

GEOGRAPHY STANDARDS	GRADES 3-5 LEARNING TARGETS	GRADES 3-5 I CAN STATEMENTS	SUGGESTED VOCABULARY	CATHOLIC SOCIAL TEACHING APPLICATION For more information: USCCB Website	INQUIRY STANDARD APPLICATION	INSTRUCTIONAL NOTES & TIMING WHEN TAUGHT
SS.Geog.1.a.4-5 Use geographic tools and ways of thinking to analyze the world.	<ul style="list-style-type: none">Summarize how location (absolute and relative) affects people, places, and environment.Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation).	<ul style="list-style-type: none">Summarize how location (absolute and relative) affects people, places, and environment.Construct maps, charts, and graphs.	Absolute location Relative location Orientation Grid Scale Index Legend Situation maps	Care for God's Creation- "We are called to protect people and the planet, living our faith in relationship with all of God's creation."	<ul style="list-style-type: none">Develop list of open- and closed-ended questions on a topic or issue.Communicate conclusions from a variety of teacher-provided presentation options.	
SS.Geog.1.b.i Use geographic tools and ways of thinking to analyze the world. <i>Supports Standard SS.Geog.1.a.4-5</i>	<ul style="list-style-type: none">Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.	<ul style="list-style-type: none">Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.	Aerial Satellite images	Care for God's Creation- "We are called to protect people and the planet, living our faith in relationship with all of God's creation."	<ul style="list-style-type: none">Develop list of open- and closed-ended questions on a topic or issue.Communicate conclusions from a variety of teacher-provided presentation options.	
SS.Geog.1.c.4-5 Use geographic tools and ways of thinking to analyze the world. <i>Supports Standard SS.Geog.1.a.4-5</i>	<ul style="list-style-type: none">Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.	<ul style="list-style-type: none">Create and label a map of the state, tribal lands, and country.Identify and construct regions in Wisconsin.Identify and construct regions in the United States.	Tribal lands Physical Characteristics Human characteristics	Care for God's Creation- "We are called to protect people and the planet, living our faith in relationship with all of God's creation."	<ul style="list-style-type: none">Gather a variety of resources into categories to guide the inquiry.Evaluate resources to determine which best support the inquiry and supporting questions.	

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SS. Geog.2.a.3 Analyze human movement and population patterns.	<ul style="list-style-type: none"> Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation). 	<ul style="list-style-type: none"> Categorize the populations of people living in their state and country. Compare and contrast types of communities and different types of places on Earth. 	Rural Suburban Urban Tribal Community State Region Country/nation	Call to Family, Community, and Participation- "The person is not only sacred but also social. How we organize our society- in economics and politics, in law and policy - directly affects human dignity and the capacity of individuals to grow in community."	<ul style="list-style-type: none"> Develop list of open- and closed-ended questions on a topic or issue. Gather a variety of resources into categories to guide the inquiry. Evaluate resources to determine which best support the inquiry and supporting questions. 	
SS.Geog.2.b.5 Analyze human movement and population patterns. <i>Supports Standard SS.Geog.2.a.3</i>	<ul style="list-style-type: none"> Investigate push and pull factors of movement in their community, state, country, and world. 	<ul style="list-style-type: none"> Investigate push and pull factors of movement in their community, state, country, and world. 		Call to Family, Community, and Participation- "The person is not only sacred but also social. How we organize our society- in economics and politics, in law and policy - directly affects human dignity and the capacity of individuals to grow in community."	<ul style="list-style-type: none"> Create a thesis statement based on evidence found in sources to make a claim. Select appropriate evidence from sources to support a claim. Assess how evidence supports a claim. 	
SS.Geog.2.c.5 Analyze human movement and population patterns. <i>Supports Standard SS.Geog.2.a.3</i>	<ul style="list-style-type: none"> Describe population changes in their state, and country over time. 	<ul style="list-style-type: none"> Describe population changes in their state, and country over time. 		Call to Family, Community, and Participation- "The person is not only sacred but also social. How we organize our society- in economics and politics, in law and policy - directly affects human dignity and the capacity of individuals to grow in community."	<ul style="list-style-type: none"> Communicate conclusions from a variety of teacher-provided presentation options. 	
SS.Geog.2.d.4-5 Analyze human movement and population patterns. <i>Supports Standard SS.Geog.2.a.3</i>	<ul style="list-style-type: none"> Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country. 	<ul style="list-style-type: none"> Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country. 		Care for God's Creation- "We are called to protect people and the planet, living our faith in relationship with all of God's creation."	<ul style="list-style-type: none"> Develop list of open- and closed-ended questions on a topic or issue. Develop list of questions that support the research through discussion and investigation to guide inquiry. 	

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SS.Geog.3.a.5 Examine the impacts of global interconnections and relationships.	<ul style="list-style-type: none">Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.	<ul style="list-style-type: none">Classify a provided set of resources as renewable or nonrenewable.Analyze the implications of both at the local, national, and global level.	Renewable Resources Nonrenewable resources	Care for God's Creation- "We are called to protect people and the planet, living our faith in relationship with all of God's creation."	<ul style="list-style-type: none">Create a thesis statement based on evidence found in sources to make a claim.Select appropriate evidence from sources to support a claim.Assess how evidence supports a claim.	
SS.Geog.3.b.4 Examine the impacts of global interconnections and relationships. <i>Supports Standard SS. Geog.3.a.5</i>	<ul style="list-style-type: none">Classify various ways that people and countries depend on one another.Summarize how transportation and communication have changed economic activities over time.	<ul style="list-style-type: none">Classify various ways that people and countries depend on one another.Summarize how transportation and communication have changed economic activities over time.		Care for God's Creation- "We are called to protect people and the planet, living our faith in relationship with all of God's creation."	<ul style="list-style-type: none">Develop list of open- and closed-ended questions on a topic or issue.Develop list of questions that support the research through discussion and investigation to guide inquiry.	
SS.Geog.4.a.4 Evaluate the relationship between identity and place. <i>Supports Standard SS. Geog.1,2,3</i>	<ul style="list-style-type: none">Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield).Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States.Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).	<ul style="list-style-type: none">Describe how certain places may have meanings that distinguish them from other places.Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States.Identify and describe how people may view places in the community differently.		Care for God's Creation- "We are called to protect people and the planet, living our faith in relationship with all of God's creation."	<ul style="list-style-type: none">Communicate conclusions from a variety of teacher-provided presentation options.Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	

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<p>SS.Geog.5.a.3-4 Evaluate the relationship between humans and the environment.</p> <p><i>Supports Standard SS. Geog.2, 3</i></p>	<ul style="list-style-type: none">● Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.	<ul style="list-style-type: none">● Compare the positive and negative effects of human actions on our physical environment over time.	Availability of water Fertility of soils	Care for God's Creation- "We are called to protect people and the planet, living our faith in relationship with all of God's creation."	<ul style="list-style-type: none">● Gather a variety of resources into categories to guide the inquiry.● Evaluate resources to determine which best support the inquiry and supporting questions.	
<p>SS.Geog.5.b.5 Evaluate the relationship between humans and the environment.</p> <p><i>Supports Standard SS. Geog.2, 3</i></p>	<ul style="list-style-type: none">● Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).	<ul style="list-style-type: none">● Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).	Renewable resources Nonrenewable resources	Care for God's Creation- "We are called to protect people and the planet, living our faith in relationship with all of God's creation."	<ul style="list-style-type: none">● Gather a variety of resources into categories to guide the inquiry.● Evaluate resources to determine which best support the inquiry and supporting questions.	