

Geography

Geography is the study of the interaction between people and their environments. Geography therefore looks at the world through the concepts of location, place, human-environmental interaction, movement, and region.

High School (9 – 12) Details and Example

Essential Concept and/or Skill: *Understand the use of geographic tools to locate and analyze information about people, places, and environments.* (SS.9-12.G.1)

- Understand the characteristics and uses of geographic technologies.
- Understand geographic representations and tools used to analyze, explain and solve geographic problems.
- Understand the use of mental maps of physical and human features of the world to answer complex geographic questions.
- Understand perspective and point of view in interpreting data on maps.
- Understand the value of using maps from different sources and points of view.

Illustration of <i>Understand the use of geographic tools to locate and analyze information about people, places, and environments</i> in the ICLE’s Rigor and Relevance Framework	
Quadrant C Students use the geography tool OSAE (Observe, Speculate, Analyze, Evaluate) to examine a specific location in their community. Using Internet resources, students complete an OSAE on a corresponding location from three other countries. Students write a paper comparing and contrasting land use in the selected countries.	Quadrant D Students identify a real or potential land use conflict in their community. Students use various types of geographic tools (maps, photographs, community questionnaires, GIS data, air photos, data tables and related information) to study the issue. Students evaluate and weigh data to formulate a land use policy related to the real or potential conflict. Students create a presentation related to their policy.
Quadrant A Students complete a World Atlas Scavenger Hunt to become familiar with the structure of atlases.	Quadrant B Students use the geography tool OSAE (Observe, Speculate, Analyze, Evaluate) to examine several locations in their community. These locations might include a residential area, a city center, a suburb, or a rural area. From the completed OSAE, students summarize how each area is used.

Essential Concept and/or Skill: *Understand how physical and human characteristics create and define regions.* (SS.9-12.G.2)

- Understand culture as an integrated whole that explains the function and interactions of language, literature, the arts, traditions, beliefs and values and behavior patterns.
- Understand regional boundaries change.
- Understand places and regions are important to individual human identity and as symbols for unifying or fragmenting society.
- Understand external forces can conflict economically and politically with internal interests in a region.

Disclaimer: This document is up-to-date as of 08/01/2010. The language provided may not be modified or altered in any way. The most current Iowa Core can be found at <http://iowacore.educate.iowa.gov>.

Essential Concept and/or Skill: *Understand how human factors and the distribution of resources affect the development of society and the movement of populations. (SS.9-12.G.3)*

- Understand population issues.
- Understand international migrations are shaped by push and pull factors.
- Understand the impact of human migration on physical and human systems.
- Understand the impact of policy decisions regarding the use of resources in different regions of the world.
- Understand issues related to the reuse and recycling of resources.
- Understand the physical and human factors that have led to famines and large-scale refugee movements.
- Understand competition for and conflict over natural resources.

Essential Concept and/or Skill: *Understand how physical and human processes shape the Earth's surface and major ecosystems. (SS.9-12.G.4)*

- Understand relationships between soil, climate, plant and animal life affect the distributions of ecosystems.
- Understand the importance of ecosystems in understanding the environment.
- Understand physical processes affect different regions of the United States and the world.
- Understand social, cultural and economic processes shape the features of places.
- Understand the effects of human and physical changes in ecosystems both locally and globally.

Essential Concept and/or Skill: *Understand how human actions modify the environment and how the environment affects humans. (SS.9-12.G.5)*

- Understand competition for control of the Earth's surface can have a positive or negative effect on the planet and its inhabitants.
- Understand the global impact of human changes in the physical environment.
- Understand programs and positions related to the use of resources on a local to global scale.

Essential Concept and/or Skill: *Understand how culture affects the interaction of human populations through time and space. (SS.9-12.G.6)*

- Understand technology and human mobility have changed various cultural landscapes.
- Understand the processes of spatial change have affected history.
- Understand the role culture plays in incidences of cooperation and conflict in the present day world.
- Understand the causes of boundary conflicts and internal disputes between culture groups.
- Understand diverse cultural responses to persistent human issues.

Essential Concept and/or Skill: Understand how cultural factors influence the design of human communities. (SS9-12.G.7)

- Understand the impact of changing global patterns of trade and commerce on the local community and predict the future impact of these patterns.
- Understand cultures influence the characteristics of regions.
- Understand people create places that reflect culture, human needs, government policy, and current values and ideals as they design and build places.

Middle (6 – 8) Details and Example

Essential Concept and/or Skill: Understand the use of geographic tools to locate and analyze information about people, places, and environments. (SS.6-8.G.1)

- Understand the characteristics and purposes of geographic tools and representations of the earth such as maps, globes, graphs, charts, models, grid systems, aerial and other photographs, GIS, satellite-produced images and databases.
- Understand mental maps of locales, regions and the world.
- Understand geographic relationships such as population density and spatial distribution patterns.

Essential Concept and/or Skill: Understand how geographic and human characteristics create culture and define regions. (SS.6-8.G.2)

- Understand human and physical characteristics of place.
- Understand the concept of region.
- Understand the physical environment affects life in different regions.
- Understand communities reflect the cultural backgrounds of their inhabitants.
- Understand patterns of cultural diffusion.

<p>Illustration of <i>Understand how geographic and human characteristics create culture and define regions</i> in the ICLE’s Rigor and Relevance Framework</p>	
<p>Quadrant C The students create a facsimile of an Iowa immigrant journal. The journal should include references to why the region attracted them, the rationale for settling in a particular place and the impact geography had on the decisions immigrants made.</p>	<p>Quadrant D Students create Iowa Tour Guides designed for use with Iowa tourists. The Tour Guides should capture the geographic and cultural essence of each region of Iowa and connect to a tour group’s ancestral heritage. (e.g. the Dutch in Pella and the Norwegians in Decorah). A PowerPoint or scrapbook of pictures, maps or other artifacts could accompany the completed tour plans. The tours are presented at a senior center to small groups of seniors.</p>
<p>Quadrant A Students list ways land has been used historically and how these uses shape people’s lives. The lists are created in a chart form and displayed in the classroom.</p>	<p>Quadrant B Students research where immigrants settled in Iowa. The students create a map and timeline to determine patterns of immigration.</p>

Essential Concept and/or Skill: Understand how human factors and the distribution of resources affect the development of society and the movement of populations. (SS.6-8.G.3)

- Understand physical and cultural patterns and their interactions, such as land use, settlement patterns, cultural transmission of customs and ideas, and ecosystem changes.
- Understand world patterns of resource distribution and utilization.
- Understand the role of technology in resource acquisition and use, and its impact on the environment.
- Understand the development and widespread use of alternative energy sources have an impact on societies.
- Understand physical and human geographic factors have influenced major historic events and movements.

Essential Concept and/or Skill: Understand how physical processes and human actions modify the environment and how the environment affects humans. (SS.6-8.G.4)

- Understand human systems develop in response to conditions in the physical environment.
- Understand major processes that shape patterns in the physical environment.
- Understand the environmental consequences of both the unintended and intended outcomes of major technological changes in human history.
- Understand technology influences the human capacity to modify the physical environment.
- Understand the environmental consequences of people changing the physical environment.
- Understand ecosystems in terms of their characteristics and ability to withstand stress caused by physical events.

Intermediate (3 – 5) Details and Example

Essential Concept and/or Skill: *Understand the use of geographic tools to locate and analyze information about people, places, and environments.* (SS.3-5.G.1)

- Understand political, topographical and historical maps, aerial photos and maps.
- Understand the use of mental maps to organize information about people, places, and environments in a spatial context.
- Understand the concepts of title, legend, cardinal directions, distance, grids.
- Understand the use of data sources, atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.
- Understand the spatial elements of point, line, area and volume.
- Understand the representations of major physical and human features on maps and globes.

<p>Illustration of <i>Understand the use of geographic tools to locate and analyze information about people, places, and environments</i> in the ICLE’s Rigor and Relevance Framework</p>	
<p>Quadrant C Students examine an online satellite image of Iowa. They choose a region (northeast, southeast, northwest, southwest) of Iowa and write a hypothesis regarding how and why settlements of cities and towns in that region occurred. Analysis should include statements about geographic and physical features.</p>	<p>Quadrant D The students use online satellite imagery to view an image of their city. Students create an emergency evacuation plan for their town. The plan should include provisions for food, shelter, transportation and medical services. They present the emergency plans to the city council or other community groups and compare with the city’s current emergency evacuation plans.</p>
<p>Quadrant A Students use a road map to locate a city. They make a list of geographical reasons why people may have settled their town.</p>	<p>Quadrant B Using online satellite imagery, students discover the absolute location of their home by searching with their address. Students use the satellite image to discover and chart other geographic and manmade features that are close to their home.</p>

Essential Concept and/or Skill: *Understand how geographic and human characteristics create culture and define regions. (SS.3-5.G.2)*

- Understand the characteristics of regions--physical and cultural.
- Understand regions change over time and the causes and consequences of these changes.
- Understand ways regional, ethnic, and national cultures influence individuals' daily lives.
- Understand how people from different cultures think about and deal with their physical environment and social conditions.
- Understand language, stories, folktales, music and artistic creations serve as expressions of culture and influence behavior of people.

Essential Concept and/or Skill: *Understand how human factors and the distribution of resources affect the development of society and the movement of populations. (SS.3-5.G.3)*

- Understand causes and effects of human migration.
- Understand reasons for the growth and decline of settlements.
- Understand density and sparsity in terms of human settlement.
- Understand the relationship between population growth and resource use.
- Understand the concepts of renewable and non-renewable resources.
- Understand recycling.
- Understand the relation between economic activities and natural resources in areas.

Essential Concept and/or Skill: *Understand how physical processes and human actions modify the environment and how the environment affects humans. (SS.3-5.G.4)*

- Understand the characteristics of places are shaped by physical and human processes.
- Understand humans interact and adapt to the physical environment.
- Understand ways to monitor science and technology in order to protect the physical environment, individual rights and the common good.
- Understand laws and policies that govern the environment.

Primary (K – 2) Details and Example

Essential Concept and/or Skill: *Understand the use of geographic tools to locate and analyze information about people, places, and environments. (SS.K-2.G.1)*

- Understand representations of the earth such as maps, globes and photographs.
- Understand representations of locales and regions on maps and globes.

Illustration of <i>Understand the use of geographic tools to locate and analyze information about people, places, and environments.</i> in the ICLE's Rigor and Relevance Framework	
<p>Quadrant C Students study their hometown using different sources of geographic information, such as census data, newspapers and pictures.</p>	<p>Quadrant D Students study their hometown using different sources of geographic information, such as census data, newspapers and pictures. Categorizing information such as population data, physical features, attractions and recreation sources the class makes travel brochures for their community incorporating the information.</p>
<p>Quadrant A Students learn the concept of scale and maps by drawing maps of their classroom and school.</p>	<p>Quadrant B Students each choose a place in the community they enjoy visiting and have their picture taken there. (Provide disposable cameras for children who do not have a camera at home.) When the students bring their photos to school, they place them on an enlarged map of the community in the spot where they were taken.</p>

Essential Concept and/or Skill: *Understand how geographic and human characteristics create culture and define regions. (SS.K-2.G.2)*

- Understand human and physical characteristics of places. (Ex. rural, urban, forest, desert, etc.).
- Understand the concept of regions according to physical and human criteria.
- Understand the concept of culture.
- Understand the concepts of urban and suburban.
- Understand that different people living in the same region maintain different ways of life.

Essential Concept and/or Skill: *Understand how human factors and the distribution of resources affect the development of communities and the movement of populations. (SS.K-2.G.3)*

- Understand why people choose to settle in different places.
- Understand the role that resources play in human's daily lives.
- Understand modes of transportation used to move products, people and ideas.

Essential Concept and/or Skill: *Understand how geographic processes and human actions modify the environment and how the environment affects humans. (SS.K-2.G.4)*

- Understand ways in which people depend on the physical environment.
- Understand humans impact the environment in positive and negative ways.
- Understand the environment impacts humans in positive and negative ways.
- Understand areas of a community have changed over time.