

The National Geography Standards

The National Geography Standards includes six essential elements that highlight the major components of geography. Under the six major categories are the eighteen standards that focus on general areas in geography that children are expected to know and understand.

Essential Element 1: The World in Spatial Terms

Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context. The geographically informed person knows and understands the following:

- Standard 1** **Weeks 1–8**
how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective,
 - Standard 2** **Weeks 9–10**
how to use mental maps to organize information about people, places, and environments in a spatial context, and
 - Standard 3** **Weeks 11–12**
how to analyze the spatial organization of people, places, and environments on Earth's surface.
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Essential Element 2: Places and Regions

The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions. The geographically informed person knows and understands the following:

- Standard 4** **Weeks 13–18**
the physical and human characteristics of places,
 - Standard 5** **Weeks 19–22**
that people create regions to interpret Earth's complexity, and
 - Standard 6** **Weeks 23–24**
how culture and experience influence people's perceptions of places and regions.
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Essential Element 3: Physical Systems

Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify the ecosystems. The geographically informed person knows and understands the following:

- Standard 7** **Week 25**
the physical processes that shape the patterns of Earth's surface, and
- Standard 8** **Week 26**
the characteristics and spatial distribution of ecosystems on Earth's surface.

Daily Geography Grow 6th Grade Week 3

Kathy Flynn, Terri McNamara



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El-Hi Textbooks & Serials in Print, 2003, 2003 *School Life*, 1925 *Cross-Curricular Learning 3-14* Jonathan

Barnes,2015-03-05 This third edition explores the key practical and theoretical issues underpinning cross curricular teaching and learning across the early years primary education and lower secondary school Combining findings from research and educational theory with examples of thought provoking teaching in schools this textbook discusses how high quality teaching across different curriculum areas can be planned taught assessed and used to encourage creative and deep learning experiences Revised and updated to reflect current curriculum policy and contemporary research this third edition includes Coverage of the 2014 National Curriculum in England and the implications for cross curricular practice More case studies from across the curriculum from different age groups and exploring different aspects of teaching Improved coverage of cross curricular practice in the Early Years Foundation Stage The University Magazine ,1890 Report of the Board of Education Connecticut. State Board of Education,1897 Resources in Education ,1984 Bulletin United States. Office of Education,1923 *Educational Weekly* ,1880 The new code of minutes of the Education department, instructions to inspectors, and official forms and documents, with explanatory notes, by T.E. Heller Thomas Edmund Heller,1886

Bulletin ,1918 **American Journal of Education** ,1899 *Analytic Survey of State Courses of Study for Rural Elementary Schools* Charles Myron Reinoehl,1923 The Monthly Magazine ,1824 **Vocational and Technical Education Programs** United States. Congress. House. Committee on the District of Columbia. Subcommittee on Judiciary and Education,1983 *Michigan School Moderator* ,1893

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