

A. GEOGRAPHY: PEOPLE, PLACES, AND ENVIRONMENTS

CONTENT STANDARD

Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.

Rationale: Students gain geographical perspectives on the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments. In Wisconsin schools, the content, concepts, and skills related to geography may be taught in units and courses that deal with geography, history, global studies, anthropology, sociology, psychology, current events, and world religions.

Additional information for developing a curriculum is available in:

A Guide to Curriculum Planning in Social Studies, Wisconsin Department of Public Instruction (1-800-243-8782).

Curriculum Standards for Social Studies. National Council for the Social Studies Publications, P.O. Box 79078, Baltimore, MD 21279-0078 (1-800-683-0812)

Geography for Life: National Geography Standards 1994. National Geographic Society, P.O. Box 1640, Washington, D.C. 20013-1640, USA (1-800-368-2728)

PERFORMANCE STANDARDS

► BY THE END OF GRADE 4 STUDENTS WILL:

- A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface
- A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms; natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders
- A.4.3 Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges
- A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters
- A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world
- A.4.6 Identify and distinguish between predictable environmental changes, such as weather patterns and seasons, and unpredictable changes, such as floods and droughts, and describe the social and economic effects of these changes
- A.4.7 Identify connections between the local community and other places in Wisconsin, the United States, and the world
- A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment
- A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating

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**▶ BY THE END OF GRADE 8
STUDENTS WILL:**

- A.8.1 Use a variety of geographic representations, such as political, physical, and topographic maps, a globe, aerial photographs, and satellite images, to gather and compare information about a place
- A.8.2 Construct mental maps of selected locales, regions, states, and countries and draw maps from memory, representing relative location, direction, size, and shape
- A.8.3 Use an atlas to estimate distance, calculate scale, identify dominant patterns of climate and land use, and compute population density
- A.8.4 Conduct a historical study to analyze the use of the local environment in a Wisconsin community and to explain the effect of this use on the environment
- A.8.5 Identify and compare the natural resource bases of different states and regions in the United States and elsewhere in the world, using a statistical atlas, aerial photographs, satellite images, and computer databases
- A.8.6 Describe and distinguish between the environmental effects on the earth of short-term physical changes, such as those caused by floods, droughts, and snowstorms, and long-term physical changes, such as those caused by plate tectonics, erosion, and glaciation
- A.8.7 Describe the movement of people, ideas, diseases, and products throughout the world
- A.8.8 Describe and analyze the ways in which people in different regions of the world interact with their physical environments through vocational and recreational activities
- A.8.9 Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals
- A.8.10 Identify major discoveries in science and technology and describe their social and economic effects on the physical and human environment
- A.8.11 Give examples of the causes and consequences of current global issues, such as the expansion of global markets, the urbanization of the developing world, the consumption of natural resources, and the extinction of species, and suggest possible responses by various individuals, groups, and nations

**▶ BY THE END OF GRADE 12
STUDENTS WILL:**

- A.12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration
- A.12.2 Analyze information generated from a computer about a place, including statistical sources, aerial and satellite images, and three-dimensional models
- A.12.3 Construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features
- A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment
- A.12.5 Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns
- A.12.6 Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world
- A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world
- A.12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them
- A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood
- A.12.10 Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development
- A.12.11 Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture
- A.12.12 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world
- A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries