

GRADE	<b>CURIOSITY</b> <i>An explorer remains curious about how the world works throughout his or her life.</i> <i>An explorer is adventurous, seeking out new and challenging experiences.</i>	<b>RESPONSIBILITY</b> <i>An explorer has concern for the welfare of other people, cultural resources, and the natural world.</i> <i>An explorer is respectful, considers multiple perspectives, and honors others regardless of differences.</i>	<b>EMPOWERMENT</b> <i>An explorer acts on curiosity, respect, responsibility, and adventurousness and persists in the face of challenges.</i>
<b>PRE-K</b> (3- and 4-year-olds)	<p>Children display enthusiasm for learning about themselves, others around them, and their environment.</p> <p>Children display a willingness to try new things in a supervised setting.</p> <p>Children at this age are naturally curious, which makes this a perfect time for encouraging exploration and creating new experiences.</p>	<p>Children can engage in caring for plants and animals.</p> <p>Children begin to carry out simple daily chores.</p> <p>Children can give simple help to peers who are in need, upset, hurt, or angry.</p>	<p>Children begin to express a sense of individuality and personal preferences.</p> <p>Children show increased levels of physical proficiency and show genuine excitement about physical activity.</p>
<b>K-1</b> (5- and 6-year-olds)	<p>Children display a willingness to try new things in a supervised setting.</p> <p>Children take in everything around them, creating and building on a framework of information about the world.</p> <p>Children build understanding of biological concepts through direct experience with living things, their life cycles, and their habitats.</p>	<p>Children begin to understand concepts of right and wrong, and they explore ideas of fairness.</p> <p>Children understand they can do things to take care of the Earth.</p> <p>Children recognize and appreciate that people around the world have different languages, customs, appearances, rituals, and accomplishments.</p>	<p>Children understand they are valuable members of their family, class, and group of friends, and that they have something to contribute.</p> <p>Children try out different identities and play-act roles.</p> <p>Children build confidence in language abilities.</p> <p>Children understand it's OK to make mistakes.</p>
<b>2-3</b> (7- and 8-year-olds)	<p>Children are interested in the natural world, how things are put together, and how things work.</p> <p>Children want to explore society and the world and to think about roles in society.</p> <p>Children are interested in all areas of knowledge and they begin to conduct research and create ways of processing, exploring, and expressing their knowledge.</p>	<p>Children understand the viewpoints of others and they experience empathy for people considerably different from themselves.</p> <p>Children rely on rules that provide structure and security to guide behavior and play.</p> <p>Children identify situations or circumstances that harm the environment.</p>	<p>Children identify personal qualities of self and others and the contributions everyone can make to a group or family.</p> <p>Children participate in simple group problem-solving activities to build skills in stating opinions and listening to others' opinions.</p>

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<p><b>4 - 5</b> (9- and 10-year-olds)</p>	<p>Children use reasoning to consider how others think and why they think that way.</p> <p>Children display a strong sense of curiosity about other cultures.</p> <p>Children work within small groups to try new things. They also begin to design and take on new adventures individually.</p>	<p>Children make suggestions for how to counteract harm to the environment and work productively to promote environmentally safe activities.</p> <p>Children recognize differences in opinion as the result of differences in perspective.</p> <p>Children are governed by moral reciprocity—following rules if there is a known benefit to them and meting out justice according to golden rule logic and based on concern for fairness.</p>	<p>Children identify people who model or embody qualities and characteristics of empowerment.</p> <p>Children have experiences in leading and following in group activities.</p> <p>Children listen to others without judgment or interruption and understand what it means to be “heard.”</p>
<p><b>6 - 8</b> (11- to 13-year-olds)</p>	<p>Youth initiate and participate in adventures with little supervision or structure.</p> <p>Youth experience a re-emergence in learning through doing at this age, with curiosity about how to do things.</p> <p>Youth are curious about philosophical ideas about the natural and cultural world and, specifically, about what they and others can do to make a difference.</p>	<p>Youth are able to take increasingly mature actions based on empathy and respect for others.</p> <p>Youth are developing complex ways of thinking that allow them to understand and analyze the broader scope of human wants and needs—beyond their immediate surroundings to the broader world.</p> <p>Youth identify injustices in the world and problem-solve social and environmental problems.</p>	<p>Youth understand that success and failure are both parts of life for everyone, and that failure can be a positive.</p> <p>Youth recognize their own skills and abilities and the importance of those skills and abilities to their lives and to others.</p> <p>Youth make decisions about daily goals and ways to reach those goals.</p>
<p><b>9 - 12</b> (14- to 17-year-olds)</p>	<p>Youth deepen their awareness of the world and other people and see issues, problems, and solutions on a global scale.</p> <p>Youth seek to learn more about themselves, others around them, their environment, and the world beyond their experiences.</p> <p>Youth actively, and with self-direction, research and seek multiple perspectives to gain deeper understanding.</p>	<p>Youth participate in cross-cultural or international activities designed to increase understanding and empathy across differences in perspective.</p> <p>Youth respond to actions they perceive as being disrespectful to groups in their community or their society.</p> <p>Youth assume responsibility for personal and collective contributions to the reduction of and solution to current problems in the environment.</p>	<p>Youth take positive action in designing plans for addressing issues of interest on a local or global level.</p> <p>Youth openly share their opinions with peers and adults, and they listen to and celebrate others’ opinions.</p> <p>Youth serve as positive, active role models for younger children.</p>



<p><b>GRADE</b></p>	<p><b>OBSERVATION</b></p> <p><i>An explorer notices and documents the world around her or him and is able to make sense of those observations.</i></p>	<p><b>COMMUNICATION</b></p> <p><i>An explorer is a storyteller, communicating experiences and ideas effectively through language and media. An explorer has literacy skills, interpreting and creating new understanding from spoken language, writing, and a wide variety of visual and audio media.</i></p>	<p><b>COLLABORATION</b></p> <p><i>An explorer works effectively with others to achieve goals.</i></p>	<p><b>PROBLEM SOLVING</b></p> <p><i>An explorer is able to generate, evaluate, and implement solutions to problems. An explorer is a capable decisionmaker—able to identify alternatives and weigh trade-offs to make a well-reasoned decision.</i></p>
<p><b>PRE-K</b> (3- and 4-year-olds)</p>	<p>Children observe their world, creating the framework for knowing what small means using various scales (e.g. small child, small bug) and experiences with the senses (e.g. sour lemon, soft pillow, hard rain).</p> <p>Children use tools (e.g. rulers, magnifying glasses) to gather data about observed events.</p> <p>Children provide simple answers to questions like “How do you know?”</p>	<p>Children use their growing language skills to talk about their observations and experiences.</p> <p>Children can tell a simple story about an event or experience with prompting.</p> <p>Children begin to initiate conversations but have difficulty waiting their turn to speak.</p> <p>Children become aware of the uses for writing.</p>	<p>Children take turns when playing simple games.</p> <p>Children lead as well as follow in group activities.</p> <p>Children can assign and carry out roles in group activities or games.</p> <p>Children accept compromise when resolving conflicts when the solution is suggested by an adult.</p>	<p>Children solve problems from a single point of view (e.g., how to get a toy that’s out of reach).</p> <p>Children begin to identify solutions to problems involving others (e.g., coming up with a way to share a toy or book).</p> <p>Children hypothesize solutions to problems, choose from a short list of solutions, and evaluate a solution based on simple criteria.</p>
<p><b>K-1</b> (5- and 6-year-olds)</p>	<p>Children can categorize objects they observe.</p> <p>Children can place themselves in their surroundings, and make observations relative to their own location.</p> <p>Children employ simple equipment and tools to gather data and extend the senses.</p>	<p>Children introduce and maintain conversation about a topic.</p> <p>Children identify common types of texts and media (e.g., storybooks, poems, videos, pictures, music, maps).</p> <p>Children “write” stories that are creative and filled with color and fantasy.</p>	<p>Children participate and cooperate in group activities.</p> <p>Children follow instructions and rules in games and group situations.</p> <p>Children listen to others without interrupting and practice restraint from speaking out of turn.</p>	<p>Children recognize that problems can have more than one solution.</p> <p>Children think through a problem, understanding reasons behind a problem and ways to solve it.</p> <p>Children solve problems with others by negotiating roles in play and taking turns.</p>
<p><b>2-3</b> (7- and 8-year-olds)</p>	<p>Children begin to identify maps as one way to record their observations in the real world.</p> <p>Children ask questions and collect and organize information gathered from observation.</p>	<p>Children understand the main idea or message in visual and age-appropriate media.</p> <p>Children understand that media are created for a purpose by an author who may be trying to communicate to inform, persuade, or entertain.</p> <p>Children understand basic mapping elements and that using maps is a way to communicate information, or tell a story.</p>	<p>Children listen at a level where they are able to restate what someone said.</p> <p>Children solve teamwork problems by talking rather than using physical means.</p> <p>Children express a unique personality and viewpoint when relating to others and recognize different perspectives and “otherness.”</p>	<p>Children begin to be capable of concrete problem solving.</p> <p>Children understand how systems work.</p> <p>Children make simple decisions and evaluate the consequences.</p>



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<p><b>4 - 5</b> (9- and 10-year-olds)</p>	<p>Children experience different ways to make observations and glean information, including the use of spatial graphics.</p> <p>Children start to use knowledge of the physical and human features of historic events to inform current observations.</p>	<p>Children combine information from diverse resources to create a single narrative.</p> <p>Children recognize ethical standards and safe practices in social and personal media communications.</p> <p>Children understand that media are constructed from components—including video, words, photos, and music—that are sometimes mixed and sometimes separate.</p>	<p>Children work in teams to solve problems.</p> <p>Children form and state opinions in group activities.</p> <p>Children respect others’ opinions.</p>	<p>Children predict outcomes to problems based on cause and effect.</p> <p>Children work with models and simulations to evaluate problems, pose and test solutions, and determine the best solution(s) to a problem.</p> <p>Children use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem.</p>
<p><b>6 - 8</b> (11- to 13-year-olds)</p>	<p>Youth design and conduct investigations that answer questions.</p> <p>Youth apply scientific ideas and evidence to explain real-world phenomena.</p> <p>Youth are skeptical of claims based only on analogy, generalizations, or unclear data or methods.</p>	<p>Youth understand that media technology and production have changed over time and how the medium affects the message.</p> <p>Youth demonstrate media literacy skills of analysis, evaluation, and discernment in decisions about which media to use or reject.</p> <p>Youth select and use appropriate technologies, maps, and other visual media to communicate their message.</p>	<p>Youth take leadership roles at a level that includes mediating group disagreements and assisting groups to work toward a solution.</p> <p>Youth work cooperatively in group activities toward a common goal.</p> <p>Youth gather, evaluate, and synthesize evidence to form opinions, and they exhibit an ability to change their opinion based on others’ solid evidence.</p> <p>Youth understand the role of multiple points of view in contemporary geographic policies and issues.</p>	<p>Youth employ principles of formal logic to solve problems.</p> <p>Youth ask questions that can be investigated in the classroom, outdoors, and in museums and other public places.</p> <p>Youth come up with explanations and solutions based on multiple perspectives and evidence from science and math, and they construct explanations using models, theories, and experiments.</p>
<p><b>9-12</b> (14- to 17-year-olds)</p>	<p>Youth use geographic tools to observe and analyze relationships between people, places, and Earth systems.</p> <p>Youth develop explanations that are supported by multiple sources of evidence consistent with scientific ideas.</p> <p>Youth notice and criticize claims that people make with limited data, or with no mention of other possibilities.</p>	<p>Youth understand that media are simultaneously a reflection of society and a model for society.</p> <p>Youth analyze complex media to identify the explicit and implicit messages and the strategies used to convey those messages.</p> <p>Youth create and publish content across a diverse range of media, and select the format best suited for project goals.</p>	<p>Youth recognize the subtleties in situations involving the diverse perspectives of others.</p> <p>Youth listen to other group members’ ideas or opinions before making decisions, allowing for the possibility of changing one’s mind about a position or opinion.</p> <p>Youth participate in collaborative work (e.g., projects, discussions.) with diverse participants on issues or problems outside of the classroom—in the community or in the larger world.</p>	<p>Youth develop an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions.</p> <p>Youth use models and simulations to formulate and evaluate testable questions and design problems.</p> <p>Youth plan and take action, and they evaluate the results of actions.</p> <p>Youth understand the influence of geographical features on the evolution of significant historic events and movements, and apply this learning to predict, mitigate, and solve current problems.</p>



GRADE	<p><b>THE HUMAN JOURNEY</b></p> <p><i>An explorer understands where we came from, how we live today, and where we may find ourselves tomorrow.</i></p>	<p><b>OUR CHANGING PLANET</b></p> <p><i>An explorer understands the amazing, intricate, and interconnected systems of the changing planet we live on.</i></p>	<p><b>WILDLIFE AND WILD PLACES</b></p> <p><i>An explorer reveals, celebrates, and helps to protect the amazing and diverse creatures we share our world with.</i></p>
<p><b>PRE-K</b> (3- and 4-year-olds)</p>	<p>Children are increasingly aware of different stages of the human life cycle.</p> <p>Children display enthusiasm for learning about themselves and others around them.</p>	<p>Children begin building vocabulary for natural features of the environment (e.g., river, mountain).</p> <p>Children begin to develop a framework of information about their world.</p> <p>Children are intuitively drawn to quantities, patterns, shapes, rhythms, symmetry—beginning an understanding of systems.</p>	<p>Children can describe or identify the basic characteristics of plants and animals.</p> <p>Children begin to think about the relationships among living things, their needs, and their surroundings.</p>
<p><b>K-1</b> (5- and 6-year-olds)</p>	<p>Children understand how groups of people are alike and different.</p> <p>Children can describe how people in the past lived.</p> <p>Children understand the role that culture plays in their community.</p>	<p>Children recognize that a globe is a representation of the Earth, and can point out the continents and oceans.</p> <p>Children understand what plants and animals (including humans) need to survive.</p> <p>Children understand that plants and animals can change their own environments (e.g. squirrels dig in the ground to hide food, tree roots break through concrete).</p>	<p>Children understand that humans impact the environment, and identify solutions, such as recycling.</p> <p>Children recognize the diversity of animal and plant life on the Earth.</p> <p>Children understand that humans, animals, and plants live in and share the same spaces and can impact each other.</p>
<p><b>2-3</b> (7- and 8-year-olds)</p>	<p>Children understand that fossils provide evidence that animals and humans lived long ago.</p> <p>Children understand that people choose to live and work in different places for different reasons.</p> <p>Children can describe how life in the past was similar to and different from life today.</p>	<p>Children can understand and use local and state maps and atlases.</p> <p>Children understand that plants and animals depend on each other to survive in an ecosystem.</p> <p>Children learn about the physical components that shape the Earth's features and patterns.</p>	<p>Children understand the concept of an ecosystem.</p> <p>Children understand that human actions impact animal habitats.</p> <p>Children understand that they can minimize negative effects on animals, plants, and habitats through their own behavior and actions.</p>



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<p><b>4 - 5</b> (9- and 10-year-olds)</p>	<p>Children understand how populations are distributed, and why people move from one place to another.</p> <p>Children explore stories about the past from different perspectives as if they lived at that time.</p> <p>Children know that a region can be defined by cultural elements and that these elements can either contribute to, or pose obstacles to, understanding.</p>	<p>Children analyze and interpret maps to describe patterns of Earth’s physical and cultural features.</p> <p>Children identify ways individuals and communities are using science to protect the Earth’s resources and environment.</p> <p>Children understand that living things affect the physical landscape of the areas, large and small, they live in.</p>	<p>Children recognize that in a healthy ecosystem, multiple species can coexist and meet their individual needs in a relatively stable web of life.</p> <p>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.</p>
<p><b>6 - 8</b> (11- to 13-year-olds)</p>	<p>Youth understand the ways in which people and societies are connected globally today and how they were connected in the past.</p> <p>Youth examine how past events impact our current world and future events.</p> <p>Youth focus on the role that cities play in our human story.</p>	<p>Youth understand that human activities impact Earth’s living things in a variety of ways.</p> <p>Youth understand major Earth systems, especially the water cycle and the role it plays in shaping the Earth and its weather.</p> <p>Youth understand the global interdependent relationships that exist across Earth’s ecosystems.</p>	<p>Youth are able to propose possible solutions to problems related to the protection of critical species.</p> <p>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.</p> <p>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.</p>
<p><b>9-12</b> (14- to 17-year-olds)</p>	<p>Youth understand the role culture plays in the development of individuals, groups, institutions, and societies globally.</p> <p>Youth understand that genetic information provides evidence of evolution.</p> <p>Youth understand that the distribution of natural resources and human populations on Earth determine patterns of global power and influence.</p>	<p>Youth make informed decisions about climate change based on examining evidence and data.</p> <p>Youth take action at individual and community levels to address negative human impacts on Earth’s environment.</p> <p>Youth understand that the sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.</p> <p>Youth understand that cities and towns can create policies, such as those for recycling and waste disposal, that protect the natural environment.</p>	<p>Youth recognize and communicate that local decisions and actions can have far-reaching impacts on the global environment.</p> <p>Youth take action on issues related to the protection of species.</p>