NCSS THEMATIC STANDARDS

3. PEOPLE, PLACES, AND ENVIRONMENTS
Social studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.

Teacher Expectations
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places and environments. They should

_____ • enable learners to construct, use, and refine mental maps of locales, regions, and the world that demonstrate their understanding of relative location, direction, size, and shape;

_____ • have learners create, interpret, use, and distinguish various representations of Earth, such as maps, globes, and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, and interpret information;

_____ • teach learners to estimate and calculate distance, scale, area, and density, and to distinguish spatial distribution patterns;

_____ • help learners to locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources;

_____ • challenge learners to speculate about and explain physical system changes, such as seasons, climate, and weather;

_____ • help learners describe how people create places that reflect culture, human needs, current values and ideals, and government policies;

_____ • challenge learners to examine, interpret, and analyze the interactions of human beings and their physical environments;

_____ • have learners explore the ways Earth's physical features have changed over time; and to describe and assess the ways historical events have influenced and have been influenced by physical and human geographic features;

_____ • provide learners with opportunities to observe and analyze social and economic effects of environmental changes and crises;

_____ • challenge learners to consider, compare, and evaluate existing alternative uses of resources and land in communities, regions, nations, and the world.

COMMENTS