

St. Philomena School

**MODEL CONTENT STANDARDS
&
GRADE LEVEL EXPECTATIONS**

GEOGRAPHY

INTRODUCTION

St. Philomena School Model Content Standards for Geography

Everything exists in space. Geography's concern is space. Geography uses a spatial perspective to study the location, arrangement, and interaction of people, places, and environments over Earth space. By understanding and using the spatial perspective geography offers, students can study facts, issues, and ideas in depth.

People everywhere have a need to know about the nature of their world, beginning with themselves. Therefore, geography has to do with both asking questions and solving problems, as well as memorization of facts. Geography is composed of three interrelated and inseparable components: knowledge, skills, and perspectives. Investigating the geographic dimension of human experience begins with asking the following:

- Where is it?
- Why is it there?
- How and why does it affect the people in this place?
- In what other places do people confront this issue?
- How and why are these places related?
- What alternatives do people have to improve their situation?

The answers to these and other questions constitute geography.

The Purpose of Geography Education

Geography education fosters the development of citizens who actively seek to apply the knowledge, perspectives, and skills of geography in life situations. Geography education must be useful. Geography education must be responsive to meet the needs of students, as well as the societal and workplace requirements of the community, nation, and the world. Through rigorous instruction and an adaptable K-12 curriculum, geography education helps prepare students to cope with the complexities of contemporary life. Geography serves as the bridge between the physical and the social sciences. The study of geography should give students a firm grasp of the place and terrain that surrounds them; the patterns of human development around the world; and the interactions of peoples, places, and environments.

The need for geographic knowledge is increasing. Technological advances and greater international trading force citizens to have a fuller knowledge of economic, political, social, and environmental issues around the world. The increased economic power and initiatives of other nations, changes in international politics and policies, and the ability of other nations to affect worldwide environmental quality validate the need for United States' students to be internationally competent 21st-century voters, workers, parents, and leaders.

The Geographically Informed Person

These geography standards seek to foster the development of a geographically informed person. This means being knowledgeable about people, places, and environments, and being able to apply that knowledge. Geographically informed citizens understand the many interdependent spheres in which they live, and make informed judgments to improve their community, state, country, and world. To meet the challenges of the future, geographically informed citizens should be able to:

- Know and understand facts, concepts, and generalizations about geography;
- Apply geographic skills to observe, gather, organize, analyze, and present information; and
- Use geographic perspectives to evaluate, make decisions about, and report on issues, processes, and events.

Geography's Content Standards

The geography content standards that follow outline what students should know and be able to do. They integrate geographic knowledge, skills, and perspectives that will remain useful throughout life. The essential skills of asking geographic questions; acquiring, presenting, and analyzing geographic information; and developing and testing geographic generalizations are reflected in the content standards and are worth practicing and mastering.

The geography standards are arranged in an orderly progression from conceptually simple to complex and from acquisition of basic knowledge to the synthesis and application of knowledge. They move from basic tools and locational information in Standard 1 to the fundamental concepts of physical and human geography in Standards 2-4. Standard 5 brings the human and physical systems together to examine their interrelationships. Finally, content from Standards 1-5 is brought together and applied to practical problems in Standard 6.

Model Content Standards

Geography

- 1. Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.**
- 2. Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.**
- 3. Students understand how physical processes shape Earth's surface patterns and systems.**
- 4. Students understand how economic, political, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.**
- 5. Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.**
- 6. Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.**

Standard 1:

Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.

RATIONALE:

Seeing the world geographically requires an understanding of various tools to be able to interpret and make maps; recognize relationships in and between places; make generalizations; and understand the concepts of distance, direction, location, connection, and association. These abilities and concepts are basic to what makes geography unique – the spatial perspective.

Maps, globes, photographs, satellite images, and geographic information systems (GIS) are examples of geographic tools. They are essential to portraying, analyzing, evaluating, and predicting human and physical patterns and processes on Earth's surface. They play a critical role in helping people make sense of a complex world, and they improve human capacity to move about and plan activities.

Developing locational knowledge – for example, knowing where places are and why they are there- is also a part of being a geographically informed person. Locational knowledge is developed through both academic learning and personal experience. This knowledge, developed through factual learning, serves as a personal framework for objective and personal geographic knowledge. Geographic images and the impressions students have of places are organized by these personal frameworks.

Geographic literacy also demands an understanding of how space on Earth is organized. To understand spatial organization requires observation and analysis as well as an awareness that the patterns observed on Earth's surface reflect geographic processes.

The concepts of distance, direction, location, connection, and association help explain how space is arranged on Earth. Other geographic concepts explain the size and locations of settlements, the connections or lack of connections between and among locations, and the interchange of people, ideas, and goods.

1.1 Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.

GRADE K

- Understand what maps, globes and other geographic tools represent and how they are used

GRADES 1 & 2

- Understand that the same features can be represented by maps made to different scales;
- Understand what the different colors on a topographic map mean;
- Understand the standard orientation of maps and globes (where North, South, East and West are located); find different directions on the map;
- Understand that maps contain legends with symbols explaining various features and can explain various symbols;
- Interpret simple unfamiliar maps;
- Draw simple maps of familiar areas;
- Create maps to illustrate a story.

GRADE 3

- Measure straight-line distances using a bar scale;
- Know how to use an atlas and some on-line resources to find geographic information.

GRADE 4

- Measure various distances using map scales

GRADE 5

- Interpret aerial graphs and maps of communities;
- Design maps with desired information, using mapping symbols;
- Construct diagrams and charts to display spatial information.

GRADES 6, 7 & 8

- Understand the concept of the Tropics of Cancer and Capricorn – what they represent, what they are due to and their significance in terms of seasons and temperature on Earth;
- Understand the essence of climate zones: Arctic, Tropic, Temperate;
- Locate and explain the Arctic Circle and the Antarctic Circle;
- Understand how a flat map represents the round globe – Mercator, conic and plane projections.

1.2 Students develop knowledge of Earth to locate people, places, and environments.

GRADE K

- Identify major topographic features such as rivers, lakes, mountains, valleys;
- Locate the Atlantic and Pacific Oceans;
- Locate the North and South Poles

GRADES 1& 2

- Recognize the shape of, and locate the seven continents on a map or a globe;
- Locate North America (the continental United States, Alaska, and Hawaii);
- Name and locate the town, city, or community, as well as the state where they live;

- Identify major oceans: Pacific, Atlantic, Indian, Arctic;
- Demonstrate more expanded knowledge about the seven continents;
- Locate all of the major countries in North America, in relation to each other;
- Name and locate the original thirteen colonies; and locate major cities on the East Coast with historical significance related to them;
- Locate: the Equator, the North and South Hemispheres and Poles;
- Locate major mountains and rivers in the United States;
- Demonstrate expanded knowledge of topographical features, such as: peninsula, harbor, bay, island: and locate some such features within and bordering North America;
- Name and locate the 48 contiguous states, plus Alaska and Hawaii, and some major topographical features in them, as well as adjoining bodies of water

GRADE 3

- Demonstrate knowledge of topographical features such as : boundary, channel, plateau, reservoir;
- Demonstrate knowledge of the geography of North America (including islands), as it relates to the earliest Americans, European exploration and settlement;
- Demonstrate expanded knowledge on the thirteen original colonies, with emphasis on the New England colonies, and the Middle Atlantic colonies;

GRADE 4

- Discuss the altitude of high mountains throughout the world;
- Demonstrate knowledge of the geography of the areas significant from the perspective of the American Revolution and the formation of the United States.

GRADE 5

- Locate and demonstrate knowledge about the great lakes of the world (all continents);
- Identify and locate Central and South America, and their largest countries on a globe or map;
- Demonstrate knowledge about major relief features in Central and South America (the Amazon River, the Andes, etc.);
- Locate the ancient Mezoamerican civilizations;
- Locate the activities of the Conquistadors;
- Locate the voyages of the European explorers and tradesmen;
- Locate the activities of the slave trade;
- Locate Russia in relation to its early growth and expansion; climate;
- Locate the Japanese islands in relation to its development and religion; climate;
- Demonstrate knowledge about the USA –
 - a. the fifty states and their capitals
 - b. the Civil War, the States and sites where it was fought
 - c. reconstruction and westward expansion after the Civil War;
 - d. major American Indian tribes and their original territories

GRADE 6

- Locate and discuss the great deserts of the world (hot and cold);
- Demonstrate knowledge of the geography of the Middle East, in relation to its old civilizations, and the rise of important religions;
- Demonstrate expanded knowledge of the geography of Ancient Greece and Rome, in relation to important historical events of antiquity;
- Demonstrate knowledge of the geography of Western Europe, in relation to historical periods and events such as the Age of Enlightenment, the French Revolution, the Industrial Revolution, the Arts of the time, the sociology of the time.

GRADE 7

- Demonstrate expanded knowledge of world geography in relation to the America's becoming a world power;
- Locate and discuss the geography of important events through 1850
- Discuss the geography of the US in relation to the history of cotton growing and slavery;
- Demonstrate expanded knowledge of the geography of the US, including mountains, water features, political and economic features, cities, population, etc.

GRADE 8

- Discuss from geographical point of view the emergence of the Communist Empire, including the creation of the People's Republic of China, the Korean and Vietnam Wars, the political alliances of the Cold War period;
- Discuss the Civil Rights Movement in the US in connection with the geographical "hot spots";
- Demonstrate knowledge of the relationship between the geography/resources of the Middle East and "oil politics";
- Describe from a geographical point of view, the break up of the Soviet Union and the realignment of countries after the end of the Cold War;
- Discuss conflicts in Africa, the end of Apartheid in South Africa

1.3 Students know how to analyze the dynamic spatial organization of people, places, and environments.

GRADE K

- Describe their home in relation to the location of the school, the park, the grocery store, the place where his/her parents work, etc.;
- Demonstrate awareness of where his/her out-of-state relatives live;
- Begin to understand the relationship between climate and human/animal lifestyles.

GRADES 1, 2, 3 & 4

- Understand how latitude affects climate, and demonstrate his/her understanding through examples;
- Understand how the availability of water affects human lifestyles

GRADES 5, 6, 7 & 8

- Trace and/or draw maps featuring information according to the desired use of the maps;
- Analyze maps, in order to discover and summarize information about geographical areas;
- Organize information obtained through the reading of maps in graphs, diagrams, and other visual aids, in order to illustrate specific demographic, physical and other topics;
- Gather field information and record it on custom maps;
- Trace on maps the spread of human migrations, cultures, languages, religions, diseases;
- Discover patterns of human habitation and activities through the study of maps;
- Discuss the places of the world that America depends on for imported resources and goods.

STANDARD 2:

Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.

RATIONALE:

Knowledge of place helps people make informed decisions about where to live, work, travel, and seek new opportunities. Places form and change as a result of physical and human processes. The physical characteristics of a place are caused by the long term interaction among natural processes. These processes produce the landforms, water bodies, air, soils, vegetation, animal life, and climate on which human life depends. The human characteristics of a place result from the interaction of human processes. These processes produce particular settlement patterns, political systems, architecture, commerce, and other activities and enterprises.

Regions are areas that display similarity in terms of selected criteria. Regions are created to clarify the complexity of human and physical features on Earth's surface. Regions are geographic generalizations that portray broader patterns from great and oftentimes confusing detail. Studying how and why regions change helps people understand and interpret the past, participate responsibly in the present, and plan effectively for the future.

The way people think about places and regions varies according to how they organize, interpret, and use information. Personal attitudes, experiences, and judgements are important in shaping these variations. Differences in cultural background, age, gender, and experiences contribute to the perceptions people have about places and regions. Understanding places and regions helps one appreciate different perspectives and develop the cooperation needed to resolve conflict.

2.1 Students know the physical and human characteristics of places.

GRADE K

- Explain why one place is better than another to build a house on;
- Understand the existence of, and describe areas such as deserts, rain forests, plains, mountains, bodies of water, urban areas, etc.

GRADES 1, 2, 3 & 4

- Differentiate between natural and human characteristics of places;
- Demonstrate expanding ability to differentiate between natural and human characteristics of places;
- Demonstrate deeper knowledge about particular large geographic areas, such as the Amazon rain forest and the Arctic.

GRADES 5, 6, 7 & 8

- Describe and compare the physical characteristics of places, using a variety of visual materials and data sources;
- Describe and compare human characteristics of places;
- Examine and explain human impact on the landscape/environment;
- Identify and analyze how technology shapes the physical and human characteristics of places.

2.2 Students know how and why people define regions.

GRADE K

- Begin to understand why some regions are populated by many people and others – by few, or none

GRADES 1, 2, 3 & 4

- Understand why some regions are populated by many people, and others – by few, or none;
- Understand how human activities (such as deforestation, the building of dams, irrigation, etc.) can change the nature of regions.

GRADES 5, 6, 7 & 8

- Identify and describe regions in terms of physical and human characteristics;
- Explain how regions are connected through cultural ties, trade, language, resources, through the use of maps;
- Explain how regions change over space and time.

2.3 Students know how culture and experience influence people's perceptions of places and regions.

GRADE K

- Understand that peoples have adapted to living in their parts of the world;
- Begin to identify characteristics of the lifestyles of peoples who live in particular regions;

GRADES 1, 2, 3 & 4

- Begin to understand why peoples like living in places that others find inhospitable (the Eskimos, the Bedouins, for example);
- Identify characteristics of the lifestyles of peoples who live in particular regions.

GRADES 5, 6, 7 & 8

- Gather and compare information on how people of different backgrounds view the same place or region;

- Compare ways in which people of different cultural origins build out and name places in the same regions;
- Explain why immigrants to the United States hold on to customs from their home countries.

STANDARD 3:

Students understand how physical processes shape Earth’s surface patterns and systems.

RATIONALE:

Processes of nature create the natural environments upon which human life depends. Understanding Earth’s natural or physical features and the processes that produce them is essential to the study of human life on Earth. It is therefore essential to know the characteristics of landforms, soil, water bodies, vegetation, animal life, weather, and climate and how these characteristics are distributed over Earth’s surface.

There are a variety of physical processes, such as weathering, erosion, and vegetation change, that shape the environment over time and space. These processes and their associated patterns can be explained by concepts such as system, boundary, force, threshold, and equilibrium.

Climates, landforms, and soils are physical systems. An ecosystem – a complex physical system – is an interdependent association of plants, animals, air, water, and land. Ecosystems form distinct regions within the biosphere that vary in size, shape, and complexity. Understanding the nature and distribution of ecosystems and the influences of physical processes throughout the environment is crucial to understanding the role of humans within the physical world.

3.1 Students know the physical processes that shape Earth’s surface patterns.

GRADE K

- Identify and describe some of the Earth’s physical elements – air, land, water, plants and animals;
- Begin to understand the nature of the solar system.

GRADES 1, 2, 3 & 4

- Demonstrate understanding that the Earth’s climate is subject to cycles of higher or lower temperatures; and that such a cycle, known as the Ice Age, for example, has made possible for the first humans to arrive in America (from Asia) through a land bridge;
- Understand how physical processes from within and without the Earth affect the Earth surface and climate.

GRADES 5, 6, 7 & 8

- Understand and describe how the environment can affect human settlement and vice versa;
- Identify the elements of ecosystems and explain how they are related to life within;

- Research and explain how physical processes influence ecosystems;
- Explain the distribution of types of ecosystems and their impact on human populations;
- Analyze the importance of distance in human interaction.

3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.

GRADE K

- Tell where some plants, animals and people live, and where they do not live and why;
- Begin to understand how climate influences vegetation patterns, and how that, in turn, influences animal and human life;
- Describe the environment of the area where they live.

GRADES 1, 2, 3 & 4

- Demonstrate understanding of how climate influences vegetation patterns, and how that, in turn, influences animal and human life;
- Demonstrate understanding of the ability of plants, animals and humans to adapt to living in various and changing environments;
- Describe the environment of the area where they live and areas they have visited or have heard about, or have studied about.

GRADES 5, 6, 7 & 8

- Identify and describe the physical components of the Earth's atmosphere, lithospheres, hydrosphere, and biosphere (e.g. climates, and forms, bodies of water, ecosystems);
- Understand how natural processes create or change land forms, and give actual geographic locations as examples;
- Define renewable and non-renewable Earth resources;
- Predict the consequences of physical processes on the Earth's surface and weather conditions.

STANDARD 4:

Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

RATIONALE:

People are central to geography in that human activities help shape Earth's surface. Human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface. The geographic study of human populations focuses on location, movement, and the dynamics of size. Populations tend to locate in clusters rather than spread out evenly over the land surface; these patterns depend on both physical and human environments. People make long-term, permanent migrations and short-term, temporary journeys, often on a daily basis. Migration is often the result of the way people perceive a place. Population growth, decline, and equilibrium patterns are influenced by medical, cultural, and economic issues.

Culture defines every human society because it encompasses identity, purpose, place, and vision. Culture has meaning beyond a single group in a specific place. The study of the location, spatial patterns, and processes of cultures provides a means to analyze how people interact with each other and with their environments. Culture is a force that can both unify and impede connections and communication among peoples.

In the developed, urbanized, and industrialized countries, economic systems are complex, fast-moving, and technologically dependent. Developing countries have vast, unstructured urban areas surrounded by traditionally based rural areas. But economic interdependence links the developed and developing countries.

Settlements, whether rural or urban, have many identifiable patterns, such as architecture, sacred space, and economic activities. Settlement patterns reflect changing cultural attitudes toward place as well as shifts in technology, population, and resource use.

Earth space is divided into political, economic, social, and cultural spaces, ranging in scale from local to global. Political spaces, which are created by both cooperation and conflict, may be as small as the school attendance zone or as large as an alliance among nations. Economic space includes a firm's marketing regions and international trading blocs. Social and cultural spaces range from households to the administrative regions of world religions. The partitioning of space into social, economic, and political spheres of influence is dynamic and ongoing.

4.1 Students know the characteristics, location, distribution, and migration of human populations.

GRADES 1, 2, 3 & 4

- Differentiate between small and large human settlements;
- Speak about the migration of the members of their own families;
- Identify some cities with large populations in this country;
- Identify some countries with large populations;
- Discuss the countries of origin of their ancestors, and locate them;
- Identify and locate cities with large populations in this country;
- Identify and locate countries with large populations;
- Use maps to describe and explain population densities in parts of the world.

GRADES 5, 6, 7 & 8

- Describe and discuss the reasons for human migrations (e.g. famine, slave trade, wars, persecution) after studying related literature;
- Create graphs depicting population numbers and distribution;
- Describe the influence of population on environment;
- Analyze the characteristics of a certain population.

4.2 Students know the nature and spatial distribution of cultural patterns.

GRADES 1, 2, 3 & 4

- Understand some of the elements of culture: food, clothing/adornment of the body, tools and weapons, housing/shelter, modes of transportation, languages, customs, etc.;
- Understand a greater number of the elements of culture, and how many of them are shaped by the geography of the region where people live (recreation, religion, arts, etc.)

GRADES 5, 6, 7 & 8

- Use interviews with real people to define cultural change;
- Differentiate among different cultures in RI;
- Differentiate among different cultures in other parts of the world;
- Use cultural clues/artifacts to identify historical migrations;
- Analyze the impact of various cultures on physical elements of the Earth;
- Use a variety of maps to research information regarding the location and movements of various cultures;
- Analyze geographical factors that have generated cultural change.

4.3 Students know the patterns and networks of economic interdependence.

GRADE K

- Identify what kind of economic activity their parents participate in to earn a living.

GRADES 1, 2, 3 & 4

- Describe some economic networks used in daily life, such as transportation;
- Identify major economic activities in RI and other states, and in other countries;
- Describe economic networks used in daily life, such as transportation, banking, telephone system, etc.;
- Identify major economic activities in the states that they have studied about.

GRADES 5, 6, 7 & 8

- Identify economic activities within a region and examine the reasons for their locations;
- Explain the need for trade among regions, based on local availability of resources and goods;
- Use maps to illustrate historical patterns of human origins and activities;
- Compile examples of cultural and economic reasons for changes in human societies;
- Analyze systems to deliver service and goods;
- Discuss world trade.

4.4 Students know the processes, patterns, and functions of human settlement.

GRADE K

- Discuss stories about far-away lands and people and compare their lives with that of their own community.

GRADES 1, 2, 3 & 4

- Discuss their parents' occupation and how it relates to the part of the country where their family lives;
- Discuss differences between prehistoric and modern human settlements in this part of the country;
- Discuss differences between rural and urban human settlements;
- Demonstrate understanding of spacial characteristics of parts of the city (residential, central business, recreational, etc.);
- Guess and/or explain the reasons for the location of certain cities/settlements in relation to the relief and resources available in the area.

GRADES 5, 6, 7 & 8

- Use maps to compare and contrast historic factors that have changed land use in a region;
- Deduct geographical reasons for human settlements in specific areas;
- Classify cities according to their human and environmental characteristics;
- Compare patterns of land use and human settlement in various regions;
- Classify cities according to their physical characteristics.

4.5 Students know how cooperation and conflict among people influence the division and control of the Earth's surface.

GRADE K

- Discuss stories about the Native Americans;
- Discuss stories about the first Europeans in America and their search for gold and silver (for some), and for freedom and living space (for others).

GRADES 1, 2, 3 & 4

- Understand that today's residents of RI/ the US are relative newcomers;
- Understand the meaning of country boundaries and why people have created them;
- Understand that all human conflicts are based on competition for land and its resources and can give examples from the content of their history lessons;
- Understand the configuration of town/city within a county, within a state, a continent, the Earth.

GRADES 5, 6, 7 & 8

- Describe political, social, and economic divisions throughout early American history;
- Understand and describe how people divide the Earth's surface into different types of territorial units;
- Analyze the reasons for divisions and cooperation among peoples, in terms of geography.

STANDARD 5:

Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

RATIONALE:

Human use of resources can have both positive and negative effects. Increasingly, people are called upon to solve complex problems resulting from the interaction of human and physical systems. Physical systems offer opportunities and constraints for human activity. Humans control and use the output of physical systems – natural resources – to get food and shelter needed to survive and prosper; natural resources provide food and shelter. Agriculture, the foundation of civilizations, is perhaps the most massive alteration of physical systems. Humans sometimes face the consequences of exceeding their environment’s capacity and resource base. Changes to the environment created by humans play a significant role in shaping local, global, economic, social, and political conditions.

The concept of resources has changed over time in much of the world. Initially, when populations were smaller, resources were assumed to exist in abundance and were available for almost limitless use. The concept of preservation did not evolve until some resources appeared to be in short supply. Unwise resource use can negatively affect the environment and quality of life. Responsible resource use can enhance the environment and quality of life.

Humans interact with the environment through technology. Technology has enabled us to use some natural resources at ever-increasing, possibly unsustainable, rates. But new technologies also change our perception of resources. For example, nuclear reactors now generate a substantial portion of the world’s electricity and once-discarded materials are now recycled.

5.1 Students know how human actions modify the physical environment.

GRADE K

- Discuss various types of human housing – from caves to high-rise apartments;
- Begin to understand that some regions are populated by many people, and others – by few or none;

GRADES 1, 2, 3 & 4

- Demonstrate understanding of why some regions are populated by many people, and others – by few, or none;
- Understand how human activities (such as deforestation, the building of dams, irrigation, etc.) can change the nature of regions;

- Understand how human activities impact the lives of animals, and of other people.

GRADES 5, 6, 7 & 8

- Examine the factors that have caused the disappearance of an animal or plant species;
- Understand the interrelatedness of environmental systems and its impact on life (human and other);
- Describe ways in which humans adapt to physical changes in the Earth's environments;
- Explain how environmental changes in one place affect other places (acid rain, pollution, pesticides, etc.);
- Predict new ways for humans to adapt to their environments;
- Use maps to track the influence of environmental changes from one place to another.

5.2 Students know how physical systems affect human systems.

GRADE K

- Understand why people can build housing in some places and not in others;
- Understand the need to keep the environment clean.

GRADES 1, 2, 3 & 4

- Understand that climatic changes over time bring changes in human habitation and activities;
- Understand the causes of natural disasters.

GRADES 5, 6, 7 & 8

- Understand how population growth affects air, land and water quality, and how they impact the physical environment;
- Explore the positive and negative effects of humans on the environment;
- Explain how people's lives are influenced by population movements.

5.3 Students know the changes that occur in the meaning, use, location, distribution, and importance of resources.

GRADE K

- Begin to understand that resources are necessary for human existence;
- Begin to understand what kinds of resources are necessary for human existence.

GRADES 1, 2, 3 & 4

- Compare the size of settlements they know today, with their size years ago;
- Understand why all human settlements are located near rivers;
- Understand what kinds of resources are necessary for human existence;
- Understand that resources are not distributed equally everywhere;
- Understand the difference between renewable and non-renewable resources;

- Begin to understand that existing resources are not unlimited, and will not last forever;
- Begin to understand that, as some resources are depleted, people develop technologies to use different resources;
- Understand the need for careful management of resources;
- Understand the need for exploration for new resources.

GRADES 5, 6, 7 & 8

- Track specific resources' distribution throughout the world;
- Compare countries and their development based on their available resources;
- Examine current impact of resource use;
- Predict the changes to a region with better management and resource use.

STANDARD 6:

Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

RATIONALE:

This standard deals with the application of geographic knowledge, skills, and perspectives to practical problems. Everything happens in time and space. Therefore, a thorough interpretation of the past must include the geographic context of the event. This requires addressing questions such as: Where did the event occur? In what kind of human and physical environment did it happen? How was the event related to events in other places? What resources and technologies did people have? How did they move from place to place? What environmental constraints did they face? Any interpretation of human events and conditions that ignores the geographic context is incomplete and unrealistic.

In the next century, humans will face many complex and controversial issues concerning the development needs of a rapidly growing human population and the Earth's ability to sustain that population. To cope with these fundamental issues effectively, tomorrow's citizens must be geographically informed.

6.1 Students know how to apply geography to understand the past.

GRADE K

- Compare the housing of people from different historical periods and point out the influence of geography on it;

GRADES 1, 2, 3 & 4

- Demonstrate understanding that climates have changed over time;
- Understand that changing environments have influences and are influencing people and events in the past and present;
- Use maps to describe the human and environmental factors that have marked the history of various regions.

GRADES 5, 6, 7 & 8

- Identify the various geographic aspects of a region;
- Analyze the impact human migration has had on regions and countries;
- Examine how various regions/countries deal with social, economic and political changes;
- Explain how competition for resources causes conflict.

6.2 Students know how to apply geography to understand the present and plan for the future.

GRADES 1, 2, 3 & 4

- Describe their own home, where it is located, and what is in its vicinity;
- Describe what kind of home/world they would like to live in, in the future;
- Observe and describe community issues from a spacial perspective: the building of new houses in the neighborhood, heavy traffic, etc.:
- Explain how human-induced factors can change the environment (development versus conservation).

GRADES 5, 6, 7 & 8

- Examine various social, political and economic regions and see how they are different from past to present;
- Show how environments and resources have affected various areas from past to present;
- Explain and discuss the need for responsible environmental management practices.