

Academic Standards for Geography

*June 1, 2009 FINAL
Secondary Standards
Grades 9,12*

US History (1850-Present), World History (1450-Present), Civics and Government



Pennsylvania Department of Education

*These standards are offered as a voluntary resource for Pennsylvania's schools and await action by the State Board of Education.
The course level standards are offered as a voluntary resource for Pennsylvania's schools.*

SECONDARY STANDARDS
Grades 9,12
US History (1850-Present), World History (1450-Present), Civics and Government
Geography

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XX. INTRODUCTION

This document includes Academic Standards for Geography that describes what students should know and be able to do in four areas:

- ◇ 7.1. Basic Geographic Literacy
- ◇ 7.2. Physical Characteristics of Places and Regions
- ◇ 7.3. Human Characteristics of Places and Regions
- ◇ 7.4. Interactions Between People and the Environment

The Geography Standards describe what students should know and be able to do from third through twelfth grade. They reflect the increasingly complex and sophisticated understanding of geography that students are expected to achieve as they progress through school. Throughout the standards, all grade levels must address the local-to-global progression. Basic concepts found in lower grade levels must be developed more fully at higher grade levels.

Geography is the science of space and place on Earth's surface. Its subject matter is the physical and human phenomena that make up the world's environments and places. These standards build on using geographic tools as a means for asking and answering geographic questions, setting information into a range of spatial contexts, recognizing places and regions as human concepts, understanding the physical processes that have shaped Earth's surface and the patterns resulting from those processes, identifying the relationships between people and environments, recognizing the characteristics and distribution of people and cultures on Earth's surface, focusing on the spatial patterns of settlements and their resulting political structures, and exploring the networks of economic interdependence and the importance of resources. Teachers should employ the Five Fundamental Themes of Geography while proceeding through the Academic Standards for Geography. The themes provide a clear conceptual basis for teachers and students to use in organizing their knowledge.

Five Fundamental Themes of Geography	
Theme	Description
Location	The absolute and relative position of a place on Earth's surface
Place	How physical and human characteristics define and distinguish a place
Human-Environment Interactions	How humans modify and adapt to natural settings
Movement	How people, ideas and materials move between and among locations
Regions	How an area displays unity in terms of physical and human characteristics

A glossary is included to assist the reader in clarifying terminology contained in the standards.

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7.1. Basic Geographic Literacy					
	7.1.9. GRADE 9	7.1.U. US HISTORY 1850-PRESENT	7.1.W. WORLD HISTORY 1450-PRESENT	7.1.C. CIVICS & GOVERNMENT	7.1.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Geographic Tools	7.1.9.A. Explain and illustrate how geographic tools are used to organize and interpret information about people, places , and environments .	7.1.U.A. Use geographic tools to analyze information about the interaction between people, places , and the environment .	7.1.W.A. Use geographic tools to analyze information about the interaction between people, places , and the environment .	7.1.C.A. Use geographic tools to analyze information about the interaction between people, places , and the environment .	7.1.12.A. Use geographic tools to analyze information about the interaction between people, places , and the environment .
Location of Places and Regions	7.1.9.B. Explain and locate regions and their shared connections as defined by physical and human features .	7.1.U.B. Intentionally Blank	7.1.W.B. Intentionally Blank	7.1.C.B. Intentionally Blank	7.1.12.B. Assess how physical changes to a region may have global impact.

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7.2. Physical Characteristics of Places and Regions					
	7.2.9. GRADE 9	7.2.U. US HISTORY 1850-PRESENT	7.2.W. WORLD HISTORY 1450-PRESENT	7.2.C. CIVICS & GOVERNMENT	7.2.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Physical Characteristics	7.2.9.A. Explain the physical characteristics of places and regions , including spatial patterns of Earth's physical systems.	7.2.U.A. Analyze the physical characteristics of places and regions , including the interrelationships among the components of Earth's physical systems.	7.2.W.A. Analyze the physical characteristics of places and regions , including the interrelationships among the components of Earth's physical systems.	7.2.C.A. Intentionally Blank	7.2.12.A. Analyze the physical characteristics of places and regions , including the interrelationships among the components of Earth's physical systems.
Physical Processes	7.2.9.B. Explain the dynamics of the fundamental processes that underlie the operation of Earth's physical systems.	7.2.U.B. Analyze the significance of physical processes in shaping the character of places and regions .	7.2.W.B. Analyze the significance of physical processes in shaping the character of places and regions .	7.2.C.B. Intentionally Blank	7.2.12.B. Analyze the significance of physical processes in shaping the character of places and regions .

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7.3. Human Characteristics of Places and Regions					
7.3.9. GRADE 9	7.3.U. US HISTORY 1850-PRESENT	7.3.W. WORLD HISTORY 1450-PRESENT	7.3.C. CIVICS & GOVERNMENT		7.3.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Human Characteristics	<p>7.3.9.A. Explain the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities 	<p>7.3.U.A. Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities 	<p>7.3.W.A. Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities 	<p>7.3.C.A. Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities 	<p>7.3.12.A. Analyze the human characteristics of places and regions using the following criteria:</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic activities • Political activities

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7.4. Interactions Between People and the Environment					
7.4.9. GRADE 9	7.4.U. US HISTORY 1850-PRESENT	7.4.W. WORLD HISTORY 1450-PRESENT	7.4.C. CIVICS & GOVERNMENT	7.4.12. GRADE 12	
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Impact of Physical Systems on People	7.4.9.A. Compare and contrast the effect of the physical systems on people across regions of the United States.	7.4.U.A. Analyze the effects of changes in the physical systems.	7.4.W.A. Analyze the effects of changes in the physical systems.	7.4.C.A. Intentionally Blank	7.4.12.A. Analyze the global effects of changes in the physical systems.

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7.4. Interactions Between People and the Environment					
	7.4.9. GRADE 9	7.4.U. US HISTORY 1850-PRESENT	7.4.W. WORLD HISTORY 1450-PRESENT	7.4.C. CIVICS & GOVERNMENT	7.4.12. GRADE 12
<i>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</i>					
Impact of People on Physical Systems	7.4.9.B. Compare and contrast the effect of people on the physical region across regions of the United States.	7.4.U.B. Analyze the effects of human activity on the physical systems.	7.4.W.B. Analyze the effects of human activity on the physical systems.	7.4.C.B. Intentionally Blank	7.4.12.B. Analyze the global effects of human activity on the physical systems.

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XXI. GLOSSARY

Climate:	Long-term patterns and trends in weather elements and atmospheric conditions.
Environment :	Everything in and on Earth's surface and its atmosphere within which organisms, communities or objects exist.
Geographic Tools:	Tools used by geographers to organize and interpret information. Tools range from the very simple (maps and globes) to the complex (Geographic Information Systems, population pyramids, satellite images, and climate graphs).
Human Features:	Tangible and intangible ideas associated with the culture, society, and economy of places or areas. These include the spatial arrangement of land uses including countries, states, cities, neighborhoods, latitude and longitude, time zones, transportation and trade, cultural ties, and population patterns including population density and mobility.
Place:	An area with distinctive human and physical characteristics; these characteristics give it meaning and character and distinguish it from other areas.
Region:	An area with one or more common characteristics or features that gives it a measure of consistency and makes it different from surrounding areas.
Resource:	An aspect of the physical environment that people value and use to meet a need for fuel, food, industrial product, or something else of value.
Spatial:	Pertains to space on Earth's surface.