

GRADE 8

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 8, the student knows and understands:	By the end of the student:
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 tech geospatial</p> <p>Therefore, t</p> <p>A. Identify properties creation, at geospatial able to</p> <ul style="list-style-type: none"> * Explain he used to und creation an use/land co

Grade Specific Standards		
Reading Standards for Literature K-5		
The following standards offer a focus or 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 retain and further develop skills and understandings mastered in preceding grades.		
Kindergarten:	Grade 1 students:	Grade 2 student
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 where, when, why, and how to show 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 describe message, lesson, 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 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 meaning, mood, 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 in terms of how the beginning, middle, and ending contribute to the overall meaning.
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 characters, including by speaking voice for each character when it is spoken.

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 8

This chart indicates where solid alignments occur. GFL 1-18 are the geography standards and GS 1-5 are the geographic skills. Reading: Foundational Skills is for Grades K-5 only, and Reading and Writing in History/Social Studies, Science, and Technical Subjects is for Grades 6-12 only.

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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Reading Literature

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

Reading Informational Text

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

Overview Matrix for Grade 8

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
-----	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	---	---	---	---	---

Writing

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

Speaking and Listening

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

Language

1																								
2																								
3																								
4																								x
5																								
6																								

GRADE 8 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



ELA Grade-Specific Standard in History/Social Studies



ELA Grade-Specific Standard in Science



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 8

READING LITERATURE

KEY IDEAS AND DETAILS



1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.



PR 6 The Perception of Places and Regions

» 1.A. Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends).



4 Geographic Skill Analyzing Geographic Information

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

2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.



PR 6 Changes in the Perception of Places and Regions

» 2.A. Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people.



PR 4 The Concept of Place

» 1.A. Explain how personal, community, or national identities are based on places. 💡



4 Geographic Skill Analyzing Geographic Information

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



Key Ideas and Details

2. PR 4 1.A., 4 Geographic Skill 1.A.

Explore the use of Google Lit Trips (www.googlelittrips.com) to reinforce the concept of place and setting and the relationship to characters and plot.

3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

CRAFT AND STRUCTURE

4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

 PR 4 The Concept of Place

- » 1.A. Explain how personal, community, or national identities are based on places.

 PR 6 The Perception of Places and Regions

- » 1.A. Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends).

5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

 3 **Geographic Skill** Organizing Geographic Information

- » 1.A. Describes and constructs appropriate forms of visualizations to represent different types of geographic data.

 3 **Geographic Skill** Organizing Geographic Information

- » 1.B. Explains the advantages of using different forms of geographic representations for data.

6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.



INTEGRATION OF KNOWLEDGE AND IDEAS



7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

8. (Not applicable to literature)

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.



PR 6 The Perception of Places and Regions

» 1.A. Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends).



UG 17 Perceptions of Geographic Contexts

» 3.A. Explain how historical events were influenced by people's perceptions of people, places, regions, and environments.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

GRADE 8

READING INFORMATIONAL TEXT

KEY IDEAS AND DETAILS



1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.



PR 5 The Concept of Region

» 1.A. Identify and explain the criteria used to define formal, functional, and perceptual regions.

2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.



Any *Geography for Life* content standard will align.

3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).



PR 4 The Concept of Place

» 1.A. Explain how personal, community, or national identities are based on places.






HS 10 Characteristics of Culture





» 1.A. Compare the cultural characteristics of different cultures.



CRAFT AND STRUCTURE

-  **4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.**
-  **4 Geographic Skill Analyzing Geographic Information**
- » **1.A.** Analyzes graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.
- 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.**
- 6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.**
-  **PR 4 The Concept of Place**
- » **1.A.** Explain how personal, community, or national identities are based on places.

INTEGRATION OF KNOWLEDGE AND IDEAS

-  **7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.**
-  **PR 6 Changes in the Perception of Places and Regions**
- » **2.A.** Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people.
-  **5 Geographic Skill Answering Geographic Questions**
- » **2.A.** Constructs a presentation to answer a geographic question. 




Integration of Knowledge and Ideas

7. 5 Geographic Skill 2.A.


Evaluate the effectiveness of National Geographic’s “7 Billion” video (natgeoed.org/7billion). Compare the treatment of the topic in different types of media.

8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

 ④ **Geographic Skill** Analyzing Geographic Information


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

9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

 ③ **Geographic Skill** Organizing Geographic Information

» 1.A. Describes and constructs appropriate forms of visualizations to represent different types of geographic data. 

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY


 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

GRADE 8 WRITING

TEXT TYPES AND PURPOSES

 1. Write arguments to support claims with clear reasons and relevant evidence.

 WST ① **Properties and Functions of Geographic Representations**

» 1.B. Evaluate the appropriate use of geospatial representations for specific geographic tasks, such as analyzing spatial distributions and patterns. 



Integration of Knowledge and Ideas

8. ④ Geographic Skill 1.A.

Describe how changes in the economy of a community may affect personal perception of that place and people's plans for the future.

8. ④ Geographic Skill 1.A.

Describe how the increasing demand for water resources will affect the physical environment and suggest ways to replenish and conserve water resources.

9. ③ Geographic Skill 1.A.

Explore different texts with arguments for and against use of natural resources such as strip mining, logging, fracking, or other extraction industries.


Text Types and Purposes

1. WST ① 1.B.

Explain why particular maps are appropriate for particular purposes.

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

 WST ① Using Geospatial Data to Construct Geographic Representations

» 2.B. Construct maps using data acquired from a variety of sources and in various formats (e.g., digital databases, text, tables, images). 

3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

 WST ③ Spatial Patterns and Processes

» 2.A. Describe and compare the processes that influence the distribution of human and physical phenomena.

 HS ⑨ Spatial Distribution of Population

» 2.A. Explain the concepts of population distribution and density and how they change over time.

 ⑤ Geographic Skill Answering Geographic Questions

» 1.A. Describes and explains the data and processes used to answer geographic questions.



Text Types and Purposes

2. WST ① 2.B.

Conduct research on a topic and create a geographic representation (e.g., map, chart) to convey relevant content from a geographic perspective.

PRODUCTION AND DISTRIBUTION OF WRITING



4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

 PR ④ The Characteristics of Place

» 2.A. Explain the ways that physical processes change places.

 HS ⑬ Cooperation

» 2.A. Describe and explain examples of cooperation that focus on solving human and environmental issues.


5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

 ES **16** Sustainable Resource Use and Management


» **3.A.** Explain how renewable resources can be continuously replenished through sustainable use.

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

RESEARCH TO BUILD AND PRESENT KNOWLEDGE

 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

 WST **1** Using Geographic Representations

» **4.A.** Analyze geographic representations to ask and answer questions about spatial distributions and patterns. 

 **1** Geographic Skill Asking Geographic Questions

» **1.A.** Identifies geographic issues and constructs a question from a geographic perspective. 

8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

 WST **1** Using Geospatial Data to Construct Geographic Representations

» **2.B.** Construct maps using data acquired from a variety of sources and in various formats (e.g., digital databases, text, tables, images).



Research to Build and Present Knowledge

7. WST **1** **4.A.**, **1** **Geographic Skill 1.A.**

Use National Geographic Education's MapMaker Interactive (natgeoed.org/mapmaker-interactive) to explore geographic data and develop geographic questions for research and analysis. Or create a map representing a proposed "correlation" between two or more layers on the map, such as population density to climate.

7. **1** **Geographic Skill 1.A.**


Identify geographic issues and problems in news articles while constructing questions that would address the issue from a geographic perspective.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

 ES 14 Modification of the Physical Environment

» 1.A. Describe and explain how human-induced changes in one place can affect the physical environment in other places.


RANGE OF WRITING

 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

GRADE 8

SPEAKING AND LISTENING

COMPREHENSION AND COLLABORATION

-  1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

 WST 1 Using Geospatial Data to Construct Geographic Representations

» 2.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).



 **3 Geographic Skill Organizing Geographic Information**


- » **1.A.** Describes and constructs appropriate forms of visualizations to represent different types of geographic data.

3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

 **PR 6 Changes in the Perception of Places and Regions**

- » **2.A.** Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people.

PRESENTATION OF KNOWLEDGE AND IDEAS

 **4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.**

 **PS 8 Components of Ecosystems**

- » **1.B.** Construct a model to explain how an ecosystem works.

5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

 **3 Geographic Skill Organizing Geographic Information**

- » **1.A.** Describes and constructs appropriate forms of visualizations to represent different types of geographic data. 

 **5 Geographic Skill Answering Geographic Questions**

- » **2.A.** Constructs a presentation to answer a geographic question.

6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.



Presentation of Knowledge and Ideas

5. 3 Geographic Skill 1.A.

Cite or create different types of relevant maps, charts, and graphs (e.g., flowcharts, timelines, climographs, population pyramids, satellite imagery, and geographic information systems [GIS]) to include with a presentation.

GRADE 8

LANGUAGE

CONVENTIONS OF STANDARD ENGLISH



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



Any *Geography for Life* content standard will align.

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



Any *Geography for Life* content standard will align.

KNOWLEDGE OF LANGUAGE



3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

VOCABULARY ACQUISITION AND USE



4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.



HS 9 Characteristics of Population

» 1.A. Describe and explain the demographic concepts of fertility and mortality, crude birth and death rates, natural increase and doubling time, race and ethnicity.

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
-

GRADE 8

READING LITERACY IN HISTORY/SOCIAL STUDIES

KEY IDEAS AND DETAILS



1. Cite specific textual evidence to support analysis of primary and secondary sources.



② Individual Perceptions Shape Mental Maps

» 4.A. Compare the mental maps of individuals to identify common factors that influence spatial understanding, perceptions, and preferences.



② Geographic Skill Acquiring Geographic Information

» 2.A. Explains the differences between primary and secondary sources of geographic information.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.



② Geographic Skill Acquiring Geographic Information

» 2.A. Explains the differences between primary and secondary sources of geographic information.

3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).


 PR ④ The Characteristics of Place

- » 2.A. Explain the ways that physical processes change places.
- » 2.B. Explain the ways that human processes change places.

 ② **Geographic Skill** Acquiring Geographic Information

- » 2.A. Explains the differences between primary and secondary sources of geographic information.

 UG ⑰ Changes in Geographic Contexts


- » 2.A. Describe and explain changes in the geographic characteristics and spatial organizations of places, regions, and environments in the past. 

CRAFT AND STRUCTURE



4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

 HS ⑨ Characteristics of Population

- » 1.A. Describe and explain the demographics of fertility and mortality, crude birth and death rates, natural increase and doubling time, race and ethnicity. 
- » 1.B. Compare the structures of populations in different places through the use of key demographic concepts.

5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

 WST ① Properties and Functions of Geographic Representations

- » 1.A. Analyze and explain the properties (position and orientation, projections, symbols, scale, perspective, coordinate systems) and functions of geographic representations.

6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).



Key Ideas and Details

3. UG ⑰ 2.A.

Describe and explain changes in the geographic characteristics and spatial organizations of places, regions, and environments.

Craft and Structure

4. HS ⑨ 1.A.

Describe the demographic and social characteristics of countries with high and low crude birth and death rates.



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INTEGRATION OF KNOWLEDGE AND IDEAS



7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.



WST ① Using Geospatial Data to Construct Geographic Representations

» 3.A. Construct and analyze geographic representations using data acquired from a variety of sources (e.g., student-generated data such as surveys, observations, fieldwork, etc., or existing data files) and formats (e.g., digital databases, text, tables, images).



③ Geographic Skill Organizing Geographic Information

» 1.A. Describes and constructs appropriate forms of visualizations to describe different types of geographic data.

8. Distinguish among fact, opinion, and reasoned judgment in a text.

9. Analyze the relationship between a primary and secondary source on the same topic.



② Geographic Skill Acquiring Geographic Information

» 2.A. Explains the differences between primary and secondary sources of geographic information.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

GRADE 8

READING LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

KEY IDEAS AND DETAILS



1. Cite specific textual evidence to support analysis of science and technical texts.



③ **Geographic Skill** Organizing Geographic Information

» 1.B. Explains the advantages of using different forms of geographic representations for data.



④ **Geographic Skill** Analyzing Geographic Information

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



UG ⑱ **Using Geography to Interpret the Present and Plan for the Future**

» 1.A. Describe and analyze the influences of geographic contexts on current events and issues.



UG ⑱ **Changes in Geographic Contexts**

» 2.A. Describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future.

2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.



⑤ **Geographic Skill** Answering Geographic Questions

» 1.A. Describes and explains the data and processes used to answer geographic questions.

 **ES 16 Sustainable Resource Use and Management**

- » **3.A.** Explain how renewable resources can be continuously replenished through sustainable use.

3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

 **4 Geographic Skill Analyzing Geographic Information**

- » **1.A.** Analyzes graphs, tables, and maps using geographic data to describe relationships, patterns, and trends.

 **PS 8 Characteristics and Geographic Distribution of Biomes**

- » **3.A.** Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes. 



Key Ideas and Details

3. PS 8 3.A.

Follow a multistep procedure to construct a climograph using temperature and precipitation data.

Craft and Structure

4. PS 7 1.A., 1.B.



Identify and describe patterns of physical features that result from erosion and deposition.

CRAFT AND STRUCTURE



4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.

 **PS 7 Components of Earth's Physical Systems**

- » **1.A.** Identify and describe patterns in the environment that result from the interaction of Earth's physical processes. 
- » **1.B.** Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes. 

5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

 **WST 1 Properties and Functions of Geographic Representations**

- » **1.A.** Analyze and explain the properties (position and orientation, projections, symbols, scale, perspective, coordinate systems) and functions of geographic representations.

 **Any *Geography for Life* content standard will align.**

6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

 Any *Geography for Life* content standard will align.

INTEGRATION OF KNOWLEDGE AND IDEAS



7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

 WST ① Using Geospatial Data to Construct Geographic Representations

» 2.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).

 ⑤ Geographic Skill Answering Geographic Questions

» 2.A. Constructs a presentation to answer a geographic question.

8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

 Any *Geography for Life* content standard will align.

 PS ⑧ Components of Ecosystems

» 1.A. Describe how the components of ecosystems are connected and contribute to the energy of their own cycles.

9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

 Any *Geography for Life* content standard will align.

 PS ⑧ Components of Ecosystems

» 1.A. Describe how the components of ecosystems are connected and contribute to the energy of their own cycles.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY



10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

GRADE 8

WRITING LITERACY IN HISTORY/ SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

TEXT TYPES AND PURPOSES



1. Write arguments focused on *discipline-specific content*.



-  HS 11 Location and Spatial Patterns of Economic Activities

- » 2.A. Compare and explain the advantages of one location over another in the access to factors of production.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

-  HS 10 Cultural Diffusion and Change

- » 3.B. Explain the diffusion of a cultural characteristic, such as religious belief, music style, and architecture.

-  UG 17 Using Geography to Interpret the Past

- » 1.A. Analyze and explain the influence of the geographic context on historical events.

3. (Not applicable as a separate requirement. Students' narrative skills continue to grow in these grades.)

PRODUCTION AND DISTRIBUTION OF WRITING



4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.




5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.



WST ① Using Geospatial Data to Construct Geographic Representations

» 3.A. Construct and analyze geographic representations using data acquired from a variety of sources (e.g., student-generated data such as surveys, observations, fieldwork, etc., or existing data files) and formats (e.g., digital databases, text, tables, images). 

RESEARCH TO BUILD AND PRESENT KNOWLEDGE



7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.



HS ⑪ Connecting Economic Activities

» 3.A. Explain why increasing economic interdependence, and therefore globalization, depend on systems that deliver goods and services within and between regions.



Production and Distribution of Writing

6. WST ① 3.A.

Use a web-based geographic information system (GIS) or mapping program integrated with traditional text to organize, analyze, and display geographic information relating to a local community issue or concern.



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8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

 ② **Geographic Skill** Acquiring Geographic Information

» 1.A. Explains which sources of geographic information will be needed for a geographic investigation.

9. Draw evidence from informational texts to support analysis reflection, and research.

 PR ⑥ **The Perception of Places and Regions**

» 1.A. Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends).

RANGE OF WRITING



10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

