

National Geographic Learning Framework: Knowledge

	Pre-K (3&4 year olds)	K-1 (5&6 year olds)	2-3 (7&8 year olds)	4-5 (9&10 year olds)	6-8 (11,12&13 year olds)	9-12 (14,15,16&17 year olds)
THE HUMAN JOURNEY: Exploring where we came from, how we live today, and where we may find ourselves tomorrow	Children are increasingly aware of different stages of the human life cycle. Children display enthusiasm for learning about themselves and others around them.	Children understand how groups of people are alike and different. Children can describe how people in the past lived. Children understand the role that culture plays in their community.	Children understand that fossils provide evidence that animals and humans lived long ago. Children understand that people choose to live and work in different places for different reasons. Children can describe how life in the past was similar to and different from life today.	Children understand how populations are distributed, and why people move from one place to another. Children explore stories about the past from different perspectives as if they lived at that time. Children know that a region can be defined by cultural elements and these elements can either contribute to, or pose obstacles to, understanding.	Youth understand the ways in which people and societies are connected globally today and how they were connected in the past. Youth examine how past events impact our current world and future events. Youth focus on the role that cities play in our human story.	Youth understand the role culture plays in the development of individuals, groups, institutions, and societies globally. Youth understand that genetic information provides evidence of evolution. Youth understand that the distribution of natural resources and population on Earth determines patterns of global power and influence.
OUR CHANGING PLANET: Understanding the amazing, intricate, and interconnected systems of the changing planet we live on	Children begin building vocabulary for natural features of the environment (e.g., river, mountain). Children are beginning to develop a framework of information about their world. Children are intuitively drawn to quantities, patterns, shapes, rhythms, symmetry--beginning understanding of systems.	Children recognize that a globe is a representation of the Earth, and can point out the continents and oceans. Children understand what plants and animals (including humans) need to survive. Children understand that plants and animals can change their own environments (squirrels dig in the ground to hide food, tree roots break through concrete).	Children can understand and use local and state maps and atlases. Children understand that plants and animals depend on each other for survival in an ecosystem. Children learn about the physical components that shape the Earth's features and patterns.	Children analyze and interpret maps to describe patterns of Earth's physical and cultural features. Children identify ways individuals and communities are using science to protect the Earth's resources and environment. Children understand that living things affect the physical landscape of the areas, large and small, they live in.	Youth understand that human activities impact Earth's living things in a variety of ways. Youth understand major earth systems, especially the water cycle and the role it plays in shaping the earth and its weather. Youth understand the global interdependent relationships that exist across Earth's ecosystems.	Youth make informed decisions about climate change based on examining evidence and data. Youth take action at individual and community levels, to address negative human impacts on Earth's environment. Youth understand that sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. Youth understand that cities and towns can create policies, such as recycling and waste disposal, that protect the natural environment.
WILDLIFE & WILD PLACES: Revealing, celebrating, and helping to protect the amazing and diverse creatures we share our world with	Children can describe or identify the basic characteristics of plants and animals. Children begin to think about the relationship among living things, their needs, and their surroundings.	Children understand that humans impact the environment, and identify solutions, such as recycling. Children recognize the diversity of animal and plant life on the Earth. Children understand that humans, animals, and plants live and share the same spaces and can impact each other.	Children understand the concept of an ecosystem. Children understand that human actions impact animal habitats. Children understand that they can minimize negative effects on animals, plants, and habitats through their own behavior and actions.	Children recognize that in a healthy ecosystem, multiple species can coexist and meet their individual needs in a relatively stable web of life. Children understand the ways in which humans affect or change the physical environment and natural resources through activities such as dam construction and draining or rebuilding wetlands.	Youth are able to propose possible solutions to problems related to the protection of critical species. Youth recognize that global ecosystems are susceptible to change, and when they do change, there is a ripple effect in all of the ecosystems' populations. Youth understand that climate change, deforestation, and desertification are modifications to Earth's physical environment that are partly cyclical and partly caused by human activity.	Youth recognize and communicate that local decisions and actions can have far-reaching impact on the global environment. Youth take action on issues related to the protection of species.