

Geography

[27.220]

In addition to the 29 core standards for all social science teachers that are set forth in Section 27.200 of this Part, those who specialize in the teaching of geography shall be required to meet the standards described in this Section.

STANDARD 1

The competent geography teacher understands how to use maps and other geographic representations, tools, and technologies to acquire and use information about people, places, and environments on Earth.

Knowledge Indicators - *The competent geography teacher:*

- 1A. understands how to use maps and other graphic representations to depict geographic problems.
- 1B. understands how to use technologies to represent and interpret Earth's physical and human systems.
- 1C. understands how to use geographic representations and tools to analyze, explain, and solve geographic problems.

Performance Indicators - *The competent geography teacher:*

- 1D. produces, interprets, and evaluates maps and other graphic representations to solve geographic problems.
- 1E. uses maps and other geographic representations to analyze world events and suggest solutions to world problems.
- 1F. uses geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
- 1G. uses technologies (e.g., satellite images, aerial photographs, Geographic Information Systems, Global Positioning Systems) to represent, interpret, and analyze Earth's physical and human systems.

STANDARD 2

The competent geography teacher is able to use mental maps to organize information about people, places, and environments in a spatial context.

Knowledge Indicators - *The competent geography teacher:*

- 2A. understands how to use mental maps of physical and human features of the world to answer complex geographic questions.
- 2B. understands how mental maps reflect the human perception of places.
- 2C. understands how mental maps influence spatial and environmental decision-making.

Performance Indicators - *The competent geography teacher:*

- 2D. uses mental maps to analyze physical and human systems and answer complex geographic questions.

- 2E. identifies the ways in which mental maps influence human decisions about location, settlement, and public policy.
- 2F. analyzes ways in which people's mental maps reflect an individual's attitudes toward places.
- 2G. explains how mental maps influence spatial and environmental decision-making.

STANDARD 3

The competent geography teacher is able to analyze spatial information about people, places, and environments on Earth's surface.

Knowledge Indicators - *The competent geography teacher:*

- 3A. understands the generalizations that describe and explain spatial interaction.
- 3B. understands the models that describe patterns of spatial organization.
- 3C. understands the spatial behavior of people.
- 3D. understands how to apply concepts and models of spatial organization to make decisions.

Performance Indicators - *The competent geography teacher:*

- 3E. applies concepts of spatial interaction (e.g., complementarity, intervening opportunities, distance decay, connections) to account for patterns of movement on Earth.
- 3F. analyzes and explains patterns of land use in urban, suburban, and rural areas using terms such as distance, accessibility, and connections.
- 3G. uses models of spatial organization to analyze relationships in and between places.
- 3H. applies concepts and models of spatial organization to make decisions.

STANDARD 4

The competent geography teacher understands the physical and human characteristics of places.

Knowledge Indicators - *The competent geography teacher:*

- 4A. understands the meaning and significance of places.
- 4B. understands the changing physical and human characteristics of places.
- 4C. understands how relationships between humans and the physical environment lead to the formation of places and to a sense of personal and community identity.

Performance Indicators - *The competent geography teacher:*

- 4D. describes and interprets physical processes that shape places.
- 4E. explains how social, cultural, and economic processes shape the features of places.
- 4F. analyzes how technology shapes the physical and human characteristics of places.
- 4G. evaluates how humans interact with physical environments to form places.

STANDARD 5

The competent geography teacher understands the concept of regions and how regions are used to interpret Earth's complexity.

Knowledge Indicators - *The competent geography teacher:*

- 5A. understands how multiple criteria can be used to define a region.
- 5B. understands the structure of regional systems.
- 5C. understands the ways in which physical and human regional systems are interconnected.

Performance Indicators - *The competent geography teacher:*

- 5D. identifies and explains the changing criteria that are used to define regions.
- 5E. analyzes the connections and interactions within and among the parts of regional systems to develop solutions to spatial problems.
- 5F. analyzes places and regions in different time periods to identify human and physical changes and to explain the factors that have contributed to those changes.
- 5G. analyzes regional systems and alliances (e.g., newspaper circulation, airline service areas, European union) to explain how they are interconnected and to determine their spatial impact (e.g., movement of people and goods in Europe).
- 5H. explains how the regionalization process is used to analyze geographic issues (e.g., locating a new shopping center).

STANDARD 6

The competent geography teacher understands how culture and experience influence people's perceptions of places and regions.

Knowledge Indicators - *The competent geography teacher:*

- 6A. understands why places and regions serve as symbols for individuals and society.
- 6B. understands why different groups of people within a society view places and regions differently.
- 6C. understands how changing perceptions of places and regions reflect cultural change.

Performance Indicators - *The competent geography teacher:*

- 6D. evaluates the characteristics of places and regions from a variety of points of view.
- 6E. explains how technology affects the ways in which culture groups perceive and use places and regions.
- 6F. analyzes human perceptions of people, places, and regions to determine the impact of different cultures and experiences.
- 6G. explains why places and regions are important to individual human identity and as symbols for unifying or fragmenting society.
- 6H. analyzes the ways in which people's changing views of places and regions reflect cultural change.
- 6I. explains how human experiences (e.g., wedding customs, funerals, social functions) in various places and regions of the world may be interpreted differently by different cultural groups.

STANDARD 7

The competent geography teacher understands the physical processes that shape the patterns of Earth's surface.

Knowledge Indicators - *The competent geography teacher:*

- 7A. understands the dynamics of the four basic components of Earth's physical systems: the atmosphere, biosphere, lithosphere, and hydrosphere.
- 7B. understands the interaction of Earth's physical systems.
- 7C. understands the spatial variation in the consequences of physical processes across Earth's surface.

Performance Indicators - *The competent geography teacher:*

- 7D. analyzes physical processes to identify and explain spatial patterns in the physical environment.
- 7E. analyzes regions of Illinois, the United States, and the world to determine how they have been shaped by different physical processes.
- 7F. explains how earth-sun relationships affect Earth's physical processes and create physical patterns.
- 7G. predicts the consequences of a specific physical process operating on Earth's surface.
- 7H. explains the ways in which Earth's physical processes are dynamic and interactive.

STANDARD 8

The competent geography teacher understands the characteristics and spatial distribution of ecosystems on Earth's surface.

Knowledge Indicators - *The competent geography teacher:*

- 8A. understands the distribution and characteristics of ecosystems.
- 8B. understands the bio-diversity and productivity of ecosystems.
- 8C. understands the importance of ecosystems in people's understanding of environmental issues.

Performance Indicators - *The competent geography teacher:*

- 8D. analyzes the distribution of ecosystems by interpreting relationships between soil, climate, and plant and animal life.
- 8E. evaluates the concept of ecosystems to understand and solve problems regarding environmental issues.
- 8F. explains the spatial distribution of ecosystems from local to global scales.
- 8G. identifies and explains how knowledge of ecosystems informs human decisions about environmental issues.

STANDARD 9

The competent geography teacher understands the characteristics, distribution, and migration of human populations on Earth's surface.

Knowledge Indicators - *The competent geography teacher:*

- 9A. understands trends in world population numbers and patterns.
- 9B. understands the impact of human migration on physical and human systems.
- 9C. understands the reasons for spatial variations in population distribution.
- 9D. understands the types and historical patterns of human migration.

Performance Indicators - *The competent geography teacher:*

- 9E. predicts trends in the spatial distribution of human population on Earth.
- 9F. analyzes population issues and proposes probable solutions to population problems.
- 9G. explains the economic, political, and social factors that contribute to human migration.
- 9H. evaluates the impact of human migration on physical and human systems.

STANDARD 10

The competent geography teacher understands the characteristics, distribution, and complexity of Earth's cultural mosaics.

Knowledge Indicators - *The competent geography teacher:*

- 10A. understands the spatial distribution of culture at different scales, local to global.
- 10B. understands the spatial characteristics of the processes of cultural convergence and divergence.
- 10C. understands how cultures shape the character of a region.

Performance Indicators - *The competent geography teacher:*

- 10D. explains the spatial processes of cultural convergence and divergence.
- 10E. describes and explains the significance of patterns of cultural diffusion in the creation of Earth's varied cultural mosaics.
- 10F. identifies and explains how different communities, including those affected by migrant populations, reflect the cultural background of their inhabitants.
- 10G. analyzes how culture influences the characteristics of regions.

STANDARD 11

The competent geography teacher understands the patterns and networks of economic interdependence on Earth's surface.

Knowledge Indicators - *The competent geography teacher:*

- 11A. understands the classification, characteristics, and spatial distribution of economic systems.

- 11B. understands how places of various size function as centers of economic activity.
- 11C. understands the increasing economic interdependence of the world's countries.
- 11D. understands the geographic causes and consequences of world trade.

Performance Indicators - *The competent geography teacher:*

- 11E. classifies and describes the spatial distribution of major economic systems and evaluates their relative merits in terms of productivity and the social welfare of workers.
- 11F. identifies and evaluates the spatial aspect of economic systems, e.g., market areas around major business establishments.
- 11G. analyzes and evaluates international economic issues from a spatial point of view.
- 11H. identifies and explains the primary geographic causes for world trade.

STANDARD 12

The competent geography teacher understands the processes, patterns, and functions of human settlement.

Knowledge Indicators - *The competent geography teacher:*

- 12A. understands the functions and internal structure of cities.
- 12B. understands the differing characteristics of settlements in developing and developed countries.
- 12C. understands the processes that change the function and internal structure of cities.
- 12D. understands the evolving forms of present-day urban areas.

Performance Indicators - *The competent geography teacher:*

- 12E. analyzes the functions, internal structure, and shape of cities in Illinois, the United States, and the world.
- 12F. analyzes the characteristics of urban settlements in developing and developed countries.
- 12G. evaluates the physical and human impacts of emerging urban forms (e.g., edge cities, metropolitan corridors, megalopolis) in Illinois, the United States, and the world.
- 12H. explains the causes and consequences of urbanization in Illinois, the United States, and the world.
- 12I. describes the nature, causes, and spatial impact of change in urban areas.

STANDARD 13

The competent geography teacher understands how the forces of cooperation and conflict among people influence the division and control of Earth's surface.

Knowledge Indicators - *The competent geography teacher:*

- 13A. understands why and how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth.
- 13B. understands the divisions on Earth's surface at different scales, local to global.

Performance Indicators - *The competent geography teacher:*

- 13C. analyzes how cooperation and conflict influence the development and control of social, political, and economic entities on Earth.

- 13D. explains why people cooperate but also engage in conflict to control Earth's surface.
- 13E. analyzes divisions on Earth's surface at different scales to identify examples of similar uses of political space at local, State, national, and international levels.

STANDARD 14

The competent geography teacher understands how human actions modify the physical environment.

Knowledge Indicators - *The competent geography teacher:*

- 14A. understands the role of technology in the capacity of the physical environment to accommodate human modification.
- 14B. understands the significance of the global impacts of human modification of the physical environment.
- 14C. understands how to apply appropriate models and information to understand environmental problems.

Performance Indicators - *The competent geography teacher:*

- 14D. evaluates the ways in which technology has expanded the human capability to modify the physical environment.
- 14E. analyzes and develops possible solutions to scenarios of environmental change induced by human modification of the physical environment.
- 14F. analyzes and evaluates the global impacts of human changes in the physical environment.

STANDARD 15

The competent geography teacher understands how physical systems affect human systems.

Knowledge Indicators - *The competent geography teacher:*

- 15A. understands how changes in the physical environment can diminish its capacity to support human activity.
- 15B. understands how different physical environments provide opportunities for or place constraints on human activities.
- 15C. understands how natural hazards affect human spatial activities.

Performance Indicators - *The competent geography teacher:*

- 15D. analyzes examples of changes in the physical environment that have reduced the capacity of the environment to support human activity.
- 15E. explains how the characteristics of different physical environments affect human activity in Illinois, the United States, and the world.
- 15F. describes the effects of natural hazards on human systems in Illinois, the United States and the world.

STANDARD 16

The competent geography teacher understands the changes that occur in the meaning, use, distribution, and importance of resources.

Knowledge Indicators - *The competent geography teacher:*

- 16A. understands how the spatial distribution of resources affects patterns of human settlement.
- 16B. understands how resource development and use change over time.
- 16C. understands the geographic results of policies and programs for resource use and management.

Performance Indicators - *The competent geography teacher:*

- 16D. analyzes the relationships between the spatial distribution of settlement and resources.
- 16E. explains the relationship between resources and the exploration, colonization, and settlement of different regions of the world.
- 16F. evaluates policy decisions regarding the use of resources in different regions of the United States and the world.
- 16G. evaluates policies and programs related to the use of resources in different regions of the United States and the world.

STANDARD 17

The competent geography teacher is able to apply geography to interpret the past and present and to plan for the future.

Knowledge Indicators - *The competent geography teacher:*

- 17A. understands the processes of spatial change over time.
- 17B. understands how to derive solutions to local and regional problems that have a spatial dimension.
- 17C. understands the interaction between physical and human systems that have led to current conditions on Earth.
- 17D. understands multiple points of view with respect to contemporary geographic issues.
- 17E. understands how to use geographic questions in past, present, and future contexts.
- 17F. understands how to use the Five Themes of Geography to study Earth and its people.

Performance Indicators - *The competent geography teacher:*

- 17G. explains how the processes of spatial change (e.g., the spatial diffusion of a phenomenon such as the bubonic plague or the diffusion of tobacco use) have affected United States and world history.
- 17H. proposes plans to solve local and regional problems that have spatial dimensions, (e.g., safeguarding people and property during natural disasters, solving mass-transit problems, deciding where to locate new commercial establishments).
- 17I. analyzes the interaction between physical and human systems to understand possible causes and effects of current conditions on Earth.
- 17J. integrates multiple points of view to analyze and evaluate contemporary geographic issues.
- 17K. asks and answers geographic questions and acquires, organizes, and analyzes geographic information about past, present, and future events.
- 17L. uses the Five Themes of Geography to develop different approaches to the study of Earth and its people.