Rhode Island Grade Span Expectations (GSEs) for Social Studies: Grades K-4

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.			
GSEs for Grades K-2	**GSEs for Grades 3-4**	**Essential Questions**	**Potential Topics/Resources**
C&G 1 (K-2) –1 **Students demonstrate an understanding of origins, forms and purposes of government by…**	**C&G 1 (3-4) –1** **Students demonstrate an understanding of origins, forms and purposes of government by…**		**Related GLEs/GSEs:**
a. identifying rules and consequences for them in different settings (e.g., home, bus, classroom, cafeteria, etc.) and explaining why we need rules and who makes the rules	a. <u>making, applying, and enforcing rules (home, school, community)</u>	Why do we need rules/laws? Who makes the rules/laws?	• Developing class rules • School rules
b. evaluating the rules in different settings (e.g., *Is this a good rule and why/why not?*)	b. <u>comparing similarities between a rule and a law</u>	What makes a good rule/law? What are the boundaries/limits of rules (family, classroom, school, community)?	• School rules and community laws (e.g., walking on sidewalks, using crosswalks, speed limit, etc.) • Home rules
c. exploring examples of services (e.g., post office, police, fire, garbage collection) provided in their own community	c. <u>citing examples of services that local and state governments provide for the common good</u>	What is "the common good"? How does a government serve the interest of the common good?	• Public safety (e.g., police, fire department, garbage collection, animal control)
C&G 1 (K-2) –2 **Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by…**	**C&G 1 (3-4) –2** **Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by…**		**Related GLEs/GSEs:**
a. identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how these people help to meet the needs of the common good	a. identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) <u>and explaining how there are limits to their power</u> (e.g., What are police not allowed to do?)	What is the difference between power and authority (e.g., bully, teacher, principal, police, etc.)?	• Types of power and its uses • Authority and where it comes from (e.g., rules, laws, power, etc.) • Authority figures
b. recognizing and describing the characteristics of leadership and fair decision making, and explaining how they affect others (e.g., line leader, team captain)	b. recognizing, describing, <u>and demonstrating</u> the characteristics of leadership and fair decision making, and explaining how they affect others	What makes a good/effective leader?	• Leadership

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.			
GSEs for Grades K-2	**GSEs for Grades 3-4**	**Essential Questions**	**Potential Topics/Resources**
C&G 2 (K-2) –1 **Students demonstrate an understanding of United States government (local, state, national) by…**	**C&G 2 (3-4) –1** **Students demonstrate an understanding of United States government (local, state, national) by…**		**Related GLEs/GSEs:**
a. identifying elected leadership titles/basic roles at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country)	a. identifying the levels (local, state, national) and three branches of government, as defined by the *U.S. Constitution*, and the roles and purposes of each (e.g., checks and balances)	Who are our leaders? What are branches of government? What are the levels of government? Why do we have/need them?	• U.S. government (origins, structure, purpose) • U.S. Constitution
	b. describing the *U.S. Constitution* and *Bill of Rights* and explaining why they are important	Where do we get our "rights"? What is the U.S. Constitution and what is its relationship to the RI Constitution (RI history)?	• U.S. government (origins, structure, ideals) • U.S. Constitution • Bill of Rights
C&G 2 (K-2) –2 **Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by …**	**C&G 2 (3-4) –2** **Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by …**		**Related GLEs/GSEs:** **R-7, R-8 Informational texts** **R-14 Breadth of Reading** **R-15 Reading for Research**
a. identifying symbols and national holidays used to depict Americans' shared democratic values, principles, and beliefs (e.g., American flag, Pledge of Allegiance, Presidents' Day, Independence Day)	a. identifying and explaining the meaning of symbols and national holidays used to depict Americans shared democratic values, principles, and beliefs (e.g., colors of the American flag, Pledge of Allegiance, bald eagle, Presidents' Day, Independence Day)	What is a symbol? What are the democratic values and where do they come from?	• Symbols in local government buildings, on money, monuments, etc.
b. using a variety of sources (e.g., trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, *Grand Old Flag* represents national unity, *This Land is Your Land* represents respect for diversity)	b. using a variety of sources (e.g., *Bill of Rights, Declaration of Independence,* trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, *E Pluribus Unum* represents national unity, *This Land is Your Land* represents respect for diversity)	What is a democracy? What are principles of democracy and what do they stand for?	• American democracy/ democratic republic • American ideals/principles of democracy • Bill of Rights, other documents
c. identifying individual roles in a group and acting as a productive member of a group	c. exhibiting and explaining what it means to be a responsible member of a group to achieve a common goal (e.g., problem solving, task completion, etc.) and self-monitoring effectiveness in a group	How does democracy work in a group?	• Group projects, problem solving • Self-discipline • Leadership, respect

C&G 3: In a democratic society all people have certain rights and responsibilities.			
GSEs for Grades K-2	**GSEs for Grades 3-4**	**Essential Questions**	**Potential Topics/Resources**
C&G 3 (K-2) –1 **Students demonstrate an understanding of citizens' rights and responsibilities by…**	**C&G 3 (3-4) –1** **Students demonstrate an understanding of citizens' rights and responsibilities by…**		**Related GLEs/GSEs:** **R-15 Reading for Research** **W-2, 3 Response to Text**
a. exhibiting respect (e.g., waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others	a. exhibiting respect for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others, <u>and demonstrating an understanding of others' points of view</u>	What is a democratic society? What rights do people have in a democracy? What are the responsibilities people have?	• Democracy • Rules • Respect
	b. using a variety of sources (e.g., primary sources, secondary sources, literature, videos) to provide examples of individuals' and groups' rights and responsibilities (e.g., justice, equality, and diversity)	Is there a difference between group and individual rights?	• Citizenship (e.g., legal rights, responsibilities) • Civic rights and responsibilities • *Bill of Rights*
C&G 3 (K-2) –2 **Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by…**	**C&G 3 (3-4) –2** **Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by…**		**Related GLEs/GSEs:**
a. demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials)	a. <u>demonstrating and explaining how personal choices can affect rights, responsibilities and privileges of self and others</u> (e.g., bullying, breaking rules, intruding on others' space, interference with others' rights to learn)	What are the characteristics of a good citizen? How are rights granted and/or denied?	• Citizenship (e.g., legal rights, responsibilities) • Origins of individual/group rights in American society
b. working cooperatively in a group, sharing responsibilities or individual roles within a group	b. working cooperatively in a group, <u>demonstrating individual/personal accountability</u> (e.g., dividing responsibilities, taking on individual roles) <u>to complete a task</u> (e.g., in-class group projects, civic or community activities, school-wide groups or clubs working toward a common goal)	How do people participate in their civic responsibilities? What are characteristics of good leaders?	• Civic responsibility • Leadership
c. identifying feelings and situations that lead to conflict and describing ways people solve problems effectively	c. <u>explaining different ways conflicts can be resolved, how conflicts and resolutions can affect people, and describing the resolution of conflicts by the courts or other authorities</u>	What is conflict? In what ways can it be resolved?	• Court system • Conflict resolution • Rules and consequences

C&G 4: People engage in political processes in a variety of ways.			
GSEs for Grades K-2	**GSEs for Grades 3-4**	**Essential Questions**	**Potential Topics/Resources**
C&G 4 (K-2) –1 **Students demonstrate an understanding of political systems and political processes by…**	**C&G 4 (3-4) –1** **Students demonstrate an understanding of political systems and political processes by…**		**Related GLEs/GSEs:**
a. identifying forms of civic participation (e.g., voting, conducting a survey)	a. identifying forms <u>and levels</u> (e.g., voting vs. running for office, organizing a meeting vs. attending a meeting) of civic participation <u>and how it affects the common good (local, state, national, world)</u>	What is a political process?	• Elections • Community action (e.g., surveys, petitioning) • Politics and government
C&G 4 (K-2) – 2 Students demonstrate their participation in political processes by…	**C&G 4 (3-4) – 2** **Students demonstrate their participation in political processes by…**		**Related GLEs/GSEs:**
a. experiencing a variety of forms of participation (e.g., voting, conducting a survey, writing a class letter about an issue of concern)	a. <u>engaging</u> in a variety of forms of participation (e.g., voting, petition, survey) <u>and explaining the purpose of each form</u>	How can we participate in political processes? How do we participate in political processes?	• Elections • Community action
C&G 4 (K-2) –3 **Students participate in a civil society by…**	**C&G 4 (3-4) –3** **Students participate in a civil society by…**	What is a civil society?	**Related GLEs/GSEs:**
a. identifying problems, planning and implementing solutions in the classroom, school, and community (e.g., problem of litter/solutions-each picks up one piece of trash, recycle, plan a clean-up day, etc.)	a. identifying problems, planning and implementing solutions, <u>and evaluating the outcomes</u> in the classroom, school, community, <u>state, nation, or world</u> (e.g., problem of global warming/solutions-recycling, energy conservation)	What problems can we work together to solve? What problems can better be solved by working together?	• Community service • Environment (e.g., Earth Day) • Community action • Public safety
	b. <u>explaining how individuals can take responsibility for their actions and how their actions impact the community</u>	How do our actions impact others?	• Historical figures/activists

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.			
GSEs for Grades K-2	**GSEs for Grades 3-4**	**Essential Questions**	**Potential Topics/Resources**
C&G 5 (K-2) -1 **Students demonstrate an understanding of the many ways earth's people are interconnected by…**	**C&G 5 (3-4) –1** **Students demonstrate an understanding of the many ways Earth's people are interconnected by…**		**Related GLEs/GSEs:** **R-15 Reading for Research** **W- 6, 7, 8 Informational Writing** **W-2, 3 Response to Text**
a. exploring and discussing ways we interact with others around the world (e.g., food, clothing, transportation, tourism, news)	a. explaining how current events around the world affect our lives (e.g., trade, war, conflict-resolution, global warming)	How are people interconnected?	• Current events/contemporary issues • Cultures and nations
	b. locating where different nations are in the world in relation to the United States (e.g., related to current events, literature, trade books)	How is the world organized? How are cities different from states? How are states different from countries?	• Geography • Current events/contemporary issues
C&G 5 (K-2) –2 **Students demonstrate an understanding of the benefits and challenges of an interconnected world by…**	**C&G 5 (3-4) –2** **Students demonstrate an understanding of the benefits and challenges of an interconnected world by…**		**Related GLEs/GSEs:** **R-7, R-8 Informational texts** **R-14 Breadth of Reading** **R-15 Reading for Research**
a. using a variety of print and non-print sources to explore other people and places	a. exploring current issues using a variety of print and non-print sources (e.g., *Where does our food come from and what happens if there is a drought?*)	How are people interconnected? Where do things come from?	• Current events (e.g., Scholastic News, Time for Kids, Weekly Reader, newspaper, etc.) [remove?]
C&G 5 (K-2)-3 **Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by…**	**C&G 5 (3-4) -3** **Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by…**	How are people interconnected? How is the world organized?	**Related GLEs/GSEs:**
a. listing the pros and cons of personal decisions (e.g., littering, recycling)	a. listing and explaining the pros and cons of personal and organizational (e.g., businesses, governments, other groups) decisions (e.g., donations to global charities)	How do our decisions affect others, the environment, etc.?	• Keeping personal logs, conducting surveys

HP 1: History is an account of human activities that is interpretive in nature.			
GSEs for Grades K-2	**GSEs for Grades 3-4**	**Essential Questions**	**Potential Topics/Resources**
HP 1 (K-2) –1 **Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by…**	**HP 1 (3-4) –1** **Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by…**		**Related GLEs/GSEs:** **R-7, R-8 Informational texts** **R-14 Breadth of Reading** **R-15 Reading for Research** **W- 6, 7, 8 Informational Writing**
a. identifying and categorizing the kinds of information obtained from a variety of artifacts and documents (e.g., *What would this artifact tell us about how people lived?*)	a. <u>describing the difference between primary and secondary sources and interpreting information from each</u> (e.g., asking and answering questions, making predictions)	How can historical tools help us understand the past? What is a primary source?	• Understanding various cultures and people groups (e.g., Native American, American Colonist, European, Ancient Egyptian, Mayan, Chinese, etc.)
b. distinguishing objects, artifacts, and symbols from long ago and today (e.g., passage of time documented through family photos, evolution of household appliances)	b. <u>classifying</u> objects, artifacts, and symbols from long ago and today <u>and describing how they add to our understanding of the past</u>	How can historical tools help us understand the past? How do we differentiate between things from long ago and today?	• Connecting to various disciplines (e.g., art, furniture design, architecture, trade, etc.).
	c. <u>organizing information obtained to answer historical questions</u>	How does the information gathered enhance our understanding of the past?	• Basic research strategies
HP 1 (K-2) –2 **Students interpret history as a series of connected events with multiple cause-effect relationships, by…**	**HP 1 (3-4) –2** **Students interpret history as a series of connected events with multiple cause-effect relationships, by…**		**Related GLEs/GSEs:** **R-7, R-8 Informational texts** **R-14 Breadth of Reading** **R-15 Reading for Research** **W-2, 3 Response to Text**
a. describing and organizing a sequence of various events in personal, classroom, or school life (e.g., organizing and interpreting data in timelines)	a. describing and organizing a sequence of significant events <u>in Rhode Island history</u> (e.g., interpreting and analyzing data in timelines)	What is the difference between a cause and an effect?	• Use of graphic organizers to show relationships • Dorr Rebellion(?)/ King Phillip's War(?) • Establishment of Rhode Island(?)
b. explaining how a sequence of events affected people in home, classroom, or school (e.g., getting a new student in the classroom)	b. explaining <u>and inferring</u> how a sequence of events affected people <u>of Rhode Island</u> (e.g., settlement or changes in community/ Rhode Island, Hurricane Katrina)	How will understanding cause(s) and effect(s) help us understand the past?	

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.			
GSEs for Grades K-2	**GSEs for Grades 3-4**	**Essential Questions**	**Potential Topics/Resources**
HP 2 (K-2) – 1 **Students connect the past with the present by…**	**HP 2 (3-4) –1** **Students connect the past with the present by…**		**Related GLEs/GSEs:** **W- 6, 7, 8 Informational Writing**
a. recognizing the origin, name, or significance of local geographic and human-made features (e.g., school, street, park, city, river, monuments)	a. <u>investigating and explaining the origin, name, or significance of local and Rhode Island geographic and human-made features</u>	Why is my street/town/city named…? How does the understanding of the "name" help you understand something about the past? How am I similar to/different from people of the past?	• Town, county, and state maps
HP 2 (K-2) – 2 **Students chronicle events and conditions by…**	**HP 2 (3-4) – 2** **Students chronicle events and conditions by…**		**Related GLEs/GSEs:** **W- 6, 7, 8 Informational Writing**
a. describing, defining, and illustrating a sequence of events from personal, classroom, school, or community life (e.g., timeline or self-made informational text showing key events)	a. describing, defining, and illustrating by example <u>Rhode Island historical individuals, groups and events</u> (e.g., Roger Williams, Native Americans, immigrant groups) and how they relate to the context (e.g., conditions of the time, events before and after)	Why do we chronicle events? How do the events relate to the context/conditions of the time?	• Roger Williams • Native Americans • Immigrant groups • Timelines
HP 2 (K-2) – 3 **Students show understanding of change over time by…**	**HP 2 (3-4) – 3** **Students show understanding of change over time by…**		**Related GLEs/GSEs:**
a. exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life)	a. <u>interpreting and explaining</u> similarities and differences in objects, artifacts, technologies, <u>ideas, or beliefs</u> (e.g., religious, economic, education, self-government) from the past and present (e.g., transportation or communication in the community, RI, U.S.)	How has day-to-day life changed in the past ___ years? Where can you find evidence of some of those changes?	• Changes in transportation, lifestyles, technology, communication, school, home life, technology, etc

HP 3: The study of history helps us understand the present and shape the future.			
GSEs for Grades K-2	**GSEs for Grades 3-4**	**Essential Questions**	**Potential Topics/Resources**
HP 3 (K-2) – 1 **Students demonstrate an understanding of how the past frames the present by…**	**HP 3 (3-4) –1** **Students demonstrate an understanding of how the past frames the present by…**		**Related GLEs/GSEs:**
a. identifying how events and people shape family and school life (e.g., *How would your life change if you moved to another place? What would happen if your school closed? What would happen if there were no school buses?*)	a. recognizing and interpreting how events, people, problems, and ideas shape <u>life in the community and in Rhode Island</u>	How does our understanding of the past influence our actions in the present and the future?	• Current events/contemporary issues • "What if" scenarios
HP 3 (K-2) – 2 **Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by…**	**HP 3 (3-4) – 2** **Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by…**		**Related GLEs/GSEs:** **W- 6, 7, 8 Informational Writing** **W-2, 3 Response to Text**
a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct their past and understand the present.	a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct the past, understand the present, <u>and make predictions for the future</u>	How am I connected to the past? How do personal connections help me understand the past, present, and make predictions for the future?	• Family histories & artifacts

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.	
GSEs for Grades K-2	**GSEs for Grades 3-4**
HP 4 (K-2) –1 **Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by…**	**HP 4 (3-4) –1** **Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by…**
a. identifying geographic factors that can affect how people interact (e.g., students in the same desk cluster are more likely to interact).	a. identifying how geographic factors impact interactions (e.g., distance between settlements; rivers can be barriers to movement or facilitate transportation).
b. identifying events that can affect how people interact (e.g., beginning kindergarten means you play with classmates; moving to a new place means you need to make new friends).	b. identifying how events impact interactions (e.g., arrival of the Mayflower initiated interactions between British colonists and Wampanoag tribe).
HP 4 (K-2) –2 **Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by…**	**HP 4 (3-4) –2** **Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by…**
a. identifying innovations or inventions that have impacted interaction between people (e.g., the invention of the telephone allowed people to talk to each other at a distance).	a. explaining how innovations or inventions have impacted interactions between people, communities, regions, and nations.
	b. identifying how expansion has influenced interactions between people.

HP 5: Human societies and cultures develop and change in response to human needs and wants.	
GSEs for Grades K-2	**GSEs for Grades 3-4**
HP 5 (K-2) – 1 **Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by…**	**HP 5 (3-4) –1** **Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by…**
a. recognizing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).	a. comparing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).
HP 5 (K-2) – 2 **Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by…**	**HP 5 (3-4) – 2** **Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by…**
a. describing daily life for individuals in a cultural community.	a. Comparing how members within cultures interact with each other and their environment.
b. identifying different cultures present in the local community.	b. Identifying how a culture has changed over time.
HP 5 (K-2) – 3 **Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by…**	**HP 5 (3-4) – 3** **Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by…**
a. describing how people with different perspectives view events in different ways.	a. comparing how people with different perspectives view events in different ways.

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**
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…**
a. identifying the purpose of a variety of maps.	a. accurately using maps to identify locations.
a. describing where places are located on a map using relative distance and direction.	b. identifying relationships between time, space, and distance.
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).
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…**
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. explaining how the elements are used (e.g., key explains symbols; scale indicates distance; compass rose indicates direction).	b. identifying and describing locations.

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**
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…**
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. 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.
G 2 (K-2) –2 **Students distinguish between regions and places by…**	**G 2 (3-4) –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 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).
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…**
a. 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).
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…**
b. identifying natural physical boundaries of places (e.g., rivers, mountains).	a. describing how physical geography defines boundaries of regions.

G 3: Human System: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.	
GSEs for Grades K-2	**GSEs for Grades 3-4**
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…**
a. describing a reason why people have or have not moved.	a. comparing reasons why people have moved.
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…**
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).
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…**
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).
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**
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…**
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.).
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…**
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).
	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).
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…**
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.
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).

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.	
GSEs for Grades K-2	**GSEs for Grades 3-4**
E 1 (K-2) –1 **Students demonstrate an understanding of basic economic concepts by…**	**E 1 (3-4) –1** **Students demonstrate an understanding of basic economic concepts by…**
a. identifying human, natural, and capital resources.	a. differentiating between human, natural, and capital resources.
b. explaining how the availability of resources affects production of goods and offering of services and their consumption.	b. identifying the types of resources available and the corresponding goods and services produced in real-world and historical context (e.g., Rhode Island today or in different historical periods: RI colony boatbuilding and agricultural production were primary, late 1800's industrial products were primary).
c. identifying positive and negative economic incentives that affect behavior and choice that best satisfies an economic want.	c. explaining how positive and negative incentives influence behavior and choices (e.g., costs vs. benefits received).
E 1 (K-2) –2 **Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by…**	**E 1 (3-4) –2** **Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by…**
a. recognizing and discussing the differences between basic wants and needs.	a. explaining how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.
E 1 (K-2) –3 **Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by…**	**E 1 (3-4) –3** **Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by…**
a. identifying how goods and services are shared as a family (e.g., taking turns washing dishes, setting the table, sharing clothes, etc.)	a. comparing the advantages and disadvantages of allocating various goods and services (e.g., sharing class toys, student time on playground equipment during recess, etc.).

E 2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.	
GSEs for Grades K-2	**GSEs for Grades 3-4**
E 2 (K-2) – 1 **Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by…**	**E 2 (3-4) –1** **Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by…**
a. identifying the ways in which people exchange goods and services (e.g., barter, money, commodity money).	a. explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).
b. explaining how prices affect the choices people make about buying or selling goods or services.	b. identifying factors that affect price (e.g., scarcity/abundance, incentives, competition).
c. describing how people can earn income by exchanging the use of their labor (physical or mental work) for wages or salaries.	c. explaining how market forces determine the amount of income for most people (e.g., people with rare skills can charge more).
E 2 (K-2) – 2 **Students analyze how innovations and technology affects the exchange of goods and services by…**	**E 2 (3-4) – 2** **Students analyze how Innovations and technology affects the exchange of goods and services by…**
a. identifying how technology has changed over time and explaining how they affect the way people live, work, or play.	a. explaining how innovations and technology can have positive or negative effects on how people produce or exchange goods and services.

E 3: Individuals, institutions, and governments have roles in economic systems.	
GSEs for Grades K-2	**GSEs for Grades 3-4**
E 3 (K-2) – 1 **Students demonstrate an understanding of the interdependence created by economic decisions by…**	**E 3 (3-4) –1** **Students demonstrate an understanding of the interdependence created by economic decisions by…**
a. identifying how the classroom community members exchange and consume resources. (e.g. teacher distributes limited school supplies among the students; students take turns using stations).	a. comparing how individuals, institutions, and governments interact within an economy (e.g. entrepreneurs start new businesses; individuals save money in banks, government redistributes money through taxing and spending).
b. recognizing the purposes of money and how it can be used (e.g., personal savings, personal spending),	b. describing how money makes it easier to trade, borrow, or save, and compare the value of goods and services.
E 3 (K-2) – 2 **Students demonstrate an understanding of the role of government in a global economy by…**	**E 3 (3-4) – 2** **Students demonstrate an understanding of the role of government in a global economy by…**
	a. identifying how government redistributes tax income for public benefit through taxes (e.g., paying for work force training through schools).