**	**G 2 (Ext) –1** **Students understand the physical and human characteristics of places by…**
a. identifying and describing natural/physical features (e.g., river, mountains, oceans, weather, climate).	a. explaining ways in which geographical features determine how people live and work (e.g., living near the ocean gives opportunity to be fishermen or marine biologist).	a.explaining and/or connecting how the geographical features influenced population settlement.	a. explaining and/or connecting how and why the geographical features influenced population settlement and development of cultures (e.g., customs, language, religion, and organization).	a. evaluating how humans interact with physical environments to form past and present communities.	
b. identifying and describing human-made features (e.g., buildings, streets, bridges).	b. explaining how natural/physical features and human-made features makes a place unique.	b. comparing and contrasting patterns of population settlement based on climate and physical features.	b. analyzing and explaining how and why physical and human characteristics of places and regions change over time by citing specific example(s).		
G 2 (K-2) –2 **Students distinguish between regions and places by…**	**G 2 (3-4) –2** **Students distinguish between regions and places by…**	**G 2 (5-6) –2** **Students distinguish between regions and places by…**	**G 2 (7-8) –2** **Students distinguish between regions and places by…**	**G 2 (9-12) –2** **Students distinguish between regions and places by…**	**G 2 (Ext) –2** **Students distinguish between regions and places by…**
a. identifying natural/physical features of different places and regions.	a. defining a region and its associated places (e.g., the region of New England includes the city of Providence; a city can have several neighborhoods).	a. comparing and contrasting the characteristics of different types of regions and places.	a. analyzing and explaining the geographical influences that shape regions and places.	a. analyzing and explaining how concepts of site and situation can explain the uniqueness of places.	
b. comparing and contrasting human-made features of different places and regions.	b. explaining the difference between regions and places (e.g., a desert region is dry, rainforest regions are wet; Providence is densely populated, Exeter is sparsely populated).	b. explaining the difference between regions and places.			

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G 2 (K-2) –3 **Students understand different perspectives that individuals/ groups have by…**	**G 2 (3-4) –3** **Students understand different perspectives that individuals/ groups have by…**	**G 2 (5-6) –3** **Students understand different perspectives that individuals/ groups have by…**	**G 2 (7-8) –3** **Students understand different perspectives that individuals/ groups have by…**	**G 2 (9-12) –3** **Students identify different perspectives that individuals/ groups have by…**	**G 2 (Ext) –3** **Students identify different perspectives that individuals/ groups have by…**
b. identifying and describing how people in different places view their environments (e.g., home, classroom, neighborhood, community).	a. contrasting how people in different places describe their physical environments (e.g., people who live in a desert will give very high value to water; people who live next to a lake may take water for granted).	a. identifying and describing the physical and cultural characteristics that shape different places and regions.	a. analyzing and explaining how geography influences cultural perspectives and experiences and shapes how people view and respond to problems differently (e.g., urban vs. rural).	a. evaluating the cultural and regional differences for potential bias from written or verbal sources.	
		b. researching a region to analyze how geography shapes that culture's perspective (e.g., demographics, climate, natural and man-made resources).			
G 2 (K-2) –4 **Students understand how geography contributes to how regions are defined / identified by…**	**G 2 (3-4) –4** **Students understand how geography contributes to how regions are defined / identified by…**	**G 2 (5-6) –4** **Students understand how geography contributes to how regions are defined / identified by…**	**G 2 (7-8) –4** **Students understand how geography contributes to how regions are defined / identified by…**	**G 2 (9-12) –4** **Students identify the ways geography contributes to how regions are defined / identified by…**	**G 2 (Ext) –4** **Students identify the ways geography contributes to how regions are defined / identified by…**
b. identifying natural physical boundaries of places (e.g., rivers, mountains).	a. describing how physical geography defines boundaries of regions.	a. identifying formal (e.g., United States of America), vernacular (e.g., the Middle East, South County), and functional regions (e.g., cell phone service area).	a. understanding the difference between formal, vernacular, and functional regions.	a. comparing and contrasting regional characteristics to understand human events.	
		b. explaining how regions may change over time (e.g., physical, cultural, political, and economic changes).	b. categorizing and evaluating a variety of factors (e.g., culture, immigration) of a defined region.	b. analyzing human and physical changes in regions over time and evaluating how the geographic context contributes to those changes.	

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G 3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.					
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G 3 (K-2) –1 **Students understand why people do/do not migrate by…**	**G 3 (3-4) –1** **Students understand why people do/do not migrate by…**	**G 3 (5-6) –1** **Students understand why people do/do not migrate by…**	**G 3 (7-8) –1** **Students understand why people do/do not migrate by…**	**G 3 (9-12) –1** **Students analyze why people do/do not migrate by…**	**G 3 (Ext) –1** **Students analyze why people do/do not migrate by…**
a. describing a reason why people have or have not moved.	a. comparing reasons why people have moved.	a. identifying and explaining the push and pull factors that lead to a decision to migrate.	a. analyzing how migration affects a population.	a. investigating the causes of major migrations and evaluating the impact on affected populations.	
G 3 (K-2) –2 **Students understand the interrelationships of geography with resources by…**	**G 3 (3-4) –2** **Students understand the interrelationships of geography with resources by…**	**G 3 (5-6) –2** **Students understand the interrelationships of geography with resources by…**	**G 3 (7-8) –2** **Students understand the interrelationships of geography with resources by…**	**G 3 (9-12) –2** **Students understand the interrelationships of geography with resources by…**	**G 3 (Ext) –2** **Students understand the interrelationships of geography with resources by…**
a. identifying geographic origins of specific resources (e.g., fish from sea, wheat from plains).	a. comparing products produced locally and far away (e.g., apples from Scituate, oranges from Florida).	a. use evidence to correlate how geography meets or does not meet the needs of the people.	a. analyzing how the abundance, depletion, use, and distribution of geographical resources impact the expansion and demise of societies/ civilizations.	a. evaluating the environmental consequences of resource consumption.	
G 3 (K-2) –3 **Students understand how geography influences human settlement, cooperation or conflict by…**	**G 3 (3-4) –3** **Students understand how geography influences human settlement, cooperation or conflict by…**	**G 3 (5-6) –3** **Students understand how geography influences human settlement, cooperation or conflict by…**	**G 3 (7-8) –3** **Students understand how geography influences human settlement, cooperation or conflict by…**	**G 3 (9-12) –3** **Students determine how geography influences human settlement, cooperation or conflict by…**	**G 3 (Ext) –3** **Students determine how geography influences human settlement, cooperation or conflict by…**
a. describing how features of a place influence what activities do or do not take place there (e.g., soccer field on a flat plain, not on a hill).	a. describing how features of a place influence human decision making (e.g., activities, settlement, employment).	a. recognizing and justifying how geography influences human settlement, cooperation and conflict.	a. using evidence to build a logical argument in support or in opposition to expansion of human settlement.	a. analyzing these relationships in a given historical or current example.	
b. describing how people who live near each other sometimes help each other (e.g., sharing set of markers among a desk cluster).	b. describing how features of a place affect human cooperation or conflict.				

G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.					
GSEs for Grades K-2	**GSEs for Grades 3-4**	**GSEs for Grades 5-6**	**GSEs for Grades 7-8**	**GSEs for HS Proficiency**	**GSEs for HS Extended Learning**
G 4 (K-2) – 1 **Students explain how humans depend on their environment by…**	**G 4 (3-4) – 1** **Students explain how humans depend on their environment by…**	**G 4 (5-6) -1** **Students explain how humans depend on their environment by…**	**G 4 (7-8)-1** **Students explain how humans depend on their environment by…**	**G 4 (9-12) –1** **Students explain how humans depend on their environment by…**	**G 4 (Ext) –1** **Students explain how humans depend on their environment by…**
a. identifying basic environmental resources needed in daily life (e.g., water, air, food).	a. identifying how needs can be met by the environment (e.g., we grow food to eat.).	a. researching and reporting how humans depend on the environment.	a. analyzing how human dependence on the environment impacts political, economic and social decisions.	a. researching and reporting specific examples of how human dependence on the environment has impacted political, economic, and/or social decisions.	
		b. explaining how human dependence on environment influenced development of civilizations.			
G 4 (K-2) – 2 **Students explain how humans react or adapt to an ever-changing physical environment by…**	**G 4 (3-4) – 2** **Students explain how humans react or adapt to an ever-changing physical environment by…**	**G 4 (5-6) -2** **Students explain how humans react or adapt to an ever-changing physical environment by…**	**G 4 (7-8)-2** **Students explain how humans react or adapt to an ever-changing physical environment by…**	**G 4 (9-12) –2** **Students explain how humans react or adapt to an ever-changing physical environment by…**	**G 4 (Ext) –2** **Students explain how humans react or adapt to an ever-changing physical environment by…**
a. identifying examples of how changes in the environment can change people's behavior (e.g., we change how we dress depending on the weather or season).	a. identifying ways in which the physical environment is stressed by human activity using examples from the local community (e.g., pollution in the Narragansett Bay means people cannot fish for food).	a. identifying and describing human reactions to changes in their physical environment.	a. analyzing the impact of human reactions to environmental changes and identifying and providing alternate solutions with supporting evidence.	a. examining a specific case study of how a society reacted or adapting to a physical environmental change and argue opposing solutions.	
	b. generating a possible solution for a community environmental problem (e.g., if there is a lot of litter, create an action plan to clean it up).	b. analyzing the impact of human reactions to environmental changes.			

G 4 (K-2) –3 **Students explain how human actions modify the physical environment by…**	**G 4 (3-4) –3** **Students explain how human actions modify the physical environment by…**	**G 4 (5-6) –3** **Students explain how human actions modify the physical environment by…**	**G 4 (7-8) –3** **Students explain how human actions modify the physical environment by…**	**G 4 (9-12) –3** **Students explain how human actions modify the physical environment by…**	**G 4 (Ext)–3** **Students explain how human actions modify the physical environment by…**
a. identifying examples of how people can change the space around them (e.g., a field can be made into a playground, a tree can become a place for a tree house, an empty lot can be changed into a garden).	a. using maps and graphs to illustrate changes in the physical environment of the local community or region.	a. identifying how human actions have changed the physical environment and describe its effects.	a. making predictions and drawing conclusions about the impact that human actions have on the physical environment.	a. analyzing the relationship between human action and the environment over time, using researched evidence.	
b. describing why people change the space around them.	b. comparing and contrasting the effects of changing a place (e.g., irrigation creates opportunity to produce crops).			b. comparing and contrasting the physical, social, and economic impacts to suit and satisfy human needs.	