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This guide aligns national geography standards to grade-specific Common Core English language arts standards. The college and career readiness anchor standards and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

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## Introduction

The Common Core State Standards Initiative, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), has created Grades K-12 fundamental goals that focus on the development of critical knowledge, skills, and dispositions that students need to be successful in the 21st century. The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (CCSS-ELA) were designed to provide educators with a clear understanding of what students should learn. The *Geography For Life: National Geography Standards* (2012) also provide educators with a guide for teaching the concepts, skills, practices, and components necessary for a geographically literate student in the 21st century. Both sets of standards were designed to support a well-rounded education that is focused on critical-thinking skills and the knowledge necessary for a 21st century student to prepare for college, a career, and ultimately adult civic life.

It must be stated that the CCSS-ELA standards were not designed to supplant the disciplinary standards in social studies or science but rather to emphasize and highlight the need for integration. Reflecting our society's need for students to become proficient readers, writers, and communicators should be an overarching goal, but it does not replace the fundamental need for the concepts, knowledge, and skills found in the various content areas that include geography, history, civics, economics, environmental education, science, the arts, and mathematics. Literacy proficiency is not the only key critical to competence, but it most assuredly is a barrier if a student has not acquired the skills necessary for communication.

This guide is the result of a partnership between National Geographic Education, the National Geographic Network of Alliances for Geographic Education, and the National Council for Geographic Education (NCGE). The purpose of the guide is to highlight those areas that are ripe for integration and provide the opportunity for more in-depth learning.

### The Call for Integration of Geography and English Language Arts

Children are born curious about the world. The desire to understand and connect to the world is a fundamental urge of children across the world. Children also have a deep-seated need to communicate their stories, ideas, new knowledge, and thoughts to others.

In the United States, we have an issue surrounding both of these fundamental needs. As our society has become more and more focused on the basic skills of reading, writing, and mathematics in the classroom, students and educators have lost the powerful connection that exists between geography and literacy. This results in students that are not prepared for their future at college, in a career, or in civic life. Schools with poor readers may mean well but are misinformed about the power of teaching through rich disciplinary content. Currently, struggling students may be pulled out of content classes—rather than receive differentiated support in the classroom—and miss the opportunity to be inspired by engaging disciplinary content about the world. This practice is exacerbating the achievement gap and contributing to an opportunity gap that is leading to a plummeting rate of geographic literacy. Continuation of such practices means the number of students who can synthesize geographic information from a variety of sources and draw a sound conclusion has become alarmingly low. This will have a profound effect on the economic future of our country.

The 2010 National Assessment of Educational Progress (NAEP), known as "The Nation's Report Card," (National Center for Education Statistics, 2011) reported that fewer than 30% of American students were proficient in geography; more than 70% of students in 4th, 8th, and 12th grades were unable to perform at the level that is expected for their grade (NCES, 2011, Figure 1.1). In 12th grade, more than 30% of students scored below "basic," indicating that they had not mastered even foundational geographic concepts or skills. Currently, we have an ever-increasing geographic literacy gap and a lack of geographic education within our school systems. This means students are becoming less aware of how humans and the environment interact, the interconnections of both physical and human systems throughout the world, and the frequency and necessity of geographic decision-making in their lives. The Road Map for 21st Century Geography



Education states, "Currently, American students are not even provided opportunities to learn enough geography to understand the very basic aspects of the world in which they live. Without explicit intervention and a dedicated focus on geographic literacy by educators, curriculum developers, and policymakers, U.S. children will be unable to thrive in the global marketplace, unlikely to connect with and care for their natural environment, and unsure about how to relate to people from other parts of the world." Fielding and Pearson (1994) also state: "Anything less than a well-rounded instructional program is a form of discrimination against children who have difficulty with reading."

Research reports that instruction in geography increases vocabulary and sparks interest in students to support improved literacy skills. The Road Map for 21st Century Geography Education states:

One thing is abundantly clear. If American children hope to participate in our democracy and play a strong leadership role in our world, they must possess geographic knowledge, understandings, and skills. Simply put, if our children are not taught to think geographically, their success and the success of our nation and world in the 21st century are in jeopardy.

In spite of the high-profile initiatives focused on improving literacy scores throughout the nation, there has been little improvement. The 2011 NAEP in Writing reported about 27 percent of students perform at or above the *Proficient* level at both grades, 8th and 12th, that were tested. The 2011 NAEP in reading showed that the average fourth-grader scores remained unchanged from the 2009 test and eighth-grade reading sores were 1 point higher than in 2009. However, CCSS-ELA is the first attempt at a state-led initiative to create a national framework. Alignment of expectations across states, inclusion of social studies, science, and technical subjects, and the creation of common assessments are an attempt to more clearly align curriculum and assessment in the educational system.

The laser-like focus on fundamental literacy skills to the exclusion of a well-rounded education seems misplaced in a world that is becoming more and more interconnected. Students in the 21st century deserve—and should demand—an education that

exposes them to a plethora of opportunities, allowing them to discover and learn in a multitude of content areas, while they explore, refine, and strengthen their literacy and thinking skills. The geography community has a history of collaboration on a rich and well-balanced curriculum for students as a result of the narrowing of the curriculum. It has responded to the changes in society by revising the *Geography for Life* standards to reflect our 21st century needs and by publishing the Road Map for 21st Century Geography Education (2012) as a way to support and inform the educational system. The *Geography for Life* standards define the concepts, skills, and perspectives needed by a geographically literate student. The language arts community has in turn revisited their standards to redefine what students should know and be able to do in the 21st century.

The Common Core ELA standards represent a significant change in literacy requirements. Among the shifts in the Common Core ELA standards are: increased reading of informational text, increase in text complexity, focus on building academic vocabulary, text-based answers, increased writing from sources, and literacy instruction in all content areas.

### **The Geography and Literacy Connection**

Geography and literacy are disciplinary areas with many similarities. There is a natural alignment of the two disciplines that strengthens the depth of learning in both areas when they are integrated. During the development of this document, two areas emerged as central to the interconnections between the discipline areas: understanding forms of text and the cross-cutting taxonomic vocabulary.

### Understanding Forms of Text and Expanding the Definition of Text

Traditional areas of integration between the outcomes of geo-education and literacy education include strengthening and building vocabulary, reinforcement of reading and writing strategies, practical application of comprehension skills, and supplying nonfiction reading and writing topics. In addition, quality geo-education offers a more well-rounded and unique definition of text for our modern society. Currently, a broader interpretation of text is needed to meet the needs of students to understand their world. Research shows that visual representations allow for easier and more rapid



processing of traditional text. Carney and Levin (2002) found: "The more difficult the reading level is, the higher the rate a learner will look to adjunct visual displays." Evidence also suggests that "comprehension is now viewed as a much more complex process involving knowledge, experience, thinking, and teaching. It depends heavily on knowledge—both about the world at large and the world of language and print." (Fielding & Pearson, 1994)

Geography uses multiple forms of visual representations of information with varying levels of complexity. The range of geographic text includes maps, pictures (static or animated), graphs, charts, and geo-spatial representations of information. "Visual displays can support communication, thinking, and learning." (Schnotz, 2002) In this document, text is defined both in a traditional sense as the written word and in an expanded sense to include the various forms of geographic text.

### **Cross-Cutting Taxonomic Vocabulary**

A literate individual in the 21st century must know more than the basic skills of reading and writing. They must be thinkers, creators, authors, and transmitters of ideas. Bombarded daily with an avalanche of information on the web, television, advertising, and a multitude of mobile devices, students today must acquire, analyze, and process information for decision-making like no other generation before them. Geography education prepares students for both processing this barrage of information and the decision-making that accompanies it. In addition, the presentation of information is becoming more complex and requires higher-order thinking skills to understand and analyze information prior to making informed decisions. Essential to the ability to analyze and synthesize information is the ability to transfer understanding between the disciplines via a cross-cutting taxonomic vocabulary.

An example of cross-cutting taxonomic vocabulary exists when comparing the *Geography for Life* standards to the elements of fiction as seen in the chart to the right.

### For example:

Geography	Elements of a Story	Examples
The World in Spatial Terms	Sequence, Order of Events, Plot	In both literature and nonfiction, writers use spatial thinking, such as a sequence of events that could include movement. For example, <i>Make Way for Ducklings</i> by Robert McCloskey is set in Boston and students could follow or create a map of the events found in the book.
Places and Regions	Location, Setting, Symbolism	Setting and symbolism can be found throughout text, for example, the use of geographic vocabulary in a novel about the Wild West.
Physical Systems	Tone, Character, Symbolism, Setting	Physical geography and systems have a setting and can be used for tone, character, and in some cases symbolism, for example, a bubbling brook or a dark swirling vortex.
Human Systems	Character	Human geography is focused on the political/ cultural components regarding how the world is organized. These characteristics are seen in the motivation and description of character(s).
Environment and Society	Conflict, Theme, Plot	The theme, plot, and conflict found in literature, in many cases, is the tension between humans and the environment. Classic and modern examples include The Lorax, The Old Man and The Sea, The Hunger Games, and A Tale of Two Cities.
The Uses of Geography	Point of View, Message, Moral	Geography helps inform point of view, message, and moral by giving context, for example, the multiple points of view based partially on geography found in <i>My Brother Sam is Dead</i> by Christopher Collier and James Lincoln Collier.

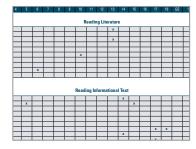


Nonfiction Text Features	Geographic Examples
Problem/Solution	» Clean water availability
	» Energy crisis leading to alternative forms of energy
Cause/Effect	» Pollution upstream impacts downstream
	» War in one region may spread or create refugees in another area
Compare/Contrast	» Different approaches by nations to environmental issues
	» Protected areas versus unprotected areas
Description/List	» Recent tectonic activity data
	» Gathering data on biodiversity in an area
Time Order/Sequence	» Directions to a location
	» The use of data to predict weather events such as the path of a hurricane

### **Purpose and Audiences for This Guide**

This guide was created for dual purposes. The first purpose of the guide is to show where the two sets of documents present areas for strengthened learning opportunities in the classroom. It was designed as a tool for use by curriculum specialists, department chairs, and other educators who develop curriculum at the state and local level in language arts, social studies, science, and technical subjects. *This document is not intended to be curriculum*; however, there are models and exemplar activities throughout the guide. The second purpose of the guide is to highlight those areas where direct instruction for concepts and skills must take place. Not all areas of a discipline or concept can or should be integrated. The guide should be used to help further conversations, analysis, and curriculum development. Ultimately it is intended to support educators in making informed curricular choices.

### Overview of the Guide



The guide takes a grade-level approach until high school, even though the *Geography for Life* standards do not take this approach. Each grade level consists of a matrix that has the English language arts standards on the y axis and the *Geography for Life* standards on the x axis. The matrix shows an x where a clear alignment occurs.

A key consists of icons representing various components of the two standards documents and the abbreviation system that was created to help condense the document.





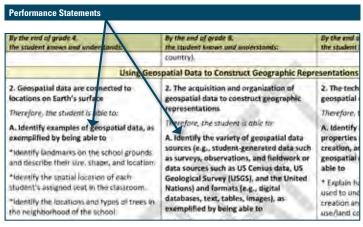
Each grade level has the Common Core English language arts standards written out in their entirety for an applicable section. When an opportunity for alignment occurs, the geography icon will appear with the excerpt from the geography standards or skills.

On the right side of the document are the exemplars. The exemplars included in this guide are designed to give strong examples of the possibilities for integration. However, they are not exhaustive and should not be considered all that should or could be taught. More lessons and activities can be found at **www.natgeoed.org** and **www.ncqe.org.** 



### **Overview of the Process**

The development of this tool took place during 2012 and consisted of three phases. The first phase of development consisted of deciding on the depth of alignment and outlining the process for the writers. The development team designed the protocol and created the procedures. The alignment protocol consisted of alignment at the grade-specific standard level in the Common Core ELA standards and at the performance statement level in the Geography for Life, Second Edition document.





Each grade level was aligned. The *Geography for Life* standards were written in grade bands and, therefore, they were used for each specific grade that was within the band. At the high school level, both documents were aligned in grade bands.

The second phase consisted of the writing process. The Network of Alliances for Geographic Education consists of 50 state-based Alliances, including Puerto Rico, Canada, and the District of Columbia. Fourteen Alliances volunteered to work on the alignment of the two documents. Working in many cases across state lines, groups were formed to align the Geography for Life standards to the Common Core ELA standards. The process included brainstorming and reviewing direct connections. The caveat was that alignment would be direct and not dependent on classroom instruction. In addition, the teams submitted exemplar lesson ideas.

The work of the teams was then submitted for the third phase of editing and feedback. The draft document was taken to the 2012 National Council for Geographic Education and National Council for the Social Studies annual conferences for review and was followed by an editorial team review. The editorial team was comprised of English language arts specialists and geography education specialists and convened at National Geographic to make final edits.

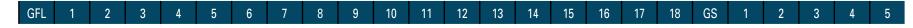
# **GRADE K**



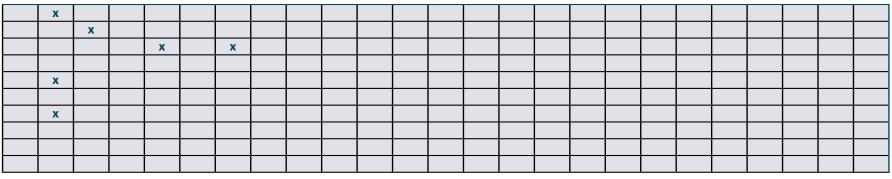
NatGeoEd.org

### **Overview Matrix for Grade K**

This chart indicates where solid alignments occur. GFL 1-18 are the geography standards and GS 1-5 are the geographic skills. Reading: Foundational Skills is for Grades K-5 only, and Reading and Writing in History/Social Studies, Science, and Technical Subjects is for Grades 6-12 only.



### **Reading Literature**



## **Reading Informational Text**

Х												
	Х											
		X	Х							Х		
Х												
Х												
Х												

Reading: Foundational Skills (K-5 only)

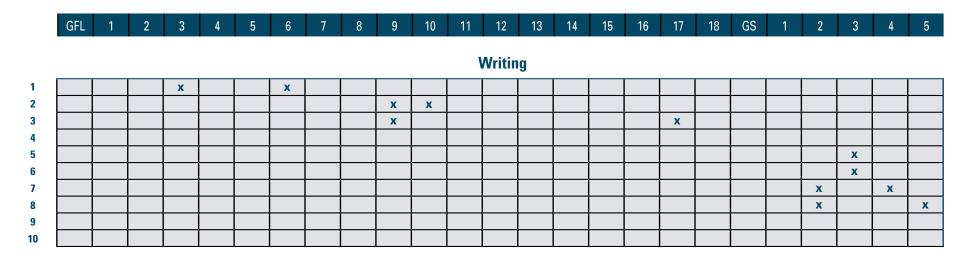
No high-quality matches for these standards.



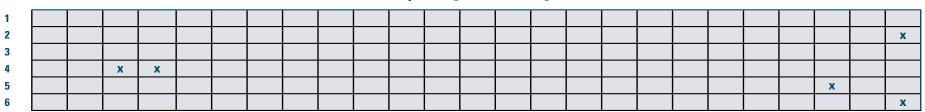
### **Overview Matrix for Grade K**

1

4



### **Speaking and Listening**



### Language

No high-quality matches for these standards.

## **GRADE K KEY**

### **Geography Essential Elements and Standards**

### WST—The World in Spatial Terms

- 1 How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- 2 How to use mental maps to organize information about people, places, and environments in a spatial context
- 3 How to analyze the spatial organization of people, places, and environments on Earth's surface

### PR — Places and Regions

- 4 The physical and human characteristics of places
- 5 That people create regions to interpret Earth's complexity
- 6 How culture and experience influence people's perceptions of places and regions

### **PS** — Physical Systems

- 7 The physical processes that shape the patterns of Earth's surface
- The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

### **HS** — Human Systems

- The characteristics, distribution, and migration of human populations on Earth's surface
- 10 The characteristics, distribution, and complexity of Earth's cultural mosaics
- (1) The patterns and networks of economic interdependence on Earth's surface
- 12) The processes, patterns, and functions of human settlement
- (13) How the forces of cooperation and conflict among people influence the division and control of Earth's surface



### **ELA Grade-Specific Standard**



**Geography Performance Statement or Skill** 



**Exemplar Idea** 

### **Geographic Skills**

- 1 Asking Geographic Questions
- 2 Acquiring Geographic Information
- 3 Organizing Geographic Information
- 4 Analyzing Geographic Information
- (5) Answering Geographic Questions

### **ES** — Environment and Society

- 14 How human actions modify the physical environment
- 15 How physical systems affect human systems
- 16 The changes that occur in the meaning, use, distribution, and importance of resources

### **UG** — The Uses of Geography

- 10 How to apply geography to interpret the past
- (18) How to apply geography to interpret the present and plan for the future



### **GRADE K**

## READING LITERATURE

## **KEY IDEAS AND DETAILS**



- 1. With prompting and support, ask and answer questions about key details in a text.
  - WST 1 Using Geographic Representations
    - **» 4.A.** Describe and analyze the ways in which geographic representations communicate geospatial information.
- 2. With prompting and support, retell familiar stories, including key details.
  - WST 2 Developing Mental Maps
    - » 1.A. Identify from memory the position and arrangement of physical and human features.



- **3.** With prompting and support, identify characters, settings, and major events in a story.
  - PR 4 The Concept of Place
    - » 1.A. Describe the distinguishing characteristics and meanings of several different places.
  - PR 6 Changes in the Perception of Places and Regions
    - » 2.A. Describe how a place becomes more familiar the more it is experienced.



#### Key Ideas and Details

#### 1. WST 1 4.A.

Read *Me on the Map* by Joan Sweeney. Students locate themselves on a variety of maps.

### 2. WST 2 1.A.

Create a sketch of a familiar location (e.g., classroom, playground, home) from memory and explain it.

## **CRAFT AND STRUCTURE**



- 4. Ask and answer questions about unknown words in a text.
- 5. Recognize common types of texts (e.g., storybooks, poems).
  - WST 1 Properties and Functions of Geographic Representations
    - » 1.A. Identify and describe the properties (position and orientation, symbols, scale, perspective, coordinate systems) and functions of geographic representations.
    - » 1.B. Describe how properties of geographic representations determine the purposes they can be used for.
- 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

## INTEGRATION OF KNOWLEDGE AND IDEAS



- 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
  - WST (1) Properties and Functions of Geographic Representations



- » 1.B. Describe how properties of geographic representations determine the purposes they can be used for.
- 8. (Not applicable to literature)
- 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories



### 5. WST 1 1.A., 1.B.

Describe how maps are created for a specific purpose. Share various examples of maps; identify the purpose of each to demonstrate understanding.

#### **7.** WST (1)

Find similarities and differences between a map and a photo or illustration of the same place.

#### 7. WST (1)

Read short excerpts of fiction or nonfiction; identify details about how the geography was described in words and represented visually.

## RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



10. Actively engage in group reading activities with purpose and understanding.

## **GRADE K**

## READING INFORMATIONAL TEXT

## **KEY IDEAS AND DETAILS**



- 1. With prompting and support, ask and answer questions about key details in a text.
  - WST 1 Using Geographic Representations
    - **» 4.A.** Describe and analyze the ways in which geographic representations communicate geospatial information.
- 2. With prompting and support, identify the main topic and retell key details of a text.
  - WST 2 Developing Mental Maps
    - » 1.A. Identify from memory the position and arrangement of physical and human features.
- 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
  - PR 4 The Concept of Place
    - » 1.A. Describe the distinguishing characteristics and meanings of several different places.
  - PR 6 Changes in the Perception of Places and Regions
    - » **2.A.** Describe how a place becomes more familiar the more it is experienced (e.g., being in a place at different periods in our lives, learning about and visiting new places).



#### Key Ideas and Details

- **3.** Describe the connection between two visual representations of the same place, for example, a playground using Google Earth and an aerial photograph.
- **3.** Read stories where place is a key element (e.g., *Madeline, Make Way for Ducklings,* or *Curious George*). Discuss how place is important and how readers become more familiar with a place throughout the story.





## **CRAFT AND STRUCTURE**



- 4. With prompting and support, ask and answer questions about unknown words in a text.
  - WST 1 Properties and Functions of Geographic Representations
    - » 1.A. Identify and describe the properties (position and orientation, symbols, scale, perspective, coordinate systems) and functions of geographic representations.
    - **» 1.B.** Describe how properties of geographic representations determine the purposes they can be used for.
- **5.** Identify the front cover, back cover, and title page of a book.
- **6.** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
  - WST 1 Properties and Functions of Geographic Representations
    - » 1.B. Describe how properties of geographic representations determine the purposes they can be used for.

### INTEGRATION OF KNOWLEDGE AND IDEAS



- 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
  - WST 1 Properties and Functions of Geographic Representations
    - » **1.B.** Describe how properties of geographic representations determine the purposes they can be used for.
- 8. With prompting and support, identify the reasons an author gives to support points in a text.



#### Craft and Structure

### 4. WST 1 1.A., 1.B.

Ask and answer questions about geographic representations, such as a map or photo of an upcoming field trip site.

### 4. WST 1 1.B.

Create a matching game for places in the school, such as the classroom, playground, library, cafeteria, and nurse's station. Match a map with a photo for each.



1. PR 6 1.A.

Students generate a list of characteristics that describe their community.

## RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



10. Actively engage in group reading activities with purpose and understanding.

## **GRADE K**

## **READING: FOUNDATIONAL SKILLS**

No high-quality matches for these standards.

## **GRADE K**

## **WRITING**

### **TEXT TYPES AND PURPOSES**



- 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
  - PR 6 The Perception of Places and Regions

» 1.A. Describe how people view places in their community differently.



### 1. PR 6 2.A.

Students choose a familiar place and, through dictation/writing, tell how it becomes more familiar each time they visit.

### 2. HS 9 2.A.

Use your classroom community to identify and describe demographic characteristics (e.g., age, sex, and physical traits). Use a combination of drawing, dictating, and writing to create a geographic representation of the classroom.

### 2. HS 9 2.B.

Use shared writing to create a list of why people live in different places; consider family connections as a source.

- PR 6 Changes in the Perception of Places and Regions
  - **» 2.A.** Describe how a place becomes more familiar the more it is experienced (e.g., being in a place at different periods in our lives, learning about and visiting new places).
- PR 4 The Concept of Place
  - » 1.A. Describe the distinguishing characteristics and meanings of several different places.
- 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
  - HS 9 Spatial Distribution of Population
    - » 2.A. Describe how the number of people varies from place to place.
  - HS 9 Spatial Distribution of Population
    - » **2.B.** Explain why people live in different types of places.
  - HS (10) Characteristics of Culture
    - » 1.A. Identify and describe the characteristics of a culture.
- 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
  - HS 9 Migration
    - » 3.A. Describe examples of different human migrations.
  - HS 9 Migration
    - » 3.B. Explain why people move from one place to another.
  - UG (1) Changes in Geographic Contexts
    - » 2.A. Analyze how places, regions, and environments change over time.

## PRODUCTION AND DISTRIBUTION OF WRITING



- 4. (Begins in grade 3)
- **5.** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
  - 3 Geographic Skill Organizing Geographic Information
    - » 1.A. Constructs digital and paper maps, graphs, tables, and charts to display geographic information.
- **6.** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
  - 3 Geographic Skill Organizing Geographic Information
    - » 1.A. Constructs digital and paper maps, graphs, tables, and charts to display geographic information.

## RESEARCH TO BUILD AND PRESENT KNOWLEDGE



- 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
  - (4) Geographic Skill Analyzing Geographic Information
    - » 1.A. Analyzes simple graphs, tables, and maps using geographic data to identify relationships, patterns, and trends.
  - ② Geographic Skill Acquiring Geographic Information
    - » 1.A. Describes and analyzes the characteristics of geographic information.
- **8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - Geographic Skill Answering Geographic Questions
    - » 1.A. Constructs answers to geographic questions using data.



**Production and Distribution** 

### 5. 3 Geographic Skill 1.A.

Together as a class, add details to maps, graphs, or tables to enhance use and understanding.



- Quantum Company Company (Information)
  Quantum Company (Information)
  - » 2.A. Identifies observations, maps, globes, and other geographic representations as sources of geographic information.
- 9. (Begins in grade 4)

## **RANGE OF WRITING**



10. (Begins in grade 3)

## **GRADE K**

## **SPEAKING AND LISTENING**

## **COMPREHENSION AND COLLABORATION**



- **1.** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Constructs answers to geographic questions using data.
- **3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.



## PRESENTATION OF KNOWLEDGE AND IDEAS



- **4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
  - WST ② Individual Perceptions Shape Mental Maps
    - **» 4.A.** Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map.
  - WST 3 Spatial Concepts
    - » 1.A. Describe and explain the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts.
- 5. Add drawings or other visual displays to descriptions as desired to provide additional detail.
  - 3 Geographic Skill Organizing Geographic Information
    - » 1.A. Constructs digital and paper maps, graphs, tables, and charts to display geographic information.
- 6. Speak audibly and express thoughts, feelings, and ideas clearly.
  - (5) Geographic Skill Answering Geographic Questions
    - » 2.A. Describes various options for presenting answers to a geographic question.

**GRADE K** 

## **LANGUAGE**

No high-quality matches for these standards.



Presentation of Knowledge and Ideas

#### 4. WST 2 4.A.

Students dictate a story about an adventure in their favorite place to go to on the weekend or in summer. They draw a picture or map showing the place as part of the story.



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# **GRADE 1**





### **Overview Matrix for Grade 1**

9 10 This chart indicates where solid alignments occur. GFL 1-18 are the geography standards and GS 1-5 are the geographic skills. Reading: Foundational Skills is for Grades K-5 only, and Reading and Writing in History/Social Studies, Science, and Technical Subjects is for Grades 6-12 only.



### **Reading Literature**

No high-quality matches for these standards.

## **Reading Informational Text**

						Х	Х		х				Х		
										X				Х	
														Х	
X		X													
X															
X		Х								X					
							Х	X		X					
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## Reading: Foundational Skills (K–5 only)

No high-quality matches for these standards.

### **Overview Matrix for Grade 1**

5 6

5

	GFL	1	2	3	4	5	6	/	8	9	10	11	12	13	14	15	16	1/	18	GS	1	2	3	4	5
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## **Speaking and Listening**

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## Language

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## **GRADE 1 KEY**

### **Geography Essential Elements and Standards**

### **WST**—The World in Spatial Terms

- 1 How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- Output Description (2) How to use mental maps to organize information about people, places, and environments in a spatial context
- 3 How to analyze the spatial organization of people, places, and environments on Earth's surface

### PR — Places and Regions

- 4 The physical and human characteristics of places
- 5 That people create regions to interpret Earth's complexity
- (6) How culture and experience influence people's perceptions of places and regions

### **PS** — Physical Systems

- The physical processes that shape the patterns of Earth's surface
- 8 The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

### **HS** — Human Systems

- 9 The characteristics, distribution, and migration of human populations on Earth's surface
- 10 The characteristics, distribution, and complexity of Earth's cultural mosaics
- 11) The patterns and networks of economic interdependence on Earth's surface
- 12 The processes, patterns, and functions of human settlement
- (13) How the forces of cooperation and conflict among people influence the division and control of Farth's surface



### **ELA Grade-Specific Standard**



**Geography Performance Statement or Skill** 



**Exemplar Idea** 

### **Geographic Skills**

- 1 Asking Geographic Questions
- 2 Acquiring Geographic Information
- 3 Organizing Geographic Information
- 4 Analyzing Geographic Information
- 5 Answering Geographic Questions

### **ES** — Environment and Society

- 14 How human actions modify the physical environment
- 15 How physical systems affect human systems
- 16 The changes that occur in the meaning, use, distribution, and importance of resources

### **UG** — The Uses of Geography

- 17 How to apply geography to interpret the past
- 18 How to apply geography to interpret the present and plan for the future



### **GRADE 1**

## READING LITERATURE

No high-quality matches for these standards.



#### Key Ideas and Details

**1.** Construct a map of the school/ grounds with symbols reflected in the map key.

## **GRADE 1**

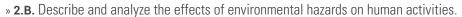
## READING INFORMATIONAL TEXT

## **KEY IDEAS AND DETAILS**



- 1. Ask and answer questions about key details in a text.
  - 🚱 HS 🔃 Patterns of Settlement
    - » 3.A. Compare and explain the different types of settlements in the local region and the United States.
  - HS (1) Connecting Economic Activities
    - » 3.B. Describe the reasons why people and countries trade goods and services.
  - ES (4) Modification of the Physical Environment
    - » 1.A. Identify and describe ways in which humans modify the physical environment.
  - Geographic Skill Acquiring Geographic Information
    - » 1.A. Describes and analyzes the characteristics of geographic information.
- 2. Identify the main topic and retell key details of a text.
  - ES (15) Environmental Hazards
    - » 2.A. Identify and describe the locations of environmental hazards.





- 4 Geographic Skill Analyzing Geographic Information
  - » 1.A. Analyzes simple graphs, tables, and maps using geographic data to identify relationships, patterns, and trends.
- 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
  - 4 Geographic Skill Analyzing Geographic Information
    - » 1.A. Analyzes simple graphs, tables, and maps using geographic data to identify relationships, patterns, and trends.

## **CRAFT AND STRUCTURE**

- **4.** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
  - WST 1 Using Geographic Representations
    - » **4.A.** Describe and analyze the ways in which geographic representations communicate geospatial information.
  - WST 3 Spatial Concepts
    - » 1.A. Describe and explain the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts.
- **5.** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- **6.** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
  - WST 1 Using Geographic Representations
    - **\*\* 4.A.** Describe and analyze the ways in which geographic representations communicate geospatial information.



#### Craft and Structure

### 4. WST 3 1.A.

Read and discuss *Me on the Map* by Joan Sweeney as an introduction to a variety of maps and the concept of scale. Students create their own "layers" of maps, as in the book, by drawing or using photographs.

### 4. WST 3 1.A., 6. WST 1 4.A.

Use spatial terms in discussions of texts to describe distance, direction, and location. Practice use of phrases such as "next to," "in front of," and "near."

## INTEGRATION OF KNOWLEDGE AND IDEAS



7. Use the illustrations and details in a text to describe its key ideas.



- ♦ WST ③ Spatial Patterns and Processes
  - » 2.A. Describe and compare distributions of people, places, and environments to examine spatial patterns, sequences, regularities, and irregularities.
- WST 1 Using Geographic Representations
  - » **4.A.** Describe and analyze the ways in which geographic representations communicate geospatial information.
- ES (5) Environmental Opportunities and Constraints
  - » 1.A. Describe examples in which the physical environment provides opportunities for human activities.
- WST 1 Properties and Functions of Geographic Representations
  - » 1.B. Describe how properties of geographic representations determine the purposes they can be used for.
- 8. Identify the reasons an author gives to support points in text.
  - HS (13) Conflict
    - » 3.A. Analyze examples of disagreements over land uses in their community.
  - ES 🕦 Environmental Hazards
    - » 2.B. Describe and analyze the effects of environmental hazards on human activities.
  - HS 12 Functions of Settlements
    - » **2.A.** Explain why some locations are better for settlement than others.



7. Explore maps and satellite images of the school and surrounding community. Talk about "reading" these by finding areas with houses, roads, shopping centers, forests, parks, farms, bodies of water, and more. Which places are built by humans? Which are natural?

### 8. HS (12) 2.A.

Explore stories of the founding of students' town or city. Find out why people chose to settle there and what may have helped the city or town grow.



» 4.A. Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map.

### RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



10. With prompting and support, read informational texts appropriately complex for grade 1.

HS 9 Characteristics of Population

» 1.A. Describe and compare the demographic characteristics of people in the local area.

## **GRADE 1**

## **READING: FOUNDATIONAL SKILLS**

No high-quality matches for these standards.



10. HS 9 1.A.

Use the U.S. Census data activities suggested for Grade 1 from www.census.gov/schools/materials\_ for\_schools/lessons\_and\_maps.html.



### **GRADE 1**

## **WRITING**

### **TEXT TYPES AND PURPOSES**



- 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
  - WST 2 Individual Perceptions Shape Mental Maps
    - » **4.A.** Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map.
- 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
  - HS (10) Characteristics of Culture
    - » 1.A. Identify and describe the characteristics of a culture.
  - HS 9 Migration
    - **3.A.** Describe examples of different human migrations.
  - (A) HS (12) Urban Forms and Functions
    - » 4.A. Analyze the different ways land is used in the community.
- 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
  - HS 9 Spatial Distribution of Population
    - » 2.A. Describe how the number of people varies from place to place.
  - WST 3 Spatial Concepts
    - » 1.A. Describe and explain the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts.



#### Text Types and Purposes

### 2. HS 10 1.A.

Write about and illustrate a family tradition. Display it to show characteristics of different cultures, if possible, on a world map.

### 2. HS 9 3.A.

Interview family members about the migration of an ancestor; then write a story and create a map to illustrate it.

### 3. WST 3 1.A.

Discuss how place is a part of setting and events in a narrative.
Ask students to include details about place in their writing.



## PRODUCTION AND DISTRIBUTION OF WRITING



- 4. (Begins in grade 3)
- 5. With guidance and support from adults, focus on a topic, respond to guestions and suggestions from peers, and add details to strengthen writing as needed.
- 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - » 3.A. Compare how different geospatial technologies are used to display geospatial data.

## RESEARCH TO BUILD AND PRESENT KNOWLEDGE



- 7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
  - ) WST 긴 Individual Perceptions Shape Mental Maps
    - » 4.A. Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map.
  - UG (17) Changes in Geographic Contexts
    - » **2.A.** Analyze how places, regions, and environments change over time.



- 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
  - WST 2 Developing Mental Maps
    - » 1.A. Identify from memory the position and arrangement of physical and human features.
    - » 2.A. Identify from memory with increasing detail maps of a place or region.
  - WST (2) Using Mental Maps
    - » 3.A. Identify from memory locations and geographic characteristics to answer geographic questions.



7. UG 17 2.A.

Construct a timeline illustrating changes in land use, settlement, housing, and economic activities in the local community or region.



## **RANGE OF WRITING**



10. (Begins in grade 3)

## **GRADE 1**

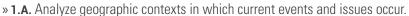
## **SPEAKING AND LISTENING**

## **COMPREHENSION AND COLLABORATION**



- **1.** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
  - UG 18 Perceptions of Geographic Contexts
    - **» 3.A.** Explain how people's perceptions of the world can change with new information and new experiences.
  - WST ② Individual Perceptions Shape Mental Maps
    - » **4.A.** Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map.
- 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
  - WST ② Using Mental Maps
    - **» 3.A.** Identify from memory locations and geographic characteristics to answer geographic questions.





- UG 18 Changes in Geographic Contexts
  - » 2.A. Describe current changes in places, regions, and environments and predict how these locations may be different in the future.
- **3.** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.



Presentation of Knowledge and Idea

### 4. WST 3 1.A.

Act out the geographic language (e.g., "climb and stand near," "stand next to") of a book as a teacher reads.

### PRESENTATION OF KNOWLEDGE AND IDEAS



- **4.** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
  - WST 3 Spatial Concepts
    - » **1.A.** Describe and explain the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Constructs answers to geographic questions using data.
- **5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - » 2.A. Identify examples of geospatial data.
    - » 2.B. Construct maps and graphs to display geospatial data.
  - WST 1 Using Geographic Representations
    - **» 4.A.** Describe and analyze the ways in which geographic representations communicate geospatial information.



- WST 2 Individual Perceptions Shape Mental Maps
  - » 4.A. Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map.
- 6. Produce complete sentences when appropriate to task and situation.

## **GRADE 1**

## **LANGUAGE**

## **CONVENTIONS OF STANDARD ENGLISH**



- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - HS (10) Cultural Diffusion and Change
    - » 3.A. Describe examples of changes in a culture.
    - » 3.B. Describe examples of the spread of a culture.
  - 🚱 UG 🕧 Using Geography to Interpret the Past
    - » 1.A. Describe the geographic context in which a historical event occurred.
  - ES 6 Location and Distribution of Resources
    - » 2.A. Identify the locations of examples of each type of resource.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - PS 7 Components of Earth's Physical Systems
    - » 1.A. Identify attributes of Earth's different physical systems.



- » 2.A. Analyze how places, regions, and environments change over time.
- UG 17 Perceptions of Geographic Contexts
  - » 3.A. Describe examples of people's changing perceptions of the world.
- UG USing Geography to Interpret the Past
  - » 1.A. Describe the geographic context in which a historical event occurred.
- HS (1) Connecting Economic Activities
  - **» 3.A.** Identify items produced locally for consumption elsewhere and items produced elsewhere that are consumed locally.
  - **» 4.A.** Describe and analyze different modes of transportation and communication used to move people, products, and ideas from place to place.
- HS 100 Patterns of Culture
  - » 2.A. Identify and describe examples of cultural markers (e.g., buildings, place names, monuments).
- WST ② Developing Mental Maps
  - » 1.A. Identify from memory the position and arrangement of physical and human features.

## **KNOWLEDGE OF LANGUAGE**



3. (Begins in grade 2)



Conventions of Standard English

2. HS 10 2.A.

Have students write complete sentences describing cultural markers they see on a map of their town or city.



## **VOCABULARY ACQUISITION AND USE**



- **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
- **5.** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - HS 10 Patterns of Culture
    - » 2.A. Identify and describe examples of cultural markers (e.g., buildings, place names, monuments).
  - ES 16 Types and Meanings of Resources
    - » 1.A. Identify and explain the characteristics of renewable, nonrenewable, and flow resources.
  - WST 3 Spatial Concepts
    - » **1.A.** Describe and explain the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts.
  - HS 9 Characteristics of Population
    - » 1.A. Describe and compare the demographic characteristics of people in the local area.
- **6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).
  - PS 8 Components of Ecosystems
    - » 1.A. Identify the components of different ecosystems.



#### Vocabulary Acquisition and Use

**5.** Over several days, discuss and write with students about characteristics of their community, such as natural features, resources, work people do, and where people play, to build vocabulary. Discuss how perspectives differ among students. Students can reproduce a three-dimensional representation of their community.



# **GRADE 2**





### **Overview Matrix for Grade 2**

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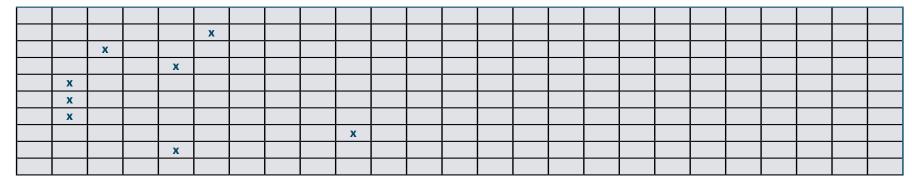
This chart indicates where solid alignments occur. GFL 1-18 are the geography standards and GS 1-5 are the geographic skills. Reading: Foundational Skills is for Grades K-5 only, and Reading and Writing in History/Social Studies, Science, and Technical Subjects is for Grades 6-12 only.



## **Reading Literature**

No high-quality matches for these standards.

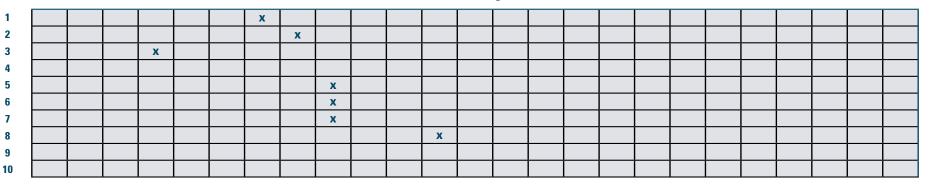
## **Reading Informational Text**



### Reading: Foundational Skills (K-5 only)

No high-quality matches for these standards.

## Writing



### **Overview Matrix for Grade 2**

5

GFL 1 2	3 4	5 6	7 8	8 9	10	11	12	13	14	15	16	17	18	GS	1	2	3	4	5
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## **Speaking and Listening**

								Х							
									X						
											Х				
				Х							Х				
	X										Х				
				Х											

## Language

								X						
							Х							
		Х												
	Х													

## **GRADE 2 KEY**

### **Geography Essential Elements and Standards**

### **WST**—The World in Spatial Terms

- 1 How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- 2 How to use mental maps to organize information about people, places, and environments in a spatial context
- 3 How to analyze the spatial organization of people, places, and environments on Earth's surface

### PR — Places and Regions

- 4 The physical and human characteristics of places
- 5 That people create regions to interpret Earth's complexity
- 6 How culture and experience influence people's perceptions of places and regions

### **PS** — Physical Systems

- 7 The physical processes that shape the patterns of Earth's surface
- The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

### **HS** — Human Systems

- The characteristics, distribution, and migration of human populations on Earth's surface
- 10 The characteristics, distribution, and complexity of Earth's cultural mosaics
- (1) The patterns and networks of economic interdependence on Earth's surface
- 12 The processes, patterns, and functions of human settlement
- (13) How the forces of cooperation and conflict among people influence the division and control of Farth's surface



### **ELA Grade-Specific Standard**



**Geography Performance Statement or Skill** 



**Exemplar Idea** 

### **Geographic Skills**

- 1 Asking Geographic Questions
- 2 Acquiring Geographic Information
- 3 Organizing Geographic Information
- 4 Analyzing Geographic Information
- (5) Answering Geographic Questions

### **ES** — Environment and Society

- 14 How human actions modify the physical environment
- 15 How physical systems affect human systems
- 16 The changes that occur in the meaning, use, distribution, and importance of resources

### **UG** — The Uses of Geography

- 10 How to apply geography to interpret the past
- (18) How to apply geography to interpret the present and plan for the future



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## READING LITERATURE

No high-quality matches for these standards.

## **GRADF 2**

## READING INFORMATIONAL TEXT

## **KEY IDEAS AND DETAILS**



- 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
  - PR 5 The Concept of Region
    - » 1.A. Describe the distinguishing characteristics and meanings of several different regions.



- 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
  - WST 2 Developing Mental Maps
    - » 2.A. Identify from memory with increasing detail maps of a place or region.



### 2. PR (5) 1.A.

Identify the physical and human characteristics that can be used to define a region within the local community (e.g., ethnic neighborhoods).

#### 3. WST (2) 2.A.

Identify details in a student's mental map of a route frequently used over a period of time.



## **CRAFT AND STRUCTURE**



**4.** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.



» 2.B. Describe and compare the human characteristics of places at a variety of scales, local to global.

- **5.** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
  - WST 1 Properties and Functions of Geographic Representations
    - » **1.A.** Identify and describe the properties (position and orientation, symbols, scale, perspective, coordinate systems) and functions of geographic representations.
- 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
  - WST 1 Properties and Functions of Geographic Representations
    - » **1.B.** Describe how properties of geographic representations determine the purposes they can be used for.

## INTEGRATION OF KNOWLEDGE AND IDEAS



- 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - » 2.B. Construct maps and graphs to display geospatial data.
- 8. Describe how reasons support specific points the author makes in a text.
  - HS 9 Migration
    - **3.B.** Explain why people move from one place to another.



Craft and Structure

#### 4. PR (4) 2.B.

Describe and compare the human characteristics of rural versus urban in the United States.

### 6. WST 1.B.

Describe how maps are created for a specific purpose (e.g., school fire drill map, the route from home to school, classroom map).

Integration of Knowledge and Ideas

### 7. WST (1) 2.B.

Construct a map that displays geospatial data using symbols explained in a key (e.g., a sketch map to illustrate a narrative story).

#### 8. HS 9 3.B.

Explain the reasons why people might be willing to move to a new location (e.g., for better living conditions). Explain reasons why people may feel forced to leave their current home (e.g., famine).







PR 4 The Characteristics of Places

» **2.B.** Describe and compare the human characteristics of places at a variety of scales, local to global.

## RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## **GRADE 2**

## **READING: FOUNDATIONAL SKILLS**

No high-quality matches for these standards.



9. PR 4 2.B.

Describe and compare the types of clothing, housing, and transportation used in different countries located at different latitudes in the world.

10. Identify and describe the locations of types of places where different numbers of people live in the local area (e.g., city high-rise apartments, singlefamily suburban homes, row houses).

## **WRITING**

## **TEXT TYPES AND PURPOSES**



- 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
  - PR 6 The Perception of Places and Regions
    - » 1.A. Describe how people view places in their community differently.



- PS 7 Earth-Sun Relationships
  - » 2.A. Describe how Earth's position relative to the Sun affects conditions on Earth.
- **3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
  - WST 3 Spatial Concepts
    - » **1.A.** Describe and explain the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts.



#### Text Types and Purposes

#### 1. PR 6 1.A.

Interview various members of the community from youth to seniors. Have community members tell their feelings about a particular place in the community and why they feel that way. Write out opinions.

### 2. PS 7 2.A.

Describe the differences in seasons based on latitude (e.g., length of growing season).

## PRODUCTION AND DISTRIBUTION OF WRITING



- 4. (Begins in grade 3)
- **5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
  - PS 8 Characteristics and Geographic Distribution of Biomes
    - » 3.A. Describe the characteristics of biomes.
- **6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
  - PS 8 Characteristics and Geographic Distribution of Biomes
    - **3.A.** Describe the characteristics of biomes.



## RESEARCH TO BUILD AND PRESENT KNOWLEDGE



- **7.** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
  - 🚱 PS ଃ Characteristics and Geographic Distribution of Biomes
    - **3.A.** Describe the characteristics of biomes.
- **8.** Recall information from experiences or gather information from provided sources to answer a question.
  - HS (1) Connecting Economic Activities
    - **» 4.A.** Describe and analyze different modes of transportation and communication used to move people, products, and ideas from place to place.
- 9. (Begins in grade 4)



Production and Distribution of Writing

### 6. PS (8) 3.A.

Describe the temperature, precipitation, and vegetation characteristics of various biomes (e.g., deserts, grasslands, tropical forests, Arctic tundra). Consider the use of digital tools to demonstrate knowledge through products and writing.

Research to Build and Present Knowledge

### 8. HS 11 4.A.

Describe the different modes of transportation and communication used by students' families in their work and daily lives. Construct a graph to represent the different modes of transportation.



## **RANGE OF WRITING**



10. (Begins in grade 3)

## **GRADE 2**

## **SPEAKING AND LISTENING**

## **COMPREHENSION AND COLLABORATION**



- **1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
  - HS 13 Territorial Divisions
    - » 1.A. Explain different types of territorial divisions (e.g., township, city, county, state, and country) and how they are used to manage and control Earth's surface.
- 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
  - ES 👊 Modification of the Physical Environment
    - » 1.A. Identify and describe ways in which humans modify the physical environment.
- **3.** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
  - UG 17 Changes in Geographic Contexts
    - » 2.A. Analyze how places, regions, and environments change over time.
  - UG U Using Geography to Interpret the Past
    - » 1.A. Describe the geographic context in which a historical event occurred.



Comprehension and Collaboration

### 1. HS <sup>(1)</sup> 1.A.

Create a general map of your township, city, or county. Interview local school officials, firefighters, and police officers about the spatial boundaries of their responsibilities. Use that information to delineate those boundaries on the map. Then explain how the map illustrates territorial divisions used to manage and control Earth's surface.

### 2. ES (4) 1.A.

Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood. Describe humangenerated changes in the physical environment during different time periods using aerial photographs.



## PRESENTATION OF KNOWLEDGE AND IDEAS



- 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
  - PR 6 Changes in the Perception of Places and Regions
    - » 2.A. Describe how a place becomes more familiar the more it is experienced (e.g., being in a place at different periods in our lives, learning about and visiting new places).
  - UG 17 Perceptions of Geographic Contexts
    - » **3.A.** Describe examples of people's changing perceptions of the world.



- 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - » 2.B. Construct maps and graphs to display geospatial data.
  - UG 17 Using Geography to Interpret the Past
    - » 1.A. Describe the geographic context in which a historical event occurred.
- 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
  - PR 6 Changes in the Perception of Places and Regions
    - » 2.A. Describe how a place becomes more familiar the more it is experienced (e.g., being in a place at different periods in our lives, learning about and visiting new places).



#### 4. PR 6 2.A.

Describe experiences with a favorite place students visit often and a new place they have only visited once to illustrate how their understanding of the frequently-visited place may have changed over time.

#### 4. UG (17) 3.A.

Describe how people have perceived a place 50-100 miles away prior to the invention of automobiles, buses, and trains.



# **LANGUAGE**

## **CONVENTIONS OF STANDARD ENGLISH**



- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## **KNOWLEDGE OF LANGUAGE**



- 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - HS (13) Conflict
    - » 3.A. Analyze examples of disagreements over land uses in their community.

## **VOCABULARY ACQUISITION AND USE**



- **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
  - HS 12 Patterns of Settlement
    - **» 3.A.** Compare and explain the different types of settlements in the local region and the United States.



### Conventions of Standard English

2. Have students write in sentences their global address (e.g., "My street address is \_\_\_. My town/city is \_\_\_.") Include state, country, continent, and planet.

- **5.** Demonstrate understanding of word relationships and nuances in word meanings.
  - WST 3 Spatial Models
    - » 3.A. Describe and construct models illustrating the properties of human and/or physical systems.
- **6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - » 2.A. Identify examples of geospatial data.



Vocabulary Acquisition and Use

### **5.** WST ③ **3.A.**

Construct a model of the community and identify the different land uses (e.g., residential, industrial, retail).

### 6. WST 1 2.A.

Identify landmarks on the school grounds and describe their size, shape, and location.



### **Overview Matrix for Grade 3**

2

5 6

9 10

1

2

5 6

9 10 This chart indicates where solid alignments occur. GFL 1-18 are the geography standards and GS 1-5 are the geographic skills. Reading: Foundational Skills is for Grades K-5 only, and Reading and Writing in History/Social Studies, Science, and Technical Subjects is for Grades 6-12 only.



## **Reading Literature**

No high-quality matches for these standards.

## **Reading Informational Text**

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X						X	Х											
		X			X						X							
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				Х					X			X						
		·				Х		Х		Х								

## Reading: Foundational Skills (K-5 only)

No high-quality matches for these standards.

## Writing

				Х						х										
					Х					Х	X			Х						
		Х				Х	Х													
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															Х			X		
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Γ																				

### **Overview Matrix for Grade 3**

2

5

GFL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	GS	1	2	3	4	5
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							Х								X	X								

				Х					х	х						
	Х						X	Х			X					
						X						Х			X	X
						Х						Х				Х
						Х										Х

## Language

No high-quality matches for these standards.

# **GRADE 3 KEY**

### **Geography Essential Elements and Standards**

### **WST**—The World in Spatial Terms

- 1 How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- 2 How to use mental maps to organize information about people, places, and environments in a spatial context
- 3 How to analyze the spatial organization of people, places, and environments on Earth's surface

### PR — Places and Regions

- 4 The physical and human characteristics of places
- 5 That people create regions to interpret Earth's complexity
- 6 How culture and experience influence people's perceptions of places and regions

### **PS** — Physical Systems

- 7 The physical processes that shape the patterns of Earth's surface
- The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

### **HS** — Human Systems

- The characteristics, distribution, and migration of human populations on Earth's surface
- 10 The characteristics, distribution, and complexity of Earth's cultural mosaics
- (1) The patterns and networks of economic interdependence on Earth's surface
- 12) The processes, patterns, and functions of human settlement
- (13) How the forces of cooperation and conflict among people influence the division and control of Earth's surface



### **ELA Grade-Specific Standard**



**Geography Performance Statement or Skill** 



**Exemplar Idea** 

### **Geographic Skills**

- 1 Asking Geographic Questions
- 2 Acquiring Geographic Information
- 3 Organizing Geographic Information
- 4 Analyzing Geographic Information
- (5) Answering Geographic Questions

### **ES** — Environment and Society

- 14 How human actions modify the physical environment
- 15 How physical systems affect human systems
- (16) The changes that occur in the meaning, use, distribution, and importance of resources

### **UG** — The Uses of Geography

- 10 How to apply geography to interpret the past
- (18) How to apply geography to interpret the present and plan for the future



## READING LITERATURE

No high-quality matches for these standards.

## **GRADE 3**

## READING INFORMATIONAL TEXT

## **KEY IDEAS AND DETAILS**



- **1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
  - ♦ WST ① Properties and Functions of Geographic Representations
    - » 1.A. Identify and describe the properties (position and orientation, symbols, scale, perspective, coordinate systems) and functions of geographic representations.
  - HS 9 Migration
    - **3.B.** Explain why people move from one place to another.
  - (1) Geographic Skill Asking Geographic Questions
    - » 1.A. Identifies and describes differences between geographic and nongeographic questions.
- 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
  - WST 1 Properties and Functions of Geographic Representations



#### Key Ideas and Details

### 1. WST 1 1.A.

With a state map, use the cardinal directions, scale, and legend to answer questions about significant locations and landmarks.

### 1. HS (9) 3.B.

Using primary source documents, such as migrant stories from Ellis Island, students ask and answer questions about why people move from one place to another.

### 2. WST 1 1.B.

Create a puzzle or matching game using thematic maps with titles removed. Have students read the maps, determine the main idea, and match with the appropriate title.



- » 1.A. Identify the components of different ecosystems.
- HS 9 Spatial Distribution of Population
  - » 2.B. Explain why people live in different types of places.
- **3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
  - WST 3 Spatial Concepts
    - » **1.A.** Describe and explain the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts.
  - PS 7 Physical Processes
    - » 3.A. Identify examples of physical processes.



» 1.A. Explain different types of territorial divisions (e.g., township, city, county, state, and country) and how they are used to manage and control Earth's surface.

## **CRAFT AND STRUCTURE**

- - **4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
    - WST 1 Properties and Functions of Geographic Representations
      - » 1.A. Identify and describe the properties (position and orientation, symbols, scale, perspective, coordinate systems) and functions of geographic representations.
    - PR 4 The Concept of Place
      - » 1.A. Describe the distinguishing characteristics and meanings of several different places.
    - ES (6) Types and Meanings of Resources
      - » 1.A. Identify and explain the characteristics of renewable, nonrenewable, and flow resources.



#### Key Ideas and Details

### 3. WST 3 1.A.

Using a map of the local community, students give detailed directions from one location to another.

### 3. PS 7 3.A.

Identify the components and relationships in the water cycle.

Craft and Structure

### 4. PR 4 1.A.

Describe physical and human characteristics of your community.



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Craft and Structure

6. HS 10 1.A.

Students examine their own preconceived notions about a specific culture and compare their ideas to those expressed by an author in a written text about the same culture.

Integration of Knowledge and Ideas

7. PR 4 1.A.

Students analyze photos. Using the photo, students should be able to write statements about a place by describing its:

- » landforms
- » vegetation
- » culture
- » economy
- » location

HS 11 Location and Spatial Patterns of Economic Activities

- » 2.A. Identify where goods and services are produced and consumed.
- » 2.B. Analyze and explain why some goods and services are produced in certain places.
- HS 12 Urban Forms and Functions
  - » 4.A. Analyze the different ways land is used in the community.
- 6. Distinguish their own point of view from that of the author of a text.
  - WST 2 Individual Perceptions Shape Mental Maps
    - » **4.A.** Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map.
  - HS (10) Characteristics of Culture
    - » 1.A. Identify and describe the characteristics of a culture.
  - UG TP Perceptions of Geographic Contexts
    - » 3.A. Describe examples of people's changing perceptions of the world.

## INTEGRATION OF KNOWLEDGE AND IDEAS



- 7. Use information gained from illustrations (e,g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
  - PR 4 The Concept of Place
    - » 1.A. Describe the distinguishing characteristics and meanings of several different places.
  - PS 7 Earth-Sun Relationships
    - » 2.A. Describe how Earth's position relative to the Sun affects conditions on Earth.
  - ES (5) Environmental Hazards
    - » 2.A. Identify and describe the locations of environmental hazards.



- 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
  - HS (11) Connecting Economic Activities
    - » 3.B. Describe the reasons why people and countries trade goods and services.
  - ES (5) Environmental Opportunities and Constraints
    - » 1.A. Describe examples in which the physical environment provides opportunities for human activities.
    - » 1.B. Describe examples in which the physical environment imposes constraints on human activities.
  - PR (5) The Concept of Region
    - » 1.A. Describe the distinguishing characteristics and meanings of several different regions.



- 9. Compare and contrast the most important points and key details presented in two texts on the same topic.
  - PS 8 Characteristics and Geographic Distribution of Ecosystems
    - » 2.A. Identify and describe the characteristics of ecosystems.
  - HS (12) Functions of Settlements
    - » 2.A. Explain why some locations are better for settlement than others.
  - HS (10) Cultural Diffusion and Change
    - » 3.B. Describe examples of the spread of a culture.

## RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.



### 8. PR (5) 1.A.

Identify the unifying characteristics of regions, and compare and contrast regions.

#### 9. PS (8) 2.A.

Compare online sources with printed texts about local ecosystems.



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## **READING: FOUNDATIONAL SKILLS**

No high-quality matches for these standards.

## **GRADE 3**

# **WRITING**

## **TEXT TYPES AND PURPOSES**



- 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - PR 6 The Perception of Places and Regions
    - » 1.A. Describe how people view places in their community differently.
  - HS (13) Conflict
    - » **3.A.** Analyze examples of disagreements over land uses in their community.
- 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - PS 8 Characteristics and Geographic Distribution of Biomes
    - » 3.A. Describe the characteristics of biomes.
  - HS (13) Cooperation
    - » 2.A. Explain how people cooperate in managing and using Earth's surface.
  - ES 4 Modification of the Physical Environment
    - » 1.A. Identify and describe ways in which humans modify the physical environment.



- UG TUSing Geography to Interpret the Past
  - » 1.A. Describe the geographic context in which a historical event occurred.
- **3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - WST 3 Spatial Concept
    - » 1.A. Describe and explain the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts.
  - HS 9 Migration
    - » 3.A. Describe examples of different human migrations.
  - HS 10 Cultural Diffusion and Change
    - » 3.A. Describe examples of changes in a culture.

## PRODUCTION AND DISTRIBUTION OF WRITING



- **4.** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Constructs answers to geographic questions using data.
    - » 2.A. Describes various options for presenting answers to a geographic question.
- **5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Constructs answers to geographic questions using data.
    - » 2.A. Describes various options for presenting answers to a geographic question.





» 1.A. Analyze geographic contexts in which current events and issues occur.

UG (8) Changes in Geographic Contexts

» 2.A. Describe current changes in places, regions, and environments and predict how these locations may be different in the future.

(3) Geographic Skill Organizing Geographic Information

» 1.A. Constructs digital and paper maps, graphs, tables, and charts to display geographic information.



6. Have students write about the local geography and create maps to share with pen pals in another country. Connect through Peace Corps' correspondence match, or with a class in another country through ePals, iEARN, or other reputable organizations.

## RESEARCH TO BUILD AND PRESENT KNOWLEDGE



7. Conduct short research projects that build knowledge about a topic.

HS (1) Connecting Economic Activities

» 4.A. Describe and analyze different modes of transportation and communication used to move people, products, and ideas from place to place.

ES (15) Environmental Hazards

» 2.B. Describe and analyze the effects of environmental hazards on human activities.

ES (6) Sustainable Resource Use and Management

» 3.A. Identify the ways in which different types of resources can be conserved, reused, and recycled.

4 Geographic Skill Analyzing Geographic Information

» 1.A. Analyzes simple graphs, tables, and maps using geographic data to identify relationships, patterns, and trends.



- **8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
  - HS 12 Functions of Settlements
    - » 2.A. Explain why some locations are better for settlement than others.
  - HS 12 Urban Forms and Functions
    - » 4.A. Analyze the different ways land is used in the community.
  - (2) Geographic Skill Acquiring Geographic Information
    - » 1.A. Describes and analyzes the characteristics of geographic information.
- 9. (Begins in grade 4)

## **RANGE OF WRITING**

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



## **SPEAKING AND LISTENING**

## COMPREHENSION AND COLLABORATION



- 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  - PS 7 Physical Processes
    - » 3.B. Describe how physical processes shape features on Earth's surface.
  - ES (5) Adaptation to the Environment
    - » 3.A. Describe how people adapt to conditions of the physical environment.
  - ES (6) Location and Distribution of Resources
    - » 2.A. Identify the locations of examples of each type of resource.



- 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
  - WST 3 Spatial Concepts
    - » 1.A. Describe and explain the spatial organization of peoples, places, and environments (where things are in relation to other things) using spatial concepts.
  - HS 12 Urban Forms and Functions
    - » 4.A. Analyze the different ways land is used in the community.
  - ES 14 The Use of Technology
    - » 2.A. Describe and explain ways in which people use technology to get what they need from the physical environment.



1. ES 16 2.A.

Discuss the importance of local resources for your community.



- UG (17) Changes in Geographic Contexts
  - » 2.A. Analyze how places, regions, and environments change over time.
- **3.** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
  - HS (10) Cultural Diffusion and Change
    - » 3.A. Describe examples of changes in a culture.
  - UG 18 Perceptions of Geographic Contexts
    - **3.A.** Explain how people's perceptions of the world can change with new information and new experiences.
  - 4 Geographic Skill Analyzing Geographic Information
    - » 1.A. Analyzes simple graphs, tables, and maps using geographic data to identify relationships, patterns, and trends.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Constructs answers to geographic questions using data.

## PRESENTATION OF KNOWLEDGE AND IDEAS

- **4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Constructs answers to geographic questions using data.
  - HS (10) Cultural Diffusion and Change
    - » 3.B. Describe examples of the spread of a culture.
  - UG (8) Perceptions of Geographic Contexts
    - **» 3.A.** Explain how people's perceptions of the world can change with new information and new experiences.





» 3.B. Describe examples of the spread of a culture.

(5) Geographic Skill Answering Geographic Questions

» 1.A. Constructs answers to geographic questions using data.

**6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.



Presentation of Knowledge and Idea

**5.** Have students read and record sections of *Throw Your Tooth on the Roof: Tooth Traditions from Around the World* by Selby Beeler. Create visuals to represent different traditions and where they occur.

## **GRADE 3**

## **LANGUAGE**

No high-quality matches for these standards.



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### **Overview Matrix for Grade 4**

1 2 3

8 9 10

1

2

6

9 10 This chart indicates where solid alignments occur. GFL 1-18 are the geography standards and GS 1-5 are the geographic skills. Reading: Foundational Skills is for Grades K-5 only, and Reading and Writing in History/Social Studies, Science, and Technical Subjects is for Grades 6-12 only.



## **Reading Literature**

No high-quality matches for these standards.

## **Reading Informational Text**

		х						х									
Х						Х		Х									
		Х			Х		Х				X						
X			X					X				X					
				X						X	X		X				
	X						X						X				
X					X									Х			
X									X					Х			
Х									X								Х

### Reading: Foundational Skills (K-5 only)

No high-quality matches for these standards.

## Writing

												Х			Х		х				
			X	X		X															
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### **Overview Matrix for Grade 4**

X

1 2 3

5

6

GFL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	GS	1	2	3	4	5
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								х	X															
										Х			Х											

X

X

X

X

X

## Language

No high-quality matches for these standards.

X

X

## **GRADE 4 KEY**

### **Geography Essential Elements and Standards**

### **WST**—The World in Spatial Terms

- 1 How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- 2 How to use mental maps to organize information about people, places, and environments in a spatial context
- 3 How to analyze the spatial organization of people, places, and environments on Earth's surface

### PR — Places and Regions

- 4 The physical and human characteristics of places
- 5 That people create regions to interpret Earth's complexity
- 6 How culture and experience influence people's perceptions of places and regions

### **PS** — Physical Systems

- 7 The physical processes that shape the patterns of Earth's surface
- The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

### **HS** — Human Systems

- The characteristics, distribution, and migration of human populations on Earth's surface
- 10 The characteristics, distribution, and complexity of Earth's cultural mosaics
- (1) The patterns and networks of economic interdependence on Earth's surface
- 12) The processes, patterns, and functions of human settlement
- (13) How the forces of cooperation and conflict among people influence the division and control of Earth's surface



### **ELA Grade-Specific Standard**



**Geography Performance Statement or Skill** 



**Exemplar Idea** 

### **Geographic Skills**

- 1 Asking Geographic Questions
- 2 Acquiring Geographic Information
- 3 Organizing Geographic Information
- 4 Analyzing Geographic Information
- (5) Answering Geographic Questions

### **ES** — Environment and Society

- 14 How human actions modify the physical environment
- 15 How physical systems affect human systems
- (6) The changes that occur in the meaning, use, distribution, and importance of resources

### **UG** — The Uses of Geography

- 10 How to apply geography to interpret the past
- (18) How to apply geography to interpret the present and plan for the future



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# **READING LITERATURE**

No high-quality matches for these standards.

## **GRADE 4**

## READING INFORMATIONAL TEXT

## **KEY IDEAS AND DETAILS**



- 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
  - WST 3 Spatial Concepts
    - » **1.A.** Describe and explain the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts.
  - HS (10) Cultural Diffusion and Change
    - » 3.A. Describe examples of changes in a culture.
    - » 3.B. Describe examples of the spread of a culture.
- 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
  - WST 1 Properties and Functions of Geographic Representations
    - » **1.B.** Describe how properties of geographic representations determine the purposes they can be used for.
  - HS 100 Patterns of Culture
    - » 2.A. Identify and describe examples of cultural markers (e.g., buildings, place names, monuments).







Key Ideas and Details

#### 2. WST 1 1.B.

Study different types of maps, with the titles missing. Talk about purposes of the maps, referring to details. Write titles for the maps and compare them to the actual titles.



- » 2.A. Identify and describe the characteristics of ecosystems.
- 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
  - ← WST ③ Spatial Patterns and Processes
    - » 2.A. Describe and compare distributions of people, places, and environments to examine spatial patterns, sequences, regularities, and irregularities.
  - PS 7 Physical Processes
    - » 3.A. Identify examples of physical processes.
  - HS 9 Characteristics of Population
    - » 1.A. Describe and compare the demographic characteristics of people in the local area.
  - ES (5) Environmental Hazards
    - » 2.A. Identify and describe the locations of environmental hazards.

### 3. HS 9 1.A.

Read and discuss If the World Were a Village: A Book About the World's People, by David J. Smith, to explore global demographics in an understandable way.

### 4. PR (4) 1.A., HS (10) 1.A.

Explore the meanings and look for examples of place, landscape, and culture in students' community in newspapers, photographs, maps, and other media.

## **CRAFT AND STRUCTURE**



- 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 4 topic or subject area.
  - WST 1 Properties and Functions of Geographic Representations
    - » 1.A. Identify and describe the properties (position and orientation, symbols, scale, perspective, coordinate systems) and functions of geographic representations.
  - PR 4 The Concept of Place
    - » 1.A. Describe the distinguishing characteristics and meanings of several different places.
  - BY HS (10) Characteristics of Culture
    - » 1.A. Identify and describe the characteristics of a culture.





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- » 1.A. Identify and explain the characteristics of renewable, nonrenewable, and flow resources.
- 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
  - PR 5 The Concept of Region
    - » 1.A. Describe the distinguishing characteristics and meanings of several different regions.



- 🐼 HS 📵 Territorial Divisions
  - » 1.A. Explain different types of territorial divisions (e.g., township, city, county, state, and country) and how they are used to manage and control Earth's surface.
- ES (5) Environmental Opportunities and Constraints
  - » 1.B. Describe examples in which the physical environment imposes constraints on human activities.
- ES (15) Environmental Hazards
  - » 2.B. Describe and analyze the effects of environmental hazards on human activities.



- 🐼 UG ⑪ Changes in Geographic Contexts
  - » 2.A. Analyze how places, regions, and environments change over time.
- 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
  - 🐼 WST 2 Individual Perceptions Shape Mental Maps
    - » 4.A. Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map.
  - 🚱 HS 🧐 Migration
    - » 3.A. Describe examples of different human migrations.
  - UG 17 Perceptions of Geographic Contexts
    - » 3.A. Describe examples of people's changing perceptions of the world.



### 5. PR (5) 1.A.

Determine the characteristics of your state that are similar to the unifying characteristics of the region it is in. Compare your state with a state in different region.

### **5.** ES (5) **1.B.**. ES (5) **2.B.**

Explore the causes/effects or problems/ solutions between humans and environmental interaction with natural hazards such as floods, tornados, volcanoes, hurricanes, and drought.

## INTEGRATION OF KNOWLEDGE AND IDEAS



- 7. Interpret information presented visually, or ally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
  - WST 1 Properties and Functions of Geographic Representations
    - **» 1.B.** Describe how properties of geographic representations determine the purposes they can be used for.
  - PS 7 Earth-Sun Relationships
    - » 2.A. Describe how Earth's position relative to the Sun affects conditions on Earth.
  - UG 18 Using Geography to Interpret the Present and Plan for the Future
    - » 1.A. Analyze geographic contexts in which current events and issues occur.
- 8. Explain how an author uses reasons and evidence to support particular points in a text.
  - WST 1 Using Geographic Representations
    - **» 4.A.** Describe and analyze the ways in which geographic representations communicate geospatial information.
  - UG 18 Changes in Geographic Contexts
    - **» 2.A.** Describe current changes in places, regions, and environments and predict how these locations may be different in the future.
  - HS 12 Functions of Settlements
    - » 2.A. Explain why some locations are better for settlement than others.



- 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Constructs answers to geographic questions using data.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - » 2.B. Construct maps and graphs to display geospatial data.
  - HS 12 Patterns of Settlement
    - » 3.A. Compare and explain the different types of settlements in the local region and the United States.

## RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**GRADF 4** 

## **READING: FOUNDATIONAL SKILLS**

No high-quality matches for these standards.



# **WRITING**

### **TEXT TYPES AND PURPOSES**



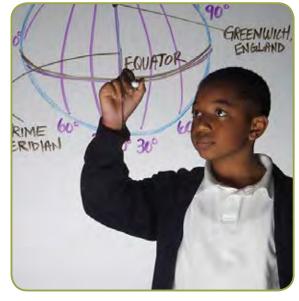
- 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - ES (13) Conflict
    - » 3.A. Analyze examples of disagreements over land uses in their community.
  - ES 66 Sustainable Resource Use and Management
    - » 3.A. Identify the ways in which different types of resources can be conserved, reused, and recycled.
  - UG (8) Perceptions of Geographic Contexts
    - **» 3.A.** Explain how people's perceptions of the world can change with new information and new experiences.
- 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - WST 3 Spatial Patterns and Processes
    - » **2.A.** Describe and compare distributions of people, places, and environments to examine spatial patterns, sequences, regularities, and irregularities.
  - PR 4 The Characteristics of Places
    - » 2.B. Describe and compare the human characteristics of places at a variety of scales, local to global.
  - PS 7 Components of Earth's Physical Systems
    - » 1.A. Identify attributes of Earth's different physical systems.



Text Types and Purposes

#### 2. PR 4 2.B.

To give students an audience for their writings, develop pen pal relationships through Peace Corps' correspondence match, or with a teacher and class in another country through ePals or iEARN. Students could also have pen pals in another state.



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- » 3.A. Describe examples of different human migrations.
- 🚱 UG 🕧 Perceptions of Geographic Contexts
  - » 3.A. Describe examples of people's changing perceptions of the world.

#### PRODUCTION AND DISTRIBUTION OF WRITING



- 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
  - 5 Geographic Skill Answering Geographic Questions
    - » 1.A. Constructs answers to geographic questions using data.
    - » 2.A. Describes various options for presenting answers to a geographic question.
- 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
  - 🐼 ES ⑯ Sustainable Resource Use and Management
    - » 3.A. Identify the ways in which different types of resources can be conserved, reused, and recycled.
  - UG 10 Using Geography to Interpret the Past
    - » 1.A. Describe the geographic context in which a historical event occurred.
- 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
  - 3 Geographic Skill Organizing Geographic Information
    - » 1.A. Constructs digital and paper maps, graphs, tables, and charts to display geographic information.



## RESEARCH TO BUILD AND PRESENT KNOWLEDGE



- 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
  - HS (10) Characteristics of Culture
    - » 1.A. Identify and describe the characteristics of a culture.
  - ES 4 Modification of the Physical Environment
    - » 1.A. Identify and describe ways in which humans modify the physical environment.
  - ES (5) Environmental Hazards
    - » 2.A. Identify and describe the locations of environmental hazards.
  - (4) Geographic Skill Analyzing Geographic Information
    - » 1.A. Analyzes simple graphs, tables, and maps using geographic data to identify relationships, patterns, and trends.
- **8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
  - **WST 2** Developing Mental Maps
    - » 1.A. Identify from memory the position and arrangement of physical and human features.
    - » 2.A. Identify from memory with increasing detail maps of a place or region.
  - ② Geographic Skill Acquiring Geographic Information
    - » 1.A. Describes and analyzes the characteristics of geographic information.
  - HS 12 Patterns of Settlement
    - **» 3.A.** Compare and explain the different types of settlements in the local region and the United States.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - » 3.A. Compare how different geospatial technologies are used to display geospatial data.



» 2.B. Analyze and explain why some goods and services are produced in certain places.



» 1.A. Analyzes simple graphs, tables, and maps using geographic data to identify relationships, patterns, and trends.

# **RANGE OF WRITING**



10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



Comprehension and Collaboration

#### 1. HS 9 2.B.

Interview older relatives or other adults about the changes in the community over time. Look at local maps, past and present, during the interview. Discuss why the interviewee has chosen to live there. Create a narrated video or slideshow with a variety of visuals and excerpts from the interviews.

# **GRADE 4**

# **SPEAKING AND LISTENING**

# **COMPREHENSION AND COLLABORATION**



- 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
  - WST 1 Using Geographic Representations
    - **» 4.A.** Describe and analyze the ways in which geographic representations communicate geospatial information.
  - HS 9 Spatial Distribution of Population
    - » 2.B. Explain why people live in different types of places.







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- » **2.A.** Describe current changes in places, regions, and environments and predict how these locations may be different in the future.
- **2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
  - HS 9 Characteristics of Population
    - » 1.A. Describe and compare the demographic characteristics of people in the local area.
  - PS 8 Characteristics and Geographic Distribution of Biomes
    - » 3.A. Describe the characteristics of biomes.
- 3. Identify the reasons and evidence a speaker provides to support particular points.
  - HS (10) Cultural Diffusion and Change
    - » 3.B. Describe examples of the spread of a culture.
  - HS (13) Conflict
    - » 3.A. Analyze examples of disagreements over land uses in their community.

### PRESENTATION OF KNOWLEDGE AND IDEAS



- 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
  - HS (11) Economic Activities
    - » 1.A. Describe different ways in which people can earn a living.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Constructs answers to geographic questions using data.



Comprehension and Collaboration

#### 1. UG 18 2.A.

Interview older relatives or other adults about the changes in the community over time. Look at local maps, past and present, during the interview. Discuss why the interviewee has chosen to live there. Create a narrated video or slideshow with a variety of visuals and excerpts from the interviews.

- ES (4) Consequences for People and Environments
  - » 3.A. Identify and describe examples of how human activities impact the physical environment.
- UG (7) Changes in Geographic Contexts
  - » 2.A. Analyze how places, regions, and environments change over time.
- **5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - » 2.B. Construct maps and graphs to display geospatial data.
  - ES (15) Adaptation to the Environment
    - » 3.A. Describe how people adapt to conditions of the physical environment.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Constructs answers to geographic questions using data.
- **6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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### **GRADE 4**

# **LANGUAGE**

No high-quality matches for these standards.





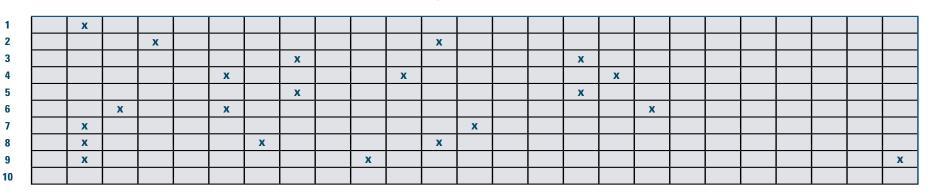
This chart indicates where solid alignments occur. GFL 1-18 are the geography standards and GS 1-5 are the geographic skills. Reading: Foundational Skills is for Grades K-5 only, and Reading and Writing in History/Social Studies, Science, and Technical Subjects is for Grades 6-12 only.



#### **Reading Literature**

No high-quality matches for these standards.

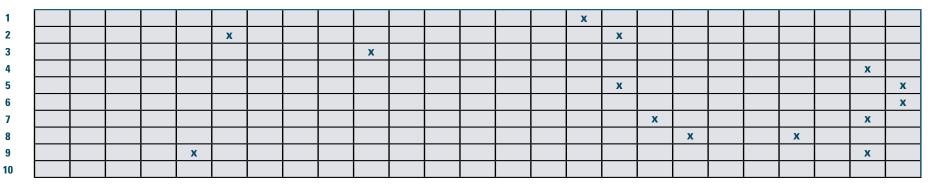
#### **Reading Informational Text**



#### Reading: Foundational Skills (K–5 only)

No high-quality matches for these standards.

#### Writing



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# Language

No high-quality matches for these standards.

# **GRADE 5 KEY**

#### **Geography Essential Elements and Standards**

#### **WST**—The World in Spatial Terms

- 1 How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- 2 How to use mental maps to organize information about people, places, and environments in a spatial context
- 3 How to analyze the spatial organization of people, places, and environments on Earth's surface

#### PR — Places and Regions

- 4) The physical and human characteristics of places
- 5 That people create regions to interpret Earth's complexity
- 6 How culture and experience influence people's perceptions of places and regions

#### **PS** — Physical Systems

- 7 The physical processes that shape the patterns of Earth's surface
- The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

#### **HS** — Human Systems

- The characteristics, distribution, and migration of human populations on Earth's surface
- 10 The characteristics, distribution, and complexity of Earth's cultural mosaics
- 11) The patterns and networks of economic interdependence on Earth's surface
- 12 The processes, patterns, and functions of human settlement
- (13) How the forces of cooperation and conflict among people influence the division and control of Earth's surface



#### **ELA Grade-Specific Standard**



**Geography Performance Statement or Skill** 



**Exemplar Idea** 

#### **Geographic Skills**

- 1 Asking Geographic Questions
- 2 Acquiring Geographic Information
- 3 Organizing Geographic Information
- 4 Analyzing Geographic Information
- (5) Answering Geographic Questions

#### **ES** — Environment and Society

- 14 How human actions modify the physical environment
- 15 How physical systems affect human systems
- (16) The changes that occur in the meaning, use, distribution, and importance of resources

#### **UG** — The Uses of Geography

- 10 How to apply geography to interpret the past
- (18) How to apply geography to interpret the present and plan for the future



# READING LITERATURE

No high-quality matches for these standards.

### **GRADE 5**

# READING INFORMATIONAL TEXT

#### **KEY IDEAS AND DETAILS**



- 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
  - WST 1 Using Geographic Representations
    - **\*\* 4.A.** Analyze geographic representations to ask and answer questions about spatial distributions and patterns.
  - HS 12 Patterns of Settlement
    - » 3.A. Compare and explain the location, number, and sizes of settlements in regions.
- 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
  - WST 3 Spatial Patterns and Processes
    - » **2.A.** Describe and compare the processes that influence the distribution of human and physical phenomena.
  - HS 11 Location and Spatial Patterns of Economic Activities
    - » 2.A. Compare and explain the advantages of one location over another in the access to factors of production.



Key Ideas and Details

1. WST 1 4.A., HS 1 3.A.

Map patterns of western migration using the U.S. Mega Map from National Geographic Education's MapMaker Kits (natgeoed.org/mapmakerkits). Find photos from the time period on the Library of Congress website (loc. gov) and attach them to the map at the locations where they were taken. Include captions and a map key.





- » 3.A. Analyze and explain the patterns that occur on Earth's surface as a result of physical processes.
- ES (5) Environmental Hazards
  - **2.B.** Explain the causes and locations of various types of environmental hazards.



# **CRAFT AND STRUCTURE**



- 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
  - PR 5 Regional Change
    - » 2.A. Describe and explain the changes in the boundaries and characteristics of regions.
  - HS 100 Patterns of Culture
    - » 2.B. Compare different cultural landscapes.
  - ES 16 Location and Distribution of Resources
    - » 2.A. Describe the physical processes that influence the formation and therefore spatial distribution of renewable, nonrenewable, and flow resources.
- 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
  - PS 7 Components of Earth's Physical Systems
    - » 1.B. Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes.
  - ES (15) Environmental Hazards
    - » **2.B.** Explain the causes and locations of various types of environmental hazards.





#### 3. PS 7 3.A., ES 15 2.B.

Explore the relationships between ideas and concepts in texts using different encyclopedic entries from National Geographic Education (natgeoed.org/encyclopedia).

#### 5. PS (7) 1.B., FS (15) 2.B.

Identify the causes and effects of natural hazards such as floods. tornados, volcanoes, hurricanes, or drought. Identify possible solutions to lessen the damage.







» 1.A. Identify and explain the criteria used to define formal, functional, and perceptual regions.



**\*\* 4.A.** Compare the mental maps of individuals to identify common factors that influence spatial understanding, perceptions, and preferences.

UG 17 Perceptions of Geographic Contexts

**» 3.A.** Explain how historical events were influenced by people's perceptions of people, places, regions, and environments.



#### Craft and Structure

#### 6. WST 2 4.A.

Draw a map of the route to school, showing landmarks. Compare and contrast the maps. How is the perception (point of view) different for walkers, bicyclists, and bus riders?

# INTEGRATION OF KNOWLEDGE AND IDEAS



- **7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
  - HS 12 Patterns of Settlements
    - » 3.A. Compare and explain the location, number, and sizes of settlements in regions.
  - WST 1 Properties and Functions of Geographic Representations
    - » **1.B.** Evaluate the appropriate use of geospatial representations for specific geographic tasks, such as analyzing spatial distributions and patterns.
- **8.** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
  - WST 1 Using Geographic Representations
    - » **4.A.** Analyze geographic representations to ask and answer questions about spatial distributions and patterns.



- PR 6 Changes in the Perception of Places and Regions
  - **» 2.A.** Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people.
- HS 111 Location and Spatial Patterns of Economic Activities
  - **» 2.A.** Compare and explain the advantages of one location over another in the access to factors of production.
- **9.** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
  - HS 9 Characteristics of Population
    - » 1.B. Compare the structures of populations in different places through the use of key demographic concepts.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - » 2.B. Construct maps using data acquired from a variety of sources in various formats (e.g., digital databases, text, tables, images).
  - (5) Geographic Skill Answering Geographic Questions
    - » 2.A. Constructs a presentation to answer a geographic question.

### RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



**10.** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.



# **READING: FOUNDATIONAL SKILLS**

No high-quality matches for these standards.

#### **GRADE 5**

# **WRITING**

### **TEXT TYPES AND PURPOSES**



- **1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - ES (5) Environmental Opportunities and Constraints
    - » 1.A. Explain how the characteristics of different physical environments offer opportunities for human activities.
- 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - ES 16 Types and Meanings of Resources
    - » 1.A. Describe examples of how cultures differ in their definition and use of resources.
  - PR 5 The Concept of Region
    - » 1.A. Identify and explain the criteria used to define formal, functional, and perceptual regions.



Text Types and Purpose

#### 2. ES 6 1.A., PR 5 1.A.

Create a survey focused on culture, resources, and physical geography. Contact a participating school in another country through ePals, iEARN, or other reputable organizations. Visualize and analyze the data using maps, charts, and other geographic representation tools.









» 3.B. Identify and explain push and pull factors influencing decisions to migrate.

### PRODUCTION AND DISTRIBUTION OF WRITING



- **4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
  - 4 Geographic Skill Analyzing Geographic Information
    - » 1.A. Analyzes graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.
- **5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  - ES 16 Sustainable Resource Use and Management
    - » 3.A. Explain how renewable resources can be continuously replenished through sustainable use.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Describes and explains the data and processes used to answer geographic questions.
- **6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
  - 5 Geographic Skill Answering Geographic Questions
    - » 2.A. Constructs a presentation to answer a geographic question.



#### RESEARCH TO BUILD AND PRESENT KNOWLEDGE



- 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
  - UG 10 Using Geography to Interpret the Past
    - » 1.A. Analyze and explain the influence of the geographic context on historical events.
  - 4 Geographic Skill Analyzing Geographic Information
    - » 1.A. Analyzing graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.
- 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
  - UG 18 Changes in Geographic Contexts
    - » 2.A. Describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future.
  - (2) Geographic Skill Acquiring Geographic Information
    - » 1.A. Explains which sources of geographic information will be needed for a geographic investigation.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - PR 4 The Characteristics of Place
    - » 2.B. Explain the ways that human processes change places.
  - (4) Geographic Skill Analyzing Geographic Information
    - » 1.A. Analyzing graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.



# **RANGE OF WRITING**



10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# **GRADE 5**

# **SPEAKING AND LISTENING**

#### COMPREHENSION AND COLLABORATION



- 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
  - HS 9 Migration
    - » 3.A. Identify and describe the types of migration in terms of time, distance, and cause.
  - UG 18 Perceptions of Geographic Contexts
    - » 3.A. Explain the role perception plays in planning for the present and the future.



- 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
  - PS 8 Components of Ecosystems
    - » 1.A. Describe how the components of ecosystems are connected and contribute to the energy of their own cycles.



#### 1. HS (9) 3.A.

Interview an adult who has moved from another state or country. Compile the results visually and through presentations and group discussion.

#### 1. UG 18 3.A.

Interview an adult who has moved from another state or country. Ask how the place where they moved is similar to or different from what they expected.



- **» 3.A.** Explain why increasing economic interdependence, and therefore globalization, depend on systems that deliver goods and services within and between regions.
- **3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
  - HS (10) Cultural Diffusion and Change
    - **» 3.B.** Explain the diffusion of a cultural characteristic, such as religious belief, music style, and architecture.
  - HS (13) Conflict
    - » 3.A. Explain how conflicting territorial claims can erupt over resources, land use, and ethnic and national identities.

Presentation of Knowledge and Idea

#### 4. HS 11 4.A.

Explore and collect data in the grocery store's produce section or the labels on the clothes and shoes in closets. How global are students' food or closets? Represent the data on maps, charts, or graphs.

# PRESENTATION OF KNOWLEDGE AND IDEAS



- **4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
  - HS 9 Spatial Distribution of Population
    - » 2.A. Explain the concepts of population distribution and density and how they change over time.
  - HS (11) Connecting Economic Activities
    - » **4.A.** Identify and describe examples of how people, products, and ideas move using integrated transportation and communication networks.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Describes and explains the data and processes used to answer geographic questions.



- **5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
  - HS (10) Cultural Diffusion and Change
    - **» 3.B.** Explain the diffusion of a cultural characteristic, such as religious belief, music style, and architecture.
  - 3 Geographic Skill Organizing Geographic Information
    - » 1.A. Describes and constructs appropriate forms of visualizations to represent different types of geographic data.
- **6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

# **LANGUAGE**

No high-quality matches for these standards.





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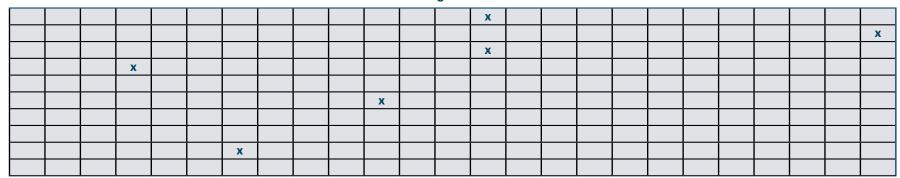
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This chart indicates where solid alignments occur. GFL 1-18 are the geography standards and GS 1-5 are the geographic skills. Reading: Foundational Skills is for Grades K-5 only, and Reading and Writing in History/Social Studies, Science, and Technical Subjects is for Grades 6-12 only.



#### **Reading Literature**

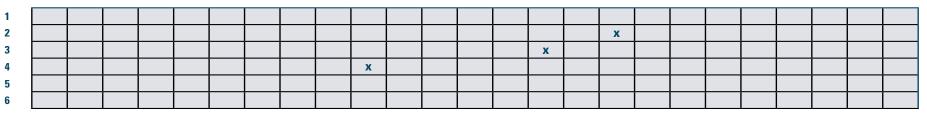


#### **Reading Informational Text**

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# **Speaking and Listening**



# Language

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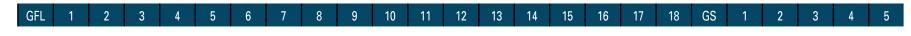
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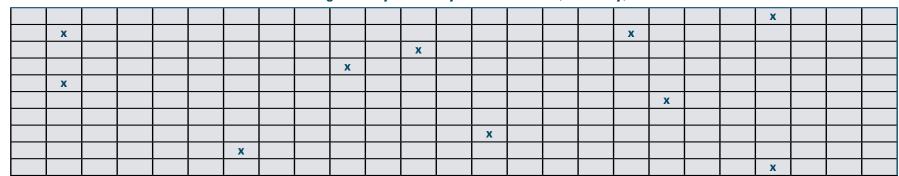
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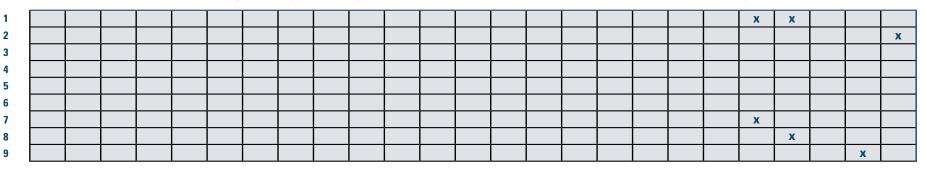
#### Reading Literacy in History/Social Studies (6–12 only)



#### Reading Literacy in Science and Technical Subjects (6–12 only)

No high-quality matches for these standards.

### Writing Literacy in History/Social Studies, Science, and Technical Subjects (6–12 only)



# **GRADE 6 KEY**

#### **Geography Essential Elements and Standards**

#### WST—The World in Spatial Terms

- 1 How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- 2 How to use mental maps to organize information about people, places, and environments in a spatial context
- 3 How to analyze the spatial organization of people, places, and environments on Earth's surface

#### PR — Places and Regions

- 4 The physical and human characteristics of places
- 5 That people create regions to interpret Earth's complexity
- 6 How culture and experience influence people's perceptions of places and regions

#### **PS** — Physical Systems

- 7 The physical processes that shape the patterns of Earth's surface
- The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

#### **HS** — Human Systems

- The characteristics, distribution, and migration of human populations on Earth's surface
- 10 The characteristics, distribution, and complexity of Earth's cultural mosaics
- (1) The patterns and networks of economic interdependence on Earth's surface
- 12) The processes, patterns, and functions of human settlement
- (13) How the forces of cooperation and conflict among people influence the division and control of Earth's surface



**ELA Grade-Specific Standard** 



**ELA Grade-Specific Standard in History/Social Studies** 



**ELA Grade-Specific Standard in Science** 



**Geography Performance Statement or Skill** 



**Exemplar Idea** 

#### **Geographic Skills**

- 1 Asking Geographic Questions
- ② Acquiring Geographic Information
- 3 Organizing Geographic Information
- 4 Analyzing Geographic Information
- (5) Answering Geographic Questions

#### **ES** — Environment and Society

- 14 How human actions modify the physical environment
- 15 How physical systems affect human systems
- 16 The changes that occur in the meaning, use, distribution, and importance of resources

#### **UG** — The Uses of Geography

- 10 How to apply geography to interpret the past
- 18 How to apply geography to interpret the present and plan for the future



# READING LITERATURE

#### **KEY IDEAS AND DETAILS**



1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.



- » **2.A.** Describe and explain examples of cooperation that focus on solving human and environmental issues.
- 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Describes and explains the data and processes used to answer geographic questions.
- **3.** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
  - HS (13) Conflict
    - » 3.A. Explain how conflicting territorial claims can erupt over resources, land use, and ethnic and national identities.



Key Ideas and Details

3. HS <sup>(1)</sup> 3.A.

Identify and describe the reasons for disputes over space on the playground or in the lunchroom.





# **CRAFT AND STRUCTURE**



- **4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
  - WST 3 Spatial Concepts
    - » 1.A. Describe the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts.
- **5.** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- 6. Explain how an author develops the point of view of the narrator or speaker in a text.

#### INTEGRATION OF KNOWLEDGE AND IDEAS



- 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
- 8. (Not applicable to literature).
- **9.** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
  - PR 6 The Perception of Places and Regions
    - » **1.A.** Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends).

### RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



**10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

# READING INFORMATIONAL TEXT

#### **KEY IDEAS AND DETAILS**



- 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - 🚱 ES ⑭ Consequences for People and Environments
    - **» 3.A.** Analyze the positive and negative consequences of humans changing the physical environment.
- 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
  - PR 5 Regional Change
    - » 2.A. Describe and explain the changes in the boundaries and characteristics of regions.
  - ES (5) Environmental Hazards
    - » 2.A. Describe and explain the types and characteristics of hazards.
    - » 2.B. Explain the causes and locations of various types of environmental hazards.
- **3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
  - (4) Geographic Skill Analyzing Geographic Information
    - » 1.A. Analyzes graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.



Key Ideas and Details

#### 1. ES (4) 3.A.

Use local papers to find explicit and inferred evidence in articles about building/development in the community or region.

**2.** Describe and explain how the transition of ethnic groups moving in and out of city neighborhoods results in the ethnic change of neighborhoods.

# **CRAFT AND STRUCTURE**



- 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

#### INTEGRATION OF KNOWLEDGE AND IDEAS



- 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
  - UG 10 Using Geography to Interpret the Past
    - » 1.A. Analyze and explain the influence of the geographic context on historical events.
  - UG 🔞 Using Geography to Interpret the Present and Plan for the Future
    - » 1.A. Describe and analyze the influences of geographic contexts on current events and issues.
- 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
  - ES 4 Modification of the Physical Environment
    - » 1.A. Describe and explain how human-induced changes in one place can affect the physical environment in other places.
  - ES (4) Consequences for People and Environments
    - » 3.A. Analyze the positive and negative consequences of humans changing the physical environment.



- **9.** Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
  - UG 17 Perceptions of Geographic Contexts
    - **» 3.A.** Explain how historical events were influenced by people's perceptions of people, places, regions, and environments.

### RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



**10.** By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

.....

#### **GRADE 6**

# **WRITING**

### **TEXT TYPES AND PURPOSES**



- 1. Write arguments to support claims with clear reasons and relevant evidence.
  - HS 12 Functions of Settlements
    - » 1.A. Describe the typical functions of settlements and explain how they might influence the success or failure of a settlement.





Text Types and Purposes

#### 2. ES (15) 2.A.

Explore where natural hazards occur in the United States and the geographic reasons. Use the U.S. Mega Map from National Geographic Education's MapMaker Kits (natgeoed.org/mapmakerkits) to locate areas that have high probability of natural hazard activity.

#### 3. HS 12 4.A.

Identify and describe a controversial land-use issue in the community.

- PS 7 Components of Earth's Physical Systems
  - » **1.B.** Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes.
- ES (15) Environmental Hazards
  - » **2.A.** Describe and explain the types and characteristics of hazards.
  - » 2.B. Explain the causes and locations of various types of environmental hazards.
- 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - ( HS 1 Urban Forms and Functions
    - » 4.A. Describe and analyze the spatial patterns of land use in cities.

# PRODUCTION AND DISTRIBUTION OF WRITING



- **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - 3 Geographic Skill Organizing Geographic Information
    - » 1.A. Describes and constructs appropriate forms of visualizations to represent different types of geographic data.
- **5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  - (3) Geographic Skill Organizing Geographic Information
    - » 1.A. Describes and constructs appropriate forms of visualizations to represent different types of geographic data.





8. ② Geographic Skill 1.A.

Assess the credibility of each source.

3 Geographic Skill Organizing Geographic Information

» 1.A. Describes and constructs appropriate forms of visualizations to represent different types of geographic data.

## RESEARCH TO BUILD AND PRESENT KNOWLEDGE



- 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
  - ES (5) Environmental Opportunities and Constraints
    - » 1.A. Explain how the characteristics of different physical environments offer opportunities for human activities.
    - » 1.B. Explain how the characteristics of different physical environments place constraints on human activities.
- 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
  - (📀) (2) Geographic Skill Acquiring Geographic Information
    - » 1.A. Explains which sources of geographic information will be needed for a geographic investigation.



- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - HS 11 Location and Spatial Patterns of Economic Activities
    - » 2.A. Compare and explain the advantages of one location over another in the access to factors of production.



# **RANGE OF WRITING**



10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

# **GRADE 6**

# **SPEAKING AND LISTENING**

#### COMPREHENSION AND COLLABORATION



- 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
  - ES 16 Types and Meanings of Resources
    - » 1.A. Describe examples of how cultures differ in their definition and use of resources.
- **3.** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
  - 🐼 ES 🐠 Modification of the Physical Environment
    - » 1.A. Describe and explain how human-induced changes in one place can affect the physical environment in other places.



Comprehension and Collaboration

#### 3. ES (4) 1.A.

Explain how industrial activities affect other locations (e.g., trace end-of-pipe chemicals downstream/through a watershed).

#### 3. ES (4) 1.A.

Examine how strip mining in West Virginia impacts communities' water sources.

#### 3. ES (4) 1.A.

Trace the Colorado River to Mexico.



### PRESENTATION OF KNOWLEDGE AND IDEAS



- 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
  - HS 9 Migration
    - » 3.C. Describe the consequences of migration for people as well as on the origin and destination places.
- 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



# **GRADE 6**

# **LANGUAGE**

### **CONVENTIONS OF STANDARD ENGLISH**



- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - 3 Geographic Skill Organizing Geographic Information
    - » **1.A.** Describes and constructs appropriate forms of visualizations to represent different types of geographic data.



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- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - (3) Geographic Skill Organizing Geographic Information
    - » 1.A. Describes and constructs appropriate forms of visualizations to represent different types of geographic data.

### **KNOWLEDGE OF LANGUAGE**



- 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - 3 Geographic Skill Organizing Geographic Information
    - **» 1.A.** Describes and constructs appropriate forms of visualizations to represent different types of geographic data.

# **VOCABULARY ACQUISITION AND USE**



- **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content,* choosing flexibly from a range of strategies.
- **5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
  - HS (1) Economic Activities
    - » 1.A. Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors.



# READING LITERACY IN HISTORY/SOCIAL STUDIES

# **KEY IDEAS AND DETAILS**



- 1. Cite specific textual evidence to support analysis of primary and secondary sources.
  - Quantum Companie 

    Output 

    Description 

    Output 

    Description 

    Output 

    Description 

    Output 

    Description 

    Output 

    Description 

    Description 

    Output 

    Description 

    Description
    - » 2.A. Explains the differences between primary and secondary sources of geographic information.



- 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - **3.A.** Construct and analyze geographic representations using data acquired from a variety of sources (e.g., student-generated data such as surveys, observations, fieldwork, etc., or existing data files) and formats (e.g., digital databases, text, tables, images).
- **3.** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
  - HS (11) Economic Activities
    - » 1.A. Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and guaternary sectors.
  - UG 17 Perceptions of Geographic Contexts
    - **3.A.** Explain how historical events were influenced by people's perceptions of people, places, regions, and environments.



Key Ideas and Details

#### 1. ② Geographic Skill 2.A.

Create a Venn Diagram comparing and contrasting primary and secondary sources.

#### 3. HS 11 1.A.

Describe the sequence of activities that occur in the manufacture of products.



# **CRAFT AND STRUCTURE**



- **4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
  - HS (9) Characteristics of Population
    - » 1.A. Describe and explain the demographic concepts of fertility and mortality, crude birth and death rates, natural increase and doubling time, race and ethnicity.
- 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
  - WST 1 Properties and Functions of Geographic Representations
    - » 1.A. Analyze and explain the properties (position and orientation, projections, symbols, scale, perspective, coordinate systems) and functions of geographic representations.
- **6.** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
  - UG 18 Perceptions of Geographic Context
    - » 3.A. Explain the role perception plays in planning for the present and the future.

# **KNOWLEDGE AND IDEAS**



- 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 8. Distinguish among fact, opinion, and reasoned judgment in a text.
  - HS (13) Cooperation
    - **» 2.A.** Describe and explain examples of cooperation that focus on solving human and environmental issues.
  - HS (13) Conflict
    - » 3.A. Explain how conflicting territorial claims can erupt over resources, land use, and ethnic and national identities.



Craft and Structure

4. HS (9) 1.A.

Create a word wall or word webs for the vocabulary related to this topic.

Integration of Knowledge and Ideas

**7., 8.** Describe and analyze state and international cooperation around controlling populations of zebra mussels and Asian carp in the Great Lakes.





- » 1.A. Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends).
- PR 6 Changes in the Perception of Places and Regions
  - **» 2.A.** Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people.
- ② Geographic Skill Acquiring Geographic Information
  - » 2.A. Explains the differences between primary and secondary sources of geographic information.



Integration of Knowledge and Ideas

#### 9. ② Geographic Skill 2.A.

Use brochures (secondary sources) to generate perception of a place prior to going on a field trip to primary source locations, such as a nature center or waste-water treatment plant. Use a KWL Chart (natgeoed.org/KWL) to capture information.

# RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



**10.** By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.



# **READING LITERACY IN** SCIENCE AND TECHNICAL SUBJECTS

No high-quality matches for these standards.



1. ① Geographic Skill 1.A., ② Geographic Skill 2.A. Use news articles from newspapers and magazines to generate geographic questions. Determine the primary and secondary sources of information used in the articles.

## **GRADF 6**

# WRITING LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

# **TEXT TYPES AND PURPOSES**



1. Write arguments focused on discipline-specific content.



1 Geographic Skill Asking Geographic Questions

» 1.A. Identifies geographic issues and constructs a question from a geographic perspective.



» 2.A. Explains the differences between primary and secondary sources of geographic information.







- 5 Geographic Skill Answering Geographic Questions
  - » 1.A. Describes and explains the data and processes used to answer geographic questions.
  - » 2.A. Constructs a presentation to answer a geographic question.
- **3.** (Not applicable as a separate requirement. Students' narrative skills continue to grow in these grades.)

# PRODUCTION AND DISTRIBUTION OF WRITING



**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



- **5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

# RESEARCH TO BUILD AND PRESENT KNOWLEDGE



7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.



- 1 Geographic Skill Asking Geographic Questions
  - » 1.A. Identifies geographic issues and constructs a question from a geographic perspective.



Research to Build and Present Knowledg

#### 7. ① Geographic Skill 1.A.

Begin with statistics to formulate questions, and then research life in some of Earth's extremes: countries with the highest/lowest gross domestic product (GDP), elevation, population, energy use, severe weather conditions, or birth rate.









8. ② Geographic Skill 1.A., 9. ④ Geographic Skill 1.A. Begin with statistics to formulate questions, and then research life in some of Earth's extremes: countries with the highest/lowest gross domestic product (GDP), elevation, population, energy use, severe weather conditions, or birth rate.

- 2 Geographic Skill Acquiring Geographic Information
  - » 1.A. Explains which source of geographic information will be needed for a geographic investigation.
- **9.** Draw evidence from informational texts to support analysis reflection, and research.
  - 4 Geographic Skill Analyzing Geographic Information
    - » 1.A. Analyzes graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.

# **RANGE OF WRITING**



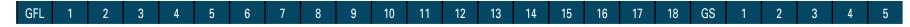
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



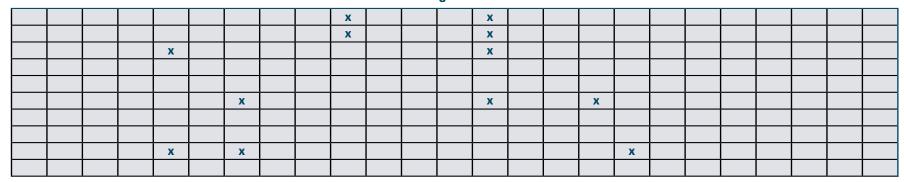


#### **Overview Matrix for Grade 7**

This chart indicates where solid alignments occur. GFL 1-18 are the geography standards and GS 1-5 are the geographic skills. Reading: Foundational Skills is for Grades K-5 only, and Reading and Writing in History/Social Studies, Science, and Technical Subjects is for Grades 6-12 only.



## **Reading Literature**



# **Reading Informational Text**

Γ					Х	х		Х							
					Х	Х		Х							
									X		Х	X			
				X				X		X					
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## **Overview Matrix for Grade 7**

2

2

3

5

	GFL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	GS	1	2	3	4	5
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# **Speaking and Listening**

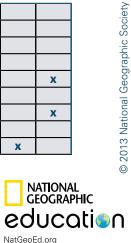
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# Language

			Х	Х		Х							

X

X



X

6

7

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X

X

X

X

# **GRADE 7 KEY**

#### **Geography Essential Elements and Standards**

#### **WST**—The World in Spatial Terms

- 1) How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- Output Description
  2 How to use mental maps to organize information about people, places, and environments in a spatial context
- 3 How to analyze the spatial organization of people, places, and environments on Earth's surface

#### PR — Places and Regions

- 4 The physical and human characteristics of places
- 5 That people create regions to interpret Earth's complexity
- (6) How culture and experience influence people's perceptions of places and regions

## **PS** — Physical Systems

- The physical processes that shape the patterns of Earth's surface
- 8 The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

## **HS** — Human Systems

- 9 The characteristics, distribution, and migration of human populations on Earth's surface
- 10 The characteristics, distribution, and complexity of Earth's cultural mosaics
- 11) The patterns and networks of economic interdependence on Earth's surface
- 12 The processes, patterns, and functions of human settlement
- (13) How the forces of cooperation and conflict among people influence the division and control of Earth's surface



**ELA Grade-Specific Standard** 



**ELA Grade-Specific Standard in History/Social Studies** 



**ELA Grade-Specific Standard in Science** 



**Geography Performance Statement or Skill** 



**Exemplar Idea** 

### **Geographic Skills**

- (1) Asking Geographic Questions
- 2 Acquiring Geographic Information
- 3 Organizing Geographic Information
- 4 Analyzing Geographic Information
- 5 Answering Geographic Questions

## **ES** — Environment and Society

- 14 How human actions modify the physical environment
- 15 How physical systems affect human systems
- 16 The changes that occur in the meaning, use, distribution, and importance of resources

## **UG** — The Uses of Geography

- 17 How to apply geography to interpret the past
- 18 How to apply geography to interpret the present and plan for the future



# READING LITERATURE

# **KEY IDEAS AND DETAILS**



- 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - HS 9 Migration
    - **» 3.C.** Describe the consequences of migration for people as well as on the origin and destination places.
  - HS (13) Conflict
    - » 3.A. Explain how conflicting territorial claims can erupt over resources, land use, and ethnic and national identities.
- 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
  - HS 9 Spatial Distribution of Population
    - » 2.A. Explain the concepts of population distribution and density and how they change over time.
  - HS (3) Territorial Divisions
    - » 1.A. Explain the types of boundaries based on physical and human characteristics.
- **3.** Analyze how particular elements of a story or drama interact (e.g., how setting shapes the character or plot).
  - PR 4 The Concept of Place
    - » 1.A. Explain how personal, community, or national identities are based on places.



#### Key Ideas and Details

- 1. Read one or more firsthand accounts of migrant stories from the Library of Congress (loc.gov). Summarize the consequences of migration for people, as well as on the origin and destination places, including textual evidence and inferences in the summaries.
- 2. Determine central ideas about the formation of mountains and, as you examine different regions of the world, analyze how the theme is developed to illustrate a pattern of mountain formations around the world.





» 2.A. Describe and explain examples of cooperation that focus on solving human and environmental issues.

# **CRAFT AND STRUCTURE**



- 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- 5. Analyze how a drama's or poem's form or structure (e.g., soliloguy, sonnet) contributes to its meaning.
- 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
  - PR 6 Changes in the Perception of Places and Regions
    - » 2.A. Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people.
  - HS 📵 Cooperation
    - » 2.A. Describe and explain examples of cooperation that focus on solving human and environmental issues.
  - ES 16 Types and Meanings of Resources
    - » 1.A. Describe examples of how cultures differ in their definition and use of resources.

# INTEGRATION OF KNOWLEDGE AND IDEAS



7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).



- 9. Compare and contrast a fictional portrayal of time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
  - PR 4 The Concept of Place
    - » 1.A. Explain how personal, community, or national identities are based on places.
  - PR 6 The Perception of Places and Regions
    - » 1.A. Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends).
  - 🐼 UG 🕧 Perceptions of Geographic Contexts
    - » 3.A. Explain how historical events were influenced by people's perceptions of people, places, regions, and environments.

9. Compare and contrast Laurence Yep's fictional portrayal of Chinese immigrants in turn-of-the-twentiethcentury San Francisco in *Dragonwings* to historical accounts of the same period (using materials detailing the 1906 San Francisco earthquake). Set a goal for students of gaining deeper understanding of how authors use or alter historical sources to create a sense of time and place as well as make fictional characters lifelike and real.

# RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.



# READING INFORMATIONAL TEXT

# **KEY IDEAS AND DETAILS**

- 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - PS 7 Components of Earth's Physical Systems
    - » 1.B. Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes.
  - HS 9 Migration
    - **» 3.C.** Describe the consequences of migration for people as well as on the origin and destination places.
  - HS (13) Conflict
    - » 3.A. Explain how conflicting territorial claims can erupt over resources, land use, and ethnic and national identities.
- 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
  - PS 7 Components of Earth's Physical Systems
    - » 1.A. Identify and describe patterns in the environment that result from the interaction of Earth's physical processes.
  - HS 9 Spatial Distribution of Population
    - » 2.A. Explain the concepts of population distribution and density and how they change over time.
  - HS (13) Territorial Divisions
    - » 1.A. Explain the types of boundaries based on physical and human characteristics.







3. UG 17 3.A., UG 18 3.A.

Investigate the interactions of characters with places/setting, as well as with ideas and events. In what ways does perception of place influence individual actions?

- ES 14 The Use of Technology
  - » 2.A. Describe and explain the ways in which technology has expanded the scale of human modification of the physical environment.
- UG 班 Perceptions of Geographic Contexts
  - » 3.A. Explain how historical events were influenced by people's perceptions of people, places, regions, and environments.
- UG 🔞 Perceptions of Geographic Contexts
  - » 3.A. Explain the role perception plays in planning for the present and the future.



# **CRAFT AND STRUCTURE**



- 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- 6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
  - PR 6 Changes in the Perception of Places and Regions
    - » 2.A. Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people.
  - HS (13) Cooperation
    - » 2.A. Describe and explain examples of cooperation that focus on solving human and environmental issues.



# INTEGRATION OF KNOWLEDGE AND IDEAS



- 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Describes and explains the data and processes used to answer geographic questions.
- 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

# RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



10. By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.



# **WRITING**

# **TEXT TYPES AND PURPOSES**



- 1. Write arguments to support claims with clear reasons and relevant evidence.
  - ents to support claims with clear reasons and relevant evider
  - » 4.A. Describe and analyze the spatial patterns of land use in cities.
  - ES (4) Consequences for People and Environments
    - **» 3.A.** Analyze the positive and negative consequences of humans changing the physical environment.
  - UG 18 Changes in Geographic Contexts

HS 12 Urban Forms and Functions

- » 2.A. Describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future.
- UG 18 Perceptions of Geographic Contexts
  - » 3.A. Explain the role perception plays in planning for the present and the future.
- 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
  - WST 3 Spatial Patterns and Processes
    - » **2.A.** Describe and compare the processes that influence the distribution of human and physical phenomena.
  - HS (10) Characteristics of Culture
    - » 1.A. Compare the cultural characteristics of different cultures.



#### Text Types and Purposes

1. Collect and graph data from the class on the top five states where students would choose to live and choose not to live. Discuss the reasons for choices, and use data and other evidence to analyze and develop arguments. Use the U.S. Mega Map from National Geographic Education's MapMaker Kits (natgeoed.org/mapmakerkits) to create a classroom map of the United States and have students identify their top five states and create a key.





- » **2.A.** Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people.
- HS 9 Spatial Distribution of Population
  - » 2.B. Analyze and explain the variations of population distribution on national and global scales.
- HS 13 Territorial Divisions
  - » 1.A. Explain the types of boundaries based on physical and human characteristics.

# PRODUCTION AND DISTRIBUTION OF WRITING



- **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **6.** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
  - 🐼 WST 🕦 Using Geospatial Data to Construct Geographic Representations
    - **» 3.A.** Construct and analyze geographic representations using data acquired from a variety of sources (e.g., student-generated data such as surveys, observations, fieldwork, etc., or existing data files) and formats (e.g., digital databases, text, tables, images).



#### Text Types and Purposes

**3.** Write a narrative about a place based on the characters' perceptions and how those perceptions changed because of events.

#### Production and Distribution of Writing

**6.** Analyze environmental change by annotating a series of remotely-sensed images of the same location taken on different dates.

# RESEARCH TO BUILD AND PRESENT KNOWLEDGE



- 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
  - (1) Geographic Skill Asking Geographic Questions
    - » 1.A. Identifies geographic issues and constructs a question from a geographic perspective.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Describes and explains the data and processes used to answer geographic questions.
- 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
  - ₩ST ① Using Geospatial Data to Construct Geographic Representations
    - » 2.A. Identify the variety of geospatial data sources (e.g., student-generated data such as surveys, observations, and fieldwork or data sources such as US Census data, US Geological Survey (USGS), and the United Nations) and formats (e.g., digital databases, text, tables, images).
  - Quantities (2) Geographic Skill Acquiring Geographic Information
    - » 1.A. Explains which sources of geographic information will be needed for a geographic investigation.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - 4 Geographic Skill Analyzing Geographic Information
    - » **1.A.** Analyzes graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.



#### Research to Build and Present Knowledg

- 7. Explore the question: What are some of the reasons why people move from rural areas in a developing country to its largest and most crowded city?
- **8.** Identify the different data formats that can be used to organize data sets for population, landforms, road networks, weather, etc. (e.g., tables, graphs, maps, and remotely-sensed images).

#### 9. 4 Geographic Skill 1.A.

Use map keys of various maps to determine patterns of population density and explanations for the patterns.

# **RANGE OF WRITING**



10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **GRADE 7**

# **SPEAKING AND LISTENING**

# **COMPREHENSION AND COLLABORATION**



- 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
- 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - **3.A.** Construct and analyze geographic representations using data acquired from a variety of sources (e.g., student-generated data such as surveys, observations, fieldwork, etc., or existing data files) and formats (e.g., digital databases, text, tables, images).
  - HS 11 Location and Spatial Patterns of Economic Activities
    - » 2.A. Compare and explain the advantages of one location over another in the access to factors of production.
  - 4 Geographic Skill Analyzing Geographic Information
    - » 1.A. Analyzes graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.



3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

# PRESENTATION OF KNOWLEDGE AND IDEAS



- 4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume and clear pronunciation.
  - (5) Geographic Skill Answering Geographic Questions
    - » 2.A. Constructs a presentation to answer a geographic question.
- 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - » 2.B. Construct maps using data acquired from a variety of sources and in various formats (e.g., digital databases, text, tables, images).
  - 5 Geographic Skill Answering Geographic Questions
    - » 2.A. Constructs a presentation to answer a geographic question.
- 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



# **LANGUAGE**

# **CONVENTIONS OF STANDARD ENGLISH**



- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

# **KNOWLEDGE OF LANGUAGE**



3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

# **VOCABULARY ACQUISITION AND USE**



- **4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
  - PR 5 The Concept of Region
    - » 1.A. Identify and explain the criteria used to define formal, functional, and perceptual regions.
  - PS 7 Components of Earth's Physical Systems
    - » 1.A. Identify and describe patterns in the environment that result from the interaction of Earth's physical processes.



Vocabulary Acquisition and Use

**4.** Explain to students that the word *formal* when describing geographic regions means something different than it does in common language.



- » 1.A. Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors.
- **1.** HS **9 1.B**.
- Use U.S. Census data (census.gov) to analyze demographic characteristics of places.
- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.6. Acquire and use accurately grade-appropriate general academic and domain-specific words.
- 1. UG 17 1.A.

Compare and contrast maps or photos of the same location from two different time periods.

**6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**GRADE 7** 

# READING LITERACY IN HISTORY/SOCIAL STUDIES

# **KEY IDEAS AND DETAILS**



- 1. Cite specific textual evidence to support analysis of primary and secondary sources.
  - HS 9 Characteristics of Population
    - » **1.B.** Compare the structures of populations in different places through the use of key demographic concepts.
  - UG Using Geography to Interpret the Past
    - » 1.A. Analyze and explain the influence of the geographic context on historical events.
  - Q Geographic Skill Acquiring Geographic Information
    - » **2.A.** Explains the differences between primary and secondary sources of geographic information.



- 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
  - UG 10 Using Geography to Interpret the Past
    - » 1.A. Analyze and explain the influence of the geographic context on historical events.
  - ES 6 Sustainable Resource Use and Management
    - » 3.A. Explain how renewable resources can be continuously replenished through sustainable use.
- **3.** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
  - WST 3 Spatial Models
    - **» 3.A.** Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models.

# **CRAFT AND STRUCTURE**



- **4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
  - PR 5 The Concept of Region
    - » 1.A. Identify and explain the criteria used to define formal, functional, and perceptual regions.
  - HS (9) Characteristics of Population
    - » 1.A. Describe and explain the demographic concepts of fertility and mortality, crude birth and death rates, natural increase and doubling time, race and ethnicity.
  - HS (1) Economic Activities
    - » 1.A. Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors.

#### Key Ideas and Details

2. Read the Antarctica Treaty of 1959 (primary source available at loc.gov) and discuss its impact on exploration and scientific research. Discuss how treaties and other international agreements affect the way of life in various parts of the world and demonstrate a more global community.

#### 3. WST 3 3.A.

Research reasons people have migrated in different time periods. Then design a visual showing the different reasons and how the reasons varied based on location and time period. Or analyze the routes of migration or why immigrants of different countries settled in specific areas (e.g., similar climate, easy travel routes, and family connections).

#### Craft and Structure

**4.** Use word sort activities to cluster words that are associated with specific world regions.







- » **2.A.** Describe and explain the changes in the boundaries and characteristics of regions.
- WST 3 Spatial Patterns and Processes
  - » 2.A. Describe and compare the processes that influence the distribution of human and physical phenomena.
- A HS (10) Patterns of Culture
  - » 2.B. Compare different cultural landscapes.
- HS 9 Migration
  - » 3.A. Identify and describe the types of migrations in terms of time, distance, and cause.



- 6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
  - UG 18 Using Geography to Interpret the Present and Plan for the Future
    - » 1.A. Describe and analyze the influences of geographic contexts on current events and issues.
  - 🚱 UG ⑱ Changes in Geographic Context
    - » 2.A. Describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future.
  - UG 18 Perceptions of Geographic Contexts
    - » 3.A. Explain the role perception plays in planning for the present and the future.



- 5. Explore books by Peter Menzel, such as Material World or Hungry Planet, to see comparative presentation of text and photographs.
- 5. HS 9 3.A.

Use data from the Library of Congress (loc.gov) regarding the movement of people in the United States to map the migration at various times in history.

6. Use readings from various authors (from different countries or national organizations) to determine their point of view on the same subject, such as climate change or population growth. Analyze how authors have different perspectives on the same issue.



# INTEGRATION OF KNOWLEDGE AND IDEAS



- 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
  - WST 1 Properties and Functions of Geographic Representations
    - » **1.B.** Evaluate the appropriate use of geospatial representations for specific geographic tasks, such as analyzing spatial distributions and patterns.
  - WST 3 Spatial Models
    - **» 3.A.** Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Describes and explains the data and processes used to answer geographic questions.
- 8. Distinguish among fact, opinion, and reasoned judgment in a text.
  - ES (5) Environmental Opportunities and Constraints
    - » 1.A. Explain how the characteristics of different physical environments offer opportunities for human activities
  - HS 12 Urban Forms and Functions
    - » 4.A. Describe and analyze the spatial patterns of land use in cities.
- **9.** Analyze the relationship between a primary and secondary source on the same topic.
  - UG 10 Perceptions of Geographic Contexts
    - **» 3.A.** Explain how historical events were influenced by people's perceptions of people, places, regions, and environments.
  - PR 6 Changes in the Perception of Places and Regions
    - » 2.A. Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people.



#### Integration of Knowledge and Ideas

- 7. Gather data for specific topics and choose appropriate visuals (e.g., maps, charts, diagrams) that will demonstrate an understanding of the topic.
- **9.** Read articles and view media events related to the Arab Spring and compare the points of view of the various authors or news sources. Differentiate between primary and secondary sources of information.



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» 2.A. Explains the differences between primary and secondary sources of geographic information.

# RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



**10**. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

**GRADE 7** 

# READING LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

# **KEY IDEAS AND DETAILS**



- 1. Cite specific textual evidence to support analysis of science and technical texts.
  - PS 7 Components of Earth's Physical Systems
    - » 1.B. Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes.
  - PS 7 Physical Processes
    - » 3.A. Analyze and explain the patterns that occur on Earth's surface as a result of physical processes.
  - PS 8 Characteristics and Geographic Distribution of Biomes
    - **» 3.A.** Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes.



- » 1.A. Identify and describe patterns in the environment that result from the interaction of Earth's physical processes.
- PS 8 Characteristics and Geographic Distribution of Ecosystems
  - » **2.A.** Describe and explain how physical processes determine the characteristics of ecosystems.



- WST 1 Using Geospatial Data to Construct Geographic Representations
  - **3.A.** Construct and analyze geographic representations using data acquired from a variety of sources (e.g., student-generated data such as surveys, observations, fieldwork, etc., or existing data files) and formats (e.g., digital databases, text, tables, images).

# **CRAFT AND STRUCTURE**

- **4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.
  - WST 1 Properties and Functions of Geographic Representations
    - » 1.A. Analyze and explain the properties (position and orientation, projections, symbols, scale, perspective, coordinate systems) and functions of geographic representations.
- **5.** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- **6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
  - UG 18 Using Geography to Interpret the Present and Plan for the Future
    - » 1.A. Describe and analyze the influences of geographic contexts on current events and issues.



#### Key Ideas and Details

#### 2. PS 7 1.A., PS 8 2.A.

Use a two-column chart (natgeoed. org/two-column chart) to organize details about how different authors describe the same place. List three or four different texts and their authors on the left, and examples of how each characterizes the setting on the right. How are the descriptions similar and different?

#### 3. WST 1 3.A.

Create a story map using
National Geographic Education's
MapMaker Interactive
(natgeoed.org/mapmaker-interactive).



# INTEGRATION OF KNOWLEDGE AND IDEAS



- 7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - » 2.A. Identify the variety of geospatial data sources (e.g., student-generated data such as surveys, observations, and fieldwork or data sources such as US Census data, US Geological Survey (USGS), and the United Nations) and formats (e.g., digital databases, text, tables, images).
  - PS 8 Components of Ecosystems
    - » 1.B. Construct a model to explain how an ecosystem works.
  - Geographic Skill Organizing Geographic Information
    - » 1.A. Describes and constructs appropriate forms of visualizations to represent different types of geographic data.
- 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
  - ES 4 Modification of the Physical Environment
    - » 1.A. Describe and explain how human-induced changes in one place can affect the physical environment in other places.
  - ES (4) Consequences for People and Environments
    - » 3.A. Analyze the positive and negative consequences of humans changing the physical environment.
  - UG 18 Using Geography to Interpret the Present and Plan for the Future
    - **» 1.B.** Describe and analyze the influences of geographic contexts on the process of planning for the future.



- 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
  - ES 4 Modification of the Physical Environment
    - » 1.A. Describe and explain how human-induced changes in one place can affect the physical environment in other places.
  - ES (4) Consequences for People and Environments
    - » 3.A. Analyze the positive and negative consequences of humans changing the physical environment.
  - ) UG 🔞 Using Geography to Interpret the Present and Plan for the Future
    - » 1.B. Describe and analyze the influences of geographic contexts on the process of planning for the future.

# RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

# WRITING LITERACY IN HISTORY/ SOCIAL STUDIES, SCIENCE, AND **TECHNICAL SUBJECTS**

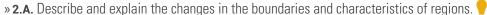
# **TEXT TYPES AND PURPOSES**



1. Write arguments focused on discipline-specific content.



PR 5 Regional Change





- 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - ) WST 🕦 Properties and Functions of Geographic Representations
    - » 1.A. Analyze and explain the properties (position and orientation, projections, symbols, scale, perspective, coordinate systems) and functions of geographic representations.
  - 3 Geographic Skill Organizing Geographic Information
    - » 1.A. Describes and constructs appropriate forms of visualizations to represent different types of geographic data.
- 3. (Not applicable as a separate requirement. Students' narrative skills continue to grow in these grades.)





#### 1. PR (5) 2.A.

Research and explain patterns of regional change, such as rapid growth of the world's major cities, or "megacities." Why does South Asia have the most emerging megacities? What were the "megacities" throughout history?



# PRODUCTION AND DISTRIBUTION OF WRITING



**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



- **5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Describes and explains the data and processes used to answer geographic questions.
- **6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - **3.A.** Construct and analyze geographic representations using data acquired from a variety of sources (e.g., student-generated data such as surveys, observations, fieldwork, etc., or existing data files) and formats (e.g., digital databases, text, tables, images).
  - HS 9 Spatial Distribution of Population
    - » 2.B. Analyze and explain the variations of population distribution on national and global scales.
  - HS (11) Connecting Economic Activities
    - **» 3.A.** Explain why increasing economic interdependence, and therefore globalization, depend on systems that deliver goods and services within and between regions.



# RESEARCH TO BUILD AND PRESENT KNOWLEDGE



7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.



- 1 Geographic Skill Asking Geographic Questions
  - » 1.A. Identifies geographic issues and constructs a question from a geographic perspective.



- (5) Geographic Skill Answering Geographic Questions
  - » 1.A. Describes and explains the data and processes used to answer geographic guestions.



- 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
  - WST ① Using Geospatial Data to Construct Geographic Representations
    - » 2.A. Identify the variety of geospatial data sources (e.g., student-generated data such as surveys, observations, and fieldwork or data sources such as US Census data, US Geological Survey (USGS), and the United Nations) and formats (e.g., digital databases, text, tables, images).
  - (2) Geographic Skill Acquiring Geographic Information
    - » 1.A. Explains which sources of geographic information will be needed for a geographic investigation.
- 9. Draw evidence from informational texts to support analysis reflection, and research.
  - 4 Geographic Skill Analyzing Geographic Information
    - » 1.A. Analyzes graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.

# **RANGE OF WRITING**



10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.





7. ① Geographic Skill 1.A., ⑤ Geographic Skill 1.A. Use the National Geographic Education encyclopedic entries (natgeoed.org/ encyclopedia), National Geographic magazine, and additional sources for research on geographic issues such as biodiversity, ocean conservation, natural disasters, refugees, freshwater, agriculture, population growth, World Heritage Sites, and more.





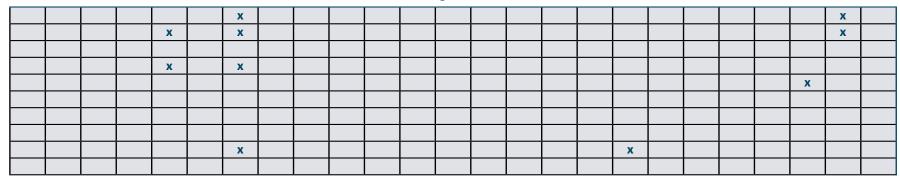
NatGeoEd.org

#### **Overview Matrix for Grade 8**

This chart indicates where solid alignments occur. GFL 1-18 are the geography standards and GS 1-5 are the geographic skills. Reading: Foundational Skills is for Grades K-5 only, and Reading and Writing in History/Social Studies, Science, and Technical Subjects is for Grades 6-12 only.



## **Reading Literature**



# **Reading Informational Text**

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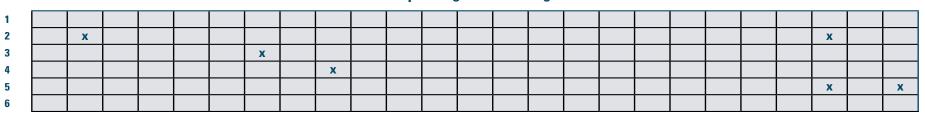
## **Overview Matrix for Grade 8**

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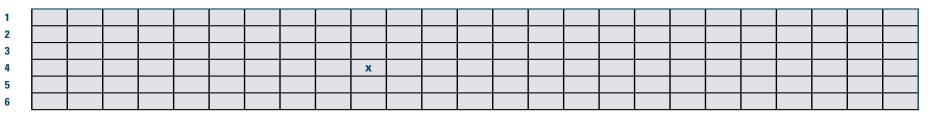
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# **Speaking and Listening**



# Language



X

9

# **GRADE 8 KEY**

#### **Geography Essential Elements and Standards**

#### **WST**—The World in Spatial Terms

- 1) How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- Output Description
  2 How to use mental maps to organize information about people, places, and environments in a spatial context
- 3 How to analyze the spatial organization of people, places, and environments on Earth's surface

#### PR — Places and Regions

- 4 The physical and human characteristics of places
- 5 That people create regions to interpret Earth's complexity
- (6) How culture and experience influence people's perceptions of places and regions

#### **PS** — Physical Systems

- The physical processes that shape the patterns of Earth's surface
- 8 The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

#### **HS** — Human Systems

- 9 The characteristics, distribution, and migration of human populations on Earth's surface
- 10 The characteristics, distribution, and complexity of Earth's cultural mosaics
- 11) The patterns and networks of economic interdependence on Earth's surface
- 12 The processes, patterns, and functions of human settlement
- (13) How the forces of cooperation and conflict among people influence the division and control of Earth's surface



**ELA Grade-Specific Standard** 



**ELA Grade-Specific Standard in History/Social Studies** 



**ELA Grade-Specific Standard in Science** 



**Geography Performance Statement or Skill** 



**Exemplar Idea** 

#### **Geographic Skills**

- (1) Asking Geographic Questions
- 2 Acquiring Geographic Information
- 3 Organizing Geographic Information
- 4 Analyzing Geographic Information
- 5 Answering Geographic Questions

#### **ES** — Environment and Society

- 14 How human actions modify the physical environment
- 15 How physical systems affect human systems
- 16 The changes that occur in the meaning, use, distribution, and importance of resources

#### **UG** — The Uses of Geography

- 17 How to apply geography to interpret the past
- 18 How to apply geography to interpret the present and plan for the future



#### **GRADE 8**

# READING LITERATURE

#### **KEY IDEAS AND DETAILS**



- 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
  - PR 6 The Perception of Places and Regions
    - » 1.A. Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends).
  - (4) Geographic Skill Analyzing Geographic Information
    - » 1.A. Analyzes graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.
- 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
  - PR 6 Changes in the Perception of Places and Regions
    - » **2.A.** Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people.
  - PR 4 The Concept of Place
    - » 1.A. Explain how personal, community, or national identities are based on places.
  - (A) Geographic Skill Analyzing Geographic Information
    - » 1.A. Analyzes graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.



Key Ideas and Details

2. PR ① 1.A., ② Geographic Skill 1.A.

Explore the use of Google Lit Trips
(www.googlelittrips.com) to reinforce
the concept of place and setting and
the relationship to characters and plot.

## **CRAFT AND STRUCTURE**



- **4.** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
  - PR 4 The Concept of Place
    - » 1.A. Explain how personal, community, or national identities are based on places.
  - PR 6 The Perception of Places and Regions
    - » 1.A. Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends).
- **5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
  - 3 Geographic Skill Organizing Geographic Information
    - » 1.A. Describes and constructs appropriate forms of visualizations to represent different types of geographic data.
  - Geographic Skill Organizing Geographic Information
    - » 1.B. Explains the advantages of using different forms of geographic representations for data.
- **6.** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.



## INTEGRATION OF KNOWLEDGE AND IDEAS



- **7.** Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- 8. (Not applicable to literature)
- **9.** Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
  - PR 6 The Perception of Places and Regions
    - » 1.A. Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends).
  - UG 17 Perceptions of Geographic Contexts
    - **» 3.A.** Explain how historical events were influenced by people's perceptions of people, places, regions, and environments.

#### RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



**10**. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.



#### **GRADE 8**

# READING INFORMATIONAL TEXT

## **KEY IDEAS AND DETAILS**



- 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
  - PR 5 The Concept of Region
    - » 1.A. Identify and explain the criteria used to define formal, functional, and perceptual regions.
- 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
  - Any Geography for Life content standard will align.
- **3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
  - PR 4 The Concept of Place
    - » 1.A. Explain how personal, community, or national identities are based on places.
  - HS (10) Characteristics of Culture
    - » 1.A. Compare the cultural characteristics of different cultures.



## **CRAFT AND STRUCTURE**



4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.



4 Geographic Skill Analyzing Geographic Information

- » 1.A. Analyzes graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.
- 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- 6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.



» 1.A. Explain how personal, community, or national identities are based on places.

# INTEGRATION OF KNOWLEDGE AND IDEAS



7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.



» 2.A. Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people.



» 2.A. Constructs a presentation to answer a geographic question.



#### 7. 5 Geographic Skill 2.A.

Evaluate the effectiveness of National Geographic's "7 Billion" video (natgeoed.org/7billion). Compare the treatment of the topic in different types of media.





- (4) Geographic Skill Analyzing Geographic Information
  - » 1.A. Analyzes graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.
- 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
  - (3) Geographic Skill Organizing Geographic Information
    - » 1.A. Describes and constructs appropriate forms of visualizations to represent different types of geographic data.

# RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

## **GRADE 8**

# **WRITING**

## TEXT TYPES AND PURPOSES



- 1. Write arguments to support claims with clear reasons and relevant evidence.
  - WST 1 Properties and Functions of Geographic Representations
    - » 1.B. Evaluate the appropriate use of geospatial representations for specific geographic tasks, such as analyzing spatial distributions and patterns.



#### 8. 4 Geographic Skill 1.A.

Describe how changes in the economy of a community may affect personal perception of that place and people's plans for the future.

#### 8. 4 Geographic Skill 1.A.

Describe how the increasing demand for water resources will affect the physical environment and suggest ways to replenish and conserve water resources.

#### 9. 3 Geographic Skill 1.A.

Explore different texts with arguments for and against use of natural resources such as strip mining, logging, fracking, or other extraction industries.

#### 1. WST (1) 1.B.

Explain why particular maps are appropriate for particular purposes.





Text Types and Purposes

2. WST 1 2.B.

Conduct research on a topic and create a geographic representation (e.g., map, chart) to convey relevant content from a geographic perspective.

- WST 1 Using Geospatial Data to Construct Geographic Representations
  - **2.B.** Construct maps using data acquired from a variety of sources and in various formats (e.g., digital databases, text, tables, images).
- 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
  - - » **2.A.** Describe and compare the processes that influence the distribution of human and physical phenomena.
  - HS 9 Spatial Distribution of Population
    - » 2.A. Explain the concepts of population distribution and density and how they change over time.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Describes and explains the data and processes used to answer geographic questions.

#### PRODUCTION AND DISTRIBUTION OF WRITING



- **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - PR 4 The Characteristics of Place
    - » 2.A. Explain the ways that physical processes change places.
  - HS (13) Cooperation
    - » 2.A. Describe and explain examples of cooperation that focus on solving human and environmental issues.



- ES (6) Sustainable Resource Use and Management
  - » 3.A. Explain how renewable resources can be continuously replenished through sustainable use.
- 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

## RESEARCH TO BUILD AND PRESENT KNOWLEDGE

and audience have been addressed.



- 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
  - WST 1 Using Geographic Representations
    - » 4.A. Analyze geographic representations to ask and answer questions about spatial distributions and patterns.
  - 1 Geographic Skill Asking Geographic Questions
    - » 1.A. Identifies geographic issues and constructs a question from a geographic perspective.



- 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - » 2.B. Construct maps using data acquired from a variety of sources and in various formats (e.g., digital databases, text, tables, images).



7. WST 1 4.A., 1 Geographic Skill 1.A. Use National Geographic Education's MapMaker Interactive (natgeoed. org/mapmaker-interactive) to explore geographic data and develop geographic questions for research and analysis. Or create a map representing a proposed "correlation" between two or more layers on the map, such as population density to climate.

#### 7. ① Geographic Skill 1.A.

Identify geographic issues and problems in news articles while constructing questions that would address the issue from a geographic perspective.





- ES (4) Modification of the Physical Environment
  - » 1.A. Describe and explain how human-induced changes in one place can affect the physical environment in other places.

## RANGE OF WRITING



10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

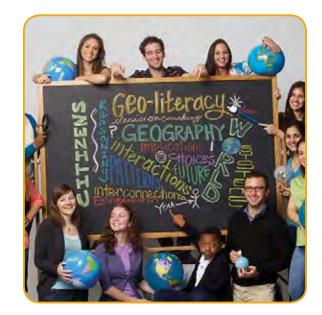


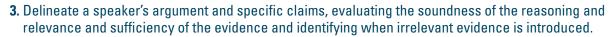
# **SPEAKING AND LISTENING**

## COMPREHENSION AND COLLABORATION



- 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - » 2.A. Identify the variety of geospatial data sources (e.g., student-generated data such as surveys, observations, and fieldwork or data sources such as US Census data, US Geological Survey (USGS), and the United Nations) and formats (e.g., digital databases, text, tables, images).





PR 6 Changes in the Perception of Places and Regions

» **2.A.** Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people.



Presentation of Knowledge and Idea

#### 5. 3 Geographic Skill 1.A.

Cite or create different types of relevant maps, charts, and graphs (e.g., flowcharts, timelines, climographs, population pyramids, satellite imagery, and geographic information systems [GIS]) to include with a presentation.

## PRESENTATION OF KNOWLEDGE AND IDEAS



- **4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
  - PS 8 Components of Ecosystems
    - » 1.B. Construct a model to explain how an ecosystem works.
- **5.** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
  - (3) Geographic Skill Organizing Geographic Information
    - » **1.A.** Describes and constructs appropriate forms of visualizations to represent different types of geographic data.
  - (5) Geographic Skill Answering Geographic Questions
    - » 2.A. Constructs a presentation to answer a geographic question.
- **6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



#### **GRADE 8**

# **LANGUAGE**

#### **CONVENTIONS OF STANDARD ENGLISH**



- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Any Geography for Life content standard will align.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Any Geography for Life content standard will align.

# **KNOWLEDGE OF LANGUAGE**



3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **VOCABULARY ACQUISITION AND USE**



- 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
  - HS 9 Characteristics of Population
    - » 1.A. Describe and explain the demographic concepts of fertility and mortality, crude birth and death rates, natural increase and doubling time, race and ethnicity.



**6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

.....

## **GRADE 8**

# READING LITERACY IN HISTORY/SOCIAL STUDIES

#### **KEY IDEAS AND DETAILS**



- 1. Cite specific textual evidence to support analysis of primary and secondary sources.
  - WST 2 Individual Perceptions Shape Mental Maps
    - **» 4.A.** Compare the mental maps of individuals to identify common factors that influence spatial understanding, perceptions, and preferences.
  - @ @ Geographic Skill Acquiring Geographic Information
    - » 2.A. Explains the differences between primary and secondary sources of geographic information.
- 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
  - Q Geographic Skill Acquiring Geographic Information
    - » **2.A.** Explains the differences between primary and secondary sources of geographic information.



- **3.** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
  - PR 4 The Characteristics of Place
    - » 2.A. Explain the ways that physical processes change places.
    - » 2.B. Explain the ways that human processes change places.
  - ② Geographic Skill Acquiring Geographic Information
    - » 2.A. Explains the differences between primary and secondary sources of geographic information.
  - UG (17) Changes in Geographic Contexts
    - » **2.A.** Describe and explain changes in the geographic characteristics and spatial organizations of places, regions, and environments in the past.



Kev Ideas and Details

3. UG 10 2.A.

Describe and explain changes in the geographic characteristics and spatial organizations of places, regions, and environments.

Craft and Structure

4. HS 9 1.A.

Describe the demographic and social characteristics of countries with high and low crude birth and death rates.

## **CRAFT AND STRUCTURE**



- **4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
  - HS 9 Characteristics of Population
    - » 1.A. Describe and explain the demographics of fertility and mortality, crude birth and death rates, natural increase and doubling time, race and ethnicity.
    - **» 1.B.** Compare the structures of populations in different places through the use of key demographic concepts.
- 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
  - WST 1 Properties and Functions of Geographic Representations
    - » 1.A. Analyze and explain the properties (position and orientation, projections, symbols, scale, perspective, coordinate systems) and functions of geographic representations.
- **6.** Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).



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## INTEGRATION OF KNOWLEDGE AND IDEAS



- 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - **» 3.A.** Construct and analyze geographic representations using data acquired from a variety of sources (e.g., student-generated data such as surveys, observations, fieldwork, etc., or existing data files) and formats (e.g., digital databases, text, tables, images).
  - (3) Geographic Skill Organizing Geographic Information
    - » 1.A. Describes and constructs appropriate forms of visualizations to describe different types of geographic data.
- 8. Distinguish among fact, opinion, and reasoned judgment in a text.
- 9. Analyze the relationship between a primary and secondary source on the same topic.
  - ② Geographic Skill Acquiring Geographic Information
    - » 2.A. Explains the differences between primary and secondary sources of geographic information.

#### **RANGE OF READING AND LEVEL OF TEXT COMPLEXITY**



**10**. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.



#### **GRADE 8**

# READING LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

# **KEY IDEAS AND DETAILS**



- 1. Cite specific textual evidence to support analysis of science and technical texts.
  - Geographic Skill Organizing Geographic Information
    - » 1.B. Explains the advantages of using different forms of geographic representations for data.
  - 4) Geographic Skill Analyzing Geographic Information
    - » 1.A. Analyzes graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.
  - 🚱 UG 🔞 Using Geography to Interpret the Present and Plan for the Future
    - » 1.A. Describe and analyze the influences of geographic contexts on current events and issues.
  - UG 18 Changes in Geographic Contexts
    - » 2.A. Describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future.
- 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
  - 5 Geographic Skill Answering Geographic Questions
    - » 1.A. Describes and explains the data and processes used to answer geographic questions.



- » **3.A.** Explain how renewable resources can be continuously replenished through sustainable use.
- **3.** Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
  - Geographic Skill Analyzing Geographic Information
    - » 1.A. Analyzes graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.
  - PS 8 Characteristics and Geographic Distribution of Biomes
    - **» 3.A.** Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes.



Key Ideas and Details

3. PS ® 3.A.

Follow a multistep procedure to construct a climograph using temperature and precipitation data.

Craft and Structure

4. PS 7 1.A., 1.B.

Identify and describe patterns of physical features that result from erosion and deposition.

# **CRAFT AND STRUCTURE**



- **4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.
  - PS 7 Components of Earth's Physical Systems
    - » 1.A. Identify and describe patterns in the environment that result from the interaction of Earth's physical processes.
    - » **1.B.** Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes.
- **5.** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
  - WST 1 Properties and Functions of Geographic Representations
    - » **1.A.** Analyze and explain the properties (position and orientation, projections, symbols, scale, perspective, coordinate systems) and functions of geographic representations.
  - Any Geography for Life content standard will align.



- **6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
  - Any Geography for Life content standard will align.

#### INTEGRATION OF KNOWLEDGE AND IDEAS



- 7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - » 2.A. Identify the variety of geospatial data sources (e.g., student-generated data such as surveys, observations, and fieldwork or data sources such as US Census data, US Geological Survey (USGS), and the United Nations) and formats (e.g., digital databases, text, tables, images).
  - (5) Geographic Skill Answering Geographic Questions
    - » **2.A.** Constructs a presentation to answer a geographic question.
- 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
  - Any Geography for Life content standard will align.
  - PS 8 Components of Ecosystems
    - » 1.A. Describe how the components of ecosystems are connected and contribute to the energy of their own cycles.
- **9.** Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
  - Any Geography for Life content standard will align.
  - PS 8 Components of Ecosystems
    - » **1.A.** Describe how the components of ecosystems are connected and contribute to the energy of their own cycles.



## RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



10. By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.

**GRADF 8** 

# WRITING LITERACY IN HISTORY/ SOCIAL STUDIES, SCIENCE, AND **TECHNICAL SUBJECTS**

# **TEXT TYPES AND PURPOSES**



1. Write arguments focused on discipline-specific content.



- (Activities) HS (11) Location and Spatial Patterns of Economic Activities
  - » 2.A. Compare and explain the advantages of one location over another in the access to factors of production.
- 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
  - HS (10) Cultural Diffusion and Change
    - » 3.B. Explain the diffusion of a cultural characteristic, such as religious belief, music style, and architecture.
  - UG (17) Using Geography to Interpret the Past
    - » 1.A. Analyze and explain the influence of the geographic context on historical events.



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3. (Not applicable as a separate requirement. Students' narrative skills continue to grow in these grades.)

Production and Distribution of Writing

#### 6. WST 1 3.A.

Use a web-based geographic information system (GIS) or mapping program integrated with traditional text to organize, analyze, and display geographic information relating to a local community issue or concern.

# PRODUCTION AND DISTRIBUTION OF WRITING



**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



- **5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **6.** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - **» 3.A.** Construct and analyze geographic representations using data acquired from a variety of sources (e.g., student-generated data such as surveys, observations, fieldwork, etc., or existing data files) and formats (e.g., digital databases, text, tables, images).





7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.



- HS (1) Connecting Economic Activities
  - **» 3.A.** Explain why increasing economic interdependence, and therefore globalization, depend on systems that deliver goods and services within and between regions.



- 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
  - Quantum Property (Control of the Control of the
    - » 1.A. Explains which sources of geographic information will be needed for a geographic investigation.
- **9.** Draw evidence from informational texts to support analysis reflection, and research.
  - PR 6 The Perception of Places and Regions
    - » 1.A. Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends).

## **RANGE OF WRITING**



10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



# **GRADES 9-10**



NatGeoEd.org

#### **Overview Matrix for Grades 9–10**

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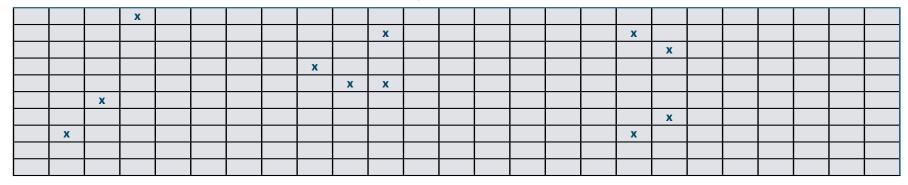
9 10 This chart indicates where solid alignments occur. GFL 1-18 are the geography standards and GS 1-5 are the geographic skills. Reading: Foundational Skills is for Grades K-5 only, and Reading and Writing in History/Social Studies, Science, and Technical Subjects is for Grades 6-12 only.



#### **Reading Literature**

No high-quality matches for these standards.

#### **Reading Informational Text**



#### Writing

				Х											
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					X										
X															
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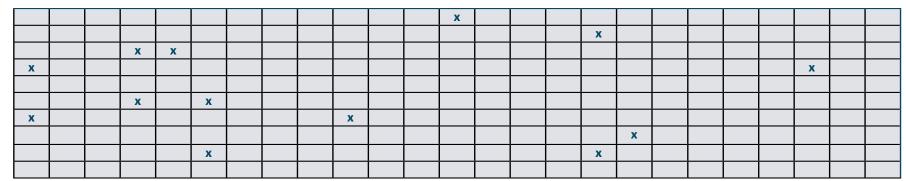
#### **Speaking and Listening**

No high-quality matches for these standards.

#### Language

No high-quality matches for these standards.

## Reading Literacy in History/Social Studies (6–12 only)



#### Reading Literacy in Science and Technical Subjects (6–12 only)

					Х							Х		
				Х										
Г					Х								Х	
	Х													
				Х										
Γ	Х													Х
	Х												Х	
Γ					Х									
				Х										
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#### **Overview Matrix for Grades 9–10**

2 3

9 10

GFL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	GS	1	2	3	4	5

#### Writing Literacy in History/Social Studies, Science, and Technical Subjects (6–12 only)

										_				
Х										Х	Х	Х	X	Х
·				·	·	·					·			

# **GRADES 9-10 KEY**

#### **Geography Essential Elements and Standards**

#### **WST**—The World in Spatial Terms

- 1 How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- 2 How to use mental maps to organize information about people, places, and environments in a spatial context
- 3 How to analyze the spatial organization of people, places, and environments on Earth's surface

#### PR — Places and Regions

- 4) The physical and human characteristics of places
- 5 That people create regions to interpret Earth's complexity
- 6 How culture and experience influence people's perceptions of places and regions

#### **PS** — Physical Systems

- 7 The physical processes that shape the patterns of Earth's surface
- The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

#### **HS** — Human Systems

- The characteristics, distribution, and migration of human populations on Earth's surface
- 10 The characteristics, distribution, and complexity of Earth's cultural mosaics
- (1) The patterns and networks of economic interdependence on Earth's surface
- 12) The processes, patterns, and functions of human settlement
- (13) How the forces of cooperation and conflict among people influence the division and control of Earth's surface



**ELA Grade-Specific Standard** 



**ELA Grade-Specific Standard in History/Social Studies** 



**ELA Grade-Specific Standard in Science** 



**Geography Performance Statement or Skill** 



**Exemplar Idea** 

#### **Geographic Skills**

- 1 Asking Geographic Questions
- ② Acquiring Geographic Information
- 3 Organizing Geographic Information
- 4 Analyzing Geographic Information
- (5) Answering Geographic Questions

#### **ES** — Environment and Society

- 14 How human actions modify the physical environment
- 15 How physical systems affect human systems
- 16 The changes that occur in the meaning, use, distribution, and importance of resources

#### **UG** — The Uses of Geography

- 11) How to apply geography to interpret the past
- 18 How to apply geography to interpret the present and plan for the future



#### GRADES 9-10

# **READING LITERATURE**

No high-quality matches for these standards.

# **GRADES 9-10**

# READING INFORMATIONAL TEXT

#### **KEY IDEAS AND DETAILS**



- 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - ♦ WST ③ Spatial Patterns and Processes
    - » 2.A. Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes through time.
- 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
  - HS (10) Cultural Diffusion and Change
    - » 3.A. Identify and explain examples of cultural convergence.
    - » 3.B. Identify and explain examples of cultural divergence.



# **CRAFT AND STRUCTURE**



- 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
  - UG 18 Perceptions of Geographic Contexts
    - » 3.A. Evaluate how perceptions vary and affect people's views of contemporary issues and strategies for addressing them.
- 5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
  - PS 8 Components of Ecosystems
    - » 1.A. Explain how there are short-term and long-term changes in ecosystems.
    - » 1.B. Explain how local and global changes influence ecosystems.
- 6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
  - HS 9 Spatial Distribution of Population
    - » 2.A. Identify and explain how historical, environmental, economic, political, and technological factors have influenced the current population distribution.
    - » 2.B. Analyze demographic data and identify trends in the spatial distribution of population.
  - HS (10) Characteristics of Culture
    - » 1.B. Explain how different cultures provide contexts from which people may view the world differently.



5. PS ® 1.A., 1.B.

Analyze E.O. Wilson's ideas and claims about science, biodiversity, and conservation in Letters to a Young Scientist.

6. HS 9 2.A., 2.B.

Evaluate point of view in National Geographic's "7 Billion" video (natgeoed.org/7billion) and articles on population and demographic trends.



## INTEGRATION OF KNOWLEDGE AND IDEAS



- 7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
  - WST 2 Developing Mental Maps
    - **» 2.A.** Explain the development of completeness and accuracy in the student's mental map of places and regions.
- 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
  - WST 1 Using Geographic Representations
    - **\*\* 4.A.** Analyze geographic representations and suggest solutions to geographic questions at local to global scales using geographic representations and geospatial technologies.
  - UG 18 Using Geography to Interpret the Present and Plan for the Future
    - » 1.A. Explain and evaluate the influences of the geographic context on current events and issues to make informed decisions and predictions about the future.
    - » **1.B.** Analyze and evaluate the connections between the geographic contexts of current events and possible future issues.
- **9.** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
  - UG 17 Perceptions of Geographic Contexts
    - **» 3.A.** Analyze and evaluate the role that people's past perceptions of places, regions, and environments played as historical events unfolded.



Integration of Knowledge and Ideas

#### 7. WST 2 2.A.

Compare different genres of literature titles, such as *Adventures of Huckleberry Finn, The Great Gatsby,* and *Les Misérables*, and determine details emphasized by each author. For each work, which medium better develops the reader's/viewer's mental map of the story's places and events?

#### 8. WST 1 4.A.

Feature examples from *How to Lie with Maps* by Mark Monmonier to demonstrate the need for critical analysis of geographic and statistical representations.



## RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



**10.** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

**GRADES 9-10** 

# **WRITING**

# **TEXT TYPES AND PURPOSES**



- 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - PS 8 Characteristics and Geographic Distribution of Ecosystems
    - » 2.A. Explain the geographic distribution of ecosystems.
    - » 2.B. Evaluate ecosystems in terms of their biodiversity and productivity.
- 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - PS 8 Characteristics and Geographic Distribution of Biomes
    - » 3.A. Explain how climate can influence and change the characteristics and geographic distribution of biomes.







» **3.C.** Compare and explain the ways in which different groups and governments adjust to the departure and arrival of migrants.

#### PRODUCTION AND DISTRIBUTION OF WRITING



- **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - » 2.B. Evaluate the quality and quantity of geospatial data appropriate for a given purpose.
- **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## RESEARCH TO BUILD AND PRESENT KNOWLEDGE



- 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - (1) Geographic Skill Asking Geographic Questions
    - **» 1.A.** Analyzes an issue and constructs geographic questions that inform a geographic investigation.





- 3 Geographic Skill Organizing Geographic Information
  - » 1.A. Evaluates the alternatives for organizing and displaying geographic information.
- 4 Geographic Skill Analyzing Geographic Information
  - » 1.A. Analyzes and explains geographic relationships, patterns, and trends using models and theories.
  - » 1.B. Analyzes data using statistics and other quantitative techniques.
- (5) Geographic Skill Answering Geographic Questions
  - » 1.A. Evaluates the data sources and processes used to answer geographic questions.
  - **» 2.A.** Explains and evaluates the data and processes used to inform answers to geographic questions.
- 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
  - ES 👊 Modification of the Physical Environment
    - » 1.A. Explain the global impacts of human changes in the physical environment.



- » 2.A. Evaluate the intended and unintended impacts of using technology to modify the physical environment.
- **9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.



Research to Build and Present Knowledge

8. ES (4) 1.A.

Incorporate satellite imagery from recent decades with photographs and historical maps in order to visualize and analyze changes in Earth's physical environment over time. Examples might include desertification of the Sahel, shrinking bodies of water such as the Aral Sea, and changes in sizes of glaciers or ice sheets.



# **RANGE OF WRITING**



**10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**GRADES 9-10** 

# **SPEAKING AND LISTENING**

No high-quality matches for these standards.

••••••

GRADES 9-10

# **LANGUAGE**

No high-quality matches for these standards.



# READING LITERACY IN HISTORY/SOCIAL STUDIES

#### **KEY IDEAS AND DETAILS**



- 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
  - HS (13) Territorial Divisions
    - » **1.B.** Compare the reasons for and consequences of different systems for dividing and controlling space.
  - HS (13) Conflict
    - **» 3.B.** Explain the causes and consequences of political and social revolutions resulting from issues of control of land and resources.
- 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
  - UG 10 Using Geography to Interpret the Past
    - » 1.A. Analyze and explain the connections between sequences of historical events and the geographic contexts in which they occurred.
  - 🚱 UG 班 Perceptions of Geographic Contexts
    - **» 3.A.** Analyze and evaluate the role that people's past perceptions of place, regions, and environments played as historical events unfolded.



Key Ideas and Details

#### 2. UG 10 1.A.

Evaluate central ideas of *Collapse:*How Societies Choose to Fail or
Succeed or Guns, Germs, and Steel:
The Fates of Human Societies, both
by Jared Diamond, to connect historic
events with their geographic contexts.



- **» 2.A.** Explain how physical or human characteristics interact to create a place by giving it meaning and significance.
- PR 5 Regional Change
  - » 2.A. Describe and explain the processes that have resulted in regional change.

#### **CRAFT AND STRUCTURE**



- **4.** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- **5.** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
  - WST 1 Properties and Functions of Geographic Representations
    - » 1.A. Explain the advantages of using multiple geographic representations to answer geographic questions.
  - 3 Geographic Skill Organizing Geographic Information
    - » 1.A. Evaluates the alternatives for organizing and displaying geographic information.
- **6.** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
  - PR 4 The Concept of Place
    - » 1.A. Explain how and why place-based identities can shape events at various scales.
  - PR 6 The Perception of Places and Regions
    - » 1.A. Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status



# INTEGRATION OF KNOWLEDGE AND IDEAS



- 7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
  - WST 1 Using Geographic Representations
    - **» 4.A.** Analyze geographic representations and suggest solutions to geographic questions at local to global scales using geographic representations and geospatial technologies.
  - HS 10 Patterns of Culture
    - » 2.A. Identify and analyze the spatial patterns of cultural landscapes at multiple scales.
- 8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
  - UG 18 Using Geography to Interpret the Present and Plan for the Future
    - » **1.A.** Explain and evaluate the influences of the geographic context on current events and issues to make informed decisions and predictions about the future.
    - » **1.B.** Analyze and evaluate the connections between the geographic contexts of current events and possible future issues.
- 9. Compare and contrast treatments of the same topic in several primary and secondary sources.
  - PR 6 The Perception of Places and Regions
    - » 1.A. Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.
  - UG 17 Perceptions of Geographic Context
    - » 3.A. Analyze and evaluate the role that people's past perceptions of places, regions, and environments played as historical events unfolded.



# RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



**10**. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

# **GRADES 9-10**

# READING LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

# **KEY IDEAS AND DETAILS**



- 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
  - PS 8 Characteristics and Geographic Distribution of Ecosystems
    - » 2.B. Evaluate ecosystems in terms of their biodiversity and productivity.
  - ② Geographic Skill Acquiring Geographic Information
    - » 1.A. Evaluates sources of geographic information for reliability.
- 2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
  - PS 7 Earth-Sun Relationships
    - » 2.A. Explain how variability in Earth-Sun relationships affect Earth's physical processes over time.
- **3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.



- **» 3.A.** Explain how climate can influence and change the characteristics and geographic distribution of biomes.
- 4 Geographic Skill Analyzing Geographic Information
  - » 1.A. Analyzes and explains geographic relationships, patterns, and trends using models and theories.

# **CRAFT AND STRUCTURE**



- **4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 9–10 texts and topics*.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - **3.A.** Evaluate the appropriate and ethical uses of different geospatial technologies and methods for acquiring, producing, and displaying geospatial data.
  - WST 1 Using Geographic Representations
    - » 4.A. Analyze geographic representations and suggest solutions to geographic questions at local to global scales using geographic representations and geospatial technologies.
- **5.** Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
  - PS 7 Components of Earth's Physical Systems
    - » 1.B. Explain the ways in which Earth's physical processes are dynamic and interactive.
- **6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - » **2.B.** Evaluate the quality and quantity of geospatial data appropriate for a given purpose.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Evaluates the data sources and processes used to answer geographic questions.



# INTEGRATION OF KNOWLEDGE AND IDEAS



- 7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
  - WST 1 Using Geographic Representations
    - **» 4.A.** Analyze geographic representations and suggest solutions to geographic questions at local to global scales using geographic representations and geospatial technologies.
  - Geographic Skill Analyzing Geographic Information
    - » 1.B. Analyzes data using statistics and other quantitative techniques.
- **8.** Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
  - PS 8 Components of Ecosystems
    - » 1.B. Explain how local and global changes influence ecosystems.
- **9.** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
  - PS 7 Physical Processes
    - » 3.A. Analyze and explain the results of interactions of physical processes over time.

# RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



**10**. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.



Integration of Knowledge and Ideas

#### 7. WST 1 4.A.

Use a web-based geographic information system (GIS) or mapping program integrated with traditional text to organize, analyze, and display geographic information relating to a local or global issue or concern.



# GRADES 9-10

# WRITING LITERACY IN HISTORY/ SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

# **TEXT TYPES AND PURPOSES**



1. Write arguments focused on discipline-specific content.



- 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- 3. (Not applicable as a separate requirement. Students' narrative skills continue to grow in these grades.)

# PRODUCTION AND DISTRIBUTION OF WRITING



**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



- **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
  - WST 1 Using Geographic Representations
    - **» 4.A.** Analyze geographic representations and suggest solutions to geographic questions at local to global scales using geographic representations and geospatial technologies.



# RESEARCH TO BUILD AND PRESENT KNOWLEDGE



7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.



- » 1.A. Analyzes an issue and constructs geographic questions that inform a geographic investigation.
- 🚱 ② Geographic Skill Acquiring Geographic Information
  - » 1.A. Evaluates sources of geographic information for reliability.
- (3) Geographic Skill Organizing Geographic Information
  - » 1.A. Evaluates the alternatives for organizing and displaying geographic information.
- (4) Geographic Skill Analyzing Geographic Information
  - » 1.A. Analyzes and explains geographic relationships, patterns, and trends using models and theories.
  - » 1.B. Analyzes data using statistics and other quantitative techniques.
- (5) Geographic Skill Answering Geographic Questions
  - » 1.A. Evaluates the data sources and processes used to answer geographic questions.
  - » 2.A. Explains and evaluates the data and processes used to inform answers to geographic questions.
- 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **9.** Draw evidence from informational texts to support analysis, reflection, and research.

# **RANGE OF WRITING**



**10.** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.





Research to Build and Present Knowledge

7. Conduct research on a problem related to a global, geographic concept such as urbanization/ megacities, maternal/child health, economic development (e.g., microlending), environmental sustainability, or pollution (e.g., technology waste).



# **GRADES 11-12**





#### **Overview Matrix for Grades 11–12**

1

2

3

4 5

6

7

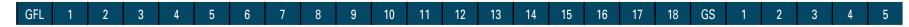
8

9 10

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7

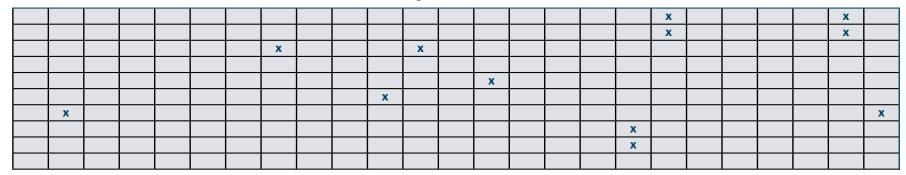
9 10 This chart indicates where solid alignments occur. GFL 1-18 are the geography standards and GS 1-5 are the geographic skills. Reading: Foundational Skills is for Grades K-5 only, and Reading and Writing in History/Social Studies, Science, and Technical Subjects is for Grades 6-12 only.



# **Reading Literature**

No high-quality matches for these standards.

## **Reading Informational Text**



# Writing

						Х					Х						
	X									X							
							Х			Х							i
			X														
								X									
													Х	Х	Х	X	X

1

2

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1

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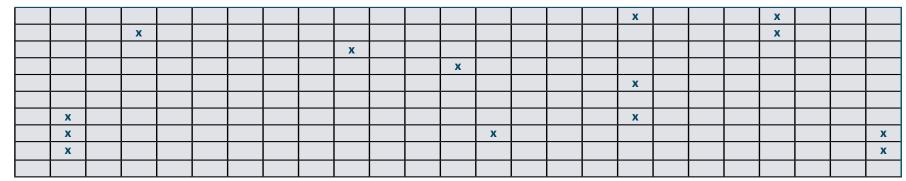
# **Speaking and Listening**

No high-quality matches for these standards.

### Language

No high-quality matches for these standards.

# Reading Literacy in History/Social Studies (6–12 only)



## Reading Literacy in Science and Technical Subjects (6–12 only)

			Х		Х								
			Х	Х									
				Х									
	Х												
				X									
					X								
	X										X		
					X								
					X								

#### **Overview Matrix for Grades 11–12**

2

8 9 10

GFL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	GS	1	2	3	4	5

# Writing Literacy in History/Social Studies, Science, and Technical Subjects (6–12 only)

			Х	Х										
			Х	Х										
х														
				X						Х	Х	Х	Х	X
х											Х			
											Х			
	х								х		Х			

# **GRADES 11-12 KEY**

#### **Geography Essential Elements and Standards**

#### WST—The World in Spatial Terms

- 1 How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- 2 How to use mental maps to organize information about people, places, and environments in a spatial context
- 3 How to analyze the spatial organization of people, places, and environments on Earth's surface

#### PR — Places and Regions

- 4 The physical and human characteristics of places
- 5 That people create regions to interpret Earth's complexity
- 6 How culture and experience influence people's perceptions of places and regions

### **PS** — Physical Systems

- 7 The physical processes that shape the patterns of Earth's surface
- The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

### **HS** — Human Systems

- The characteristics, distribution, and migration of human populations on Earth's surface
- 10 The characteristics, distribution, and complexity of Earth's cultural mosaics
- (1) The patterns and networks of economic interdependence on Earth's surface
- 12 The processes, patterns, and functions of human settlement
- (13) How the forces of cooperation and conflict among people influence the division and control of Earth's surface



**ELA Grade-Specific Standard** 



**ELA Grade-Specific Standard in History/Social Studies** 



**ELA Grade-Specific Standard in Science** 



**Geography Performance Statement or Skill** 



**Exemplar Idea** 

#### **Geographic Skills**

- 1 Asking Geographic Questions
- 2 Acquiring Geographic Information
- 3 Organizing Geographic Information
- 4 Analyzing Geographic Information
- (5) Answering Geographic Questions

### **ES** — Environment and Society

- 14 How human actions modify the physical environment
- 15 How physical systems affect human systems
- 16 The changes that occur in the meaning, use, distribution, and importance of resources

### **UG** — The Uses of Geography

- 11) How to apply geography to interpret the past
- 18 How to apply geography to interpret the present and plan for the future



# **GRADES 11-12**

# **READING LITERATURE**

No high-quality matches for these standards.

# **GRADES 11-12**

# READING INFORMATIONAL TEXT

# **KEY IDEAS AND DETAILS**



- 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
  - UG 18 Using Geography to Interpret the Present and Plan for the Future
    - » 1.A. Explain and evaluate the influences of the geographic context on current events and issues to make informed decisions and predictions about the future.
  - 4 Geographic Skill Analyzing Geographic Information
    - » 1.A. Analyzes and explains geographic relationships, patterns, and trends using models and theories.
- 2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
  - UG 18 Using Geography to Interpret the Present and Plan for the Future
    - » 1.B. Analyze and evaluate the connections between the geographic contexts of current events and possible future issues.



- » 1.A. Analyzes and explains geographic relationships, patterns, and trends using models and theories.
- **3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
  - PS 7 Physical Processes
    - » 3.A. Analyze and explain the results of interactions of physical processes over time.
  - HS (11) Economic Activities
    - » 1.A. Explain how economic activities change over time.



Key Ideas and Details

#### 3. PS 7 3.A.

Using a landscape as a text, explain how endogenic and exogenic forces worked to create the landscape over time.

#### 3. HS 11.A.

Analyze the expansion of global brands or global retail chains over time.

# **CRAFT AND STRUCTURE**



- **4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- **5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
  - HS 13 Territorial Divisions
    - » 1.B. Compare the reasons for and consequences of different systems for dividing and controlling space.
  - HS (B) Conflict
    - **» 3.B.** Explain the causes and consequences of political and social revolutions resulting from issues of control of land and resources.





HS 10 Characteristics of Culture

» **1.B.** Explain how different cultures provide contexts from which people may view the world differently.

# INTEGRATION OF KNOWLEDGE AND IDEAS



- 7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - **» 3.A.** Evaluate the appropriate and ethical uses of different geospatial technologies and methods for acquiring, producing, and displaying geospatial data.
  - (5) Geographic Skill Answering Geographic Questions
    - » **2.A.** Explains and evaluates the data and processes used to inform answers to geographic questions.
- 8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
  - UG 17 Perceptions of Geographic Contexts
    - » 3.A. Analyze and evaluate the role that people's past perceptions of places, regions, and environments played as historical events unfolded.



Craft and Structure

6. HS 10 1.B.

Discuss a particular culture and read an informational text that presents that unique cultural viewpoint to determine how that author's point of view is expressed. Examples include Mark Twain and the Mississippi River or Eudora Welty and the South.

Integration of Knowledge and Idea:

8. UG 10 3.A.

Analyze the reasoning and logic behind the U.S. Consitution's establishment of the Electoral College and the geographic distribution of electoral votes. Research congressional districts, median income, population distribution, and results of the most recent elections on a map using different geographic information system (GIS) layers.



**9.** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.



**» 3.A.** Analyze and evaluate the role that people's past perceptions of places, regions, and environments played as historical events unfolded.

# RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



**10.** By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

# **GRADES 11-12**

# **WRITING**

# **TEXT TYPES AND PURPOSES**



1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.



» 1.A. Explain the demographic history of countries using the demographic transition model.

» 1.B. Evaluate the effects of governmental policies on population characteristics.



Text Types and Purpose:

#### 1. HS (9) 1.B.

Use a cause and effect graphic organizer (natgeoed.org/multiple-causes-multiple-effects) to evaluate policy decisions regarding the use of fossil fuels at varying spatial scales and integrate this into a narrative, essay, or script for video.



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- 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - WST 1 Using Geographic Representations
    - **\*\* 4.A.** Analyze geographic representations and suggest solutions to geographic questions at local to global scales using geographic representations and geospatial technologies.
  - ES (5) Environmental Opportunities and Constraints
    - » 1.A. Explain how people may view the physical environment as both an opportunity or a constraint depending on their choice of activities.
- **3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  - HS 10 Patterns of Culture
    - » 2.B. Explain differences in the human imprints on the physical environment of different cultures.
  - ES (15) Environmental Hazards
    - » **2.A.** Explain and compare how people in different environments think about and respond to environmental hazards.

# PRODUCTION AND DISTRIBUTION OF WRITING



- **4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - PR 4 The Characteristics of Places
    - » **2.A.** Explain how physical or human characteristics interact to create a place by giving it meaning and significance.



#### Text Types and Purposes

#### 1. FS (6) 3.B.

Draft a policy paper that employs geographic data (e.g., migration rates, crime rates) and other relevant data to create an argument (e.g., migration is a net benefit to Canada; more police patrols are needed in a specific area).

#### 2. WST 1 4.A.

Use a web-based geographic information system (GIS) or mapping program integrated with traditional text to organize, analyze, and display geographic information relating to a local community issue or concern.



- **5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
  - HS 12 Functions of Settlements
    - **» 2.A.** Explain and compare the factors that contribute to the growth or decline of settlements over time.
- **6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.



- 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - (1) Geographic Skill Asking Geographic Questions
    - » 1.A. Analyzes an issue and constructs geographic questions that inform a geographic investigation.
  - ② Geographic Skill Acquiring Geographic Information
    - » 1.A. Evaluates sources of geographic information for reliability.
  - 3 Geographic Skill Organizing Geographic Information
    - » 1.A. Evaluates the alternatives for organizing and displaying geographic information.
  - (4) Geographic Skill Analyzing Geographic Information
    - » 1.A. Analyzes and explains geographic relationships, patterns, and trends using models and theories.
    - » 1.B. Analyzes data using statistics and other quantitative techniques.
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Evaluates the data sources and processes used to answer geographic questions.
    - » 2.A. Explains and evaluates the data and processes used to inform answers to geographic questions.



9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

# **RANGE OF WRITING**



10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**GRADES 11-12** 

# **SPEAKING AND LISTENING**

No high-quality matches for these standards.

**GRADES 11-12** 

# **LANGUAGE**

No high-quality matches for these standards.



# **GRADES 11-12**

# **READING LITERACY IN** HISTORY/SOCIAL STUDIES

# **KEY IDEAS AND DETAILS**



- 1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
  - 🚱 UG ⑪ Using Geography to Interpret the Past
    - » 1.A. Analyze and explain the connections between sequences of historical events and the geographic contexts in which they occurred.
  - Quantity Company Company (2) Geographic Skill Acquiring Geographic Information
    - » 1.A. Evaluates sources of geographic information for reliability.
- 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
  - WST (3) Spatial Models
    - » 3.A. Analyze and explain the spatial features, processes, and organization of people, places, and environments using models of human/and or physical systems (e.g., urban structure, sediment transport, and spatial interaction).
  - (2) Geographic Skill Acquiring Geographic Information
    - » 1.A. Evaluates sources of geographic information for reliability.



#### 1. UG 17 1.A.

Cite evidence from maps, texts, and primary sources to analyze the role of geography in World War II in terms of having two fronts.

#### 2. WST 3 3.A.

Employ spatial models and geographic information to inform central ideas (e.g., food security, water distribution/access).



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» 2.A. Identify and explain how historical, environmental, economic, political, and technological factors have influenced the current population distribution.

# **CRAFT AND STRUCTURE**



4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).



» **3.B.** Analyze and explain the structure and development of megacities and megalopoli.



5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.



» 3.A. Analyze and evaluate the role that people's past perceptions of places, regions, and environments played as historical events unfolded.

# INTEGRATION OF KNOWLEDGE AND IDEAS



7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

WST 1 Properties and Functions of Geographic Representations

» 1.A. Explain the advantages of using multiple geographic representations to answer geographic guestions.



#### 3. HS 9 2.A.

Evaluate the relationship between two views of an action or event (e.g., population distributions and proximity to water).

#### 4. HS (12) 3.B.

Evaluate terms used in informational texts and news articles that have geographic implications (e.g., megacities, bathymetry).

#### 6. UG (17) 3.A.

Evaluate authors' different points of view regarding human impacts on the environment (e.g., the construction of dams, reservoirs, aqueducts, and other water projects in the American West or elsewhere across the globe).

#### 7. WST 1 1.A.

Integrate and evaluate maps, graphs, and real-life stories to solve problems with a geographic component.



- **3.A.** Analyze and evaluate the role that people's past perceptions of places, regions, and environments played as historical events unfolded.
- **8.** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - » **3.A.** Evaluate the appropriate and ethical uses of different geospatial technologies and methods for acquiring, producing, and displaying geospatial data.
  - HS (13) Cooperation
    - » 2.A. Evaluate how countries and organizations cooperate to address global issues.



» 1.A. Evaluates the data sources and processes used to answer geographic questions.



- **9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
  - WST 1 Properties and Functions of Geographic Representations
  - (5) Geographic Skill Answering Geographic Questions
    - » 1.A. Evaluates the data sources and processes used to answer geographic questions.

# RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



**10**. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.



Integration of Knowledge and Ideas

#### 8. HS <sup>(1)</sup> 2.A.

Compare and contrast two nations' perspectives on climate change and response to an issue (e.g., Kyoto Protocol, trade, sustainability, groundtruth).

#### 8. 5 Geographic Skill 1.A.

Test the validity of a fundamental geographic theory applied to different contexts.

#### 9. WST 1 1.A.

Integrate maps and imagery to explore a local geographic question (near the school) and then groundtruth to assess the discrepancies among sources.



# **GRADES 11-12**

# READING LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

# **KEY IDEAS AND DETAILS**



- 1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
  - PR 5 The Concept of Region
    - » 1.A. Identify and explain how a place can exist within multiple regional classifications.
  - PS 8 Characteristics and Geographic Distribution of Ecosystems
    - » **2.A.** Explain the geographic distribution of ecosystems.
- 2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
  - PR 5 Regional Change
    - » 2.A. Describe and explain the processes that have resulted in regional change.
  - PS 7 Physical Processes
    - » 3.A. Analyze and explain the results of interactions of physical processes over time.
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
  - PS 7 Physical Processes
    - » 3.A. Analyze and explain the results of interactions of physical processes over time.



# **CRAFT AND STRUCTURE**



- **4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11–12 texts and topics*.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - **» 3.A.** Evaluate the appropriate and ethical uses of different geospatial technologies and methods for acquiring, producing, and displaying geospatial data.
  - WST 1 Using Geographic Representations
    - **» 4.A.** Analyze geographic representations and suggest solutions to geographic questions at local to global scales using geographic representations and geospatial technologies.
- **5.** Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
  - PS 7 Components of Earth's Physical Systems
    - » 1.A. Explain how the effects of physical processes vary across regions of the world and over time.
- **6.** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
  - PS 8 Components of Ecosystems
    - » 1.A. Explain how there are short-term and long-term changes in ecosystems.

# INTEGRATION OF KNOWLEDGE AND IDEAS



- 7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
  - WST 1 Properties and Functions of Geographic Representations
    - » 1.A. Explain the advantages of using multiple geographic representations to answer geographic questions.



- 1 Geographic Skill Asking Geographic Questions
  - » 1.A Analyzes an issue and constructs geographic questions that inform a geographic investigation.
- 8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
  - PS 8 Characteristics and Geographic Distribution of Ecosystems
    - » 2.B. Evaluate ecosystems in terms of their biodiversity and productivity.
- 9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
  - PS 8 Characteristics and Geographic Distribution of Ecosystems
    - » 2.B. Evaluate ecosystems in terms of their biodiversity and productivity.

# RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.



# WRITING LITERACY IN HISTORY/ SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Production and Distribution of Writin

#### 4. PS 7 2.A.

Produce clear and coherent writing to explain Earth's systems (e.g., how the sun's relationship with Earth affects the distribution of biomes, how humans affect environmental systems).

# **TEXT TYPES AND PURPOSES**



1. Write arguments focused on discipline-specific content.



- 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- 3. (Not applicable as a separate requirement. Students' narrative skills continue to grow in these grades.)

# PRODUCTION AND DISTRIBUTION OF WRITING



**4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



PS 🕖 Earth-Sun Relationships





» 2.A. Explain the geographic distribution of ecosystems.





- » 2.A. Explain how variability in Earth-Sun relationships affect Earth's physical processes over time.
- PS 8 Characteristics and Geographic Distribution of Ecosystems
  - » **2.A.** Explain the geographic distribution of ecosystems.
- **6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
  - WST 1 Using Geographic Representations
    - » **4.A.** Analyze geographic representations and suggest solutions to geographic questions at local and global scales using geographic representations and geospatial technologies.



Production and Distribution of Writing

#### 6. WST 1 4.A.

Use National Geographic Education's MapMaker Interactive (natgeoed. org/mapmaker-interactive) or another web-based mapping tool to provide a solution to a geographic question.

Research to Build and Present Knowledge

#### 7. PS ® 1.B.

Conduct research that analyzes how local and global changes influence ecosystems.

# RESEARCH TO BUILD AND PRESENT KNOWLEDGE



- 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
  - PS 8 Components of Ecosystems
    - » 1.B. Explain how local and global changes influence ecosystems.



- » 1.A. Analyzes an issue and constructs geographic questions that inform a geographic investigation.
- ② Geographic Skill Acquiring Geographic Information
  - » 1.A. Evaluates sources of geographic information for reliability.
- (3) Geographic Skill Organizing Geographic Information
  - » 1.A. Evaluates the alternatives for organizing and displaying geographic information.



- » 1.A. Analyzes and explains geographic relationships, patterns, and trends using models and theories.
- » 1.B. Analyzes data using statistics and other quantitative techniques.
- (5) Geographic Skill Answering Geographic Questions
  - » **1.A.** Evaluates the data sources and processes used to answer geographic guestions.
  - » 2.A. Explains and evaluates the data and processes used to inform answers to geographic questions.
- 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
  - WST 1 Properties and Functions of Geographic Representations
    - » 1.A. Explain the advantages of using multiple geographic representations to answer geographic questions.
  - WST 1 Using Geospatial Data to Construct Geographic Representations
    - » **2.A.** Identify and explain the metadata properties (e.g., resolution, date of creation, and method of collection) of geospatial data.
  - (2) Geographic Skill Acquiring Geographic Information
    - » 1.A. Evaluates sources of geographic information for reliability.
- 9. Draw evidence from informational texts to support analysis, reflection, and research.
  - WST 3 Spatial Models
    - **3.A.** Analyze and explain the spatial features, processes, and organization of people, places, and environments using models of human and/or physical systems (e.g., urban structure, sediment transport, and spatial interaction).
  - Q Geographic Skill Acquiring Geographic Information
    - » 1.A. Evaluates sources of geographic information for reliability.



#### Research to Build and Present Knowledge

#### 8. WST 1 1.A.

Assess the strengths and limitations of different types and eras of spatial data and imagery that are employed to analyze a global-level phenomenon (e.g., natural hazards, global change).

#### 8. WST 1 2.A.

Gather and compare information from a narrative, historical maps, and current geographic information systems (GIS) to evaluate the accuracy of the data (e.g., Selma march, polar or space exploration, the Norman Invasion, or migration patterns).

#### 9. WST 3 3.A.

Draw evidence and employ geographic data to analyze the impact of human activities on Earth (e.g., water quality, natural resource use, air quality).



# **RANGE OF WRITING**



10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



» **1.B.** Analyze and evaluate the connections between the geographic contexts of current events and possible future issues.

(2) Geographic Skill Acquiring Geographic Information

» 1.A. Evaluates sources of geographic information for reliability.



Range of Writing

10. UG ® 1.B.

Use current events from newspapers and regularly-updated geographic data to routinely write about global issues such as water shortages or food security issues.







### References

#### **Excerpted**

Common Core English Language Arts and Geography Connections includes excerpts from Common Core English Language Arts Standards and the National Geography Standards.

#### Common Core English Language Arts Standards

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#### National Geography Standards

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# Common Core English Language Arts Anchor Standards at a Glance

### **Anchor Standards for Reading**

#### **Key Ideas and Details**

- 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Craft and Structure**

- 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

- 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

#### **Anchor Standards for Writing**

#### **Text Types and Purposes**

- 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **Production and Distribution of Writing**

- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

#### Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.



### **Anchor Standards for Speaking and Listening**

#### **Comprehension and Collaboration**

- 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

#### Presentation of Knowledge and Ideas

- 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

### **Anchor Standards for Language**

#### **Conventions of Standard English**

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

#### **Vocabulary Acquisition and Use**

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



# **Geography Essential Elements and Standards at a Glance**

#### **Essential Element: The World in Spatial Terms (Standards 1-3)**

This element contains standards that capture the essence of the geographic eye: the structuring of geographic information, the ordering of knowledge into mental maps of the world, and the spatial analysis of geographic information.

GEOGRAPHY STANDARD 1: How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

GEOGRAPHY STANDARD 2: How to use mental maps to organize information about people, places, and environments in a spatial context

GEOGRAPHY STANDARD 3: How to analyze the spatial organization of people, places, and environments on Earth's surface

#### **Essential Element: Places and Regions (Standards 4-6)**

This element applies the geographic eye to the world. Places and regions are the basic units of geography, and those units are seen differently by different people.

GEOGRAPHY STANDARD 4: The physical and human characteristics of places

GEOGRAPHY STANDARD 5: That people create regions to interpret Earth's complexity

GEOGRAPHY STANDARD 6: How culture and experience influence people's perceptions of places and regions

#### **Essential Element: Physical Systems (Standards 7-8)**

This element covers the specific content of geography. Physical systems focus on physical processes (climate, landforms, etc.) and then organizes these processes into functional units, ecosystems, and biomes.

GEOGRAPHY STANDARD 7: The physical processes that shape the patterns of Earth's surface

GEOGRAPHY STANDARD 8: The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

#### **Essential Element: Human Systems (Standards 9-13)**

This element covers the specific content of geography. Human systems begins with population and then considers human activities, from culture to economics, settlement, and conflict and cooperation.

GEOGRAPHY STANDARD 9: The characteristics, distribution, and migration of human populations on Earth's surface

GEOGRAPHY STANDARD 10: The characteristics, distribution, and complexity of Earth's cultural mosaics

GEOGRAPHY STANDARD 11: The patterns and networks of economic interdependence on Earth's surface

GEOGRAPHY STANDARD 12: The processes, patterns, and functions of human settlement

GEOGRAPHY STANDARD 13: How the forces of cooperation and conflict among people influence the division and control of Farth's surface

#### **Essential Element: Environment and Society (Standards 14-16)**

This element reintegrates the content of geography by emphasizing the systemic interactions between physical and human systems and identifying the central role of resources in environment-society links.

GEOGRAPHY STANDARD 14: How human actions modify the physical environment GEOGRAPHY STANDARD 15: How physical systems affect human systems GEOGRAPHY STANDARD 16: The changes that occur in the meaning, use, distribution, and importance of resources

### **Essential Element: The Uses of Geography (Standards 17-18)**

This element shows how geography, taken as a whole, enables students to understand the past, interpret the present, and plan for the future.

GEOGRAPHY STANDARD 17: How to apply geography to interpret the past GEOGRAPHY STANDARD 18: How to apply geography to interpret the present and plan for the future



# **Credits**

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