

**G1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.**

**Enduring Understanding**

- ▶ Knows that the use of tools (e.g., maps, globes, charts, graphs) is important to understanding the world around us. Different cultures may use different tools, and have different names and different perspectives, when looking at the world around us.

**Components**

By the end of Kindergarten, students will:

G1.K.1 Recognize one’s classroom and school as distinct environments based on physical characteristics and expectations.

By the end of 1st grade, students will:

G1.1.1 Be able to identify local geographic locations and bodies of water.

G1.1.2 Be able to identify large continental land masses on a map or globe.

G1.1.3 Be able to identify major bodies of water on a map or globe.

By the end of 2nd grade, students will:

G1.2.1 Apply basic mapping elements to read and construct maps of their communities and the world.

G1.2.2 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

G1.2.3 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.

G1.2.4 Describe the connections between the physical environment of a place and the economic activities found there.

G1.2.5 Identify ways that a major catastrophe may affect people living in a place.

**Sample Questions**

- (Kindergarten) How is my classroom arranged to help me?
- (Kindergarten) What symbols does my school use to guide me to different locations?
- (Grade 1) What major bodies of water are near me?
- (Grade 1) What are the names of different places around me?
- (Grade 1) What are the different native tribes that are near my community?
- (Grade 1) How does the map of my school help people?
- (Grade 2) How has the geography of my city, town, or community changed over time?
- (Grade 2) How have geographic features and the way people live changed from long ago?
- (Grade 2) How do the tools on a map help me understand how to read it?

*Since Time Immemorial Connections*

**Elementary Curriculum**

G1.K.1: Pathways 1 (1), 2 (1), and 3 (1)

G1.1.1-3: Pathways 1, 2 (1), and 3 (1)

G1.2.1-4: Pathways 1 (2,3), 2 (1-5), and 3 (1-4)

**G1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface.**

**Enduring Understanding**

- ▶ Knows that the use of tools (e.g., maps, globes, charts, graphs) is important to understanding the world around us. Different cultures may use different tools, and have different names and different perspectives, when looking at the world around us.

**Components**

By the end of 3rd grade, students will:

- G1.3.1 Examine and use maps and globes to understand the regions of North America in the past and present.
- G1.3.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in North America, including the location of the fifty states within the regions of the United States.

By the end of 4th grade, students will:

- G1.4.1 Construct and use maps to explain the movement of peoples.
- G1.4.2 Investigate the physical, political, and cultural characteristics of places, regions, and people in the Pacific Northwest, including the difference between cities, states, and countries.

By the end of 5th grade, students will:

- G1.5.1 Construct and use maps to show and analyze information about European settlement in the United States.
- G1.5.2 Describe the physical and cultural characteristics of the thirteen colonies.
- G1.5.3 Construct maps and other graphic representations of both familiar and unfamiliar places.
- G1.5.4 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

**Sample Questions**

- (Grade 3) What impact did geographic location have on tribal people and other societies?
- (Grade 3) How does the physical geography, including landforms and climate influence where people live?
- (Grade 4) What impact does the relationship between physical geography and cultural characteristics have on life in the Pacific Northwest?
- (Grade 4) How did the tribal people that Lewis and Clark met on their expedition influence their mode of travel through different geographic regions?
- (Grade 5) What impact did geography (landforms, climate, and natural resources) have on the settlements in the Americas?
- (Grade 5) What were the cultural characteristics of the people in the thirteen colonies?

*Since Time Immemorial Connections*

**Elementary Curriculum**

- G1.3.1-2: Pathways 1, 2, and 3
- G1.4.1-2: Washington State History: Units 1, 2, and 3
- G1.5.1-4: U.S. History: Units 1 and 2

**G2: Understands human interaction with the environment.**

**Enduring Understanding**

- ▶ Knows that the human-environment interactions are essential aspects of human life in all societies and that they occur at local-to-regional scale. Human actions modify the physical environment, and, in turn, the physical environment limits or promotes human activities.

**Components**

By the end of Kindergarten, students will:

- G2.K.1 Explain how weather, climate, and other environmental characteristics affect people’s lives in a place or region.
- G2.K.2 Identify natural events or physical features such as air, water, land, or wind.
- G2.K.3 Describe how environment affects one’s own activities.

By the end of 1st grade, students will:

- G2.1.1 Explain the way family life is shaped by the environment.
- G2.1.2 Discuss why families make decisions to move to new geographic locations.
- G2.1.3 Identify human events and human-made features.
- G2.1.4 Identify natural events or physical features.

By the end of 2nd grade, students will:

- G2.2.1 Identify some common and unique cultural and environmental characteristics of specific places.
- G2.2.2 Explain ways people depend on, adapt to, and modify the environment to meet basic needs.
- G2.2.3 Compare how physical geography affects Northwest tribal culture and where tribes live and trade.
- G2.2.4 Distinguish human activities and human-made features from natural events or physical features.
- G2.2.5 Recognize ways people depend on, adapt to, and modify the environment to meet basic needs.

**Sample Questions**

- (Kindergarten) Where does your food grow?
- (Kindergarten) What can you do to change your geographic surroundings?
- (Kindergarten) How does climate or geographic location affect the clothing you wear?
- (Grade 1) What impact does location have on how a family lives and works?
- (Grade 1) How can geographical features determine where a family lives, moves, and works?
- (Grade 1) What are some of the unique natural and human-made features in our community?
- (Grade 2) What is the difference between an urban, suburban, and rural place?
- (Grade 2) Describe how the environment can affect your or other people's activities.
- (Grade 2) What are examples of materials humans use to build shelters?

*Since Time Immemorial Connections*

**Elementary Curriculum**

- G2.K.1-3: Pathways 1 (1-3), 2 (1-3), and 3 (1-3)
- G2.1.1-4: Pathways 1 (4), 2 (1,3,4), and 3 (1,3,4)
- G2.2.1-5: Pathways 1 (1,3,4), 2 (1-5), and 3 (1-5)

**G2: Understands human interaction with the environment.**

**Enduring Understanding**

- ▶ Knows that the human-environment interactions are essential aspects of human life in all societies and they occur at local-to-regional scale. Human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.

**Components**

By the end of 3rd grade, students will:

- G2.3.1 Explain how the environment affects cultural groups and how groups affect the environment.
- G2.3.2 Examine the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.
- G2.3.3 Compare the traditions, beliefs, and values of cultural groups in North America.

By the end of 4th grade, students will:

- G2.4.1 Draw a conclusion that the geographic features of the Pacific Northwest have influenced the movement of people.
- G2.4.2 Explain how the lands that the tribes were forced to move to, changed their interactions with the environment.

By the end of 5th grade, students will:

- G2.5.1 Compare and analyze the impact of the European colonists' movement to the Americas on the land of Native American peoples.
- G2.5.2 Explain how culture influences the way people modify and adapt to their environments.
- G2.5.3 Explain how the cultural and environmental characteristics of places change over time.
- G2.5.4 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
- G2.5.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
- G2.5.6 Explain how human settlements and movements relate to the locations and use of various natural resources.

**Sample Questions**

- (Grade 3) What impact does geographic location have on societies?
- (Grade 3) What were the ways that people made a living in different communities? How might the environment impact the jobs available for people?
- (Grade 4) What are the geographic features of your local tribe's reservation or tribal land, and how is it similar or different from their historic territory? Why was that land selected and by whom?
- (Grade 4) What was the importance of major transportation routes, including rivers, in the exploration and settlement of the Western United States?
- (Grade 5) How did the movement of the colonists to the Americas force the movement of tribal people from their land?
- (Grade 5) How did the agricultural practices of the thirteen colonies force the movement of African people as slave labor?

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**Components**

G2.5.7 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

**Sample Questions**

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*Since Time Immemorial Connections*

**Elementary Curriculum**

G2.3.1-3: Pathways 1, 2, and 3

G2.4.1-2: Washington State History: Units 1, 2, and 3

G2.5.1-7: U.S. History: Units 1, 2, and 3

**G3: Understands the geographic context of global issues and events.**

**Enduring Understanding**

- ▶ Knows that people, products, and ideas can move, connecting local and global communities to each other.

**Components**

By the end of Kindergarten, students will:

G3.K.1 Describe how the things we use in our lives come from different locations.

By the end of 1st grade, students will:

G3.1.1 Explain how movement happens and its impact on self and community.

G3.1.2 Identify the common and unique characteristics of different global environments.

By the end of 2nd grade, students will:

G3.2.1 Explain how and why people, goods, and ideas move from place to place.

G3.2.2 Compare how people in different types of communities use local and distant environments to meet their daily needs.

G3.2.3 Describe the connection between the physical environment of a place and the economic activities found there.

**Sample Questions**

- (Kindergarten) Why do you need to move your body?
- (Kindergarten) What are the different ways that you can share an idea?
- (Grade 1) What are the different ways people can get to school?
- (Grade 1) How are goods brought in from different places to your school or community?
- (Grade 2) Where is your food and clothing produced?
- (Grade 2) What kind of local jobs are connected to your local environment and geography?
- (Grade 2) What kind of occupations are in your region and why are they located there?

*Since Time Immemorial Connections*

**Elementary Curriculum**

G3.K.1: Pathways 1 (1), 2 (1), and 3 (1)

G3.1.1-2: Pathways 1 (2), 2 (1), and 3

G3.2.1-3: Pathways 1 (2), 2 (1-3), and 3 (2,3)

**G3: Understands the geographic context of global issues and events.**

**Enduring Understanding**

- ▶ Knows that people, products, and ideas can move, connecting local and global communities to each other.

**Components**

By the end of 3rd grade, students will:

G3.3.1 Explain that learning about the geography of North America helps us understand cultures from around the world.

By the end of 4th grade, students will:

G3.4.1 Describe how the geography and natural resources of the Oregon Territory created trade with other countries.

By the end of 5th grade, students will:

G3.5.1 Describe the impact of European settlements on Native American tribes.

G3.5.2 Determine the impact of trade on African peoples.

G3.5.3 Explain why environmental characteristics vary among different world regions.

G3.5.4 Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.

G3.5.5 Determine how natural and human-made catastrophic events in one place affect people living in other places.

**Sample Questions**

- (Grade 3) What different traditions, beliefs, and celebrations have been brought from countries around the world to the United States?
- (Grade 4) What natural resources did the Oregon and Washington Territory have that other countries wanted to purchase?
- (Grade 4) What diseases were spread that devastated tribal nations?
- (Grade 5) What impact did geography have on where Europeans settled in the Americas?
- (Grade 5) How did the growth in trade of cotton and tobacco impact the slave population of the United States?

*Since Time Immemorial Connections*

**Elementary Curriculum**

G3.3.1: Pathways 1, 2, and 3

G3.4.1: Washington State History: Units 1, 2, and 3

G3.5.1 and 4: U.S. History: Units 1, 2, and 3