

Social Studies Curriculum

Geography and Environmental Literacy Strand

Grades K-5

KINDERGARTEN

K.G.1: Use geographic representations and terms to describe surroundings.

- K.G.1.1: Use maps to locate places in the classroom, school, and home.
- K.G.1.2: Use globes and maps to locate land and water features.
- K.G.1.3: Identify physical features (mountains, hills, rivers, lakes, roads, etc.).
- K.G.1.4: Use maps to locate places in the classroom, school, and home.

K.G.2: Understand the interaction between humans and the environment.

- K.G.2.1: Explain how people adapt to weather conditions.
- K.G.2.2: Explain ways people use environmental resources to meet basic needs and wants (shelter, food, clothing, etc.).

FIRST GRADE

1.G.1: Use geographic representation, terms, and technologies to process information from a spatial perspective.

- 1.G.1.1: Use geographic tools to identify characteristics of various landforms and bodies of water.
- 1.G.1.2: Give examples showing the location of places (home, classroom, school, and community).
- 1.G.1.3: Understand the basic elements of geographic representations using maps (cardinal directions and map symbols).

1.G.2: Understand how humans and the environment interact within the local community.

- 1.G.2.1: Explain ways people change the environment (planting trees, recycling, cutting down trees, building homes, building streets, etc.).
- 1.G.2.2: Explain how people use natural resources in the community.
- 1.G.2.3: Explain how the environment impacts where people live (urban, rural, weather transportation, etc.).

SECOND GRADE

2.G.1: Use geographic representation, terms, and technologies to process information from a spatial perspective.

- 2.G.1.1: Interpret maps of the school and community that contain symbols, legends, and cardinal directions.
- 2.G.1.2: Interpret the meaning of symbols and the location of physical and human features on a map (cities, railroads, highways, countries, continents, oceans, etc.).

2.G.2: Understand the effects of humans interacting with their environment.

- 2.G.2.1: Give examples of ways in which people depend on the physical environment and natural resources to meet basic needs.
- 2.G.2.2: Explain how people positively and negatively affect the environment.

THIRD GRADE

3.G.1: Understand the Earth's patterns by using the 5 themes of geography: location, place, human-environment interaction, movement, and regions.

- 3.G.1.1: Find absolute and relative locations of places within the local community and region.
- 3.G.1.2: Compare the human and physical characteristics of places.
- 3.G.1.3: Exemplify how people adapt to, change, and protect the environment to meet their needs.
- 3.G.1.4: Explain how the movement of goods, people, and ideas impacts the community.
- 3.G.1.5: Summarize the elements (cultural, demographic, economic, and geographic) that define regions (community, state, nation, and world).
- 3.G.1.6: Compare various regions according to their characteristics.

FOURTH GRADE

4.G.1: Understand how human, environmental, and technological factors affect the growth and development of North Carolina.

- 4.G.1.1: Summarize changes that have occurred in North Carolina since statehood (population growth, transportation, communication, and land use).
- 4.G.1.2: Explain the impact that human activity has on the availability of natural resources in North Carolina.
- 4.G.1.3: Exemplify the interactions of various peoples, places, and cultures in terms of adaptation and modification of the environment.
- 4.G.1.4: Explain the impact of technology (communication, transportation, and inventions) on North Carolina's citizens, past and present.

FIFTH GRADE

5.G.1: Understand how human activity has and continues to shape the United States.

- 5.G.1.1: Explain the impact of the physical environment on early settlements in the New World.
- 5.G.1.2: Explain the positive and negative effects of human activity on the physical environment of the United States, past and present.
- 5.G.1.3: Exemplify how technological advances (communication, transportation, and agriculture) have allowed people to overcome geographic limitations.
- 5.G.1.4: Exemplify migration within or immigration to the United States in order to identify push and pull factors (why people left/why people came).