



Indiana Content Standards for Educators

SOCIAL STUDIES–GEOGRAPHICAL PERSPECTIVES

Geography teachers are expected to have a broad and comprehensive understanding of the knowledge and skills needed for this educator license, and to use that knowledge to help students prepare for the challenges and opportunities of the twenty-first century. This requires the ability to identify, comprehend, analyze, synthesize, and evaluate the basic principles, fundamental concepts, and essential content defined in these standards, and to apply that knowledge to the tasks of planning and delivering effective instruction and assessment.

Table of Contents

Social Studies–Geographical Perspectives Educator Standards 1

Selected Bibliography of Standards and Sources Related to
Social Studies–Geographical Perspectives 6

Alignment of Educator Standards with State and National Standards 8

Social Studies–Geographical Perspectives Educator Standards

Standard 1: Geographic Terms and Concepts

Geography teachers have a broad and comprehensive understanding of geographic terms, concepts, themes, and elements.

Standard 2: Geographic Tools, Sources, and Research Skills

Geography teachers have a broad and comprehensive understanding of geographic tools and sources, conducting geographic investigations, and analyzing and interpreting geographic information.

Standard 3: Physical Systems

Geography teachers have a broad and comprehensive understanding of major physical features of the world and the natural processes that shape Earth's surface and create patterns and relationships.

Standard 4: Human Systems

Geography teachers have a broad and comprehensive understanding of the human characteristics of the world and the patterns and relationships they create.

Standard 5: Places and Regions

Geography teachers have a broad and comprehensive understanding of the physical and human characteristics of, and relationships between, world regions and places.

Standard 6: Human-Environment Interactions

Geography teachers have a broad and comprehensive understanding of the interactions and relationships between humans and the environment.

Standard 7: Uses of Geography

Geography teachers have a broad and comprehensive understanding of ways in which geographic knowledge can be applied to the study of historical and contemporary developments and issues to solve problems and plan for the future.

Standard 8: Geographic Instruction and Assessment

Geography teachers have a broad and comprehensive understanding of content-specific instruction and assessment in geography.

The Indiana Educator Standards for Social Studies–Geographical Perspectives describe the knowledge and skills that teachers need to help students achieve the learning outcomes defined by the Indiana Academic Standards for Social Studies. Links to relevant portions of the Indiana Academic Standards can be found below.

[Core Standards](#)
[World Geography](#)

[Grade 5](#)

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

[Geography and History of the World](#)

Social Studies–Geographical Perspectives Educator Standards

Standard 1: Geographic Terms and Concepts

Geography teachers have a broad and comprehensive understanding of geographic terms, concepts, themes, and elements, including:

- 1.1** spatial interaction, demographic cycle, cultural diffusion, patterns, relationships, and other basic geographic terms and concepts
- 1.2** the six essential elements of geography (i.e., the world in spatial terms, places and regions, physical systems, human systems, human-environment interactions, and the uses of geography) as reflective of the five fundamental themes of geography (i.e., location, place, human-environment interaction, movement, and region)
- 1.3** major developments in the history of geography, influential geographers, and the changing ways in which geographers have viewed the world
- 1.4** subdivisions of geography and the allied fields to which they relate such as urban planning, epidemiology, and others

Standard 2: Geographic Tools, Sources, and Research Skills

Geography teachers have a broad and comprehensive understanding of geographic tools and sources, conducting geographic investigations, and analyzing and interpreting geographic information, including:

- 2.1** research methods and procedures used by geographers
- 2.2** sources of geographic information, characteristics and uses of geographic information systems, and geographic tools and technologies
- 2.3** basic cartographic concepts, how to interpret geographic information in maps, charts, diagrams, and other graphic formats, and how to select appropriate graphic formats to convey geographic information
- 2.4** how to identify purpose, point of view, and central questions in geographic documents and statements and how to analyze assumptions, logical validity, factual accuracy, evidence, and conclusions in geographic arguments and interpretations
- 2.5** how to communicate geographic information, analysis, and interpretation in effective written forms

Social Studies–Geographical Perspectives Educator Standards

Standard 3: Physical Systems

Geography teachers have a broad and comprehensive understanding of major physical features of the world and the natural processes that shape Earth's surface and create patterns and relationships, including:

- 3.1** the shape, location, and relationship of major landmasses, significant landforms, and important bodies of water around the world
- 3.2** the characteristics of various types of physical features (e.g., plains, plateaus, peninsulas, deltas, gulfs, bays, capes, channels)
- 3.3** volcanism, glaciation, tectonic movement, erosion, and other physical processes that create and modify Earth's physical features
- 3.4** the Earth-sun relationship and its effect on Earth's physical processes and patterns
- 3.5** characteristics and operation of the four basic components of Earth's physical systems: the atmosphere, biosphere, lithosphere, and hydrosphere
- 3.6** principal elements of climate and the processes that influence weather
- 3.7** distribution and characteristics of major global and regional ecosystems
- 3.8** location, distribution, and uses of natural resources; factors influencing demand for natural resources; and the effects of natural resources on human populations
- 3.9** the effects of physical factors such as climate, topography, and location on population distribution, patterns of work, industry, agriculture, and transportation

Standard 4: Human Systems

Geography teachers have a broad and comprehensive understanding of the human characteristics of the world and the patterns and relationships they create, including:

- 4.1** the concept and components of culture, and the processes by which cultural attitudes, beliefs, practices, and values are transmitted from one generation to the next
- 4.2** characteristics of major cultural groups associated with particular world regions
- 4.3** purposes, organization, and functions of diverse human settlements; processes influencing the establishment of human settlements; and the ways in which settlements change over time
- 4.4** characteristics and significance of major structures that comprise the built environment
- 4.5** factors influencing the location of cities and the causes and consequences of urbanization
- 4.6** human migrations and the causes and effects of population movement within and between world regions
- 4.7** causes and consequences of population increase and decline, world population trends, and the regional distribution of human populations
- 4.8** the principal beliefs, writings, sacred artifacts, and historical development of major world religions
- 4.9** types of economic activity and the ways in which human societies organize, promote, and control economic activity
- 4.10** major forms of government, factors affecting the location of national boundaries, and political and cultural divisions within major world regions

Social Studies–Geographical Perspectives Educator Standards

Standard 5: Places and Regions

Geography teachers have a broad and comprehensive understanding of the physical and human characteristics of, and relationships between, world regions and places, including:

- 5.1** physical and human characteristics of different world regions
- 5.2** ways in which people create places that reflect human needs, historical experience, cultural attitudes, and current values and ideals
- 5.3** economic, cultural, and political connections within and between major world regions and places
- 5.4** patterns of conflict and cooperation within and between major world regions and places

Standard 6: Human-Environment Interactions

Geography teachers have a broad and comprehensive understanding of the interactions and relationships between humans and the environment, including:

- 6.1** fundamental knowledge of ecosystems
- 6.2** how human actions modify the physical environment
- 6.3** how the physical environment affects humans
- 6.4** basic forms of land use and development and the economic, environmental, cultural, and political consequences of land use and development decisions
- 6.5** ways in which knowledge of local and regional ecosystems aids human decision making about environmental issues
- 6.6** causes, social consequences, and economic effects of historical and contemporary environmental issues
- 6.7** the role of technological innovation and economic development in the creation and solution of environmental problems, such as conservation initiatives or programs for resource use and management
- 6.8** human perceptions of and responses to natural hazards and catastrophes and the impact they have on human societies

Standard 7: Uses of Geography

Geography teachers have a broad and comprehensive understanding of ways in which geographic knowledge can be applied to the study of historical and contemporary developments and issues to solve problems and plan for the future, including:

- 7.1** physical and human geographic factors associated with the origin and development of culture hearths and the establishment and spread of major world religions in different regions of the world
- 7.2** geographic factors influencing the origins, major events, and consequences of global exploration, territorial expansion, conquest, and colonization
- 7.3** the effect of geographic factors on the creation, diffusion, and effects of new ideas and practices in agriculture, science, culture, politics, industry, and technology
- 7.4** the influence of geography on contemporary issues associated with population growth, natural resources, and patterns of global interaction, cooperation, and conflict
- 7.5** ways in which geographic knowledge can be used to plan for the future

Social Studies–Geographical Perspectives Educator Standards

Standard 8: Geographic Instruction and Assessment

Geography teachers have a broad and comprehensive understanding of content-specific instruction and assessment in geography, including:

- 8.1** the Indiana Academic Standards and Core Standards for Social Studies
- 8.2** the NCSS National Standards for Social Studies Teachers, the NCGE National Geography Standards, and the ISTE Technology Standards
- 8.3** instructional strategies for promoting student understanding of concepts and skills related to geography
- 8.4** strategies and skills for planning and designing geographic instruction, including the use of techniques and approaches that meet the needs of diverse learners
- 8.5** instructional strategies for promoting student learning and fostering the development of critical-thinking, problem-solving, and performance skills in the social studies
- 8.6** communication methods that promote student learning and foster active inquiry, interaction, and collaboration in the social studies classroom
- 8.7** strategies and skills for selecting, adapting, and using technological resources to enhance teaching and learning about geography
- 8.8** strategies and skills for effectively assessing student understanding and mastery of essential geographic concepts and skills

Selected Bibliography of Standards and Sources Related to Social Studies–Geographical Perspectives

State and National Standards and Curriculum Frameworks

1. Indiana Department of Education. (2008). *Indiana academic standards for social studies*. <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/socialstudies.shtml>
2. Indiana Department of Education. (2008). *Indiana's core standards for social studies: Core academic concepts across the K–12 curriculum. A companion to Indiana's academic standards for social studies*. <http://dc.doe.in.gov/Standards/AcademicStandards/PrintLibrary/docs-Core/2008-06-09-CoreStandards-SocStudies.pdf>
3. Council of Chief State School Officers (CCSSO)/National Governors Association (NGA). (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*. http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf
4. Geography Standards Project. (1994). *Geography for life: National geography standards 1994*. Washington, DC: National Council for Geographic Education. <http://www.ncge.org/i4a/pages/index.cfm?pageid=3314>
5. National Geographic Society. (2000). *A path toward world literacy: A standards-based guide to K–12 geography*. Washington, DC: National Geographic Society.
6. National Council for the Social Studies. (2002). *National standards for social studies teachers: Vol. 1*. Silver Spring, MD: National Council for the Social Studies. <http://downloads.ncss.org/NCSSTeacherStandardsVol1-rev2004.pdf>
7. Hardwick, S. W., & Holtgrieve, D. G. (1995). *Geography for educators: Standards, themes, and concepts*. Upper Saddle River, NJ: Prentice Hall.
8. International Society for Technology in Education (ISTE). (2008). *National educational technology standards for teachers*. http://www.iste.org/Libraries/PDFs/NETS_for_Teachers_2008_EN.sflb.ashx

Sources on Social Studies–Geographical Perspectives Content

9. Standish, A. (2008). Changing perspectives in high school world geography: 1950–2005. *Journal of Geography*, 107(4/5), 121–130.
10. Bailey, R., & Dixon, R. (2007). Inclusion of national geography standards in mandatory and voluntary state curriculum frameworks. *Research in Geographic Education*, 9(2), 104–123.
11. Merchant, J. (Ed.). (2007). Using geospatial data in geographic education. *Journal of Geography*, 106(6), 215–216.
12. Sinton, D. S., & Lund, J. J. (Eds.). (2007). *Understanding place: GIS and mapping across the curriculum*. Redlands, CA: ESRI Press.
13. Bednarz, S. W., Acheson, G., & Bednarz, R. S. (2006). Maps and map learning in social studies. *Social Education*, 70(7), 398–404.
14. Bednarz, S. W. (2003). Nine years on: Examining implementation of the National Geography Standards. *Journal of Geography*, 102(3), 99–109.

Selected Bibliography of Standards and Sources Related to Social Studies–Geographical Perspectives

Sources on Student Learning and Pedagogical Methodology

15. Wolf, J., Stanton, M., & Gellott, L. (2010). Critical thinking in physical geography: Linking concepts of content and applicability. *Journal of Geography, 109*(2), 43–53.
16. Gillespie, C. A. (2010). How culture constructs our sense of neighborhood: Mental maps and children's perceptions of place. *Journal of Geography, 109*(1), 18–29.
17. Bein, F. L., Hayes, J. J., & Jones, T. G. (2009). Fifteen year follow-up geography skills test administered in Indiana, 1987 and 2002. *Journal of Geography, 108*(1), 30–36.
18. Golledge, R., Marsh, M., & Battersby, S. (2008). A conceptual framework for facilitating geospatial thinking. *Annals of the Association of American Geographers, 98*(2), 285–308.
19. Klein, P. (2003). Active learning strategies and assessment in world geography classes. *Journal of Geography, 102*(4), 146–157.

Alignment of Educator Standards with State and National Standards

Indiana Educator Standards for Social Studies– Geographical Perspectives	Indiana Academic Standards for Social Studies	Indiana Core Standards for Social Studies	Common Core State Standards for History/Social Studies	NCSS National Standards for Social Studies Teachers	NCGE National Geography Standards	ISTE National Educational Technology Standards
<p><u>Standard 1: Geographic Terms and Concepts</u></p> <p>Geography teachers have a broad and comprehensive understanding of geographic terms, concepts, themes, and elements.</p>	<p>6.3.11; 7.3.13; WG.2.4-2.5; WG.4.12</p>			<p>IA3; IB2</p>	<p>5-8 5A; 9-12 3A; 9-12 5A; 9-12 5F</p>	
<p><u>Standard 2: Geographic Tools, Sources, and Research Skills</u></p> <p>Geography teachers have a broad and comprehensive understanding of geographic tools and sources, conducting geographic investigations, and analyzing and interpreting geographic information.</p>	<p>5.3.1-5.3.6; 6.3.1-6.3.2; 7.3.1-7.3.3; 8.3.1-8.3.2; 8.3.10; WG.3.5; WG.4.1-4.2; WG.4.6-4.7; WG.5.3; GHW.1.1-1.2; GHW.2.1; GHW.3.1; GHW.4.2-4.3; GHW.5.1-5.2; GHW.6.1-6.3; GHW.7.4; GHW.8.2; GHW.9.1; GHW.10.5; GHW.11.1</p>	<p>CS5-3; CS8-3</p>	<p>Reading 6-8,1-10; Reading 9-10, 1-10; Reading 11-12, 1-10</p> <p>Writing 6-8,1-10 Writing 9-10, 1-10; Writing 11-12, 1-10</p>	<p>IA3; IA9; IB2</p>	<p>5-8 1A-1D; 5-8 2A-2B; 5-8 3A; 5-8 18B; 9-12 1A-1D; 9-12 3B; 9-12 3D; 9-12 18D</p>	<p>3a–d; 4a–d</p>

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<p><u>Standard 3: Physical Systems</u></p> <p>Geography teachers have a broad and comprehensive understanding of major physical features of the world and the natural processes that shape Earth's surface and create patterns and relationships.</p>	<p>5.3.5-5.3.7; 6.3.5-6.3.8; 6.3.12; 7.3.5-7.3.9; 8.3.3-8.3.6; 8.3.10; WG.3.1-3.5; GHW.8.1</p>	<p>CS5-3; CS6-3; CS7-3; CS8-3</p>		<p>IA3; IB2</p>	<p>5-8 7A-7E; 5-8 8A-8C; 9-12 4B; 9-12 7A-7D; 9-12 8A-8B</p>	
<p><u>Standard 4: Human Systems</u></p> <p>Geography teachers have a broad and comprehensive understanding of the human characteristics of the world and the patterns and relationships they create.</p>	<p>5.3.8-5.3.10; 6.3.9-6.3.10; 7.3.11-7.3.13; 8.3.6-8.3.7; 8.3.9; WG.2.2-2.3; WG4.1-4.5; WG.4.6-4.11; WG.4.15-4.18; WG.5.5-5.6; GHW.1.1-1.2; GHW.1.4; GHW.2.1-2.4; GHW.3.1-3.5; GHW.5.1-5.5; GHW.10.1-10.2; GHW.10.6; GHW.12.2</p>	<p>CS5-3; CS6-3; CS7-3; CS8-3</p>		<p>IA1; IA3; IA9; IB2</p>	<p>5-8 3D; 5-8 6B-6C; 5-8 9A-9D; 5-8 10A-10C; 5-8 11A-11C; 5-8 12A-12E; 5-8 13A; 5-8 13C-13D; 5-8 16A-16B; 5-8 16F; 9-12 3C; 9-12 4A; 9-12 4C; 9-12 6A-6C; 9-12 9A-9D; 9-12 10B-10C; 9-12 11A-11D; 9-12 12A-12E; 9-12 16A; 9-12 16D</p>	

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<p><u>Standard 5: Places and Regions</u></p> <p>Geography teachers have a broad and comprehensive understanding of the physical and human characteristics of, and relationships between, world regions and places.</p>				IA1; IA3; IA9; IB2	5-8 3C; 5-8 4A-4B; 5-8 5B-5E; 5-8 6A; 5-8 6D; 5-8 11D-11E; 5-8 11G; 5-8 13B; 9-12 5B-5E; 9-12 6A-6C; 9-12 10A-10E; 9-12 11E; 9-12 13A; 9-12 13C	
<p><u>Standard 6: Human-Environment Interactions</u></p> <p>Geography teachers have a broad and comprehensive understanding of the interactions and relationships between humans and the environment.</p>	5.3.11; 6.3.13-6.3.14; 7.3.10; 7.3.14; 8.3.8; 8.3.11; WG.5.1-5.8; GHW.2.3; GHW.3.3-3.4; GHW.8.3; GHW.9.1-9.3; GHW.12.1			IA3; IA9; IB2	5-8 3B; 5-8 4C; 5-8 8D; 5-8 14A-14C; 5-8 15A-C; 5-8 16C; 5-8 16E; 9-12 4D; 9-12 8C; 9-12 14A-14C; 9-12 15A-15C; 9-12 16D-16E; 9-12 18A	

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<p><u>Standard 7: Uses of Geography</u></p> <p>Geography teachers have a broad and comprehensive understanding of ways in which geographic knowledge can be applied to the study of historical and contemporary developments and issues to solve problems and plan for the future.</p>	<p>5.3.12; 7.3.10; 7.3.14; WG.1.1-1.7; GHW.1.1-1.3; GHW.2.1-2.2; GHW.2.4; GHW.4.1; GHW.4.3-4.5; GHW.6.2-6.3; GHW.6.5-6.6; GHW.7.1-7.4; GHW.8.4; GHW.9.4; GHW.10.4; GHW.11.4-11.6</p>			<p>IA1; IA3; IA8; IA9; IB2</p>	<p>5-8 11D-11G; 5-8 13B-13C; 5-8 15B; 5-8 16D-16E;5-8 17A; 5-8 17C-17D; 5-8 18A-18C; 9-12 9B; 9-12 11E; 9-12 13A-13C; 9-12 14C; 9-12 16B-16C; 9-12 16E; 9-12 17A; 9-12 17C; 9-12 18A-18D</p>	
<p><u>Standard 8: Geographic Instruction and Assessment</u></p> <p>Geography teachers have a broad and comprehensive understanding of content-specific instruction and assessment in geography.</p>			<p>Reading 6-8,1-10; Reading 9-10, 1-10; Reading 11-12, 1-10</p> <p>Writing 6-8,1-10 Writing 9-10, 1-10; Writing 11-12, 1-10</p>	<p>IA3; IB2; I11-9</p>		<p>1a–d; 2a–d; 3a–d; 4a–d; 5a–d</p>