

## Academic Standards for Geography

### 7.1.3 Basic Geographic Literacy

***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...***

K	1	2	3
<p>A. Identify geographic tools and their uses.</p> <ul style="list-style-type: none"> <li>• Characteristics and purposes of different geographic representations                             <ul style="list-style-type: none"> <li>➢ Maps and basic map elements</li> <li>➢ Globes</li> <li>➢ Diagrams *(<i>Science integration; Scholastic News, Weekly Reader</i>)</li> <li>➢ Photographs *(<i>Science integration; Scholastic News, Weekly Reader</i>)</li> </ul> </li> </ul> <p>*(Notes:</p> <ul style="list-style-type: none"> <li>○ <i>Map Skill Workbook by National Geographic</i></li> <li>○ <i>Integrate with Literature, Math and Science</i>)</li> </ul>	<p>A. Identify geographic tools and their uses.</p> <ul style="list-style-type: none"> <li>• Characteristics and purposes of different geographic representations                             <ul style="list-style-type: none"> <li>➢ Maps and basic map elements</li> <li>➢ Globes</li> <li>➢ Diagrams *(<i>Science integration; Scholastic News, Weekly Reader</i>)</li> <li>➢ Photographs *(<i>Science integration; Scholastic News, Weekly Reader</i>)</li> </ul> </li> </ul> <p>*(Notes</p> <ul style="list-style-type: none"> <li>○ <i>Map Skill Workbook by National Geographic</i></li> <li>○ <i>Integrate with Literature, Math and Science</i>)</li> </ul>	<p>A. <b>Identify geographic tools and their uses. (E)</b></p> <ul style="list-style-type: none"> <li>• Characteristics and purposes of different geographic representations                             <ul style="list-style-type: none"> <li>➢ <b>Maps and basic map elements</b></li> <li>➢ <b>Globes</b></li> <li>➢ <b>Graphs *(Math)</b></li> <li>➢ Diagrams *(<i>Science integration; Scholastic News, Weekly Reader</i>)</li> <li>➢ Photographs *(<i>Science integration; Scholastic News, Weekly Reader</i>)</li> </ul> </li> <li>• Geographic representations to display spatial information                             <ul style="list-style-type: none"> <li>➢ Sketch maps</li> <li>➢ Thematic maps</li> </ul> </li> </ul> <p>*(Notes:</p> <ul style="list-style-type: none"> <li>○ <i>Map Skill Workbook by National Geographic</i></li> <li>○ <i>Integrate with Literature, Math and Science</i>)</li> </ul>	<p>A. <b>Identify geographic tools and their uses. (E)</b></p> <ul style="list-style-type: none"> <li>• <b>Characteristics and purposes of different geographic representations</b> <ul style="list-style-type: none"> <li>➢ <b>Diagrams *(Science integration; Scholastic News, Weekly Reader)</b></li> <li>➢ <b>Photographs *(Science integration; Scholastic News, Weekly Reader)</b></li> </ul> </li> <li>• <b>Geographic representations to display spatial information</b> <ul style="list-style-type: none"> <li>➢ <b>Sketch maps</b></li> <li>➢ <b>Thematic maps</b></li> </ul> </li> <li>• <b>Mental maps to describe the human and physical features of the local area.</b></li> </ul> <p>*(Notes:</p> <ul style="list-style-type: none"> <li>○ <i>Map Skill Workbook by National Geographic</i></li> <li>○ <i>Integrate with Literature, Math and Science</i>)</li> </ul>
<p>B. Identify and locate places and regions.</p> <ul style="list-style-type: none"> <li>• Physical features                             <ul style="list-style-type: none"> <li>➢ Local community *(<i>Field trips</i>)</li> </ul> </li> <li>• Human features                             <ul style="list-style-type: none"> <li>➢ Local community</li> </ul> </li> <li>• Regions as areas with unifying</li> </ul>	<p>B. Identify and locate places and regions.</p> <ul style="list-style-type: none"> <li>• Physical features                             <ul style="list-style-type: none"> <li>➢ Continents and oceans</li> <li>➢ Major landforms, rivers, and lakes in North America</li> </ul> </li> </ul>	<p>B. <b>Identify and locate places and regions. (E)</b></p> <ul style="list-style-type: none"> <li>• Physical features                             <ul style="list-style-type: none"> <li>➢ <b>Continents and oceans</b></li> <li>➢ Major landforms, rivers, and lakes in North America</li> </ul> </li> </ul>	<p>B. <b>Identify and locate places and regions. (E)</b></p> <ul style="list-style-type: none"> <li>• Physical features                             <ul style="list-style-type: none"> <li>➢ Continents and oceans</li> <li>➢ <b>Major landforms, rivers, and lakes in North America</b></li> </ul> </li> </ul>

<p>geographic characteristics</p> <ul style="list-style-type: none"> <li>➤ Physical regions (e.g., landform regions, climate regions, river basins)</li> <li>➤ Human regions (e.g., neighborhoods, cities, states, countries)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Local community *(Field trips)</li> <li>• Human features <ul style="list-style-type: none"> <li>➤ Countries (i.e., United States, Mexico, Canada)</li> <li>➤ States (i.e., Pennsylvania, Delaware, Maryland, New Jersey, New York, Ohio, West Virginia)</li> <li>➤ Cities (i.e., Philadelphia, Erie, Altoona, Pittsburgh, Scranton, Harrisburg, Johnstown, Allentown, Washington D.C., Toronto, Cleveland)</li> <li>➤ Local community</li> </ul> </li> <li>• Regions as areas with unifying geographic characteristics <ul style="list-style-type: none"> <li>➤ Human regions (e.g., neighborhoods, cities, states, countries)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Local community *(Field trips)</li> <li>• Human features <ul style="list-style-type: none"> <li>➤ Countries (i.e., United States, Mexico, Canada)</li> <li>➤ States (i.e., Pennsylvania, Delaware, Maryland, New Jersey, New York, Ohio, West Virginia)</li> <li>➤ Cities (i.e., Philadelphia, Erie, Altoona, Pittsburgh, Scranton, Harrisburg, Johnstown, Allentown, Washington D.C., Toronto, Cleveland)</li> <li>➤ Local community</li> </ul> </li> <li>• Regions as areas with unifying geographic characteristics <ul style="list-style-type: none"> <li>➤ Human regions (e.g., neighborhoods, cities, states, countries)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Local community *(Field trips)</li> <li>• <b>Human features</b> <ul style="list-style-type: none"> <li>➤ Countries (i.e., United States, Mexico, Canada)</li> <li>➤ States (i.e., Pennsylvania, Delaware, Maryland, New Jersey, New York, Ohio, West Virginia)</li> <li>➤ Cities (i.e., Philadelphia, Erie, Altoona, Pittsburgh, Scranton, Harrisburg, Johnstown, Allentown, Washington D.C., Toronto, Cleveland)</li> <li>➤ Local community</li> </ul> </li> <li>• <b>Regions as areas with unifying geographic characteristics</b> <ul style="list-style-type: none"> <li>➤ Physical regions (e.g., landform regions, climate regions, river basins)</li> <li>➤ Human regions (e.g., neighborhoods, cities, states, countries)</li> </ul> </li> </ul>
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**Basic Geography Literacy must include local-to-globe progression (scales) for all students at all grade levels for the standard statements and their descriptors. Basic concepts introduced in lower grade levels must be developed more fully throughout higher grade levels. Portions of Basic Geography Literacy relate directly to the Mathematic Standards.**

## Academic Standards for Geography

### 7.1.6 Basic Geographic Literacy

*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...*

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<p><b>A. Describe geographic tools and their uses. (E)</b></p> <ul style="list-style-type: none"> <li>• Basis on which maps, graphs and diagrams are created               <ul style="list-style-type: none"> <li>➢ <b>Aerial and other photographs</b></li> <li>➢ <b>Field observations</b></li> </ul> </li> <li>• Geographic representations to display spatial information               <ul style="list-style-type: none"> <li>➢ Absolute location</li> <li>➢ Relative location</li> <li>➢ Flows (e.g., goods, people, traffic)</li> <li>➢ Topography</li> <li>➢ Historic events</li> </ul> </li> <li>• Mental maps to organize an understanding of the human and physical features of Pennsylvania and the home county</li> <li>• Basic spatial elements for depicting the patterns of physical and human features               <ul style="list-style-type: none"> <li>➢ <b>Point, line, area, location, distance</b></li> <li>➢ <b>Map grids</b></li> <li>➢ <b>Alpha-numeric system</b></li> <li>➢ <b>Cardinal and intermediate directions</b></li> </ul> </li> </ul>	<p><b>A. Describe geographic tools and their uses. (E)</b></p> <ul style="list-style-type: none"> <li>• Basis on which maps, graphs and diagrams are created               <ul style="list-style-type: none"> <li>➢ Reference works</li> </ul> </li> <li>• Geographic representations to display spatial information               <ul style="list-style-type: none"> <li>➢ Absolute location</li> <li>➢ Relative location</li> <li>➢ <b>Flows (e.g., goods, people, traffic)</b></li> <li>➢ <b>Topography</b></li> <li>➢ <b>Historic events</b></li> </ul> </li> <li>• Mental maps to organize an understanding of the human and physical features of Pennsylvania and the home county</li> </ul>	<p><b>A. Describe geographic tools and their uses. (E)</b></p> <ul style="list-style-type: none"> <li>• Basis on which maps, graphs and diagrams are created               <ul style="list-style-type: none"> <li>➢ <b>Reference works</b></li> <li>➢ <b>Surveys</b></li> </ul> </li> <li>• Geographic representations to display spatial information               <ul style="list-style-type: none"> <li>➢ <b>Absolute location</b></li> <li>➢ <b>Relative location</b></li> </ul> </li> <li>• <b>Mental maps to organize an understanding of the human and physical features of Pennsylvania and the home county</b></li> <li>• Basic spatial elements for depicting the patterns of physical and human features               <ul style="list-style-type: none"> <li>➢ Point, line, area, location, distance, <b>scale</b></li> <li>➢ Map grids</li> <li>➢ Alpha-numeric system</li> <li>➢ Cardinal and intermediate directions</li> </ul> </li> </ul>
<p><b>B. Describe and locate places and regions. (E)</b></p> <ul style="list-style-type: none"> <li>• Coordinate systems (e.g., latitude and longitude, time zones)</li> <li>• Physical features               <ul style="list-style-type: none"> <li>➢ <b>In Pennsylvania (e.g., Coastal Plain, Piedmont, Appalachians)</b></li> <li>➢ In the United States (e.g., Great Lakes, Rocky Mountains, Great</li> </ul> </li> </ul>	<p><b>B. Describe and locate places and regions. (E)</b></p> <ul style="list-style-type: none"> <li>• Coordinate systems (e.g., latitude and longitude, time zones)</li> <li>• Physical features               <ul style="list-style-type: none"> <li>➢ In Pennsylvania (e.g., Coastal Plain, Piedmont, Appalachians)</li> <li>➢ <b>In the United States (e.g., Great Lakes, Rocky Mountains, Great</b></li> </ul> </li> </ul>	<p><b>B. Describe and locate places and regions. (E)</b></p> <ul style="list-style-type: none"> <li>• <b>Coordinate systems (e.g., latitude and longitude, time zones)</b></li> <li>• Physical features               <ul style="list-style-type: none"> <li>➢ In Pennsylvania (e.g., Coastal Plain, Piedmont, Appalachians)</li> <li>➢ In the United States (e.g., Great Lakes, Rocky Mountains, Great</li> </ul> </li> </ul>

<p>Plains)</p> <ul style="list-style-type: none"> <li>• Human features <ul style="list-style-type: none"> <li>➢ Countries (e.g., United Kingdom, Argentina, Egypt)</li> <li>➢ <b>Counties (e.g., Lancaster, Lackawanna, Jefferson)</b></li> <li>➢ <b>Townships (e.g., Dickinson, Lower Mifflin, Southampton)</b></li> </ul> </li> <li>• Ways in which different people view places and regions (e.g., as places to visit or to avoid)</li> <li>• Community connections to other places <ul style="list-style-type: none"> <li>➢ Dependence and interdependence</li> <li>➢ Access and movement</li> </ul> </li> </ul>	<p><b>Plains)</b></p> <ul style="list-style-type: none"> <li>• Human features <ul style="list-style-type: none"> <li>➢ Countries (e.g., United Kingdom, Argentina, Egypt)</li> <li>➢ <b>States (e.g., California, Massachusetts, Florida)</b></li> <li>➢ <b>Major human regions (e.g., Mid Atlantic, New England, Southwest)</b></li> <li>➢ Major cities (e.g., London, Los Angeles, Tokyo)</li> </ul> </li> <li>• Ways in which different people view places and regions (e.g., as places to visit or to avoid)</li> <li>• Community connections to other places <ul style="list-style-type: none"> <li>➢ Dependence and interdependence</li> <li>➢ Access and movement</li> </ul> </li> </ul>	<p>Plains)</p> <ul style="list-style-type: none"> <li>• Human features <ul style="list-style-type: none"> <li>➢ <b>Countries (e.g., United Kingdom, Argentina, Egypt)</b></li> <li>➢ <b>Provinces (e.g., Ontario, Quebec, Nova Scotia)</b></li> <li>➢ <b>Major cities (e.g., London, Los Angeles, Tokyo)</b></li> </ul> </li> <li>• Ways in which different people view places and regions (e.g., as places to visit or to avoid)</li> <li>• Community connections to other places <ul style="list-style-type: none"> <li>➢ Dependence and interdependence</li> <li>➢ Access and movement</li> </ul> </li> </ul>
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## Academic Standards for Geography

### 7.1.9 Basic Geographic Literacy

*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...*

Middle School – U.S.	Middle School – Other	Middle School - Other
		<p><b>A. Explain geographic tools and their uses. (E)</b></p> <ul style="list-style-type: none"> <li>• Development and use of geographic tools                             <ul style="list-style-type: none"> <li>➤ Geographic information systems (GIS)</li> <li>➤ Population Pyramids</li> <li>➤ Cartograms</li> <li>➤ Satellite-produced images</li> <li>➤ Climate graphs</li> <li>➤ Access to computer-based geographic data (e.g., Internet, CD-ROMs)</li> </ul> </li> <li>• Construction of maps                             <ul style="list-style-type: none"> <li>➤ Projections</li> <li>➤ Scale</li> <li>➤ Symbol systems</li> <li>➤ Level of generalization</li> <li>➤ Types and sources of data</li> </ul> </li> <li>• Geographic representations to track spatial patterns                             <ul style="list-style-type: none"> <li>➤ Weather</li> <li>➤ Migration</li> <li>➤ Environmental change (e.g., tropical forest reduction, sea-level changes)</li> </ul> </li> <li>• Mental maps to organize and understand the human and physical features of the United States</li> </ul>
		<p><b>B. Explain and locate places and regions. (E)</b></p> <ul style="list-style-type: none"> <li>• How regions are created to interpret Earth's complexity (i.e., the differences among formal regions, functional regions,</li> </ul>

		<ul style="list-style-type: none"> <li>perceptual regions)</li> <li>• How characteristics contribute to regional changes (e.g., economic development, accessibility, demographic change)</li> <li>• How culture and experience influence perceptions of places and regions</li> <li>• How structures and alliances impact regions <ul style="list-style-type: none"> <li>➤ Development (e.g., First vs. third World, North vs. South)</li> <li>➤ Trade (e.g., NAFTA, the European Union)</li> <li>➤ International treaties (e.g., NATO, OAS)</li> </ul> </li> <li>• How regions are connected (e.g., watersheds and river systems, patterns of world trade, cultural ties, migration)</li> </ul>
<p><b>Basic Geography Literacy must include local-to-globe progression (scales) for all students at all grade levels for the standard statements and their descriptors. Basic concepts introduced in lower grade levels must be developed more fully throughout higher grade levels. Portions of Basic Geography Literacy relate directly to the Mathematic Standards.</b></p>		

## Academic Standards for Geography

### 7.1.12 Basic Geographic Literacy

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High School – U.S.	High School - World	
<p><b>A. Analyze data and issues from spatial perspective using the appropriate geographic tools. (E)</b></p> <ul style="list-style-type: none"> <li>• Spatial patterns of human features that change over time (e.g., intervening opportunity, distance decay, central place theory, locational preference)</li> <li>• Physical patterns of physical features that change over time (e.g., climate change, erosion, ecological invasion and succession)</li> <li>• Human and physical features of the world through mental maps</li> </ul>	<p><b>A. Analyze data and issues from spatial perspective using the appropriate geographic tools. (E)</b></p> <ul style="list-style-type: none"> <li>• Spatial patterns of human features that change over time (e.g., intervening opportunity, distance decay, central place theory, locational preference)</li> <li>• Physical patterns of physical features that change over time (e.g., climate change, erosion, ecological invasion and succession)</li> <li>• Human and physical features of the world through mental maps</li> </ul>	
<p><b>B. Analyze the location of places and regions. (E)</b></p> <ul style="list-style-type: none"> <li>• Changing regional characteristics (e.g., short- and long-term climate shifts; population growth or decline; political instability)</li> <li>• Criteria to define a region (e.g., the reshaping of south Florida resulting from changing migration patterns; the US-Mexico border changes as a function of NAFTA; metropolitan growth in the Philadelphia region)</li> <li>• Cultural change (e.g., influences people's perceptions of places and regions)</li> </ul>	<p><b>B. Analyze the location of places and regions. (E)</b></p> <ul style="list-style-type: none"> <li>• Changing regional characteristics (e.g., short- and long-term climate shifts; population growth or decline; political instability)</li> <li>• Criteria to define a region (e.g., the reshaping of south Florida resulting from changing migration patterns; the US-Mexico border changes as a function of NAFTA; metropolitan growth in the Philadelphia region)</li> <li>• Cultural change (e.g., influences people's perceptions of places and regions)</li> </ul>	
<p><b>Basic Geography Literacy must include local-to-globe progression (scales) for all students at all grade levels for the standard statements and their descriptors. Basic concepts introduced in lower grade levels must be developed more fully throughout higher grade levels. Portions of Basic Geography Literacy relate directly to the Mathematic Standards.</b></p>		