

GRADE 1

Introduction

The Common Core State Standards Initiative, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), has created Grades K-12 fundamental goals that focus on the development of critical knowledge, skills, and dispositions that students need to be successful in the 21st century. The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (CCSS-ELA) were designed to provide educators with a clear understanding of what students should learn. The *Geography For Life: National Geography Standards* (2012) also provide educators with a guide for teaching the concepts, skills, practices, and components necessary for a geographically literate student in the 21st century. Both sets of standards were designed to support a well-rounded education that is focused on critical-thinking skills and the knowledge necessary for a 21st century student to prepare for college, a career, and ultimately adult civic life.

It must be stated that the CCSS-ELA standards were not designed to supplant the disciplinary standards in social studies or science but rather to emphasize and highlight the need for integration. Reflecting our society's need for students to become proficient readers, writers, and communicators should be an overarching goal, but it does not replace the fundamental need for the concepts, knowledge, and skills found in the various content areas that include geography, history, civics, economics, environmental education, science, the arts, and mathematics. Literacy proficiency is not the only key critical to competence, but it most assuredly is a barrier if a student has not acquired the skills necessary for communication.

This guide is the result of a partnership between National Geographic Education, the National Geographic Network of Alliances for Geographic Education, and the National Council for Geographic Education (NCGE). The purpose of the guide is to highlight those areas that are ripe for integration and provide the opportunity for more in-depth learning.

The Call for Integration of Geography and English Language Arts

Children are born curious about the world. The desire to understand and connect to the world is a fundamental urge of children across the world. Children also have a deep-seated need to communicate their stories, ideas, new knowledge, and thoughts to others.

In the United States, we have an issue surrounding both of these fundamental needs. As our society has become more and more focused on the basic skills of reading, writing, and mathematics in the classroom, students and educators have lost the powerful connection that exists between geography and literacy. This results in students that are not prepared for their future at college, in a career, or in civic life. Schools with poor readers may mean well but are misinformed about the power of teaching through rich disciplinary content. Currently, struggling students may be pulled out of content classes—rather than receive differentiated support in the classroom—and miss the opportunity to be inspired by engaging disciplinary content about the world. This practice is exacerbating the achievement gap and contributing to an opportunity gap that is leading to a plummeting rate of geographic literacy. Continuation of such practices means the number of students who can synthesize geographic information from a variety of sources and draw a sound conclusion has become alarmingly low. This will have a profound effect on the economic future of our country.

The 2010 National Assessment of Educational Progress (NAEP), known as “The Nation’s Report Card,” (National Center for Education Statistics, 2011) reported that fewer than 30% of American students were proficient in geography; more than 70% of students in 4th, 8th, and 12th grades were unable to perform at the level that is expected for their grade (NCES, 2011, Figure 1.1). In 12th grade, more than 30% of students scored below “basic,” indicating that they had not mastered even foundational geographic concepts or skills. Currently, we have an ever-increasing geographic literacy gap and a lack of geographic education within our school systems. This means students are becoming less aware of how humans and the environment interact, the interconnections of both physical and human systems throughout the world, and the frequency and necessity of geographic decision-making in their lives. The Road Map for 21st Century Geography

Education states, “Currently, American students are not even provided opportunities to learn enough geography to understand the very basic aspects of the world in which they live. Without explicit intervention and a dedicated focus on geographic literacy by educators, curriculum developers, and policymakers, U.S. children will be unable to thrive in the global marketplace, unlikely to connect with and care for their natural environment, and unsure about how to relate to people from other parts of the world.” Fielding and Pearson (1994) also state: “Anything less than a well-rounded instructional program is a form of discrimination against children who have difficulty with reading.”

Research reports that instruction in geography increases vocabulary and sparks interest in students to support improved literacy skills. The Road Map for 21st Century Geography Education states:

One thing is abundantly clear. If American children hope to participate in our democracy and play a strong leadership role in our world, they must possess geographic knowledge, understandings, and skills. Simply put, if our children are not taught to think geographically, their success and the success of our nation and world in the 21st century are in jeopardy.

In spite of the high-profile initiatives focused on improving literacy scores throughout the nation, there has been little improvement. The 2011 NAEP in Writing reported about 27 percent of students perform at or above the *Proficient* level at both grades, 8th and 12th, that were tested. The 2011 NAEP in reading showed that the average fourth-grader scores remained unchanged from the 2009 test and eighth-grade reading scores were 1 point higher than in 2009. However, CCSS-ELA is the first attempt at a state-led initiative to create a national framework. Alignment of expectations across states, inclusion of social studies, science, and technical subjects, and the creation of common assessments are an attempt to more clearly align curriculum and assessment in the educational system.

The laser-like focus on fundamental literacy skills to the exclusion of a well-rounded education seems misplaced in a world that is becoming more and more interconnected. Students in the 21st century deserve—and should demand—an education that

exposes them to a plethora of opportunities, allowing them to discover and learn in a multitude of content areas, while they explore, refine, and strengthen their literacy and thinking skills. The geography community has a history of collaboration on a rich and well-balanced curriculum for students as a result of the narrowing of the curriculum. It has responded to the changes in society by revising the *Geography for Life* standards to reflect our 21st century needs and by publishing the Road Map for 21st Century Geography Education (2012) as a way to support and inform the educational system. The *Geography for Life* standards define the concepts, skills, and perspectives needed by a geographically literate student. The language arts community has in turn revisited their standards to redefine what students should know and be able to do in the 21st century.

The Common Core ELA standards represent a significant change in literacy requirements. Among the shifts in the Common Core ELA standards are: increased reading of informational text, increase in text complexity, focus on building academic vocabulary, text-based answers, increased writing from sources, and literacy instruction in all content areas.

The Geography and Literacy Connection

Geography and literacy are disciplinary areas with many similarities. There is a natural alignment of the two disciplines that strengthens the depth of learning in both areas when they are integrated. During the development of this document, two areas emerged as central to the interconnections between the discipline areas: understanding forms of text and the cross-cutting taxonomic vocabulary.

Understanding Forms of Text and Expanding the Definition of Text

Traditional areas of integration between the outcomes of geo-education and literacy education include strengthening and building vocabulary, reinforcement of reading and writing strategies, practical application of comprehension skills, and supplying nonfiction reading and writing topics. In addition, quality geo-education offers a more well-rounded and unique definition of text for our modern society. Currently, a broader interpretation of text is needed to meet the needs of students to understand their world. Research shows that visual representations allow for easier and more rapid

processing of traditional text. Carney and Levin (2002) found: “The more difficult the reading level is, the higher the rate a learner will look to adjunct visual displays.” Evidence also suggests that “comprehension is now viewed as a much more complex process involving knowledge, experience, thinking, and teaching. It depends heavily on knowledge—both about the world at large and the world of language and print.” (Fielding & Pearson, 1994)

Geography uses multiple forms of visual representations of information with varying levels of complexity. The range of geographic text includes maps, pictures (static or animated), graphs, charts, and geo-spatial representations of information. “Visual displays can support communication, thinking, and learning.” (Schnotz, 2002) In this document, text is defined both in a traditional sense as the written word and in an expanded sense to include the various forms of geographic text.

Cross-Cutting Taxonomic Vocabulary

A literate individual in the 21st century must know more than the basic skills of reading and writing. They must be thinkers, creators, authors, and transmitters of ideas. Bombarded daily with an avalanche of information on the web, television, advertising, and a multitude of mobile devices, students today must acquire, analyze, and process information for decision-making like no other generation before them. Geography education prepares students for both processing this barrage of information and the decision-making that accompanies it. In addition, the presentation of information is becoming more complex and requires higher-order thinking skills to understand and analyze information prior to making informed decisions. Essential to the ability to analyze and synthesize information is the ability to transfer understanding between the disciplines via a cross-cutting taxonomic vocabulary.

An example of cross-cutting taxonomic vocabulary exists when comparing the *Geography for Life* standards to the elements of fiction as seen in the chart to the right.

For example:

Geography	Elements of a Story	Examples
The World in Spatial Terms	Sequence, Order of Events, Plot	In both literature and nonfiction, writers use spatial thinking, such as a sequence of events that could include movement. For example, <i>Make Way for Ducklings</i> by Robert McCloskey is set in Boston and students could follow or create a map of the events found in the book.
Places and Regions	Location, Setting, Symbolism	Setting and symbolism can be found throughout text, for example, the use of geographic vocabulary in a novel about the Wild West.
Physical Systems	Tone, Character, Symbolism, Setting	Physical geography and systems have a setting and can be used for tone, character, and in some cases symbolism, for example, a bubbling brook or a dark swirling vortex.
Human Systems	Character	Human geography is focused on the political/cultural components regarding how the world is organized. These characteristics are seen in the motivation and description of character(s).
Environment and Society	Conflict, Theme, Plot	The theme, plot, and conflict found in literature, in many cases, is the tension between humans and the environment. Classic and modern examples include <i>The Lorax</i> , <i>The Old Man and The Sea</i> , <i>The Hunger Games</i> , and <i>A Tale of Two Cities</i> .
The Uses of Geography	Point of View, Message, Moral	Geography helps inform point of view, message, and moral by giving context, for example, the multiple points of view based partially on geography found in <i>My Brother Sam is Dead</i> by Christopher Collier and James Lincoln Collier.

Overview of the Process

The development of this tool took place during 2012 and consisted of three phases. The first phase of development consisted of deciding on the depth of alignment and outlining the process for the writers. The development team designed the protocol and created the procedures. The alignment protocol consisted of alignment at the grade-specific standard level in the Common Core ELA standards and at the performance statement level in the *Geography for Life*, Second Edition document.

Performance Statements		
By the end of grade 4, the student knows and understands:	By the end of grade 5, the student knows and understands:	By the end of grade 6, the student knows and understands:
Using Geospatial Data to Construct Geographic Representations		
<p>2. Geospatial data are connected to locations on Earth's surface</p> <p>Therefore, the student is able to:</p> <p>A. Identify examples of geospatial data, as exemplified by being able to</p> <ul style="list-style-type: none"> *Identify landmarks on the school grounds and describe their size, shape, and location. *Identify the spatial location of each student's assigned seat in the classroom. *Identify the locations and types of trees in the neighborhood of the school. 	<p>2. The acquisition and organization of geospatial data to construct geographic representations</p> <p>Therefore, the student is able to:</p> <p>A. Identify the variety of geospatial data sources (e.g., student-generated data such as surveys, observations, and fieldwork or data sources such as US Census data, US Geological Survey (USGS), and the United Nations) and formats (e.g., digital databases, text, tables, images), as exemplified by being able to</p>	<p>2. The technology used to create geographic representations</p> <p>Therefore, the student is able to:</p> <p>A. Identify the properties of geographic information system (GIS) software, as exemplified by being able to</p> <ul style="list-style-type: none"> * Explain how GIS software is used to create maps and geographic information.

Grade Specific Standards		
Kindergarten	Grade 1 students:	Grade 2 student
Reading Standards for Literature K-5		
The following standards offer a focus of instruction each year and help ensure that students gain adequate exposure to a range of texts and task infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year's grade-specific standards and return to further develop skills and understandings mastered in preceding grades.		
Key Ideas and Details		
1. With prompting and support, ask and answer questions about key details in a text.	1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as: why and how to demonstrate understanding of key details in a text.
2. With prompting and support, retell familiar stories, including key details.	2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables from diverse cultures, and determine their central message or moral.
3. With prompting and support, identify characters, settings, and major events in a story.	3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.
Craft and Structure		
4. Ask and answer questions about unknown words in a text.	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases create effects, such as mood, tone, and rhythm, and meaning in a story.
5. Recognize common types of texts (e.g., storybooks, poems).	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story or drama (e.g., how the beginning, middle, and end relate to each other) and how it contributes to the meaning and style of the text.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6. Identify who is telling the story at various points in a text.	6. Acknowledge differences in the ways that authors and narrators of stories create a story and illustrate its meaning, including how they use their words to draw the reader into the story.

Each grade level was aligned. The *Geography for Life* standards were written in grade bands and, therefore, they were used for each specific grade that was within the band. At the high school level, both documents were aligned in grade bands.

The second phase consisted of the writing process. The Network of Alliances for Geographic Education consists of 50 state-based Alliances, including Puerto Rico, Canada, and the District of Columbia. Fourteen Alliances volunteered to work on the alignment of the two documents. Working in many cases across state lines, groups were formed to align the *Geography for Life* standards to the Common Core ELA standards. The process included brainstorming and reviewing direct connections. The caveat was that alignment would be direct and not dependent on classroom instruction. In addition, the teams submitted exemplar lesson ideas.

The work of the teams was then submitted for the third phase of editing and feedback. The draft document was taken to the 2012 National Council for Geographic Education and National Council for the Social Studies annual conferences for review and was followed by an editorial team review. The editorial team was comprised of English language arts specialists and geography education specialists and convened at National Geographic to make final edits.

Overview Matrix for Grade 1

GFL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	GS	1	2	3	4	5
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Writing

1		x																							
2								x	x		x														
3			x					x																	
4																									
5																									
6		x																							
7			x															x							
8			x																						
9																									
10																									

Speaking and Listening

1		x																	x						
2		x																	x						
3																									
4				x																					x
5		x	x																						
6																									

Language

1										x						x	x								
2			x					x		x	x						x	x							
3																									
4																									
5				x						x	x						x								
6									x																

GRADE 1 KEY

Geography Essential Elements and Standards

WST—The World in Spatial Terms

- ① How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
- ② How to use mental maps to organize information about people, places, and environments in a spatial context
- ③ How to analyze the spatial organization of people, places, and environments on Earth's surface

PR — Places and Regions

- ④ The physical and human characteristics of places
- ⑤ That people create regions to interpret Earth's complexity
- ⑥ How culture and experience influence people's perceptions of places and regions

PS — Physical Systems

- ⑦ The physical processes that shape the patterns of Earth's surface
- ⑧ The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

HS — Human Systems

- ⑨ The characteristics, distribution, and migration of human populations on Earth's surface
- ⑩ The characteristics, distribution, and complexity of Earth's cultural mosaics
- ⑪ The patterns and networks of economic interdependence on Earth's surface
- ⑫ The processes, patterns, and functions of human settlement
- ⑬ How the forces of cooperation and conflict among people influence the division and control of Earth's surface



ELA Grade-Specific Standard



Geography Performance Statement or Skill



Exemplar Idea

Geographic Skills

- ① Asking Geographic Questions
- ② Acquiring Geographic Information
- ③ Organizing Geographic Information
- ④ Analyzing Geographic Information
- ⑤ Answering Geographic Questions

ES — Environment and Society

- ⑭ How human actions modify the physical environment
- ⑮ How physical systems affect human systems
- ⑯ The changes that occur in the meaning, use, distribution, and importance of resources

UG — The Uses of Geography

- ⑰ How to apply geography to interpret the past
- ⑱ How to apply geography to interpret the present and plan for the future

GRADE 1

READING LITERATURE

No high-quality matches for these standards.



Key Ideas and Details


1. Construct a map of the school/ grounds with symbols reflected in the map key.

GRADE 1

READING INFORMATIONAL TEXT

KEY IDEAS AND DETAILS



1. Ask and answer questions about key details in a text. 



HS 12 Patterns of Settlement

- » 3.A. Compare and explain the different types of settlements in the local region and the United States.



HS 11 Connecting Economic Activities

- » 3.B. Describe the reasons why people and countries trade goods and services.



ES 14 Modification of the Physical Environment

- » 1.A. Identify and describe ways in which humans modify the physical environment.



2 Geographic Skill Acquiring Geographic Information

- » 1.A. Describes and analyzes the characteristics of geographic information.

2. Identify the main topic and retell key details of a text.



ES 15 Environmental Hazards

- » 2.A. Identify and describe the locations of environmental hazards.

 ES 15 Environmental Hazards

» 2.B. Describe and analyze the effects of environmental hazards on human activities.

 4 Geographic Skill Analyzing Geographic Information

» 1.A. Analyzes simple graphs, tables, and maps using geographic data to identify relationships, patterns, and trends.

3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

 4 Geographic Skill Analyzing Geographic Information

» 1.A. Analyzes simple graphs, tables, and maps using geographic data to identify relationships, patterns, and trends.

CRAFT AND STRUCTURE




4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

 WST 1 Using Geographic Representations

» 4.A. Describe and analyze the ways in which geographic representations communicate geospatial information.


 WST 3 Spatial Concepts

» 1.A. Describe and explain the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts. 

5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

 WST 1 Using Geographic Representations

» 4.A. Describe and analyze the ways in which geographic representations communicate geospatial information. 



Craft and Structure

4. WST 3 1.A.

Read and discuss *Me on the Map* by Joan Sweeney as an introduction to a variety of maps and the concept of scale. Students create their own “layers” of maps, as in the book, by drawing or using photographs.

4. WST 3 1.A., 6. WST 1 4.A.

Use spatial terms in discussions of texts to describe distance, direction, and location. Practice use of phrases such as “next to,” “in front of,” and “near.”

INTEGRATION OF KNOWLEDGE AND IDEAS



7. Use the illustrations and details in a text to describe its key ideas.



WST ③ Spatial Patterns and Processes

» **2.A.** Describe and compare distributions of people, places, and environments to examine spatial patterns, sequences, regularities, and irregularities.



WST ① Using Geographic Representations

» **4.A.** Describe and analyze the ways in which geographic representations communicate geospatial information.



ES ⑮ Environmental Opportunities and Constraints

» **1.A.** Describe examples in which the physical environment provides opportunities for human activities.



WST ① Properties and Functions of Geographic Representations

» **1.B.** Describe how properties of geographic representations determine the purposes they can be used for.

8. Identify the reasons an author gives to support points in text.



HS ⑬ Conflict

» **3.A.** Analyze examples of disagreements over land uses in their community.



ES ⑮ Environmental Hazards

» **2.B.** Describe and analyze the effects of environmental hazards on human activities.



HS ⑫ Functions of Settlements

» **2.A.** Explain why some locations are better for settlement than others. 



Integration of Knowledge and Ideas

7. Explore maps and satellite images of the school and surrounding community. Talk about “reading” these by finding areas with houses, roads, shopping centers, forests, parks, farms, bodies of water, and more. Which places are built by humans? Which are natural?

8. HS ⑫ **2.A.**

Explore stories of the founding of students’ town or city. Find out why people chose to settle there and what may have helped the city or town grow.

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

 WST  Individual Perceptions Shape Mental Maps

» 4.A. Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map.



Range of Reading and Level of Text Complexity

10. HS  1.A.

Use the U.S. Census data activities suggested for Grade 1 from www.census.gov/schools/materials_for_schools/lessons_and_maps.html.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



10. With prompting and support, read informational texts appropriately complex for grade 1.

 HS  Characteristics of Population

» 1.A. Describe and compare the demographic characteristics of people in the local area. 

GRADE 1











READING: FOUNDATIONAL SKILLS

No high-quality matches for these standards.

GRADE 1

WRITING

TEXT TYPES AND PURPOSES

-  **1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**
 -  **WST ② Individual Perceptions Shape Mental Maps**
 - 4.A.** Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map.
- 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.**
 -  **HS ⑩ Characteristics of Culture**
 - 1.A.** Identify and describe the characteristics of a culture. 
 -  **HS ⑨ Migration**
 - 3.A.** Describe examples of different human migrations. 
 -  **HS ⑫ Urban Forms and Functions**
 - 4.A.** Analyze the different ways land is used in the community.
- 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.**
 -  **HS ⑨ Spatial Distribution of Population**
 - 2.A.** Describe how the number of people varies from place to place.
 -  **WST ③ Spatial Concepts**
 - 1.A.** Describe and explain the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts. 



Text Types and Purposes

2. HS ⑩ 1.A.

Write about and illustrate a family tradition. Display it to show characteristics of different cultures, if possible, on a world map.

2. HS ⑨ 3.A.

Interview family members about the migration of an ancestor; then write a story and create a map to illustrate it.

3. WST ③ 1.A.

Discuss how place is a part of setting and events in a narrative. Ask students to include details about place in their writing.

PRODUCTION AND DISTRIBUTION OF WRITING



4. (Begins in grade 3)

5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.



WST ① Using Geospatial Data to Construct Geographic Representations

» 3.A. Compare how different geospatial technologies are used to display geospatial data.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE



7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).




WST ② Individual Perceptions Shape Mental Maps

» 4.A. Describe how an individual’s views and understandings of places and regions differ, as expressed by his or her mental map.



UG ⑰ Changes in Geographic Contexts

» 2.A. Analyze how places, regions, and environments change over time. 

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.



WST ② Developing Mental Maps

» 1.A. Identify from memory the position and arrangement of physical and human features.

» 2.A. Identify from memory with increasing detail maps of a place or region.



WST ② Using Mental Maps

» 3.A. Identify from memory locations and geographic characteristics to answer geographic questions.



Research to Build and Present Knowledge

7. UG ⑰ 2.A.

Construct a timeline illustrating changes in land use, settlement, housing, and economic activities in the local community or region.

9. (Begins in grade 4)


RANGE OF WRITING

 10. (Begins in grade 3)

GRADE 1

SPEAKING AND LISTENING

COMPREHENSION AND COLLABORATION

 1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

 UG 18 Perceptions of Geographic Contexts

» 3.A. Explain how people’s perceptions of the world can change with new information and new experiences.

 WST 2 Individual Perceptions Shape Mental Maps

» 4.A. Describe how an individual’s views and understandings of places and regions differ, as expressed by his or her mental map.

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

 WST 2 Using Mental Maps

» 3.A. Identify from memory locations and geographic characteristics to answer geographic questions.



- UG 18 Using Geography to Interpret the Present and Plan for the Future
 - » 1.A. Analyze geographic contexts in which current events and issues occur.

- UG 18 Changes in Geographic Contexts
 - » 2.A. Describe current changes in places, regions, and environments and predict how these locations may be different in the future.

3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

PRESENTATION OF KNOWLEDGE AND IDEAS

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

- WST 3 Spatial Concepts
 - » 1.A. Describe and explain the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts. 💡

- 5 Geographic Skill Answering Geographic Questions
 - » 1.A. Constructs answers to geographic questions using data.

5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

- WST 1 Using Geospatial Data to Construct Geographic Representations
 - » 2.A. Identify examples of geospatial data.
 - » 2.B. Construct maps and graphs to display geospatial data.
- WST 1 Using Geographic Representations
 - » 4.A. Describe and analyze the ways in which geographic representations communicate geospatial information.



Presentation of Knowledge and Ideas

4. WST 3 1.A.

Act out the geographic language (e.g., “climb and stand near,” “stand next to”) of a book as a teacher reads.

 WST ② Individual Perceptions Shape Mental Maps

- » 4.A. Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map.

6. Produce complete sentences when appropriate to task and situation.

GRADE 1

LANGUAGE

CONVENTIONS OF STANDARD ENGLISH



1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

 HS ⑩ Cultural Diffusion and Change

- » 3.A. Describe examples of changes in a culture.
- » 3.B. Describe examples of the spread of a culture.

 UG ⑰ Using Geography to Interpret the Past

- » 1.A. Describe the geographic context in which a historical event occurred.

 ES ⑯ Location and Distribution of Resources

- » 2.A. Identify the locations of examples of each type of resource.


2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 PS ⑦ Components of Earth's Physical Systems

- » 1.A. Identify attributes of Earth's different physical systems.

 UG 17 Changes in Geographic Contexts

» 2.A. Analyze how places, regions, and environments change over time.

 UG 17 Perceptions of Geographic Contexts

» 3.A. Describe examples of people's changing perceptions of the world.

 UG 17 Using Geography to Interpret the Past

» 1.A. Describe the geographic context in which a historical event occurred.

 HS 11 Connecting Economic Activities

» 3.A. Identify items produced locally for consumption elsewhere and items produced elsewhere that are consumed locally.

» 4.A. Describe and analyze different modes of transportation and communication used to move people, products, and ideas from place to place.

 HS 10 Patterns of Culture

» 2.A. Identify and describe examples of cultural markers (e.g., buildings, place names, monuments). 

 WST 2 Developing Mental Maps

» 1.A. Identify from memory the position and arrangement of physical and human features.



Conventions of Standard English

2. HS 10 2.A.

Have students write complete sentences describing cultural markers they see on a map of their town or city.

KNOWLEDGE OF LANGUAGE




3. (Begins in grade 2)

VOCABULARY ACQUISITION AND USE



4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. 



HS 10 Patterns of Culture

» 2.A. Identify and describe examples of cultural markers (e.g., buildings, place names, monuments).



ES 16 Types and Meanings of Resources

» 1.A. Identify and explain the characteristics of renewable, nonrenewable, and flow resources.



WST 3 Spatial Concepts

» 1.A. Describe and explain the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts.



HS 9 Characteristics of Population

» 1.A. Describe and compare the demographic characteristics of people in the local area.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).



PS 8 Components of Ecosystems

» 1.A. Identify the components of different ecosystems.



Vocabulary Acquisition and Use

5. Over several days, discuss and write with students about characteristics of their community, such as natural features, resources, work people do, and where people play, to build vocabulary. Discuss how perspectives differ among students. Students can reproduce a three-dimensional representation of their community.