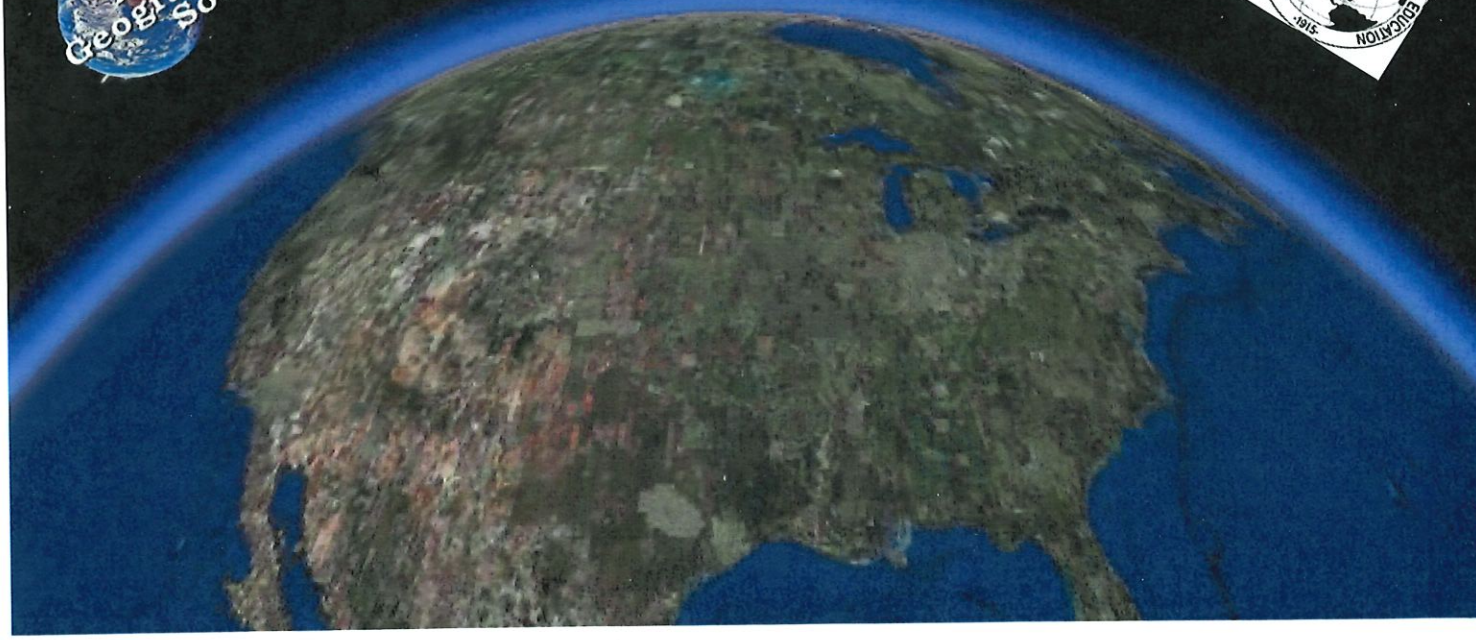
Geography Education National Implementation Project

2008 Pilot: Annual Report on the Status of U.S. Geography Education

Prepared by: Lindsey Hays
June 19, 2008



2008 Pilot:
Annual Report on the Status of U.S. Geography Education

GENIP Report, 2008

Produced by Lindsey Hays, 2008 GENIP Intern
National Geographic Society
Washington D.C.
June 19, 2008

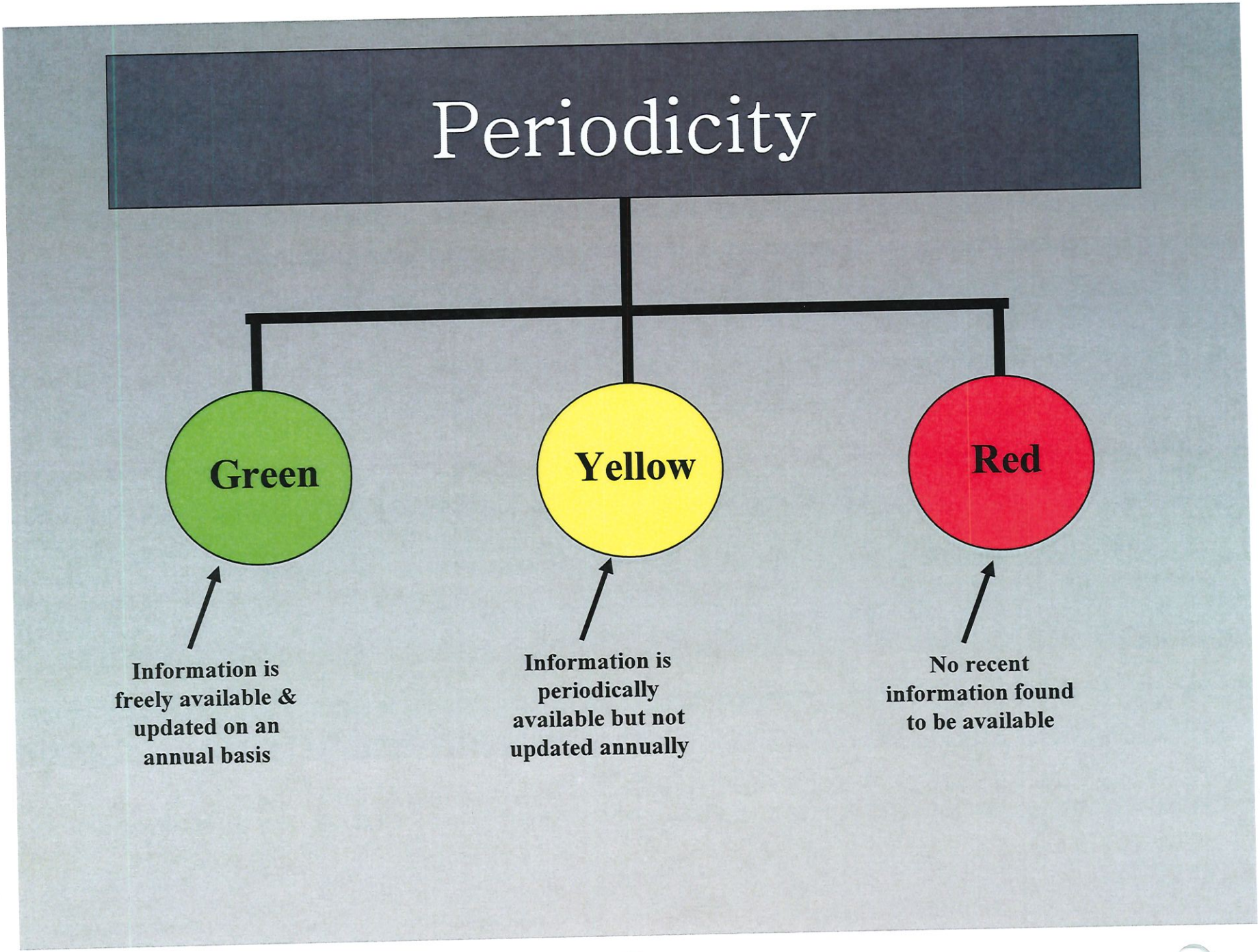
Table of Contents

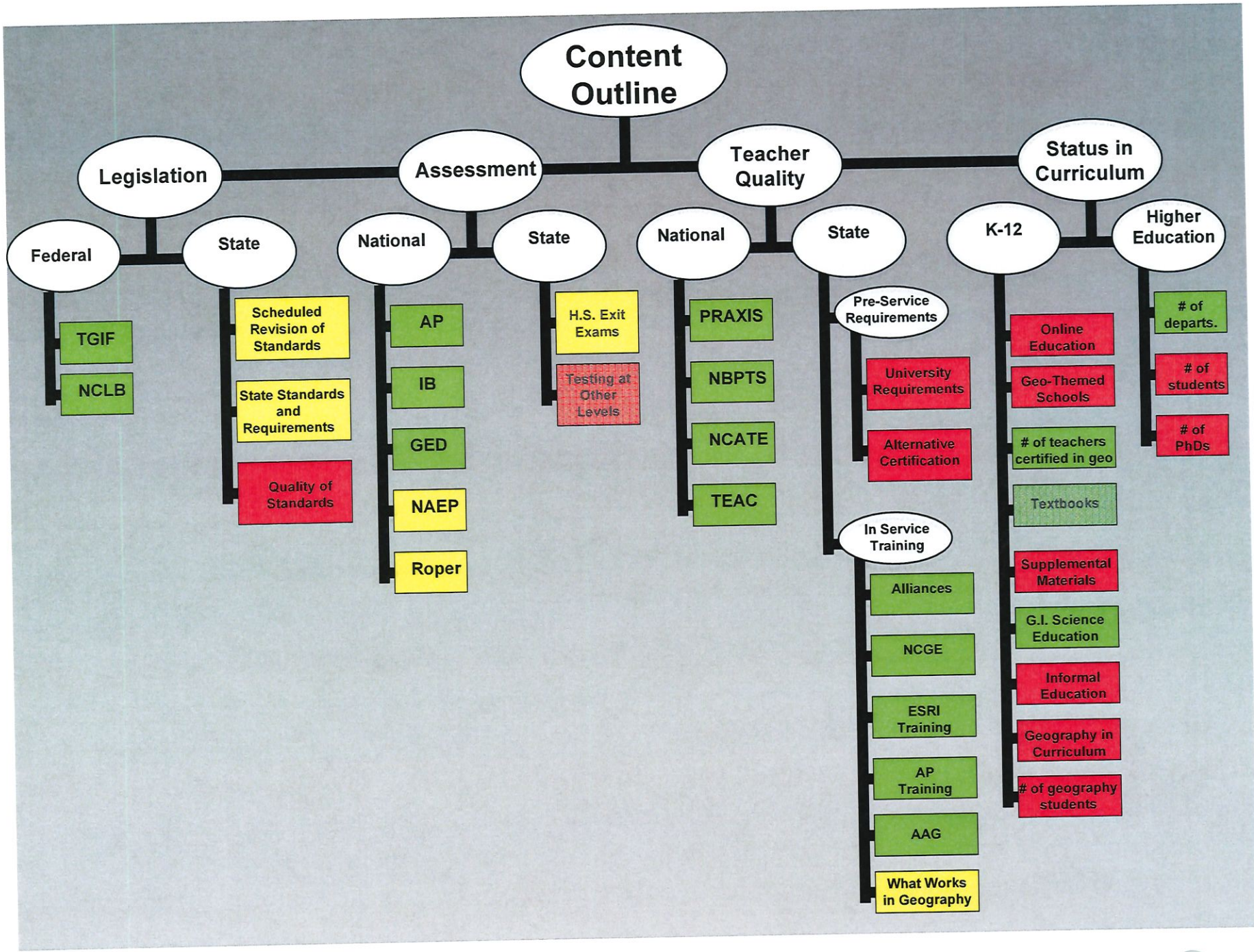
2008 GENIP Report

(Collected by Lindsey Hays GENIP Intern, National Geographic Society)

The 2008 GENIP intern project sought to report on the current status of Geography education in the U.S. by:

- 1.) Identifying key pieces of information important to educators and policy makers.
- 2.)The availability (periodicity) and reliability of this information.
- 3.) Drafting test sections of a yearly report on the status of geography education.


Periodicity
Green
Yellow
Red
Information is freely available & updated on an annual basis
Information is periodically available but not updated annually
No recent information found to be available


Content Outline
Legislation
Federal
TGIF
NCLB
State
Scheduled Revision of Standards
State Standards and Requirements
Quality of Standards
Assessment
National
AP
IB
GED
NAEP
Roper
State
H.S. Exit Exams
Testing at Other Levels
Teacher Quality
National
PRAXIS
NBPTS
NCATE
TEAC
State
Pre-Service Requirements
University Requirements
Alternative Certification
In Service Training
Alliances
NCGE
ESRI Training
AP Training
AAG
What Works in Geography
Status in Curriculum
K-12
Online Education
Geo-Themed Schools
# of teachers certified in geo
Textbooks
Supplemental Materials
G.I. Science Education
Informal Education
Geography in Curriculum
# of geography students
Higher Education
# of departs.
# of students
# of PhDs

The State of Geography Education 2008

Executive Summary

Introduction

Over the last twenty years federal and state education initiatives have consistently named geography as a core subject. The value of geographic knowledge has increased significantly during the Information Age as nations and issues once considered exotic and remote now appear regularly on home TV and computer screens. However, although both federal and state governments have recognized the importance of geography in education legislation, too little is known about the quality or quantity of geography in American schools.

Research from the Geography Education National Implementation Project (GENIP) conducted from February-June 2008 has identified a core set of vital, periodically available information on the state of geography education in the U.S. (This research also notes information which is currently unavailable that could be valuable to educators and policy makers.) The research was conducted by the 2008 GENIP intern Lindsey Hays at the National Geographic Society headquarters in Washington D.C. To date GENIP's analysis has examined the status of geography education in four main areas:

1.) State and Federal Legislation
2.) Standardized Testing
3.) Teacher Quality and Preparedness
4.) K-12 Curriculum

The analysis identified several sources which produce high quality data on an annual basis (organizations such as the College Board's Advanced Placement Program, the International Baccalaureate, and the American Council on Education). Other sources produce reliable data on a more intermittent basis (the National Assessment of Educational Progress, NAEP, is one example). In several important cases data were not consistently available either because they were too costly to produce or because an organization that had once provided the information no longer publishes it (for example, the Thomas B. Fordham Foundation assessed the quality of state geography standards in 1998 and 2000 but chose to assess only world history standards in 2006). The following is a brief summary of the data examined for the 2008 GENIP study.

Federal and State Legislation

Geography was named as one of ten core academic subjects by the "No Child Left Behind Act of 2001" (NCLB). Seven years after the passage of NCLB geography is the only core academic subject without a dedicated source of federal funding. A bill "Teaching Geography is Fundamental" (TGIF), currently before the House and Senate, calls for the allocation of $15 million a year for five years to support professional development programs for geography teachers as well as other initiatives throughout the country. As of June 2008 the bill has 23 Senate cosponsors and 82 House cosponsors. Key congressional committees plan to include the funding allocations from TGIF in new drafts for the reauthorization of NCLB.

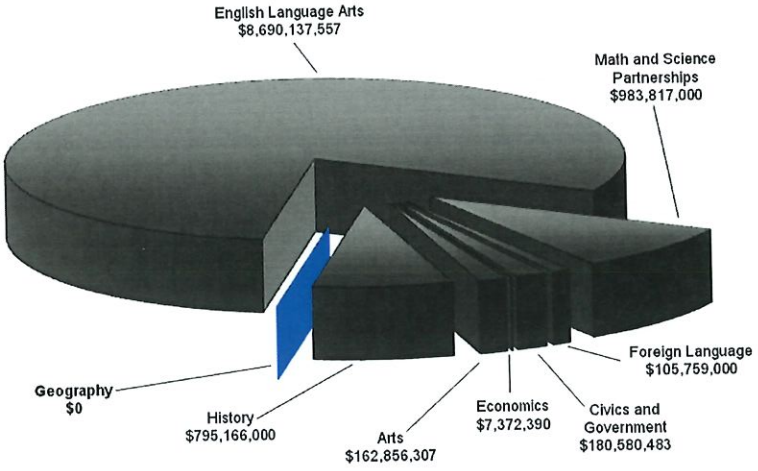


Figure 1

Federal Funding Totals for NCLB Core Academic Subjects
Fiscal Years 2002-2008

At the state level, benchmarks for geographic learning are outlined legislatively in statewide educational standards. Beginning in 2008 all fifty states and the District of Columbia have educational standards which include geography. Thirty-two states are scheduled to revise their standards within the next four years. Three states (Alaska, Pennsylvania and Colorado) currently outline separate subject standards for geography. Forty states and the District of Columbia include disciplinary standards for geography within their social studies standards. Seven states have social studies standards that contain geographic content but do not identify geography as a separate discipline within social studies. Twenty states and the District of Columbia have frameworks for geography classes built into their standards.

Because curriculum design and implementation is frequently undertaken by individual school districts rather than state departments of education the number of suggested or required K-12 geography courses can vary significantly within a state. For educational systems that do outline statewide courses, most K-12 curricula usually include at least one (sometimes two) courses that focus specifically on geography appearing during the middle school and high school years in grades 6-9.

The Status of Geography in State Standards

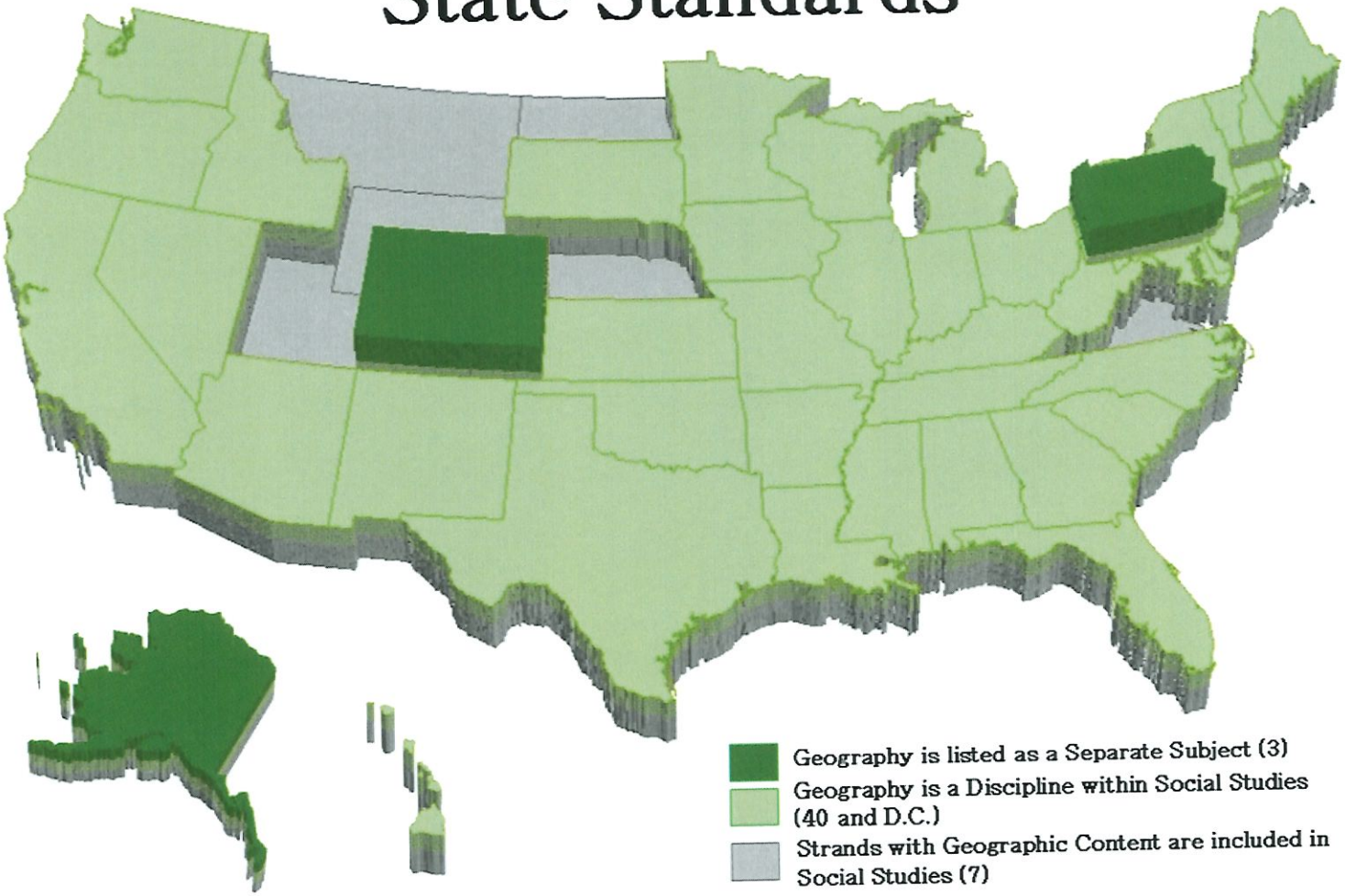


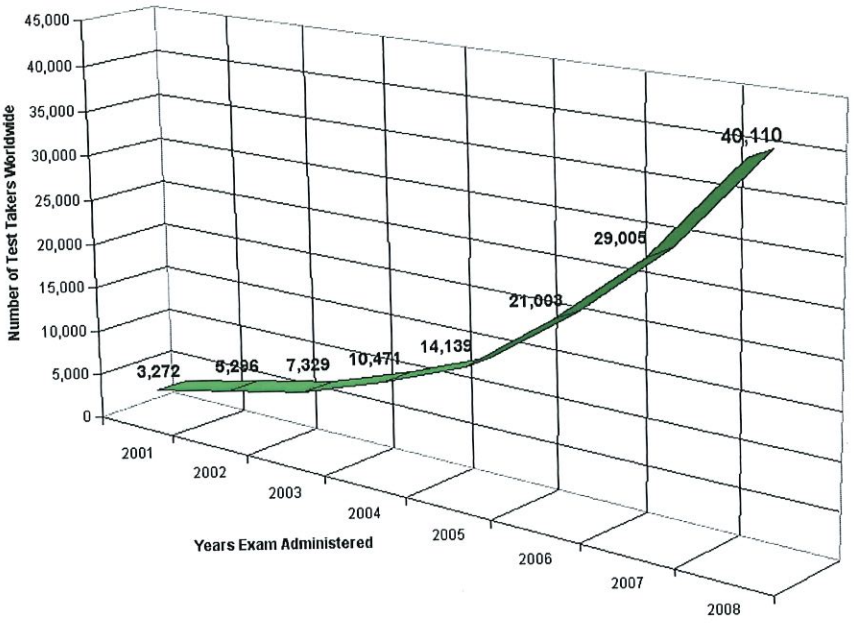
Figure 2

Standardized Testing

There are three large-scale examinations that annually test geography at the national level in the United States: the Advanced Placement Human Geography examination, the International Baccalaureate geography papers, and the General Education Development social studies test. In May of 2008, 40,110 students worldwide took the Advanced Placement (AP) Human Geography examination, a 38% increase from last year. AP Human Geography participation has increased an average of 43% per year since the exam was first taken by 3,272 students in 2001. The average test score in 2007 was a 2.58 (out of a possible 5; with a passing score of 3). This average is down from a 2.85 in 2006, a phenomenon which has been attributed to an increase in the number of younger students taking the test (many as early as 9th grade) and a lack of sufficient training for first-time AP Human Geography teachers. Trends in AP already demonstrate that more high school students take the Human Geography exam in 9th grade than any other year of high school.

Figure 3

Advanced Placement Human Geography worldwide participation totals by year.



In 2007, International Baccalaureate (IB) offered two geography examinations, a higher level exam and a standard level exam, to high school students worldwide. The higher level examination papers are more comprehensive than the standard level papers and are generally considered to be equivalent to freshmen college geography examinations. Internationally, in recent years, the higher level geography papers have tended to be more popular than the standard level papers with 2,284 students sitting for higher level and 1,795 students sitting for standard level examinations in May and November of 2007. The reverse is true in the United States—only 58 students sat for higher level geography in May of 2007 and 412 students sat for the standard level papers.

IB standard level courses are frequently offered to younger high school students because they call for a less in-depth understanding of the subject matter. In 2007, the mean standard level U.S. IB score was a 3.68; in a situation similar to the 2007 AP scores this

mean is below the accepted pass rate for the examination (a four is required for successful completion).[1] The greater popularity of the standard level papers in the U.S. may be indicative of a tendency in American schools to teach geography earlier in high school rather than as an advanced 11th or 12th grade subject.

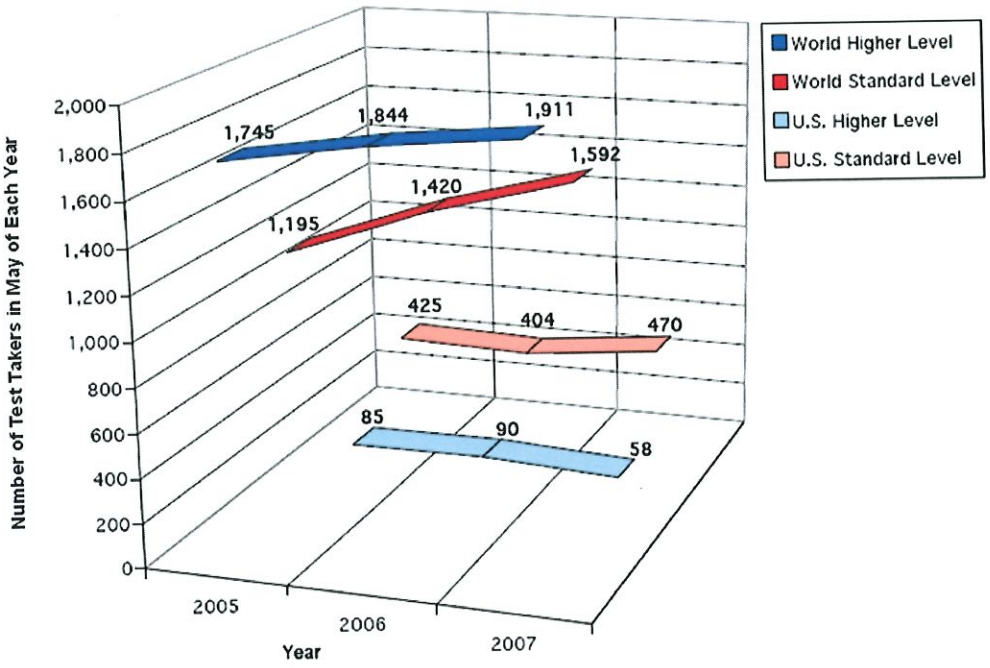


Figure 4
World and U.S. IB Geography higher and standard level test taker totals for May 2005-2007.

The General Education Development (GED) social studies test is one of a battery of five tests which candidates must pass to receive a high school equivalency diploma in the United States or Canada. In 2006, 579,220 individuals took the GED social studies test. Geography questions represented about 10-15% of the test content. The American Council on Education (ACE), which produces the GED, is currently revising the test and a new examination will be released in 2012. The status of geography in the new test is uncertain.

Testing can take place at the state level in any of a number of K-12 grades. Twenty-three states currently require students to pass high school exit examinations before graduation (according to NCES findings from 2006-2007). Just eight of these state examinations (Georgia, Louisiana, Mississippi, New Mexico, New York, Ohio, Texas and Virginia) test geography. Geography usually makes up about 13-30% of the social studies content tested. The status of geography in K-8 state level testing is harder to gauge. With the passage of NCLB, assessments at these levels tend to focus primarily on reading, mathematics and science. When social studies is included in a state's K-8 testing battery;

[1] Worldwide the average standard level IB geography score was a 4.57 in 2007.

however, geography content can make up a significant portion of the test (50% in Massachusetts, 36% in Louisiana and 25% in Delaware).

Teacher Quality and Preparedness

The quality of geography education in America largely depends on the preparedness of geography and social studies teachers. At the national level, organizations such as the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC) affect educational standards by independently auditing and endorsing college and university teacher training programs. The NCATE website lists accreditation standards for 23 educational program areas including social studies education. The NCATE social studies standards include discipline standards for geography based on *Geography for Life: The National Geography Standards 1994*. TEAC, a competitor to NCATE, audits educational programs based on standards set by the program's host institution. These standards usually very locally reflecting the educational standards of the state where the institution is located and for this reason TEAC does not recognize a common standard for geography education accreditation.

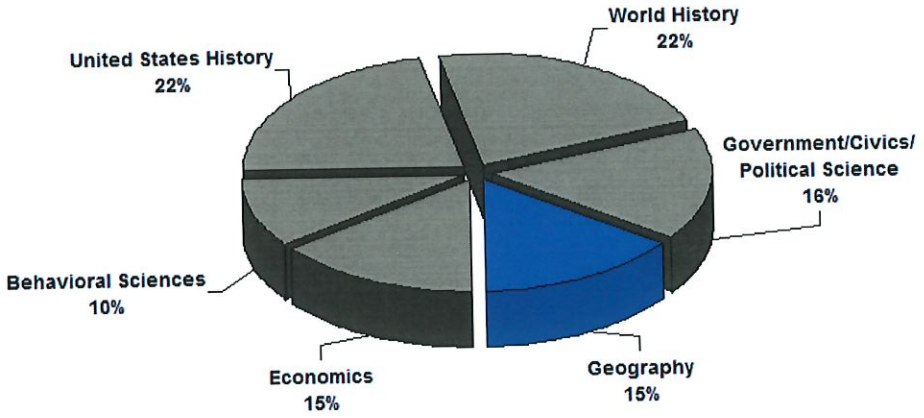
Practicing geography teachers are able to demonstrate their social studies teaching skills through the National Board for Professional Teaching Standards (NBTS) voluntary certification program. NBPTS offers certifications in 16 different subject areas including "Social Studies-History." The NBPTS standards for "Social Studies-History" include disciplinary standards for geography based on *Geography for Life*.

State level initiatives are the main contributors to geography teacher quality and preparedness. These initiatives include state requirements for pre-service teacher certification and professional development training programs for in-service teachers. Traditionally, states offer two paths to pre-service teacher certification: college and university students can work within an education program at their institution to meet state standards for teacher licensure or individuals with a college degree can obtain a license through an alternative state-sponsored certification process. Both methods require prospective teachers to take and pass statewide certification examinations.

The majority of states (45 and the District of Columbia) require that future geography teachers take examinations from the PRAXIS Series for Teacher Licensure and Certification produced by the Educational Testing Service (ETS) in order to receive a teaching license. Although ETS offers a separate PRAXIS geography subject test, only eight states (Alaska, Idaho, Alabama, North Dakota, South Dakota, Tennessee, Wyoming and Utah) require this test for geography teacher certification. (Approximately 400 individuals take the PRAXIS geography subject test every year.) The majority of states require prospective geography teachers to take one or more PRAXIS social studies subject tests for subject certification. These tests have a much smaller percentage of geography questions (usually no higher than 20%).

Figure 4

Subject content percentages for the PRAXIS Social Studies: Content Knowledge exam, one of a number of PRAXIS social studies tests.



In addition to examinations, states have other requirements for certification. Although these requirements vary from state to state they usually include student teaching time and coursework. In 2007, GENIP commissioned a case study of pre-service teacher preparation programs at major universities in six states (California, Colorado, Delaware, Kansas, Minnesota, and Texas).[2] In many cases, students in education programs were only required to take one or two geography courses to prepare for a subject certification. Requirements for alternative certification outside of a college or university are more difficult to gauge.

Once geography educators enter the workforce, improvements in their teaching ability and preparedness depend on the experience and training they receive both inside and outside the classroom. In 2002, Mid-continent Research for Education and Learning (McREL) published the "National Geographic Society Alliance Study" commissioned by the National Geographic Society. This nationwide study compared scores of two groups of eighth-graders on an exam composed of released NAEP items: those whose teachers were actively involved in Geographic Alliance professional development training and those whose teachers received no professional development training in geography. The McREL analysis confirmed that students whose teachers received additional training in geography scored significantly higher (on average four percentage points higher) on the survey. The Alliance network currently has over 110 teacher training workshops and institutes scheduled for the summer of 2008 in 47 states and the District of Columbia. Geography teacher in-service training opportunities are also available through a number of organizations including the National Council for Geography Education (NCGE), the College Board (AP Human Geography summer workshops), the American Association of Geographers (AAG) and the Environmental Systems Research Institute (ESRI).

[2] "GENIP 2007 Report on Geography Teacher Preparation in the United States"

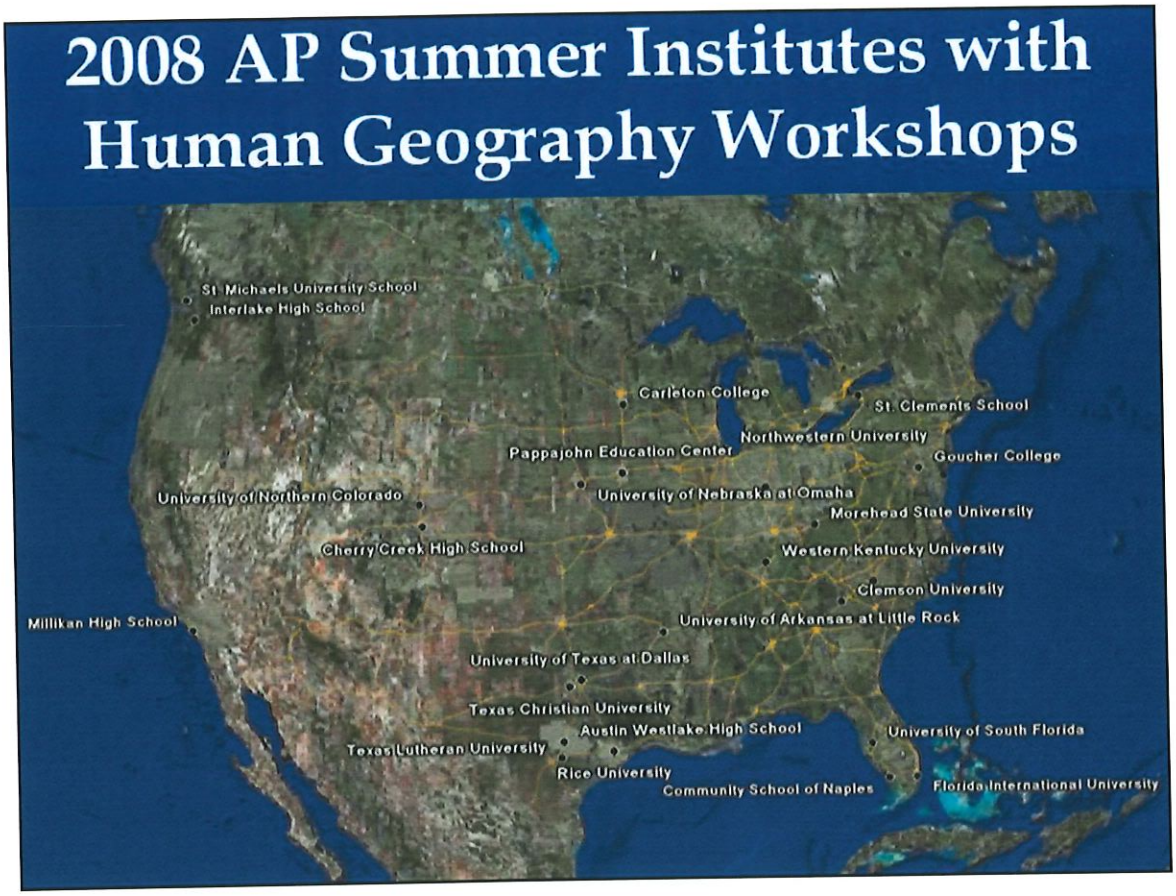


Figure 5
The College Board has scheduled 31 AP Human Geography workshops for the summer of 2008 in the United States and Canada.

The Status of Geography in the K-12 Curriculum

Geography has been a staple of American curricula since the country's inception. According to NCLB Title II reports there were 14,668 teachers certified in geography in the United States in 2007. The AAG reports that 254 American universities and colleges currently have geography programs (142 of which offer graduate degrees). In recent years Internet technology and geographic information systems (GIS) have begun to play a larger role in geography education. As part of the annual geography awareness week a reported 810 events took place on ESRI's GIS Day last year in schools around the country (a total of over 10,000 events have been conducted since GIS Day began in 1999). Online tools are increasingly available for both teacher and student use. The National Geographic Xpeditions website (http://www.nationalgeographic.com/xpeditions/) offers a large number of teacher lesson plans and activities. Online mapping tools and specially designed educational GIS programs such as Google Earth, ArcExplorer, My World and Geoda 0.9.5-i allow students to implement and experiment with geographic concepts.

After the release of the 2006 National Geographic-Roper Poll, which showed that 63% of young Americans surveyed were unable to identify Iraq on a map despite years of U.S./Iraqi conflict, geography's importance in the curriculum has been frequently cited by educators and politicians. Despite a widely acknowledged need for improvements in geography education, very little is actually known about the discipline's status in the average American classroom. Several key factors in the health of geography education such as the number of students taking geography courses, the complexity of these courses, and the number of hours spent on geography in the classroom are not federally reported. Because these variables are frequently controlled by states and districts, aggregating data at a national level can be costly and difficult.

Although researchers do not yet have the means to fully determine the quality and quantity of the geographic education every American child receives in school, reform advocates are in a position to advance that education by monitoring factors which are currently not being analyzed. For example little publicly available research has been conducted on social studies textbooks and consequently there is no record of which states are using which textbooks, or what geography content is present in those books. Similarly, no thorough analysis exists of supplemental geography classroom materials. Geography is also a component of many informal education initiatives, such as the National Park Service's Junior Ranger Program; however, the number, locations, and effectiveness of these programs are unknown. Online education is another area which would benefit from continued analysis. There are many websites that offer useful tools for geography education which could be incorporated into teacher-training and lesson plans. Researching these tools, such as online maps and free NASA images, and making them easily available to teachers could help to improve student and educator geography skills.

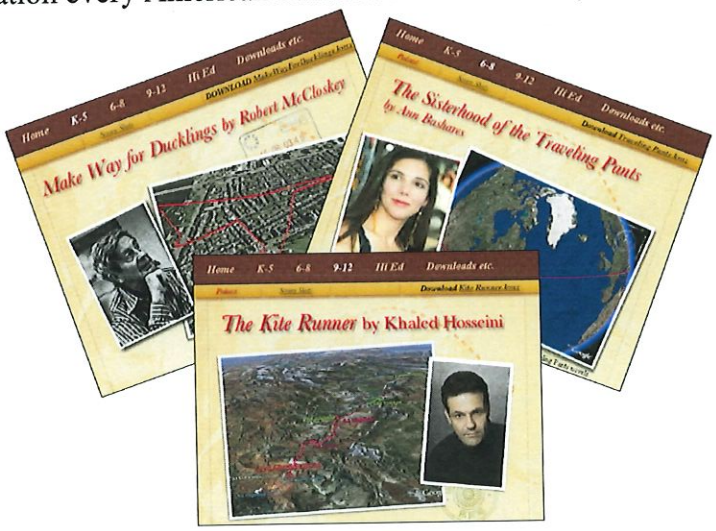


Figure 6
Google Lit Trips (http://www.googlelittrips.org/), a site which traces routes in works of literature using Google Earth, is one of a number of independent online resources available to teachers.

Conclusion

American geography education is largely dependent on state-level initiatives. State legislation sets the educational standards on which curriculum and assessment frameworks are modeled. Schools are judged based on their performance on state standardized tests. State Geographic Alliances work to improve teaching quality through in-service professional development training and create opportunities to raise the status of

geography in school curricula. Without strong state-level commitments to geography and a proactive network of educators, geography would face an uncertain existence as a discipline in American schools.

The quality of state geography education is enhanced by influential federal initiatives. National geography standards provide a framework for course design and learning. Federal funding, if authorized and appropriated, could enable the further implementation of these standards. High profile national examinations, such as the Advanced Placement examination, raise the status of geography in American schools while the planned 2010 NAEP survey will show the growth or decline of geography subject knowledge among students. By including geography in assessment standards, national accreditors such as NCATE and NBPTS are able to affect the quality of pre-service geography teacher training throughout the country. Finally, the thorough and consistent collection of nationwide data by the federal government would enable a better understanding of geography's position in the American classroom.

Globalization and technology continue to bring the farthest reaches of our world closer together making geography not only an important, but an indispensable, part of every American education. Provisions for geography education today are insufficient to meet the demands that will be placed on our students tomorrow. An analysis of the status of geography education in 2008 reveals several topline trends:

- Legislation & Standards
  State standards have been adopted widely and the national standards do a good job of outlining goals for geography; however, without appropriate federal funding and stronger national and state accountability these goals may not be sufficiently realized in the classroom. A majority of states are scheduled to revise their geography/social studies standards in the near term.

- Testing
  Geography has enjoyed great growth via the AP Human Geography program, however students tend to be younger and to perform less well than in other disciplines. Overall, geography forms an insufficient portion of high school exit exams and is not included in many national tests, including the ACT college entrance exam. U.S. students appear to continue to lag behind their international peers in the rigor of coursework and assessment.

- Teacher Preparedness
  Current pre-service practice has room for improvement, but geography is generally included in teacher accreditation. State Geography Alliances offer high quality and effective in-service training; however, these opportunities do not reach a majority of teachers. Other leading teacher quality initiatives, such as NBPTS, do not have a separate designation for geography.

- Curriculum
  Geography maintains its presence as a stand-alone discipline, primarily in grades 6-9, but more needs to be known with regard to its influence as part of interdisciplinary teaching and out-of-school-time education. Much remains to be done in terms of analyzing the quality and reach of geographic classroom materials, both basal and supplemental.

Federal Legislation

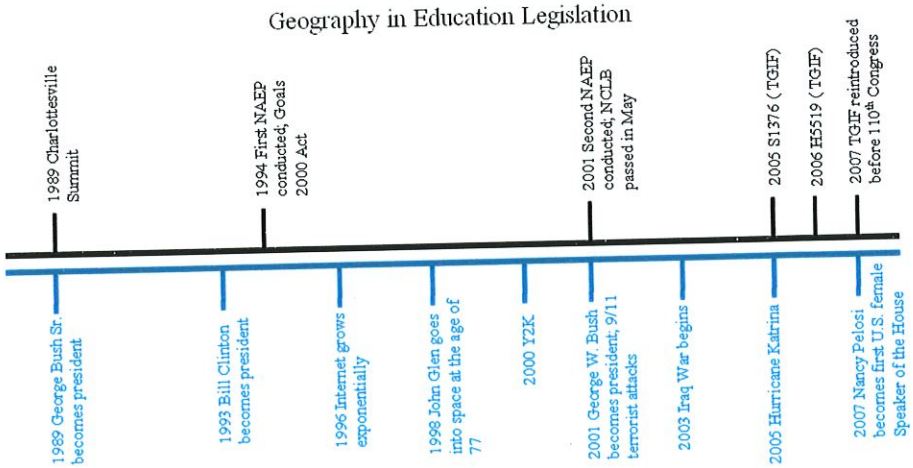
A Brief History of Geography in Recent Education Legislation

Even before Alexis Frye published the first American grade school geography textbook in 1895 geographic content was an important part of any United States education. Our understanding of geography shapes the way we think about important national and international concepts such as globalization, cultural diversity, climate change, energy resources, transportation, industry and many others. Over the past thirty years our nation's government has reaffirmed the importance of geography among our academic disciplines. In 1989 President George H.W. Bush and the nations' governors met at the Charlottesville Educational Summit and identified geography as one of five core subjects that every student should understand and master. Five years later during the Clinton presidency the National Assessment of Educational Progress (NAEP), also known as the Nation's Report Card, tested the geographic knowledge of American fourth, eighth and twelfth graders. Geography was again singled out in 1994 as an essential discipline in the "Goals 2000: Educate America Act" which outlined the nation's educational objectives for the next six years.

The beginning of the 21st century included the significant educational reforms brought about by the "No Child Left Behind Act of 2001" (NCLB). NCLB reauthorized the "Elementary and Secondary Education Act of 1965" (ESEA) which provided funding for kindergarten through twelfth grade education. The act identified ten disciplines as "core subjects" including English, reading/language arts, mathematics, science, foreign language, civics/government, economics, arts, history and geography. However geography is the only core subject not to receive dedicated federal program funding. This lack of funding prompted the creation of the "Teaching Geography is Fundamental Act" (TGIF), a bill currently before congress. TGIF would provide funds for professional development programs for K-12 geography teachers. The following pages give descriptions of current federal initiatives (NCLB, TGIF and NAEP) which effect U.S. geography education.

Timeline (1989-Present)

Geography in Education Legislation

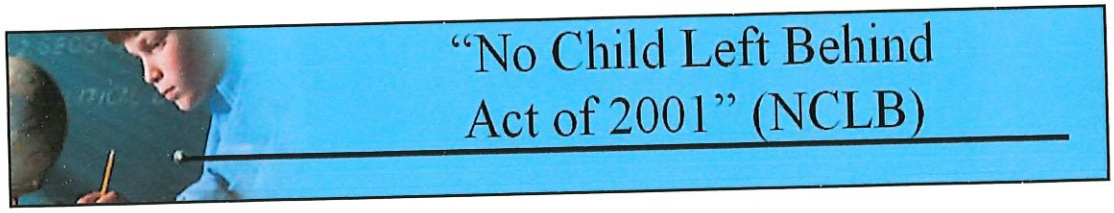


Recent Events in United States History

The "No Child Left Behind Act of 2001"

No Child Left Behind at a Glance

Number:	Public Law 107-110
Current Status:	Law, not yet reauthorized
Date Enacted:	January 8, 2002
Congress:	107th
House Sponsor:	John Boehner (R-OH)
Senate Sponsor:	James Jeffords (R/I-VT)
House Passage Stats:	384 for, 45 against, 4 not voting
Senate Passage Stats:	87 in favor, 10 against, 3 not voting



1.1 "No Child Left Behind Act of 2001" (NCLB, Public Law 107-110)

Not long after his inauguration President George W. Bush introduced the "No Child Left Behind Act of 2001" (NCLB). The act reauthorized and amended the "Elementary and Secondary Education Act of 1965" (ESEA), which provided extensive funding at the federal level for the education of economically disadvantaged children in kindergarten through twelfth grade. Like ESEA before it NCLB was designed specifically to target the educational needs of underprivileged children. NCLB received bipartisan support in both houses of the 107th Congress. It passed the House of Representatives on May 23, 2001 sponsored by Rep. John Boehner of Ohio and 84 cosponsors.[1] The act passed the Senate on June 14, 2001 sponsored by Senator James Jeffords.[2] NCLB became law on January 8, 2002 authorizing $26.5 billion for federal education spending, an increase of $4 billion from the previous year.[3] The act was scheduled for reauthorization in 2007 but has not yet been approved.

NCLB is based on four pillars: Stronger Accountability for Results; More Freedom for States and Communities; Proven Education Methods and More Choices for Parents.[4] Each pillar is outlined below:

Stronger Accountability for Results: NCLB requires that states set academic standards to be met by 100% of students in at least two subjects, reading/language and mathematics. States set goals for their local education agencies (LEAs) and schools to achieve these standards. The ability of the LEAs and schools to fulfill these goals is made available to the public in reports describing adequate yearly progress (AYP). Under NCLB students in schools that repeatedly fail to meet their AYP have the ability to transfer to a higher performing school or request free supplemental educational services. If after five years AYP has not been achieved a school must undergo major administrative alterations.

---

[1] NCLB passed the House with 384 in favor, 45 against and 4 not voting. "Final Vote Results for Roll Call 145" *Office of the Clerk: U.S. House of Representatives Website*, 23 May 2002. Available online at http://clerk.house.gov/evs/2001/roll145.xml.

[2] NCLB passed the Senate with 87 in favor, 10 against and 3 not voting. The Senate bill had no cosponsors. "U.S. Senate Roll Call Votes 107th Congress-1st Session" *United States Senate Website*, 18 Dec. 2001. Available online at http://www.senate.gov/legislative/LIS/roll_call_lists/roll_call_vote_cfm.cfm?congress=107&session=1&vote=00371.

[3] "Senate Approves Education Reform" *CNN.com*, 18 Dec. 2001. Available online at http://archives.cnn.com/2001/ALLPOLITICS/12/18/education.reform/index.html

[4] "Four Pillars of NCLB" *Department of Education Website*, 1 July 2004. Available online at http://www.ed.gov/nclb/overview/intro/4pillars.html

More Freedom for States and Communities: NCLB allows local governing bodies to exercise more control over the federal funding they receive. Most school districts can transfer a portion of grants received for one federally funded program to another federally funded program which may better serve the community in that particular area.

Proven Educational Methods: NCLB supports programs and teaching practices which have been proven effective through scientific research. The act directs federal funding to support educational methods which have been shown to improve learning in controlled studies.

More Choices for Parents: NCLB gives parents of students in continuously low performing or unsafe schools options for improving their child's public education. A parent of a student who is the victim of a violent crime while at school or who attends a school which is deemed "persistently dangerous" has the option of transferring their child to a safer school in the area.[5] If a school does not meet state standards within two years parents may transfer their child to a local public school including a charter school which performs better (as previously mentioned in Stronger Accountability). If a school fails to meet state standards for three years together low income students become eligible for free programs such as tutoring and summer school.

1.2 Geography in the "No Child Left Behind Act of 2001"

Geography is referred to five times in the text of NCLB, always in connection with nine other "core academic subjects."[6] In the act these core subjects are defined as:

> (11) CORE ACADEMIC SUBJECTS.—The term 'core academic subjects' means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history and geography.[7]

As a core academic subject NCLB requires that geography be taught by "highly qualified" teachers. Among other things these teachers must obtain full certification or licensure for the state in which they teach and have attained at least a bachelor's degree. NCLB includes a detailed definition of "highly qualified" given as:

> (23) HIGHLY QUALIFIED.—The term 'highly qualified'—
> (A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that—
> (i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and
> (ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;

---

[5] "Four Pillars of NCLB", *Department of Education Website.*
[6] No Child Left Act of 2001. Pub. L. 107-110. Jan. 8 2002 Stat. 115.1425, 534
[7] Ibid.

(B) when used with respect to—
(i) an elementary school teacher who is new to the profession, means that the teacher—
(I) holds at least a bachelor's degree; and
(II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or
(ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by—
(I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
(II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and
(C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and—
(i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or
(ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that—
(I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
(II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
(III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
(IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
(V) takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
(VI) is made available to the public upon request; and
(VII) may involve multiple, objective measures of teacher competency.

With a few provisions NCLB leaves each state with the responsibility of outlining the exact credentials of its highly qualified teachers. The act also requires that each state create mandatory standards and assessments for four of the core academic subjects; English, reading/language arts, science and mathematics. State standards and assessments for geography and other subjects are optional.

1.3 GENIP Definition of a "Highly-Qualified" Geography Teacher

After the passage of NCLB the Geography Education National Implementation Project (GENIP)[8] produced a companion definition of a highly qualified primary or secondary

[8] "The Geography Education National Implementation Project (GENIP) is a consortium of geographic associations committed to improving the status and quality of geography education in the United States. It was organized in 1985 by the Association of American Geographers (AAG), American Geographical

educator specific to geography teachers in "Defining a Highly Qualified K-12 Geography Teacher."[9] GENIP identifies three tenants which characterize a highly qualified geography educator including content competency, instructional competency and regular professional development.

2.A. *Content Competency*

The geography education community expects highly qualified teachers to have achieved the following content preparation appropriate to the grade level in which they practice as professionals:

1. High School teachers should have successfully completed course work or the equivalent to a content major in geography (at least 30 credits).
2. Middle School/Junior High School teachers should have successfully completed course work or the equivalent to a content minor in geography (at least 15 credits).
3. Elementary School teachers should have completed course work or the equivalent of a minimum of three content courses (nine credits) introducing Earth's physical and human systems.

2.B. *Instructional Competency*

In addition to content mastery, geography teachers at the elementary and secondary levels must possess the following instructional competencies necessary to effectively convey geographic knowledge and skills and to make instruction and inquiry engaging for students:

1. Planning and organizing units of study in geography, using current geospatial technologies where appropriate;
2. Developing daily lesson plans that actively engage students;
3. Accommodating instruction so that it is responsive to different learning styles and to the increasingly diverse populations that characterize schools in the United States;
4. Preparing assessments that evaluate students creatively and authentically at a variety of levels;

2.C. *Professional Development*

Highly qualified teachers regularly renew their initial teacher preparation by participating in professional development to enhance their geographic content knowledge, classroom technology, curriculum plans and instructional practices in meaningful ways.[10]

GENIP supports the NCLB direction that all core academic subjects must be taught by highly qualified teachers. GENIP also relates the definition of a highly qualified geography teacher to the 1994 *Geography for Life: National Geography Standards*, believing that highly qualified geography teachers comprehend the subject content, skills, and perspectives these standards outline.[11]

Society (AGS), National Council for Geographic Education (NCGE) and the National Geographic Society (NGS)." (http://genip.tamu.edu/)

[9] Available online at the GENIP website http://genip.tamu.edu/.

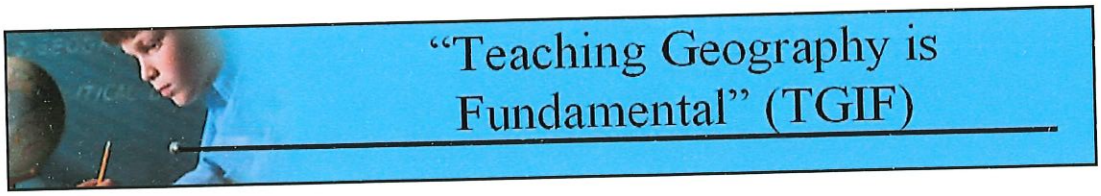
[10] Geography Education National Implementation Project. "Defining a Highly Qualified K-12 Geography Teacher" Available online at http://genip.tamu.edu/.

[11] For more information on the *Geography for Life* standards please visit http://genip.tamu.edu/.

"Teaching Geography is Fundamental"

Teaching Geography is Fundamental at a Glance

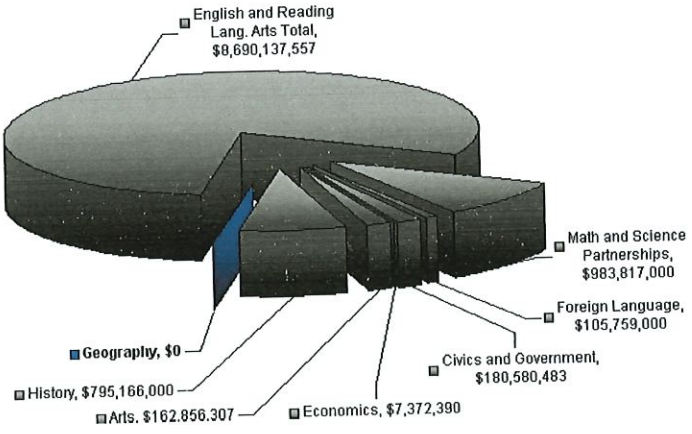
Bill Numbers:	House 1228 and Senate 727
Current Status:	Introduced and before House and Senate
Date of Original Introduction:	House: May 25, 2006 Senate: July 11, 2005
Date of Current Introduction:	House: February 28, 2007 Senate: March 1, 2007
Congress:	109th and 110th (currently)
House Sponsor:	Chris Van Hollen (D-MD)
Senate Sponsor:	Thad Cochran (R-MS)
House Cosponsors (June, 2008):	75
Senate Cosponsors (June, 2008):	23



2.1 "Teaching Geography is Fundamental" (TGIF)

Teaching Geography is Fundamental (TGIF) is bill currently before Congress which would authorize $15 million per year for five years to fund K-12 geography professional development programs for teachers at U.S. institutions of higher education. TGIF was introduced during the 109th Congress as S. 1376 (introduced on July 11, 2005 in the Senate) and H. 5519 (introduced on May 25, 2006 in the House of Representatives). The bill was not considered during the 2006 session and so had to be reintroduced during the 110th Congress in 2007 as H.R. 1228 (on February 28, 2007) and S.727 (on March 1, 2007) in the U.S. House of Representatives and Senate respectively. H.R. 1228 is sponsored by Representative Chris Van Hollen (D-MD) and Rep. (now Senator) Roger Wicker (R-MS) with an additional sixty-eight co-sponsors from both the democratic and republican parties. TGIF has also received bipartisan support in the senate. S. 727 is sponsored by Senator Thad Cochran (R-MS) and Senator Chris Dodd (D-CT) with twenty-one additional cosponsors. The bill proposes an amendment to Title II of the "Higher Education Act of 1965" which would allow for federal funding to improve professional development programs for K-12 geography teachers. TGIF was conceived after geography continuously failed to receive federal funding following the passage of the "No Child Left Behind Act of 2001." Since 2002 geography is the only NCLB core academic subject not to receive dedicated federal funding. The graph below and charts on the following page show funding for the ten NCLB core academic subjects from 2002-2008.[12]

Federal Funding Totals for NCLB Core Academic Subjects Fiscal Years 2002-2008



[12] Data compiled by the National Geographic Society from United States Federal Budgets 2002-2008.

Federal Funding Totals for NCLB Core Academic Subjects Fiscal Year 2002-2008[13]

Table 1a.) Federal Funding for English and Reading/Language Arts Programs Fiscal Years 2002-2008

	Reading First	Even Start Program	Striving Readers	Literacy through School Libraries	National Writing Project	English and Reading Lang. Arts Total
FY 2002	$975,000,000	$250,000,000	$0	$12,418,750	$14,000,000	**$1,251,418,750**
FY 2003	$1,068,012,000	$248,375,000	$0	$12,500,000	$16,890,000	**$1,345,777,000**
FY 2004	$1,118,362,000	$246,909,587	$0	$19,842,236	$17,900,000	**$1,403,013,823**
FY 2005	$1,145,760,000	$225,094,720	$24,800,000	$19,683,264	$20,336,000	**$1,435,673,984**
FY 2006	$1,132,352,000	$99,000,000	$29,700,000	$19,486,170	$21,533,000	**$1,302,071,170**
FY 2007	$1,146,900,000	$82,282,160	$31,870,000	$19,486,170	$21,532,500	**$1,302,070,830**
FY 2008	$505,561,000	$66,454,000	$35,371,000	$19,145,000	$23,581,000	**$650,112,000**
Total:	$7,091,947,000	$1,218,115,467	$121,741,000	$122,561,590	$135,772,500	**$8,690,137,557**

Table 1b.) Federal Funding for NCLB Core Academic Subjects Fiscal Years 2002-2008

	English and Reading Lang. Arts Total	Math and Science Partnerships	Foreign Language	Civics and Government	Economics	Arts	History	Geography
FY 2002	$1,251,418,750	$12,500,000	$0	$15,500,000	$0	$14,650,000	$100,000,000	$0
FY 2003	$1,345,777,000	$100,344,000	$0	$16,890,000	$0	$12,915,500	$99,350,000	$0
FY 2004	$1,403,013,823	$149,115,000	$16,644,000	$28,642,009	$1,491,150	$13,395,497	$119,292,000	$0
FY 2005	$1,435,673,984	$178,560,000	$17,900,000	$29,404,864	$1,488,000	$13,808,640	$119,040,000	$0
FY 2006	$1,302,071,170	$182,160,000	$21,780,000	$29,114,950	$1,473,120	$35,277,000	$119,790,000	$0
FY 2007	$1,302,070,830	$182,160,000	$23,780,000	$29,111,660	$1,473,120	$35,276,670	$119,790,000	$0
FY 2008	$650,112,000	$178,978,000	$25,655,000	$31,917,000	$1,447,000	$37,533,000	$117,904,000	$0
Total:	**$8,690,137,557**	**$983,817,000**	**$105,759,000**	**$180,580,483**	**$7,372,390**	**$162,856,307**	**$795,166,000**	$0

[13] Data compiled by the National Geographic Society from United States Federal Budgets 2002-2008.

2.2 Bipartisan Support for TGIF (Sponsors and Cosponsors)

House of Representatives Support (As of June 12, 2008)

Below is a listing of thel 75 representatives in the 110th Congress who currently sponsor or cosponsor the TGIF legislation.

Rep. Neil Abercrombie (HI-1)	Rep. Jeff Fortenberry (NE-1)
Rep. Thomas H. Allen (ME-1)	Rep. Raul M. Grijalva (AZ-7)
Rep. Shelley Berkley (NV-1)	Rep. Brian Higgins (NY-27)
Rep. Marion Berry (AR-1)	Rep. Ruben E. Hinojosa (TX-15)
Rep. Earl Blumenauer (OR-3)	Rep. Mazie K. Hirono (HI-2)
Rep. Roy Blunt (MO-7)	Rep. Michael M. Honda (CA-15)
Rep. John Boozman (AR-3)	Rep. Jesse L. Jackson, Jr. (IL-2)
Rep. Bruce L. Braley (IA-1)	Rep. Steve Kagen (WI-8)
Rep. David Camp (MI-4)	Rep. Ron Kind (WI-3)
Rep. Michael E. Capuano (MA-8)	Rep. Dennis J. Kucinich (OH-10)
Rep. Russ Carnahan (MO-3)	Rep. John R. "Randy" Kuhl (NY-29)
Rep. Jim Costa (CA-20)	Rep. John Larson (CT-1)
Rep. Joe Courtney (CT-2)	Rep. Tim Mahoney (FL-16)
Rep. Barbara Cubin (WY)	Rep. Carolyn B. Maloney (NY-14)
Rep. Elijah E. Cummings (MD-7)	Rep. Betty McCollum (MN-4)
Rep. Danny K. Davis (IL-7)	Rep. Thaddeus G. McCotter (MI-11)
Rep. Susan A. Davis (CA-53)	Rep. Mike McIntyre (NC-7)
Rep. Peter A. DeFazio (OR-4)	Rep. Michael H. Michaud (ME-2)
Rep. Lloyd Doggett (TX-25)	Rep. Harry E. Mitchell (AZ-5)
Rep. John T. Doolittle (CA-4)	Rep. Dennis Moore (KS-3)
Rep. John J. "Jimmy" Duncan (TN-2)	Rep. Gwen Moore (WI-4)
Rep. Chet Edwards (TX-17)	Rep. Jerry Moran (KS-1)
Rep. Vernon J. Ehlers (MI-3)	Rep. Jerrold Nadler (NY-8)
Rep. Keith Ellison (MN-5)	Rep. Eleanor Holmes Norton (DC)
Rep. Rahm Emanuel (IL-5)	Rep. James L. Oberstar (MN-8)
Rep. Ed. Pastor (AZ-4)	Rep. Adam Smith (WA-9)
Rep. Ed Perlmutter (CO-7)	Rep. Vic Snyder (AR-2)
Rep. Collin Peterson (MN-7)	Rep. John M. Spratt, Jr. (SC-5)
Rep. Charles W. "Chip" Pickering (MS-3)	Rep. Ellen O. Tauscher (CA-10)
Rep. Earl Pomeroy (ND)	Rep. Mike Thompson (CA-1)
Rep. Jon C. Porter (NV-3)	Rep. Fred Upton (MI-6)
Rep. Nick J. Rahall, II (WV-3)	Rep. Chris Van Hollen (MD-8)
Rep. Mike D. Rogers (AL-3)	Rep. Timothy J. Walz (MN-1)
Rep. Mike Ross (AR-4)	Rep. Peter Welch (VT)
Rep. John P. Sarbanes (MD-3)	Rep. (now Sen.) Roger F. Wicker (MS-1)
Rep. David Scott (GA-13)	Rep. David Wu (OR-1)
Rep. Christopher Shays (CT-4)	Rep. John A. Yarmuth (KY-3)
Rep. John Shimkus (IL-19)	Rep. Don Young (AK)

*Introduced TGIF in the House of Representatives.

Senate Support (As of June 12, 2008)

Below is a listing of the 23 senators in the 110th Congress who currently sponsor or cosponsor the TGIF legislation.

Sen. Daniel K. Akaka (HI)	Sen. Blanche L. Lincoln (AR)
Sen. Lamar Alexander (TN)	Sen. Trent Lott (MS) (now retired)
Sen. Jeff Bingaman (NM)	Sen. John D. Rockefeller (WV)
Sen. Maria Cantwell (WA)	Sen. Lisa Murkowski (AK)
Sen. Benjamin L. Cardin (MD)	Sen. Ken Salazar (CO)
Sen. Thad Cochran (MS)	Sen. Bernard Sanders (VT)
Sen. Susan M. Collins (ME)	Sen. Jeff Sessions (AL)
Sen. Kent Conrad (ND)	Sen. Gordon Smith (OR)
Sen. Christopher J. Dodd (CT)	Sen. Olympia J. Snowe (ME)
Sen. Chuck Hagel (NE)	Sen. Ted Stevens (AK)
Sen. Daniel K. Inouye (HI)	Sen. John Warner (VA)
Sen. Patrick J. Leahy (VT)	Sen. Sheldon Whitehouse (RI)

*Introduced TGIF in the Senate.

2.3 Legislative Status of TGIF

TGIF is currently before the 110th Congress. The legislation also appears in the initial Senate chairman's markup for the reauthorization of NCLB and is likely to appear in the House markup as well. TGIF has the potential to be considered with NCLB or as separate legislation during the current session of Congress.

State Geography Standards

Introduction

There are very few indicators of a state's commitment to geography education that can be assessed at a national level. Among the most important of these are state educational standards. Educational subject standards detail the geographic content and concepts which students are expected to understand and implement during their PK-12 educational careers. In most cases these standards are the driving force behind state curricula design and assessment. To date all 50 states and the District of Columbia have outlined standards for social studies and/or geography education. This work is designed to provide basic information about these standards using a series of data tables similar to the one shown below.

Data Table Layout

State Name	
Date of Standards:	Publication date, if this date was not available from the document or online, it was obtained by calling the state's Department of Education (DOE).
Scheduled Revision:	From the 2008 calendar produced by the Grosvenor Center at Texas State.
Type:	Standard type based on a specific classification system outlined in the following pages.
SS Areas Outlined:	Subjects which the state identifies as sub-disciplines of social studies (example: History, Geography, Economics and Civics/Government)
Geographic Content:	Notes if geography subject content is present and outlined for all grades.
Geo Sub-Strands:	Any geography subject sub-strands which the state identifies under its geography heading. Usually based on elements from a preexisting national framework (example: "The World in Spatial Terms", "Places and Regions").
Classes:	Any names of required/recommended/elective geography courses listed in the standards and the grades at which they are taught.
Models:	Any national model for the state standards i.e. *Geography for Life*, *The 5 Themes*, etc.
Source:	Hyperlink to the standards on the state's DOE website.
2000 Fordham Grade:	Rating given to the state geography standards in 2000 by the Thomas B. Fordham Foundation.

National Models for State Standards

Many state standards are based on a preexisting framework produced by a national social studies/geography organization. The tables for this work are color coded to represent any state framework which is clearly modeled on a national framework. Some common models for state standards include:

Geography for Life: The Geography National Standards 1994 (Tables coded blue): Contains 6 essential elements encompassing 18 standards which outline "what every American student should know and be able to do in geography by grades 4, 8 and 12."[1] The national standards are produced by the Geography Education National Implementation Project (GENIP), an association of four organizations including: the American Association of Geographers (AAG), the National Geographic Society (NGS), the American Geographical Society (AGS) and the National Council for Geographic Education (NCGE).

Six Essential Elements from *Geography for Life*

- The World in Spatial Terms
- Places and Regions
- Physical Systems
- Human Systems
- Environment and Society
- The Uses of Geography

The Five Themes of Geography (Tables coded purple): Published in 1984 in the *Guidelines for Geographic Education: Elementary and Secondary Schools*. This framework popularly known as "The Five Themes" was a designed and produced by AAG and NCGE as a guide for teachers. It has since been replaced by *Geography for Life*.

The Five Themes of Geography

- Location
- Place
- Human-Environmental Interaction
- Movement
- Regions

[1] "Geography for Life" Geography Education National Implementation Project, 2008. Available online at http://genip.tamu.edu/

NCSS Themes (Tables coded red): Released in 1994 by the National Council of Social Studies Specialists (NCSS). NCSS defines 10 strands which form the basis for social studies education.

NCSS Themes

- I. Culture
- II. Time, Continuity, and Change
- III. People, Places, and Environments
- IV. Individuals Development and Identity
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VII. Production, Distribution, and Consumption
- VIII. Science, Technology, Society
- IX. Global Connections
- X. Civic Ideals and Practices

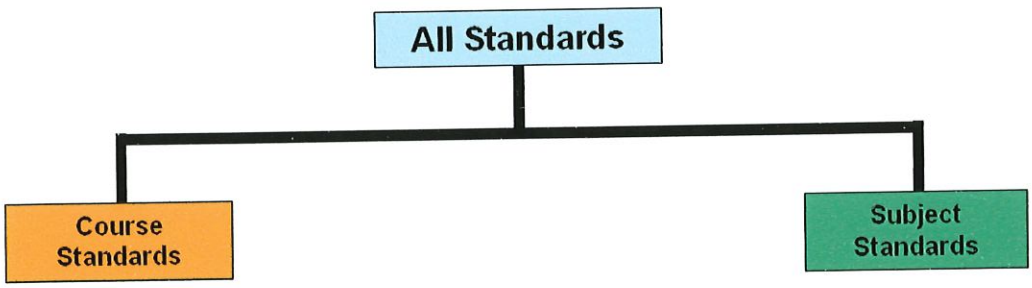
Unknown/Independent Frameworks (Tables coded gray): Not all states base their standards frameworks on national models. Standards writers may use an older preexisting state model, create their own framework or use a framework from another state. Although independent frameworks are not structurally based on national models many do take the national standards into account and frequently cite them or borrow their language.

Standards Nomenclature (Types)

Educational standards should offer a clear and concise description of each subject covered in a state curricula. States outline their standards in different ways in order to better serve the needs of their educators. Consequently geography can be categorized using a number of different methodologies sometimes making it difficult to locate within a standards document. The nomenclature developed below seeks to organize state standards into types which will facilitate an understanding of the state's commitment to geography education.

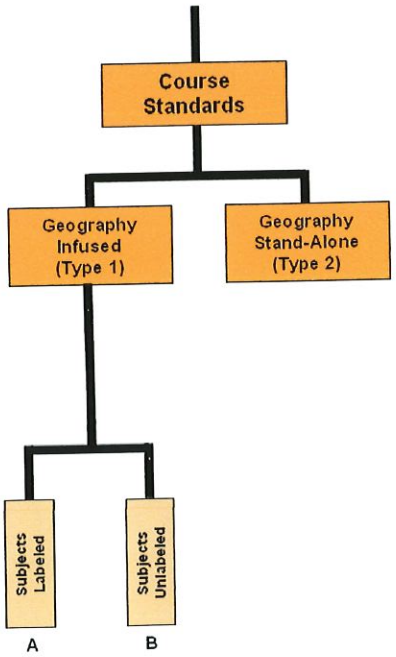
Social studies standards can be divided into two main categories "course standards" and "subject standards." Course standards double as curriculum frameworks outlining the goals for specific courses. For example a state may require that all 8th graders take a course in Economics or a course in Area Studies. In order to find 8th grade geography standards for the state a researcher would need to look in the outline for the course most likely to contain geography content (in this case 8th graders who took Area Studies would probably have more exposure to geography than 8th graders who took Economics).

Subject standards outline goals for specific subjects. In social studies these subjects usually include History, Geography, Economics and Civics/Government. Subject standards have clearly labeled goals for each subject in every grade or group of grades (i.e. usually K-4, 5-8, 9-12). If a researcher were trying to locate 8th grade geography standards for a state that used a subject model he or she would only need to find the subject heading labeled "Geography" within the social studies standards in order to obtain the information.



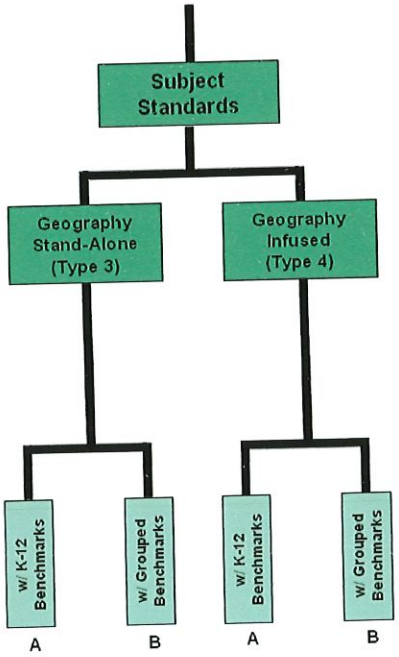
Although course standards are outlined using courses rather than subjects categories, geography standards can be relatively easy to locate in these models if they are properly labeled. For example Texas standards are organized by courses; however, the goals for every course are divided into different social studies subject categories such as History, Geography, Civics, etc. A researching would only need to find the "Geography" section of every course in order to locate geography standards. These standards have been identified by the author as Type 2 standards or "stand-alone course standards" because geography is separated with every course.

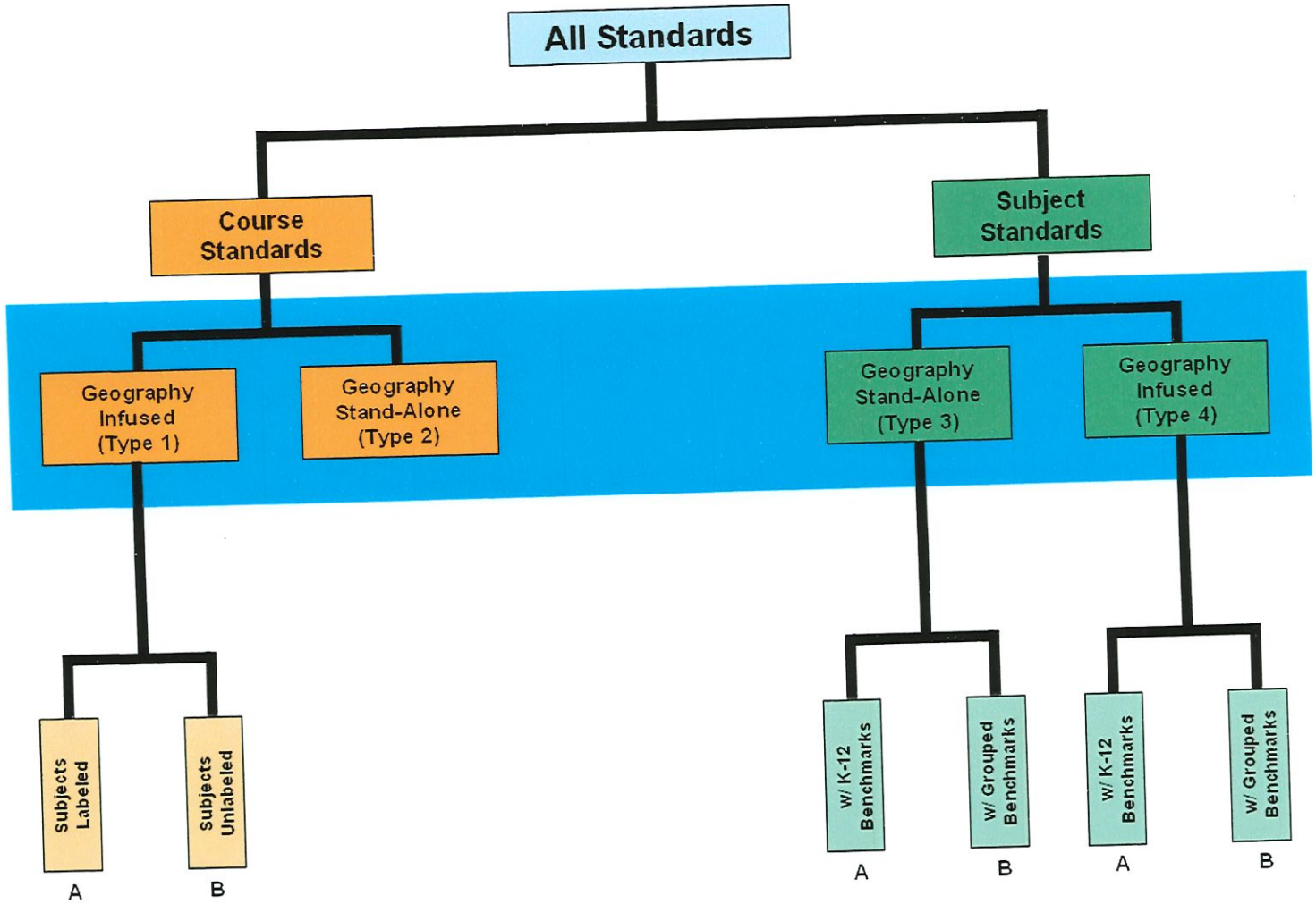
Other types of course standards do not label geography as clearly. These standards have been identified by the author as Type 1 or "infused course standards." In this case benchmarks are specifically designed for courses and may include material from multiple social studies subjects. For example a course on European explorers may have a standard "Students must be able to trace the route of Ferdinand Magellan on a map" this standard has both a geography and a history subject component. Some Type 1 standards label the subjects covered, identified as Type 1A, and some do not, identified as Type 1B. A researcher searching for geography standards in a Type 1B model would need to use their own discretion to identify which standards contained geography content.



Subject standards do not always clearly label geography. Some standards will use theme names such as the NCSS term "People, Places and Environments" instead of "Geography" to label strands with geographic content. These standards have been labeled as Type 4 or "infused subject standards" because geography can appear in one or more theme category. For example the Utah standards divide social studies into three content areas Time, People, and Place. Although most of the geography standards appear under the "Place" heading some geographic content is also present under the "People" heading. This alternative nomenclature makes geography standards more difficult to identify.

Type 3 or "stand-alone subject standards" place all geography standards in a clearly labeled "Geography" category within social studies. In these cases a researcher need only locate the "Geography" heading to find geography standards. All subject standards include achievement benchmarks based on age. Benchmarks can be listed for every grade (Type 3A and Type 4A) or for groups of grades such as K-4, 5-8, and 9-12 (Type 3B and Type 4B).




All Standards
Course Standards
Subject Standards
Geography Infused (Type 1)
Geography Stand-Alone (Type 2)
Geography Stand-Alone (Type 3)
Geography Infused (Type 4)
Subjects Labeled
Subjects Unlabeled
w/ K-12 Benchmarks
w/ Grouped Benchmarks
w/ K-12 Benchmarks
w/ Grouped Benchmarks
A
B
A
B
A
B

Data Sources

The standards for each state are outlined in data tables which give ten principal pieces of information about the state's standards including: revision dates, framework models, social studies areas outlined, etc. The information for these tables stems from three primary sources:

1.) Department of Education Websites: The majority of data reproduced in this work were taken from state Department of Education websites. These websites provide links to PDF or html versions of standards as well as supporting documents. A link to the social studies standards area of each DOE website is provided in the state's data table under "Source."

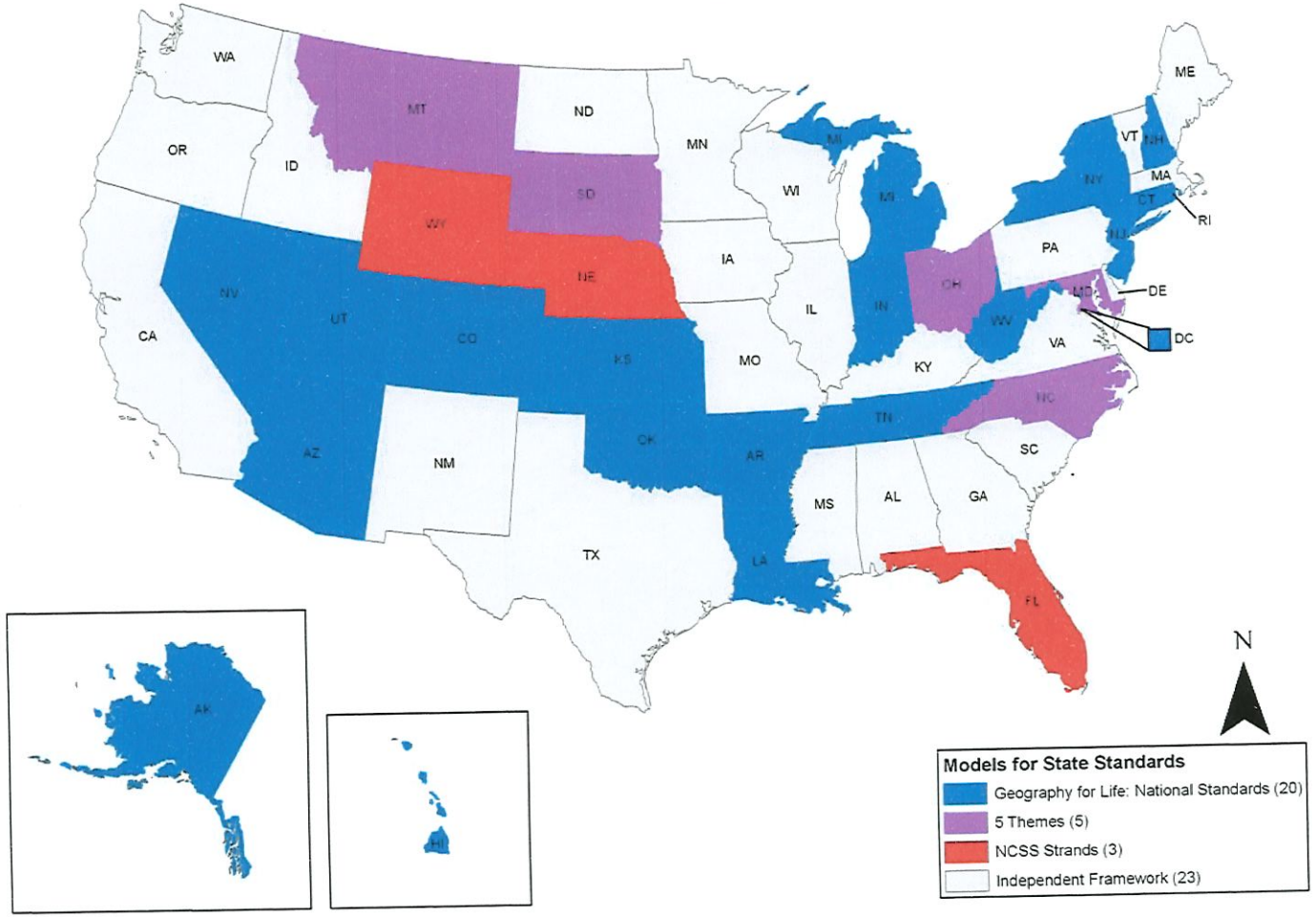
2.) Grosvenor Center, Texas State (Standard's Scheduled Revision Dates): The dates for the scheduled revisions of states' standards were taken from a preexisting calendar. The data for this calendar were collected by Dr. Richard Boehm and students from The Gilbert M. Grosvenor Center for Geographic Education at Texas State University. The calendar was updated by Audrey Mohan, 2007-2008 Grosvenor Scholar, National Geographic Society.

Scheduled State Standards Revision Calendar

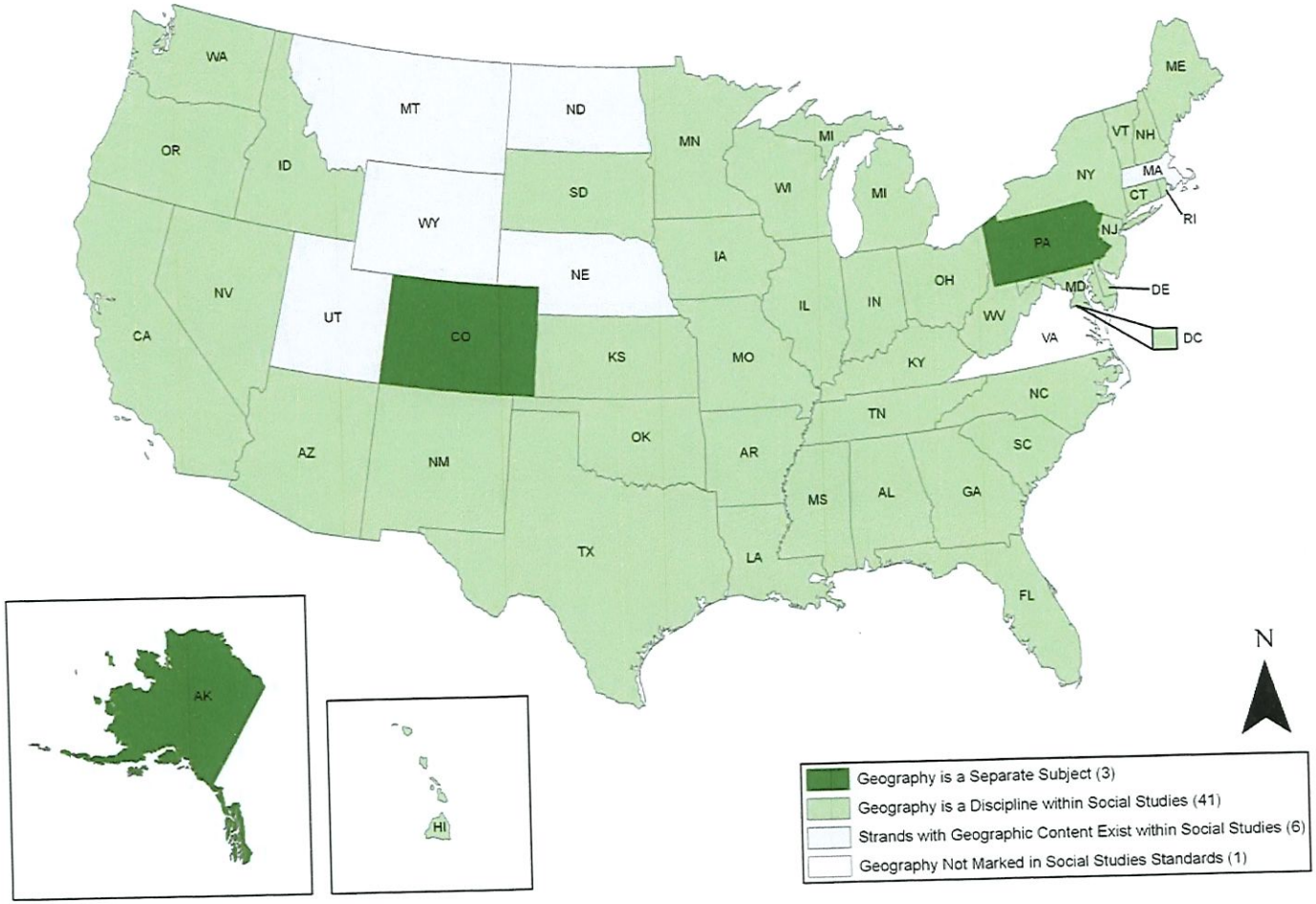
2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Florida	Connecticut	Alabama	Massachusetts	Arkansas
Kansas	Georgia	California	North Carolina	Kentucky
Iowa	Hawaii	Montana		Louisiana
Colorado	Indiana	Oregon		Oklahoma
Illinois	Mississippi	South Carolina		South Dakota
Michigan	Nebraska			
Missouri	Texas			
Nevada	Virginia			
N. Dakota	Wisconsin			
Washington	Wyoming			

3.) Thomas B. Fordham Foundation (2000 Fordham Geography Rating): The Thomas B. Fordham Foundation, founded in 1945, is an independent research organization dedicated to improving the quality of K-12 education in the United States. In 1998 and 2000 the Fordham Foundation evaluated geography standards for all fifty states and the District of Columbia assigning a letter grade based on standard rigor and comprehensiveness for three grade groups K-4, 5-8 and 9-12. Standards were assigned a collective letter grade from A-F based on performance. In 2006 the Fordham Foundation replaced the geography standards rating with a world history rating and no longer evaluates geography standards.

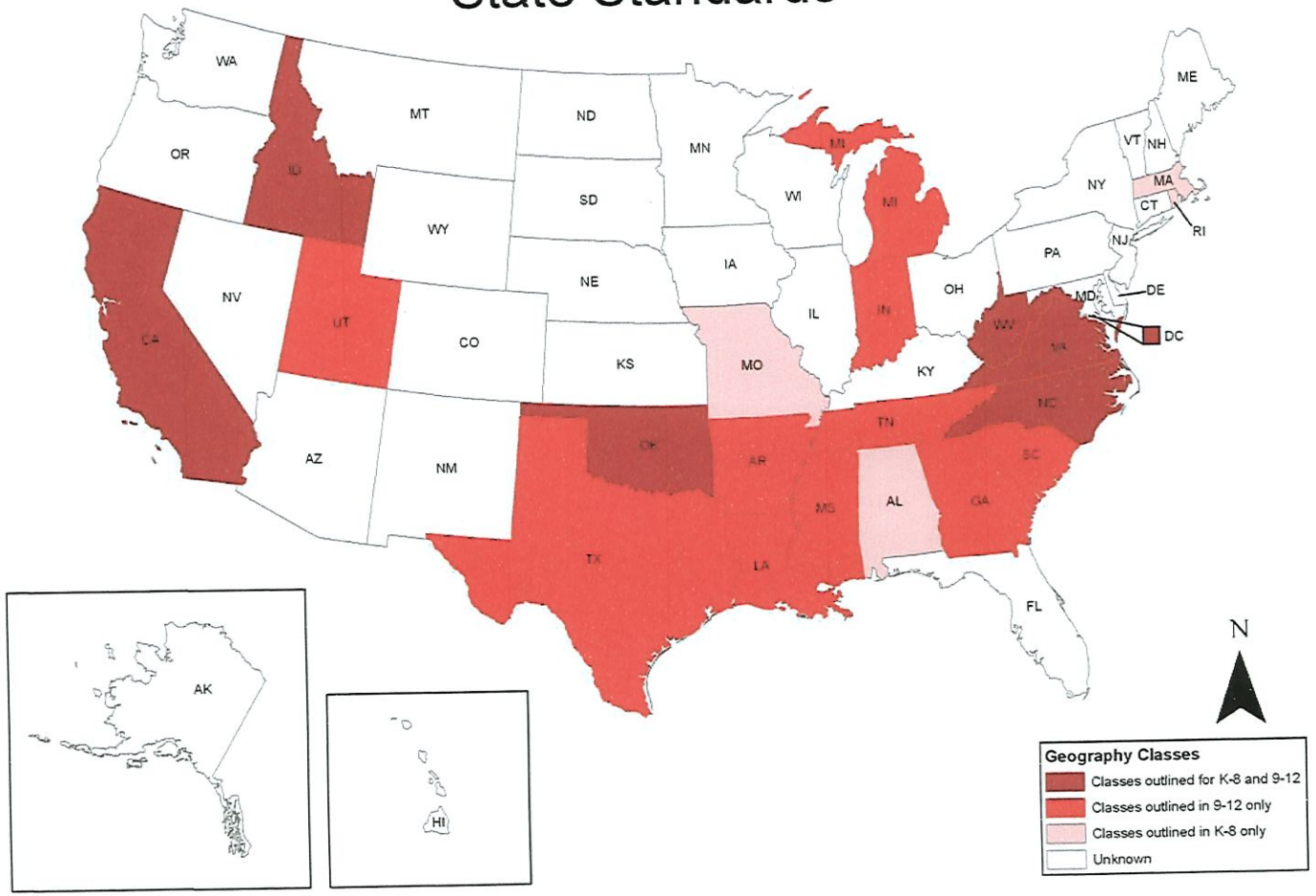
Models for State Geography Standards



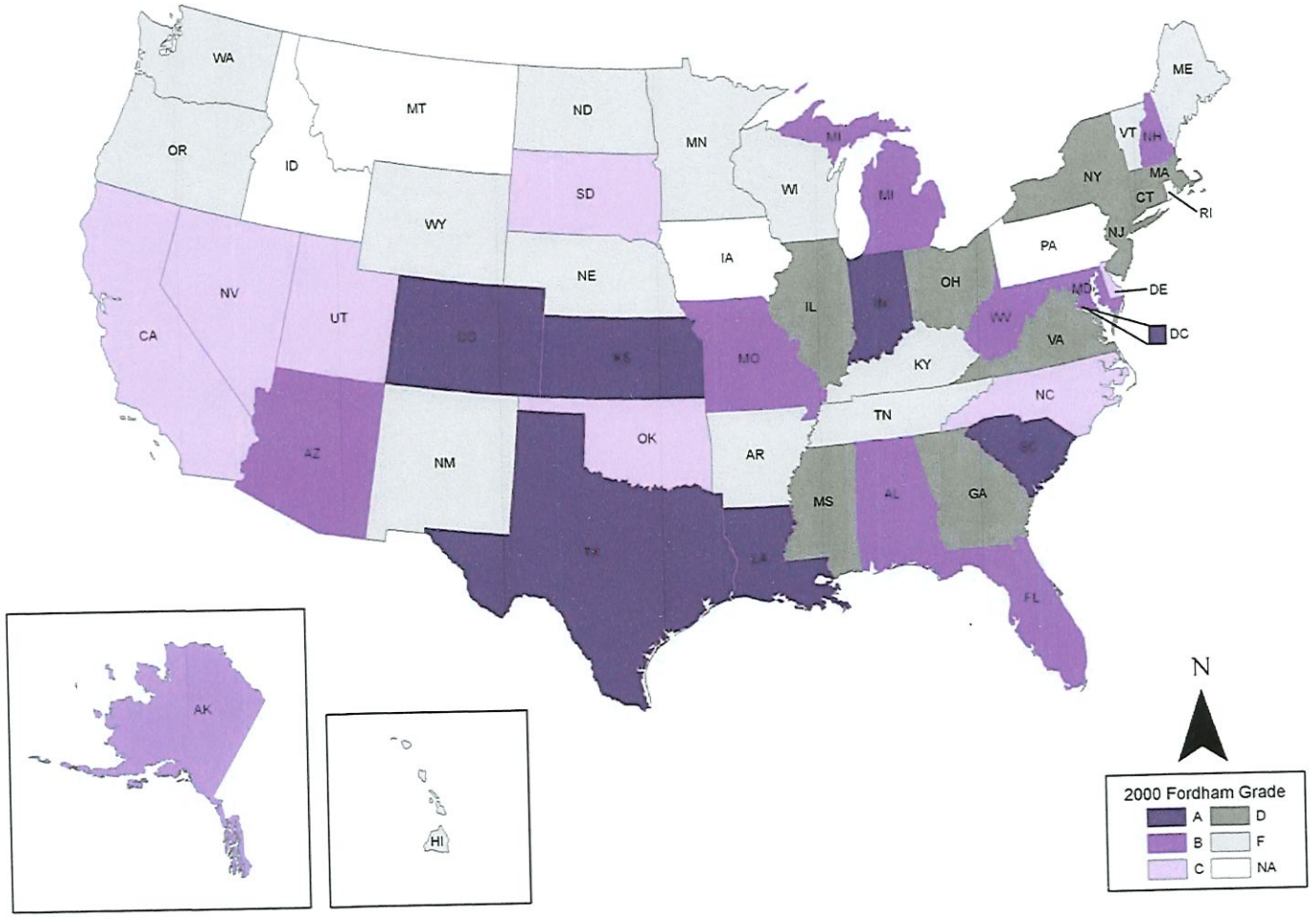
Status of Geography in State Standards



Geography or Geography/History Classes Built into State Standards



2000 Fordham Grade for State Standards in Geography



Data Tables

Summary Analysis of State Standards	Status of Geography			Framework Model				Benchmarks			Scheduled Revision		
	Separate Subject	Discipline within Social Studies	Social Studies Strands with Geographic Content	Geography for Life	Five Themes	NCSS Themes	Independent	K-5	5-8	9-12	Revision Date Known	2000 Fordam Grade	Revised Since Fordham
Alabama											09-10	B	
Alaska												C	
Arizona												B	
Arkansas											11-12	F	
California											09-10	C	
Colorado											07-08	A	
Connecticut											08-09	D	
Delaware												C	
District of Columbia												A	
Florida											07-08	B	
Georgia											08-09	D	
Hawaii										9-11	08-09	F	
Idaho												NA	
Illinois											07-08	D	
Indiana											08-09	A	
Iowa											07-08	NA	
Kansas											07-08	A	
Kentucky											11-12	F	
Louisiana											11-12	A	
Maine												F	
Maryland												B	
Massachusetts											10-11	D	
Michigan											07-08	B	
Minnesota												F	
Mississippi											08-09	D	
Missouri											07-08	B	
Montana											09-10	NA	
Nebraska											08-09	F	
Nevada											07-08	C	
New Hampshire												B	
New Jersey												D	

Summary Analysis of State Standards	Status of Geography			Model				Benchmarks			Scheduled Revision		
	Separate Subject	Discipline within Social Studies	Geographic Strands Present	Geography for Life	Five Themes	NCSS Themes	Independent	K-5	5-8	9-12	Revision Date Known	2000 Fordam Grade	Revised Since Fordham
New Mexico												F	
New York												D	
North Carolina											10-11	C	
North Dakota											07-08	F	
Ohio												D	
Oklahoma											11-12	C	
Oregon											09-10	F	
Pennsylvania												NA	
Rhode Island												NA	
South Carolina											09-10	A	
South Dakota											10-11	C	
Tennessee												F	
Texas											08-09	A	
Utah								3-5				C	
Vermont												F	
Virginia											08-09	D	
Washington											07-08	F	
West Virginia												B	
Wisconsin											08-09	F	
Wyoming											08-09	F	

Alabama	
Date of Standards:	2004
Scheduled Revision:	2009-2010
Type:	1A.) Infused course standards for K-12 with subjects labeled.
SS Areas Outlined:	1.) Economics 2.) History **3.) Geography** 4.) Political Science
Geographic Content:	Marked for all grades, no sub-strands Content present in all grades
Geo Sub-Strands:	None listed
Classes:	Grade 3: "People, Places and Regions: Geographic Studies" Grade 7: "Geography"
Models:	*Geography for Life* grades 3 and 7 (language)
Source:	http://alex.state.al.us/standardAll.php?subject=T1&summary=1
2000 Fordham Grade:	B

Alaska	
Date of Standards:	March 2006
Scheduled Revision:	Unknown
Type:	3B.) Stand-alone subject standards with no grade specifications.
SS Areas Outlined:	Geography treated as independent subject.
Geography Content:	Independently outlined with 6 sub-strands.
Geo Sub-Strands:	A.) A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information. B.) A student should be able to utilize, analyze and explain information about the human and physical features of places and regions. C.) A student should understand the dynamic and interactive natural forces that shape the Earth's environments. D.) A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economics activities, settlement patterns, and political units in the state, nation and world. E.) A student should understand and be able to evaluate how humans and physical environments interact. F.) A student should be able to use geography to understand the world by interpreting the past, knowing the present and preparing for the future.
Classes:	Unknown
Models:	*Geography for Life* (language and structure)
Source:	http://www.eed.state.ak.us/ContentStandards/
2000 Fordham Grade:	C

Arizona	
Date of Standards:	May 22, 2006
Scheduled Revision:	Unknown
Type:	3A.) Stand-alone subject standards with K-8 benchmarks.
SS Strands Outlined:	1.) American History 2.) World History 3.) Civics/Government **4.) Geography** 5.) Economics
Geographic Content:	Independent, well outlined for grades K-8 with 6 sub-strands Geographic content present in all grades K-8
Geo-Sub-Strands:	1.) The World in Spatial Terms 2.) Places and Regions 3.) Physical Systems 4.) Human Systems 5.) Environment and Society 6.) Geographic Applications
Classes:	Unknown
Models:	*Geography for Life* (language and structure)
Source:	http://www.ade.az.gov/standards/sstudies/articulated/strand4.pdf
2000 Fordham Grade:	B

Arkansas	
Date of Standards:	2006 (K-8 amended in November 2007)
Scheduled Revision:	2011-2012
Type:	3A.) K-8: Stand-alone subject standards with K-8 benchmarks 2.) 9-12: Stand-alone course standards with subject benchmarks.
SS Strands Outlined:	**1.) Geography** 2.) Civics 3.) History 4.) Economics
Geographic Content:	Independently outlined for all grades with 3 sub-strands in K-8 and 6 sub-strands in 9-12. Content present in all grades K-8, varies 9-12.
Geo Sub-Strands:	**K-8** 1.) Physical and Spatial 2.) Culture and Diversity 3.) Interaction of People and the Environment **9-12** 1.) Spatial Geography 2.) Places and Regions 3.) Physical Systems 4.) Human Systems 5.) Environment and Society 6.) Application of Geography
Classes:	9-12: "World Geography" (Semester Elective)
Models:	K-8: Unknown 9-12: *Geography for Life* (language and structure)
Source:	http://www.arkansased.org/teachers/frameworks2.html#Social
2000 Fordham Grade:	F

California	
Date of Standards:	October 1998
Scheduled Revision:	2009-2010
Type:	1B.) Infused course standards for K-12 subjects unlabeled
SS Strands Outlined:	1.) Historical Literacy 2.) Ethical Literacy 3.) Cultural Literacy **4.) Geographic Literacy** 5.) Economic Literacy 6.) Sociopolitical Literacy
Geographic Content:	Geographic topics are not marked. Content in each grade hard to gauge.
Geo Sub-Strands:	None listed.
Classes:	Grade 5: "United States History and Geography: Making a New Nation" Grade 6: "World History and Geography: Ancient Civilizations" Grade 7: "World History and Geography: Medieval and Early Modern Times" Grade 8: "United States History and Geography: Growth and Conflict" Grade 10: "World History, Culture and Geography: The Modern World" Grade 11: "United States History and Geography: Continuity and Change in the Twentieth Century"
Models:	Unknown
Source:	http://www.cde.ca.gov/be/st/ss/hstmain.asp
2000 Fordham Grade:	C

Colorado	
Date of Standards:	November 9, 1995
Scheduled Revision:	2007-2008
Type:	3B.) Stand-alone subject standards with grouped benchmarks for K-4, 5-8, and 9-12.
SS Areas Outlined:	Geography treated as independent subject.
Geographic Content:	Independently outlined for all grade groups with 6 sub-strands Geographic content present in all groups.
Geo Sub-Strands:	1.) Students know how to use and construct maps, globes and other geographic tools to locate and derive information about people, places and environments. 2.) Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change. 3.) Students understand how physical processes shape Earth's surface patterns and systems. 4.) Students understand how economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. 5.) Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution and importance of resources. 6.) Students apply knowledge of people, places and environments to understand the past and present and to plan for the future.
Classes:	Unknown
Models:	*Geography for Life* (language and structure)
Source:	http://www.cde.state.co.us/cdeassess/documents/OSA/k12_standards.html
2000 Fordham Grade:	A

Connecticut	
Date of Standards:	May 1998
Scheduled Revision:	2008-2009
Type:	3B.) Stand-alone subject standards with grouped benchmarks for K-4, 5-8 and 9-12
SS Areas Outlined:	History Civics and Government **Geography** Economics
Geographic Content:	Independently outlined for all grade groups with 4 sub-strands Geographic content present in all groups.
Geo Sub-Strands:	1.) Places and Regions 2.) Physical Systems 3.) Human Systems 4.) Human and Environmental Interaction
Classes:	Unknown
Models:	*Geography for Life* (language and partial structure)
Source:	http://www.sde.ct.gov/sde/lib/sde/PDF/Curriculum/Curriculum_Root_Web_Folder/frsocst.pdf
2000 Fordham Grade:	D

Delaware	
Date of Standards:	1995
Scheduled Revision:	Unknown
Type:	3B.) Stand-alone subject standards with grouped benchmarks for K-3, 4-5, 6-8 and 9-12
SS Areas Outlined:	History **Geography** Economics Civics
Geographic Content:	Independently outlined for all grade groups with 4 sub-strands Geographic content present in all groups.
Geo Sub-Strands:	1.) Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS]. 2.) Students will develop a knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT]. 3.) Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES]. 4.) Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].
Classes:	Unknown
Models:	*Geography for Life*
Source:	http://www.doe.k12.de.us/programs/ci/content_areas/social_studies/default.shtml
2000 Fordham Grade:	C

District of Columbia	
Date of Standards:	2006
Scheduled Revision:	Unknown
Type:	2B.) Stand-alone course standards with subject benchmarks PK-12.
SS Areas Outlined:	Varies by grade but the following are outlined in the beginning: 1.) History **2.) Geography** 3.) Economics 4.) Politics and Government
Geographic Content:	Geographic skills independently outlined in grades PK-12 Geographic content present in all grades (emphasis Grade 6)
Geo Sub-Strands:	Geography Sub-Strands Appear Only in Grade 6 These are: 1.) The World in Spatial Terms 2.) Places and Regions 3.) Human Systems 4.) Economic Systems and Urbanization 5.) Physical Systems 6.) Environment and Society
Classes:	Grade 3: "Geography and History of the District of Columbia" Grade 4: "U.S. History and Geography: Making a New Nation" Grade 5: "U.S. History and Geography: Westward Expansion" Grade 6: "World Geography and Cultures" Grade 7: "World History and Geography: Ancient World" Grade 8: "U.S. History and Geography I: Growth and Conflict" Grade 9: "World History and Geography I: Middle Ages to the Age of Revolutions" Grade 10: "World History and Geography II: The Industrial Revolution to the Modern World" Grade 11: "U.S. History and Geography II: Industrial America"
Models:	*Geography for Life* (language throughout and structure appears in Grade 6).
Source:	http://www.k12.dc.us/dcps/Standards/SocialStudies.htm
2000 Fordham Grade:	A

Florida	
Date of Standards:	1996
Scheduled Revision:	2007-2008
Type:	3B.) Stand-alone subject standards with grouped benchmarks for K-2, 3-5, 6-8, and 9-12
SS Areas Outlined:	1.) Time, Continuity and Change [History] 2.) People, Places and Environments [Geography] 3.) Government and the Citizen [Civics and Government] 4.) Economics
Geographic Content:	Independently outlined for all grade groups with 2 sub-strands Geographic content present in all groups.
Geo Sub-Strands:	1.) The student understands the world in spatial terms 2.) The student understands the interactions of people and physical environments.
Classes:	Unknown
Models:	NCSS themes (language and partial structure) *Geography for Life* (language and limited structure)
Source:	http://www.fldoe.org/bii/curriculum/sss/sss1996.asp
2000 Fordham Grade:	B

Georgia	
Date of Standards:	2008
Scheduled Revision:	2008-2009
Type:	2.) Stand-alone course standards K-8 and 9-12 with subject benchmarks
SS Areas Outlined:	1.) Historical Understandings **2.) Geographic Understandings** 3.) Government/Civic Understandings 4.) Economic Understandings
Geographic Content:	Independently outlined for grades K-8 and 9-12 with varying sub-strands. Geographic content present in all grades K-8, separate course offered in High School (not all high school courses include geography).
Geo Sub-Strands:	Vary by grade.
Classes:	Grades 9-12: "World Geography"
Models:	Unknown
Source:	http://www.georgiastandards.org/socialstudies.aspx
2000 Fordham Grade:	D

Hawaii	
Date of Standards:	October 2005 (Benchmarks 2007)
Scheduled Revision:	2008-2009
Type:	3A.) Stand-alone subject standards with K-11 benchmarks.
SS Strands Outlined:	1.) Historical Understanding 2.) History 3.) Political Science/Civics 4.) Cultural Anthropology **5.) Geography** 6.) Economics
Geographic Content:	Independently outlined for all grades with varying sub-strands Content varies by grade (Grades 8 and 9 have no geographic content benchmarks)
Geo Sub-Strands:	Sub-strands (referred to as "Topics") vary by grade: Physical Characteristics in Spatial Terms (K) Human and Physical Characteristics in Spatial Terms (1,2,3,7) Environment and Society (2,4) Places and Regions (3,4,6,11) Human Systems (3,5,6,10) World in Spatial Terms (4,7,11)
Models:	*Geography for Life* (language and structure)
Source:	http://standardstoolkit.k12.hi.us/index.html
2000 Fordham Grade:	F

Idaho	
Date of Standards:	April 24, 2006
Scheduled Revision:	Unknown
Type:	3A.) Stand-alone subject standards with K-12 benchmarks
SS Areas Outlined:	1.) History **2.) Geography** 3.) Economics 4.) Civics and Government 5.) Global Perspectives
Geographic Content:	Independently outlined for all grades with 5 sub-strands Content exists in all grades with the exception of high school "American Government" and "Economics" courses
Geo Sub-Strands:	1.) Analyze the spatial organizations of people, places, and environment on the earth's surface. 2.) Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions. 3.) Trace the migration and settlement of human populations on the earth's surface. 4.) Analyze the human and physical characteristics of different places and regions 5.) Explain how geography enables people to comprehend the relationships between people, places and environments over time.
Classes:	6-9th: "Geography-Eastern Hemisphere" 6-9th: "Geography-Western Hemisphere"
Models:	5 Themes (sort of)
Source:	http://www.sde.idaho.gov/ContentStandards/ssstandards.asp
2000 Fordham Grade:	NA

Illinois	
Date of Standards:	1997
Scheduled Revision:	2007-2008
Type:	3B.) Stand-alone subject standards with grouped benchmarks for: "Early Elementary", "Late Elementary", "Middle/Junior High School", "Early High School", and "Late High School."
SS Areas Outlined:	1.) Political Systems 2.) Economics 3.) History **4.) Geography** 5.) Social Systems
Geographic Content:	Independently outlined for all groups with 4 sub-strands Content exists in all groups
Geo Sub-Strands:	A. Locate, describe and explain places, regions and features on the Earth. B. Analyze and explain characteristics and interactions of the Earth's physical systems. C. Understand relationships between geographic factors and society. D. Understand the historical significance of geography.
Classes:	Unknown
Models:	Unknown
Source:	http://www.isbe.state.il.us/ils/social_science/standards.htm
2000 Fordham Grade:	D

Indiana	
Date of Standards:	2008
Scheduled Revision:	2008-2009
Type:	2.) Stand-alone course standards for K-12 with subject benchmarks.
SS Areas Outlined:	1.) History 2.) Civics and Government **3.) Geography** 4.) Economics
Geographic Content:	Independently outlined for all courses in K-8 and 1 H.S. course with 5 sub-strands. Content present in grades K-8 and at least 2 courses in high school.
Geo Sub-Strands:	Sub-Strands for K-8 and H.S. "World Geography" 1.) The World in Spatial Terms 2.) Places and Regions 3.) Physical Systems 4.) Human Systems 5.) Environment and Society
Classes:	9-12: "Geography and the History of the World" 9-12: "World Geography"
Models:	*Geography for Life* (language and structure)
Source:	http://www.doe.in.gov/standards/welcome2.html
2000 Fordham Grade:	A

Iowa	
Date of Standards:	2008
Scheduled Revision:	2007-2008
Type:	3B.) Stand-alone subject standards with grouped benchmark for 9-12.
SS Areas Outlined:	1.) Behavioral Sciences 2.) Economics **3.) Geography** 4.) History 5.) Political Science/Civic Literacy
Geographic Content:	Independently outlined for the H.S. group with 7 sub-strands Content is unknown for K-8 as standards for this group are yet to be released.
Geo Sub-Strands:	1.) Understand the use of geographic tools to locate and analyze information about people, places and environments. 2.) Understand how physical and human characteristics create and define regions. 3.) Understand how human factors and the distribution of resources affect the development of society and the movement of populations. 4.) Understand how physical and human processes shape the earth's surface and major ecosystems. 5.) Understand how human actions modify the environment and how the environment affects humans. 6.) Understand how culture affects the interaction of human populations through time and space. 7.) Understand how cultural factors influence the design of human communities.
Classes:	Unknown
Models:	Unknown
Source:	http://www.iowa.gov/educate/content/view/674/1023/
2000 Fordham Grade:	NA

Kansas	
Date of Standards:	August 22, 2005
Scheduled Revision:	2007-2008
Type:	3A.) Stand-alone subject standards with K-8 benchmarks. 3B.) Stand-alone standards with grouped benchmarks 9-12.
SS Areas Outlined:	1.) Civics and Government 2.) Economics **3.) Geography** 4.) Kansas, United States and World History
Geographic Content:	Independently outlined for all grades or H.S. group with up to 5 sub-strands. Content is present in all grades.
Geo Sub-Strands:	Not all sub-strands are present in every grade: 1.) Geographic Tools and Location (K-12) 2.) Places and Regions (K-12) 3.) Physical Systems (K-7 and 9-12) 4.) Human Systems (2-12) 5.) Human-Environment Interactions (K-12)
Classes:	Unknown
Models:	*Geography for Life* (language and partial structure)
Source:	http://www.ksde.org/Default.aspx?tabid=1715
2000 Fordham Grade:	A

Kentucky	
Date of Standards:	August 1, 2001
Scheduled Revision:	2011-2012
Type:	3B.) Stand-alone subject standards with grouped benchmarks for grades 5, 8 and 11.
SS Areas Outlined:	1.) Government & Civics 2.) Cultures & Societies 3.) Economics **4.) Geography** 5.) Historical Perspective
Geographic Content:	Independently outlined for all grade groups with 4 sub-strands. Content is present in all grade groups.
Geo Sub-Strands:	1.) The Use of Geographic Tools 2.) Regions 3.) Patterns 4.) Human-Environment Interaction
Classes:	Unknown
Models:	Unknown
Source:	http://www.education.ky.gov/KDE/Instructional+Resources/Curriculum+Documents+and+Resources/Student+Performance+Standards/Student+Performance+Standards+Downloads.htm
2000 Fordham Grades:	F

Louisiana	
Date of Standards:	May 22, 1997
Scheduled Revision:	2011-2012
Type:	3A.) Stand-alone standards with PK-12 benchmarks.
SS Areas Outlined:	**1.) Geography** 2.) Civics 3.) Economics 4.) History
Geographic Content:	Independently outlined for all grades with up to 4 sub-strands. Content is present in all grades.
Geo Sub-Strands:	Not all sub-strands are present in every grade: 1.) The World in Spatial Terms (PK-8 and 1 H.S. Course) 2.) Places and Regions (K-8 and 1 H.S. Course) 3.) Physical and Human Systems (K-8 and 1 H.S. Course) 4.) Environment and Society (K-8 and 1 H.S. Course)
Classes:	9-12: "World Geography" (Core Course)
Models:	*Geography for Life* (language and partial structure)
Source:	http://www.doe.state.la.us/LDE/uploads/2912.pdf http://www.doe.state.la.us/lde/saa/1843.html#Geography
2000 Fordham Grades:	A

Maine	
Date of Standards:	October 22, 2007
Scheduled Revision:	Unknown
Type:	3B.) Stand-alone subject standards with grouped benchmarks for PreK-2, 3-5, 6-8, and 9-12.
SS Areas Outlined:	A. Applications of Social Studies Processes, Knowledge and Skills. B. Civics and Government C. Economics **D. Geography** E. History
Geographic Content:	Independently outlined for all grade groups with 2 sub-strands. Geographic content is present in all grade groups.
Geo Sub-Strands:	1.) Geographic Knowledge, Concepts, Themes and Patterns. 2.) Individual, Cultural, International and Global Connections in Geography.
Classes:	Unknown
Models:	Follow outline of other SS subjects model is unique to Maine.
Source:	http://www.maine.gov/education/lres/pei/index.html
2000 Fordham Grade:	F

Maryland	
Date of Standards:	June 20, 2006
Scheduled Revision:	Unknown
Type:	3A.) Stand-alone subject standards with PK-8 benchmarks.
SS Areas Outlined:	1.) Political Science 2.) People of the Nation and World **3.) Geography** 4.) Economics 5.) History 6.) Social Studies Skills and Processes
Geographic Content:	Independently outlined for grades PK-8 with 4 sub-strands. Content is present in all PK-8 grades, H.S. grades not listed.
Geo Sub-Stands:	A. Use of Geographic Tools B. Geographic Characteristics of Places and Regions C. Movement of People, Goods and Ideas D. Modifying and Adapting to the Environment
Classes:	Unknown
Models:	5 Themes (modified language and structure)
Source:	http://www.mdk12.org/instruction/curriculum/social_studies/index.html
2000 Fordham Grade:	B

Massachusetts	
Date of Standards:	August 2003
Scheduled Revision:	2010-2011
Type:	2.) Stand-alone course standards for K-12 with subject (really strand) benchmarks.
SS Areas Outlined	**1.) History and Geography** 2.) Civics and Government 3.) Economics
Geographic Content:	Not independent outlined with History. Geographic content is present throughout but hard to gauge.
Geo Sub-Strands:	None listed.
Classes:	Grade 3: "Massachusetts and its Cities and Towns: Geography and History" Grade 4: "North American Geography with Optional Standards for One Early Civilization" Grade 5: "United States History, Geography, Economics and Government: Early Exploration to Westward Movement" Grade 6: "World Geography"
Models:	Unknown
Source:	http://www.doe.mass.edu/frameworks/current.html
2000 Fordham Grade:	D

Michigan	
Date of Standards:	October 2007
Scheduled Revision:	2007-2008
Type:	2.) Stand-alone course standards K-12 with subject benchmarks. (Older standards also exist but the framework is newer and has a different base).
SS Areas Outlined:	1.) Historical Perspective **2.) Geographic Perspective** 3.) Civic Perspective 4.) Economic Perspective 5.) Inquiry
Geographic Content:	Independently outlined for grades K-12 with 4 sub-strands. Geographic content is present in all grades.
Geo Sub-Strands:	Not all sub-strands are present in every grade: 1.) The World in Spatial Terms (K-4, 6-7) 2.) Places and Regions (K-4, 6-7) 3.) Physical Systems (6-7) 4.) Human Systems (1-4,6-7) 5.) Environment and Society (K-4,6-7) 6.) Global Issues Past and Present (6-7)
Classes:	9-12: "World History and Geography" 9-12: "United States History and Geography"
Models:	*Geography for Life* (language and outlined in beginning of framework).
Source:	http://michigan.gov/mde/0,1607,7-140-28753_38684_28761---,00.html
2000 Fordham Grade:	B

Minnesota	
Date of Standards:	May 15, 2004
Scheduled Revision:	Unknown
Type:	3B.) Stand-alone subject standards with grouped benchmarks for K-3, 4-8 and 9-12.
SS Areas Outlined:	1.) History **2.) Geography** 3.) Economics 4.) Government & Citizenship
Geographic Content:	Independently outlined for each grade group with up to 6 sub-strands. Content is present in all grade groups.
Geo Sub-Strands:	Not all sub-strands are present in every grade: 1.) Concepts of Location (K-8) 2.) Maps and Globes (K-8) 3.) Physical Features and Processes (K-8) 4.) Interconnections (4-12) 5.) Essential Skills (4-12) 6.) Spatial Organization (9-12)
Classes:	Unknown
Models:	Unknown
Source:	http://education.state.mn.us/mde/Academic_Excellence/Academic_Standards/Social_Studies/index.html
2000 Fordham Grade:	F

Mississippi	
Date of Standards:	2004
Scheduled Revision	2008-2009
Type:	1A.) Infused course standards for K-12 with topical benchmarks (subjects labeled).
SS Areas Outlined:	1.) Civics 2.) History **3.) Geography** 4.) Economics
Geographic Content:	Topics with geographic content are marked. Geographic content present in all courses at varying degrees.
Geo Sub-Strands:	NA
Classes:	9-12: "Introduction to World Geography" 9-12: "Advanced World Geography"
Models:	Unknown
Source:	http://www.mde.k12.ms.us/acad/id/curriculum/ss/frame.html
2000 Fordham Grade:	D

Missouri	
Date of Standards:	November 20, 2004
Scheduled Revision:	2007-2008
Type:	3B.) Stand-alone subject standards with grouped benchmarks K-4, 5-8 and 9-12.
SS Areas Outlined:	A. Civic-Political Perspective B. Social-Cultural Perspective C. Historical Perspective D. Economic Perspective **E. Geographic Perspective**
Geographic Content:	Independently outlined for all grade groups. Geographic content is present in all grade groups.
Geo Sub-Strands:	None listed.
Geo-Based Classes:	Grade 6-7: "World Geography" (Optional)
Models:	*Geography for Life* (language)
Source:	http://dese.mo.gov/divimprove/assess/ss.html
2000 Fordham Grade:	B

Montana	
Date of Standards:	October 2000
Scheduled Revision:	2009-2010
Type:	4B.) Infused subject standards with grouped benchmarks: End of 4th, end of 8th, end of 12th.
SS Standards Outlined:	1.) Students access, synthesize and evaluate information to communicate and apply social studies knowledge to real world situations. 2.) Students analyze how people create and change structures of power, authority, and governance to understand the operation of government and to demonstrate civic responsibility. 3.) Students apply geographic knowledge and skills (e.g., location, place, human/environment interactions, movement and regions.) 4.) Students demonstrate an understanding of the effects of time, continuity and change on historical and future perspectives and relationships. 5.) Students make informed decisions based on an understanding of the economic principles of production, distribution, exchange, and consumption. 6.) Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.
Geographic Content:	Outlined (independently in #3) for all grade groups. Geographic content is present in all grade groups.
Geo Sub-Strands:	None listed.
Classes:	Unknown
Models:	5 Themes "Guidelines for Geographic Education"
Source:	http://www.opi.state.mt.us/Accred/cstandards.html
2000 Fordham Grade:	NA

Nebraska	
Date of Standards:	May 26, 1995 (Framework)
Scheduled Revision:	2008-2009
Type:	4B.) Infused subject standards with grouped benchmarks: "Primary Level" (K-1); "Upper Elementary Level" (2-4); "Middle Level" (5-8); "Secondary Level" (9-12).
SS Areas Outlined:	I. Civic Ideals and Practices II. Culture III. Global Connections IV. Individual Development and Identity V. Individual Groups and Institutions VI. People, Places and Environments VII. Power, Authority and Governance VIII. Production, Distribution and Consumption IX. Science, Technology and Society X. Time, Continuity and Change
Geographic Content:	Outlined for all grade groups. Geographic content is present in all grade groups.
Geo Sub-Strands:	None Listed.
Classes:	Unknown
Models:	Based on NCSS themes with some alterations.
Source:	http://www.nde.state.ne.us/ss/framework.htm
2000 Fordham Grade:	F

Nevada	
Date of Standards:	June 2000
Scheduled Revision:	2007-2008
Type:	3B.) Stand-alone subject standards with grouped benchmarks: by Grade 2, Grade 3, Grade 5, Grade 8 and Grade 12.
SS Areas Outlined:	1.) Economics **2.) Geography** 3.) Civics 4.) History 5.) Integrated
Geographic Content:	Independently outlined for all grade groups with 6 sub-strands Content present in grade groups.
Geo Sub-Strands:	1.) The World in Spatial Terms 2.) Places and Regions 3.) Physical Systems 4.) Human Systems 5.) Environment and Society 6.) Geographic Applications
Classes:	Unknown
Models:	*Geography for Life* (language and structure)
Source:	http://www.doe.nv.gov/standards/socialstudies.html
2000 Fordham Grade:	C

New Hampshire	
Date of Standards:	June 2006
Scheduled Revision:	Unknown
Type:	3B.) Stand-alone subject standards with grouped benchmarks for K-4, 5-8, 9-12.
SS Areas Outlined:	1.) Civics and Government 2.) Economics **3.) Geography** 4.) History 5.) World History
Geographic Content:	Independently outlined for all grade groups with 5 sub-strands Geographic content present in grade groups.
Geo Sub-Strands:	1.) The World in Spatial Terms 2.) Places and Regions 3.) Physical Systems 4.) Human Systems 5.) Environment and Society
Classes:	Unknown
Models:	*Geography for Life* (language and structure)
Source:	http://www.ed.state.nh.us/EDUCATION/doe/organization/curriculum/CurriculumFrameworks/documents/K-12SocialStudiesFramework.pdf
2000 Fordham Grade:	B

New Jersey	
Date of Standards:	October 2004
Scheduled Revision:	Unknown
Type:	3B.) Stand-alone subject standards with grouped benchmarks for K-2, 3-4, 5-8, 9-12.
SS Areas Outlined:	1.) Social Studies Skills 2.) Civics 3.) World History 4.) United States & New Jersey History 5.) Economics **6.) Geography**
Geographic Content:	Independently outlined for all grade groups with 5 sub-strands Geographic content present in grade groups.
Geo Sub-Strands:	1.) The World in Spatial Terms 2.) Places and Regions 3.) Physical Systems 4.) Human Systems 5.) Environment and Society
Classes:	Unknown
Models:	*Geography for Life* (language and structure)
Source:	http://education.state.nj.us/cccs/?_standard_matrix;c=6
2000 Fordham Grade:	D

New Mexico	
Date of Standards:	June 22, 2001
Scheduled Revision:	Unknown
Type:	3B.) Stand-alone subject standards with grouped benchmarks for K-4, 5-8, and 9-12.
SS Areas Outlined:	1.) History (New, Mexico, United States and World) **2.) Geography** 3.) Government and Civics 4.) Economics
Geographic Content:	Independently outlined for all grade groups with 6 sub-strands each. Geographic content present in grade groups.
Geo Sub-Strands:	Vary by grade group.
Classes:	Unknown
Models:	Unknown
Source:	http://sde.state.nm.us/standards/documents/stand_ss.pdf
2000 Fordham Grade:	F

New York	
Date of Standards:	1996
Scheduled Revision:	Unknown
Type:	3B.) Stand-alone subject standards with grouped benchmarks: "Elementary", "Intermediate" and "Commencement."
SS Areas Outlined:	1.) History of the United States and New York 2.) World History **3.) Geography** 4.) Economics 5.) Civics, Citizenship and Government
Geographic Content:	Independently outlined for all grade groups with 2 sub-strands. Geographic content present in grade groups.
Geo Sub-Strands:	1.) Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society and the use of geography. 2.) Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.
Classes:	None specific
Models:	*Geography for Life* (language also directly references it)
Source:	http://www.emsc.nysed.gov/ciai/socst/socstands/socstand.htm l
Comments:	There are 5 NY social studies standards including: History of the United States and New York", "World History", "Geography", "Economics", and "Civics, Citizenship and Government." Each standard includes 2-4 key ideas (Geography has 2 which are roughly equivalent to a content sub-strand and an analysis sub-strands)
2000 Fordham Grade:	D

North Carolina	
Date of Standards:	August 2006
Scheduled Revision:	2010-2011
Type:	1B.) Infused course standards for K-12 with topical benchmarks (subjects unlabeled).
SS Areas Outlined:	1.) History **2.) Geography** 3.) Economics 4.) Political Science 5.) Anthropology, Sociology, Psychology
Geographic Content:	Geographic topics are not clearly marked. Content in each grade hard to gauge.
Classes:	Grade 4: "North Carolina Geography and History" Grade 6: "South America and Europe" Grade 7: "Africa, Asia and Australia" Grade 8: "North Carolina History and Geography" Grades 9-12: "Geography in Action" (Elective)
Models:	5 Themes "Guidelines for Geographic Education" are sited for most of the lower courses. *Geography for Life* (language and some of the standards) for the course "Geography in Action"
Source:	http://www.ncpublicschools.org/curriculum/socialstudies/scos/
2000 Fordham Grade:	C

North Dakota	
Date of Standards:	November 2006
Scheduled Revision:	2007-2008
Type:	4A.) Infused subject standards with K-12 benchmarks
SS Strands Outlined:	**1.) Students apply Social Studies skills and resources.** 2.) Students understand important historical events. 3.) Students understand economic concepts and the characteristics of various economic systems. 4.) Students understand the historical impact and political institution and the role of the citizen in government and society. **5.) Students understand and apply concepts of geography.** 6.) Students understand the role culture plays in shaping human development and behavior.
Geographic Content:	Independently outlined for all grades with 2 sub-strands. Geographic content present in grades.
Geo Sub-Strands:	Not all sub-strands are present in every grade: 1.) Social Studies Skills and Resources Sub-Strands 1.1 Map Skills (K-5,7-8) 1.2 Resources (1-8) 1.3 Concepts of Time (3-5) 1.4 Spatial Terms (3-5) 1.6 Geographic Tools (6) 5.) Concepts of Geography Sub-Strands 5.1 Geographic Components (K-2) 5.2 Local Geography (3) 5.3 Physical Geography (3-4,7-8) 5.4 State Geography (4) 5.5 Cultural Geography (5) 5.6 Interaction of Early Cultures (6) 5.7 Human Geography (7-8)
Classes:	Unknown
Models:	Unknown
Source:	http://www.dpi.state.nd.us/standard/content/sstudies/SS.pdf
2000 Fordham Grade:	F

Ohio	
Date of Standards:	December 10, 2002
Scheduled Revision:	Unknown
Type:	3A.) Stand-alone subject standards with K-12 benchmarks.
SS Areas Outlined:	1.) History 2.) People in Societies **3.) Geography** 4.) Economics 5.) Government 6.) Citizenship Rights and Responsibilities 7.) Social Studies Skills and Methods
Geographic Content:	Independently outlined for all grades with up to 5 sub-strands. Geographic content present in grades.
Geo Sub-Standards:	Not all sub-strands are present in every grade: 1.) Location (K-7) 2.) Places and Regions (K-12) 3.) Human Environmental Interaction (K-12) 4.) Movement (3-10) 5.) Application of Geography (11-12)
Classes:	Unknown
Models:	5 Themes "Guidelines for Geographic Education"
Source:	http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=335&Content=32668
2000 Fordham Grade:	D

Oklahoma	
Date of Standards:	2003
Scheduled Revision:	2011-2012
Type:	1B.) Infused course standards for K-12 with topical benchmarks (subjects unlabeled).
SS Areas Outlined:	1.) History **2.) Geography** 3.) Civics, Economics and Government
Geographic Content:	Geographic topics are not marked. Geographic content in each grade hard to gauge (with the exception of "World Geography" courses for grades 7, 9-12).
Geo Sub-Strands:	Sub-Strands for "World Geography" Courses only: 1.) The student will use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective. 2.) The student will use the concepts of places and regions as the basic units of geographic inquiry. 3.) The student will examine earth's physical processes (e.g. climate and landforms) and organize them into ecosystems. 4.) The student will examine human cultures, populations and activities such as settlement, migration, commerce, conflict, and cooperation. 5.) The student will evaluate the interactions between humans and their environment. 6.) The student will analyze problems and issues from a geographic perspective using the tools and skills of geography.
Classes:	Grade 7: "World Geography" Grades 9-12: "World Geography"
Models:	7th grade and H.S. course uses *Geography for Life* (language and structure) Source of content in other grades is unclear.
Source:	http://www.sde.state.ok.us/home/home01_test.html?http://sde.state.ok.us/publ/pass.html!
2000 Fordham Grade:	C

Oregon	
Date of Standards:	April 2001
Scheduled Revision:	2009-2010
Type:	3B.) Stand-alone subject standards with grouped benchmarks: by Grade 3, by Grade 5, by Grade 8, and by Grade 10 (CIM).
SS Areas Outlined:	1.) Civics and Government 2.) Economics **3.) Geography** 4.) History
Geographic Content:	Independently outlined for all grade groups with 8 sub-strands Geographic content present in grade groups.
Geo Sub-Strands:	1.) Understand and use spatial concepts of geography 2.) Locate places and understand and use geographic information or relationships by reading, interpreting and preparing maps and other geographic representations. 3.) Locate major physical and human features of the Earth. 4.) Identify and analyze physical and human characteristics of places and regions, the processes that have shaped them and their geographic significance. 5.) Understand the distribution and movement of people ideas and products. 6.) Understand, analyze and evaluate the consequences of population changes resulting from economic, cultural, or environmental factors. 7.) Understand how humans affect the physical environment. 8.) Understand how physical characteristics in the environment and changes in the environment affect human activities.
Classes:	Unknown
Models:	Unknown
Source:	http://www.ode.state.or.us/search/page/?id=1802
2000 Fordham Grade:	F

Pennsylvania	
Date of Standards:	July 18, 2002
Scheduled Revision:	Unknown
Type:	3B.) Stand-alone subject standards with grouped benchmarks: by Grade 3, by Grade 6, by Grade 9 and by Grade 12.
SS Areas Outlined:	Geography treated as independent subject.
Geographic Content:	Independently outlined for all grade groups with 4 sub-strands Geographic content present in grade groups.
Geo Sub-Strands:	1.) Basic Geographic Literacy 2.) The Physical Characteristics of Places and Regions 3.) The Human Characteristics of Places and Regions 4.) The Interactions Between People and Places
Classes:	Unknown
Models:	Unknown
Source:	http://www.pde.state.pa.us/stateboard_ed/cwp/view.asp?a=3&Q=76716&stateboard_edNav=|5467|&stateboard_edNav=
2000 Fordham Grade:	NA

Rhode Island	
Date of Standards:	December 2001
Scheduled Revision:	Unknown
Type:	Type 3B.) Stand-alone subject standards with no grade specifications.
SS Areas Outlined:	1.) Psychology 2.) Civics and Government 3.) Economics **4.) Geography** 5.) History
Geographic Content:	Independently outlined with 6 sub-strands.
Geo Sub-Strands:	1.) The World in Spatial Terms 2.) Places and Regions 3.) Physical Systems 4.) Human Systems 5.) Environment and Society 6.) Geographic Applications
Classes:	Grades 4-6: "United States history, world history, and geography (physical and cultural)"
Models:	Gives *Geography for Life* standards verbatim also gives *NCSS Themes*.
Source:	http://www.ride.ri.gov/instruction/frameworks/social_studies/default.aspx
2000 Fordham Grade:	NA

South Carolina	
Date of Standards:	January 2005
Scheduled Revision:	2009-2010
Type:	1A.) Infused course standards for K-12 with topical benchmarks (subjects labeled).
SS Areas Outlined:	1.) History **2.) Geography** 3.) Political Science/Government 4.) Economics
Geographic Content:	Marked for all grades, no sub-strands Geographic content present in all courses K-1, 3-12.
Geo Sub-Strands:	None listed.
Classes:	None specified ("Global Studies" a core High School class has geographic components but is mostly history)
Models:	Unknown
Source:	http://ed.sc.gov/agency/offices/cso/standards/ss/
2000 Fordham Grade:	A

South Dakota	
Date of Standards:	May 15, 2006
Scheduled Revision:	2011-2012
Type:	3A.) Stand-alone subject standards with K-12 benchmarks.
SS Areas Outlined:	1.) United States History 2.) World History **3.) Geography** 4.) Civics (Government) 5.) Economics
Geographic Content:	Independently outlined for all grades with up to up to 2 sub-strands (sub-strands also have individual standards which are not listed.) Geographic content present in grade groups.
Geo Sub-Strands:	Not all sub-strands are present in every grade: 1.) Analyze information from geographic representation, tools, and technology to define location, place, and region. (K-5,7, 9-12) 2.) Analyze the relationship among the natural environment, the movement of peoples, and the development of societies. (3-5,7, 9-12)
Classes:	Unknown
Models:	5 Themes "Guidelines for Geographic Education"
Source:	http://doe.sd.gov/contentstandards/social/newstandards.asp
2000 Fordham Grade:	C

Tennessee	
Date of Standards:	August 31, 2001
Scheduled Revision:	Unknown (Were supposed to revise in 2008 but didn't)
Type:	3A.) Stand-alone subject standards with K-12 benchmarks
SS Areas Outlined:	1.) Culture 2.) Economics **3.) Geography** 4.) Governance & Civics 5.) History 6.) Individuals, Groups & Interactions
Geographic Content:	Independently outlined for all grades, 6 sub-strands are mentioned in every grade but not outlined. Geographic content present in grades.
Geo Sub-Strands:	1.) World in spatial terms 2.) Places and regions 3.) Physical systems 4.) Human systems 5.) Environment and society 6.) The uses of geography
Classes:	Grades 9-12: "World Geography" (Need either "World Geography or World History to graduate)
Models:	*Geography for Life* (language and structure mentioned for every grade although)
Source:	http://www.state.tn.us/education/ci/ss/
2000 Fordham Grade:	F

Texas	
Date of Standards:	September 1, 1998
Scheduled Revision:	2008-2009
Type:	3A.) Stand-alone subject standards with K-8 benchmarks. 2.) Stand-alone course standards with subject benchmarks 9-12.
SS Areas Outlined:	1.) History **2.) Geography** 3.) Economics 4.) Government 5.) Citizenship 6.) Culture 7.) Science, Technology, and Society 8.) Social Studies Skills
Geographic Content:	Independently outlined for all grades with 2-7 sub-stands. Geographic content present in grades and courses with the exception of H.S. courses: "Psychology," "Special Topics in Social Studies," and "Social Studies Research Methods."
Geo Sub-Strands:	Sub-strands are grade and course specific: In K-8 grades have 2-5 sub-strands (most focus on geographic skills, human systems, and physical systems). In 9-12 most courses have a labeled geographic component which is further subdivided into at least 2 concepts (sub-stands here).
Classes:	Grade 9: "World Geography Studies" (Required)
Models:	Unknown
Source:	http://www.tea.state.tx.us/rules/tac/chapter113/index.html
2000 Fordham Grade:	A

Utah	
Date of Standards:	2000 (High School in 2002)
Scheduled Revision:	Unknown
Type:	2.) Stand-alone course standards for 3-12 with subject (really strand) benchmarks. (Social studies not identified separately until 3rd grade)
SS Areas Outlined:	For Grades 3-7 (No others outlined): **1.) Time** **2.) People** **3.) Place**
Geographic Content:	Outlined for all grades 3-8 with varying sub-strands and H.S. course "Geography for Life" with 6 sub-strands Geographic content is present in grade 3-8, with the exception of the course "Geography for Life" geographic components are unmarked in H.S. course and hard to gauge.
Geo Sub-Strands:	For the 9-12 Course "Geography for Life" only: 1.) Students will understand the world in spatial terms. 2.) Students will understand the human and physical characteristics of places and regions. 3.) Students will understand how physical processes shape the earth's surface. 4.) Students will understand how human activities shape the earth's surface. 5.) Students will understand the interaction of physical and human systems. 6.) Students will use geographic knowledge to connect to today's world.
Classes:	Grades 9-12: "Geography for Life"
Models:	Grades 3-8: Model Unknown Grades 9-12: *Geography for Life* (language and structure)
Source:	http://www.uen.org/core/socialstudies/index.shtml
2000 Fordham Grade:	C

Vermont	
Date of Standards:	Fall, 2000
Scheduled Revision:	Unknown
Type:	3B.) Stand-alone subject standards with grouped benchmarks PK-K, 1-2, 3-4, 5-6, 7-8, 9-12.
SS Areas Outlined:	1.) Inquiry 2.) History **3.) Physical and Cultural Geography** 4.) Government and Society 5.) Economics
Geographic Content:	Independently outlined for all grade groups with 3 sub-strands Geographic content present in grade groups.
Geo Sub-Strands:	1.) Students interpret geography and solve geographic problems by… 2.) Students show understanding of human interaction with the environment over time by… 3.) Students analyze how and why cultures continue over time by…
Classes:	Unknown
Models:	Unknown
Source:	http://education.vermont.gov/new/html/pgm_curriculum/history.html
2000 Fordham Grade:	F

Virginia	
Date of Standards:	2001
Scheduled Revision:	2008-2009
Type:	1B.) Infused course standards for K-12 topical benchmarks (subjects unlabeled).
SS Areas Outlined:	None listed.
Geographic Content:	Geographic topics are not marked. Content in each grade hard to gauge, course "World Geography" has the most content.
Geo Sub-Strands:	NA in most grades. The course outline for "World Geography" covers 11 sub-strands (Insufficient space was available to quote the sub-strands in their entirety. The author has paraphrased each sub-strand below. For a full list please see the standards for "World Geography" at the Virginia DOE website given below in "Source"): 1.) Geographic Skills **[PARAPHRASE]** 2.) Physical/Biological Systems **[PARAPHRASE]** 3.) Concept of Regions **[PARAPHRASE]** 4.) World Regional Characteristics **[PARAPHRASE]** 5.) Human System Characteristics **[PARAPHRASE]** 6.) Human Migration and Cultures **[PARAPHRASE]** 7.) Resources **[PARAPHRASE]** 8.) Developed/Developing Countries **[PARAPHRASE]** 9.) Economic Interdependence **[PARAPHRASE]** 10.) Conflict and Cooperation **[PARAPHRASE]** 11.) Urban Development **[PARAPHRASE]**
Classes:	Around Grade 8: "World History and Geography to 1500 A.D." Around Grade 9: "World History and Geography: 1500 A.D. to the Present" Around Grade 10: "World Geography"
Models:	Unknown
Source:	http://www.doe.virginia.gov/VDOE/Instruction/History/hist_ss_framework.html
2000 Fordham Grade:	D

Washington	
Date of Standards:	March 13, 2008
Scheduled Revision:	2007-2008
Type:	3A.) Stand-alone subject standards with K-12 benchmarks.
SS Areas Outlined:	1.) Civics 2.) Economics **3.) Geography** 4.) History 5.) Social Studies Skills
Geographic Content:	Independently outlined for all grades with 3 sub-strands Geographic content present in all grades.
Geo Sub-Strands:	1.) Understands the physical characteristics, cultural characteristics, and location of places, regions and spatial patterns on the Earth's surface. 2.) Understands human interaction with the environment. 3.) Understands the geographic context of global issues.
Classes:	Unknown
Models:	Unknown (Relates outline to 5 Themes at the bottom of every page)
Source:	http://www.k12.wa.us/CurriculumInstruct/SocStudies/
2000 Fordham Grade:	F

West Virginia	
Date of Standards:	July 1, 2008
Scheduled Revision:	Unknown
Type:	3A.) Stand-alone subject standards with K-6 benchmarks. 2.) Stand-alone course standards for 7-12 with subject benchmarks.
SS Areas Outlined:	1.) Citizenship 2.) Civics/Government 3.) Economics **4.) Geography** 5.) History 6.) Reading
Geographic Content:	Independently outlined for all grades with 6 sub-strands Geographic content present in grades K-12 and all courses, with the exception of a 12th grade "Economics" elective course.
Geo Sub-Strands:	1.) Students will interpret, and chose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). 2.) Examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). 3.) Analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). 4.) Analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). 5.) Analyze the interaction of society with the environment (Environment and Society). 6.) Point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).
Classes:	Grade 7: "World Geography" Grade 12: "Geography Elective" (1 Semester Elective)
Models:	Uses language and 6 essential elements of *Geography for Life.*
Source:	http://wvde.state.wv.us/policies/csos.html
2000 Fordham Grade:	B

Wisconsin	
Date of Standards:	1998
Scheduled Revision:	2008-2009
Type:	3B.) Stand-alone subject standards with grouped benchmarks by grades 4, 8, 12.
SS Areas Outlined:	**A. Geography** B. History C. Political Science and Citizenship D. Economics E. Behavioral Science
Geographic Content:	Independently outlined for all grade groups sub-stands vary. Geographic content present in all groups.
Geo-Strands:	NA
Classes:	Unknown
Models:	*Geography for Life* (language)
Source:	http://www.dpi.state.wi.us/standards/ssintro.html
2000 Fordham Grade:	F

Wyoming	
Date of Standards:	July 7, 2003
Scheduled Revision:	2008-2009
Type:	4B.) Infused subject standards with grouped benchmarks by grades 4, 8 and 11.
SS Areas Outlined:	1. Citizenship, Government and Democracy 2. Culture and Cultural Diversity 3. Production, Distribution and Consumption 4. Time, Continuity and Change 5. People, Places and Environments
Geographic Content:	Outlined for all grade groups with 3-4 sub-strands. Geographic content present in all groups.
Geo Sub-Strands:	By 4th Grade : 1.) Students use physical maps, political maps and globes to identify locations using scale, cardinal and intermediate directions, legends, keys, and symbols. 2.) Students identify their relative location in terms of home, school, neighborhood, community, county, state, country, and continent. 3.) Students locate major landmarks, landforms and areas/regions in the community and in Wyoming. 4.) Students describe relationships among people and places, and the environmental context in which they take place. By 8th Grade: 1.) Students use charts, maps and graphs to answer questions dealing with people, places, events or environments. 2.) Students apply the themes of geography to topics being studied. 3.) Students demonstrate an ability to organize and process spatial information; i.e. You Are Here maps of various areas. By 11th Grade: 1.) Students interpret charts, maps, and graphs to answer questions dealing with people places, events or environments. 2.) Students analyze how physical characteristics of the earth and human interactions with the environment have affected the development of societies, cultures, and individuals. 3.) Students demonstrate and ability to organize and process information about people, places, and environments.
Classes:	Unknown
Models:	Partially based on NCSS themes.
Source:	http://www.k12.wy.us/SAA/standards.asp
2000 Fordham Grade:	F

Scheduled Revision of Standards

Periodicity: The National Geographic Grosvenor Scholar compiled this data recently (2008). There is currently no plan to continuous update this information.

Sources and Data:
The word documents: "SS Framework Revisions.doc" and "FrameworkRevisions1.xls"

Contacts:
Audrey Mohan

Information I looked for:
-State Social Studies standards revision dates.

Social Studies Framework Revisions Calendar*

2007 - 2008	2008 - 2009	2009-2010	2010 - 2011	2011 - 2012
Florida	Connecticut	Alabama	Mass.	Arkansas
Kansas	Georgia	California	N. Carolina	Kentucky
Iowa	Hawaii	Montana		Louisiana
Colorado	Indiana	Oregon		Oklahoma
Illinois	Mississippi	S. Carolina		S. Dakota
Michigan	Nebraska			
Missouri	Texas			
Nevada	Virginia			
N. Dakota	Wisconsin			
Washington	Wyoming			

*Information gathered by the Grosvenor Center for Geographic Education Texas State University.

Summary Analysis of State Standards	Status of Geography*			Framework Model				Benchmarks			Scheduled Revision		
	Separate Subject	Discipline within Social Studies	Social Studies Strands with Geographic Content	Geography for Life	Five Themes	NCSS Themes	Independent	K-5	5-8	9-12	Revision Date Known	2000 Fordam Grade	Revised Since Fordham
Alabama		■					■				09-10	B	
Alaska	■			■								C	
Arizona		■		■				■	■			B	
Arkansas		■		■				■	■	■	11-12	F	
California		■					■	■	■	■	09-10	C	
Colorado	■			■				■	■	■	07-08	A	
Connecticut		■		■				■	■	■	08-09	D	
Delaware		■					■	■	■	■		C	
District of Columbia		■		■				■	■	■		A	■
Florida		■				■		■	■	■	07-08	B	
Georgia		■					■	■	■	■	08-09	D	■
Hawaii		■		■				■	■	■	08-09	F	■
Idaho		■					■	■	■	9-11		–	■
Illinois		■					■	■	■	■	07-08	D	
Indiana		■		■				■	■	■	08-09	A	■
Iowa		■					■			■	07-08	–	■
Kansas		■		■				■	■	■	07-08	A	■
Kentucky		■					■	■	■	■	11-12	F	■
Louisiana		■					■	■	■	■	11-12	A	
Maine		■		■				■	■	■		F	■
Maryland		■					■	■	■	■		B	■
Massachusetts			■		■			■	■	■	10-11	D	■
Michigan		■		■				■	■	■	07-08	B	■
Minnesota		■					■	■	■	■		F	■
Mississippi		■					■	■	■	■	08-09	D	■
Missouri		■					■	■	■	■	07-08	B	■
Montana			■		■			■	■	■	09-10	–	■
Nebraska			■			■		■	■	■	08-09	F	
Nevada		■		■				■	■	■	07-08	C	■
New Hampshire		■		■				■	■	■		B	■
New Jersey		■		■				■	■	■		D	■

Summary Analysis of State Standards	Status of Geography*			Model				Benchmarks			Scheduled Revision		
	Separate Subject	Discipline within Social Studies	Geographic Strands Present	Geography for Life	Five Themes	NCSS Themes	Independent	K-5	5-8	9-12	Revision Date Known	2000 Fordam Grade	Revised Since Fordham
New Mexico												F	
New York												D	
North Carolina											10-11	C	
North Dakota											07-08	F	
Ohio												D	
Oklahoma											11-12	C	
Oregon											09-10	F	
Pennsylvania												–	
Rhode Island												–	
South Carolina											09-10	A	
South Dakota											10-11	C	
Tennessee												F	
Texas											08-09	A	
Utah												C	
Vermont								3-5				F	
Virginia											08-09	D	
Washington											07-08	F	
West Virginia												B	
Wisconsin											08-09	F	
Wyoming											08-09	F	
Total:	3	41	7	20	5	3	23	48	48	47			40

*This analysis examined geography in state social studies standards only and does not include additional content that may exist in other areas such as science or mathematics.

State Standards and Requirements

Periodicity: Most or all of this information is available on the web. A project is currently underway in National Geographic Education and Children's Programs to compile the data. As yet there is not collective source which lists and categorizes all state geography standards.

Sources and Data:
Education World "State Standards":
http://www.educationworld.com/standards/state/index.shtml (Links to State education websites with standards for different subjects.)

Contacts:
Toni Schneider, Audrey Mohan

Information I looked for:
-State geography standards
-Grade specific standards
-Social Studies standards
-Where standards modeled on *Geography for Life*?

Standardized National Assessments

An Introduction to National Geography Assessments

Large scale standardized assessment is one of the main structured indicators of the extent of the nation's geographic knowledge. Yearly examinations such as the General Education Development (GED) Social Studies Test, Advanced Placement Human Geography, and International Baccalaureate Geography Papers measure the skill levels of individual participants in order to award high school and college level credit. Other large scale assessment such as the Geography National Assessment of Educational Progress (NAEP) surveys of 1994 and 2001 and the National Geographic surveys of young Americans in 1988, 2002 and 2006 address the knowledge of selected populations. The following pages provide descriptions of these five assessments, which include the most recent number of participants, the scoring system, the geographic content design and structure of the assessments, data analysis, *Geography for Life* standards implementation and sample questions.

Advanced Placement (AP) Human Geography

Periodicity: The College Board has offered an Advanced Placement Human Geography test every year since 2001.

Sources and Data:

College Board AP Human Geography Website
"Human Geography" College Board, 2008. Available online at http://www.collegeboard.com/student/testing/ap/sub_humangeo.html. (General information about the AP)

Course Description (Online PDF)
"Human Geography Course Description" College Board, 2008. Available online at http://www.collegeboard.com/prod_downloads/ap/students/humangeo/ap-cd-humangeo-0708.pdf (Topics tested and in what percentages, test layout)

National/State Average Scores and # of Test Takers By Year (Only 11th grade available for some years)
"Summary Reports" College Board, 2008. Available online at http://www.collegeboard.com/student/testing/ap/exgrd_sum/2007.html. (Scores and # of test takers, got missing data from Bob Dulli for years where only 11th grade is listed, comparisons with other subject tests)

***Geography for Life* Standards Tested by AP Human Geography**
Johnson, Brian. "Content Coverage of *Geography for Life* Standards in Selected Nationwide Voluntary High School-Level Exams." GENIP Report, August 2006. (Break down of *Geography for Life* in 2001 AP test)

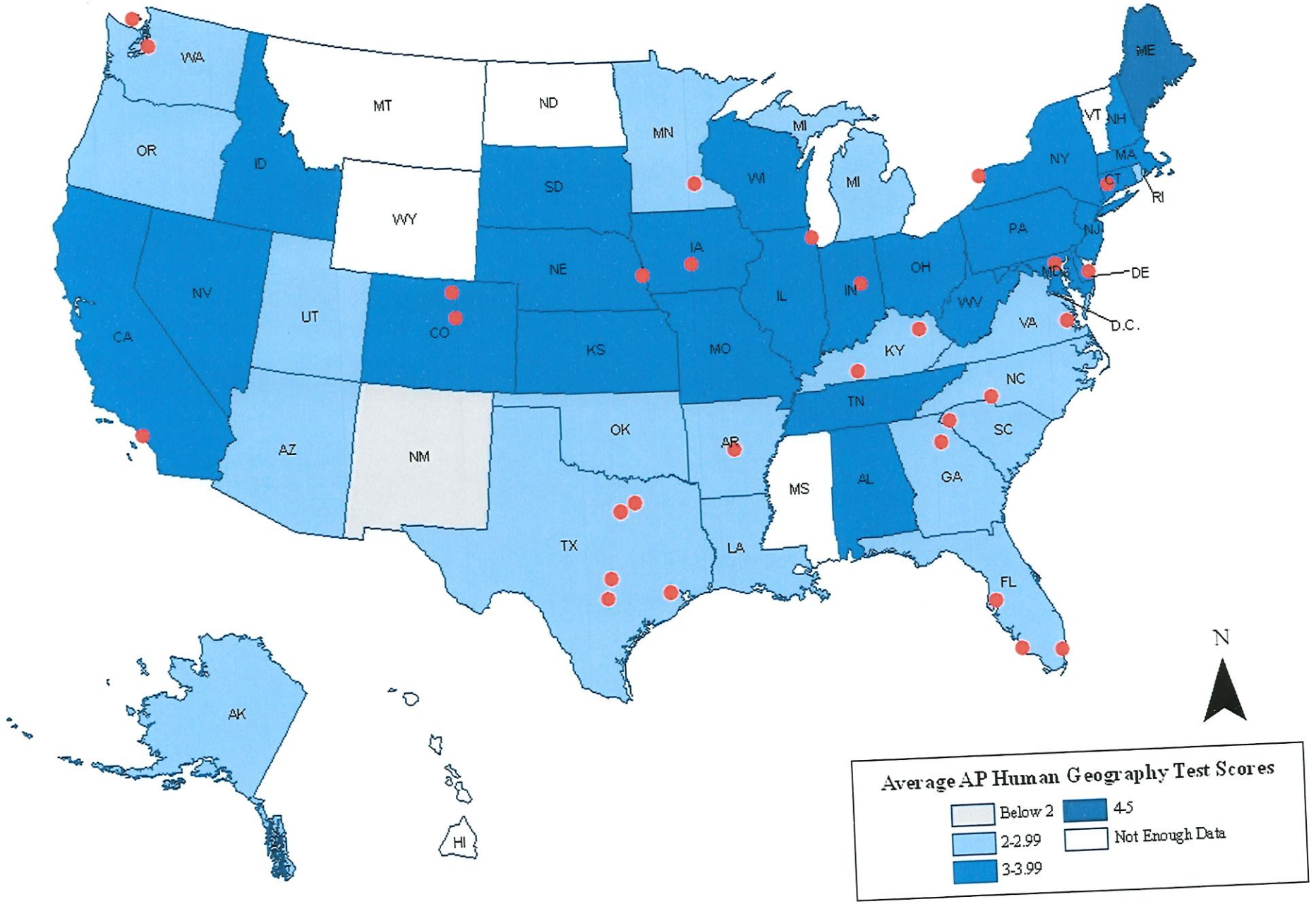
Contacts:

Sarah Bednarz
Jennifer Topeal, Human Geography College Board (866-392-4078 regional office number ask to be connected)
Bob Dulli

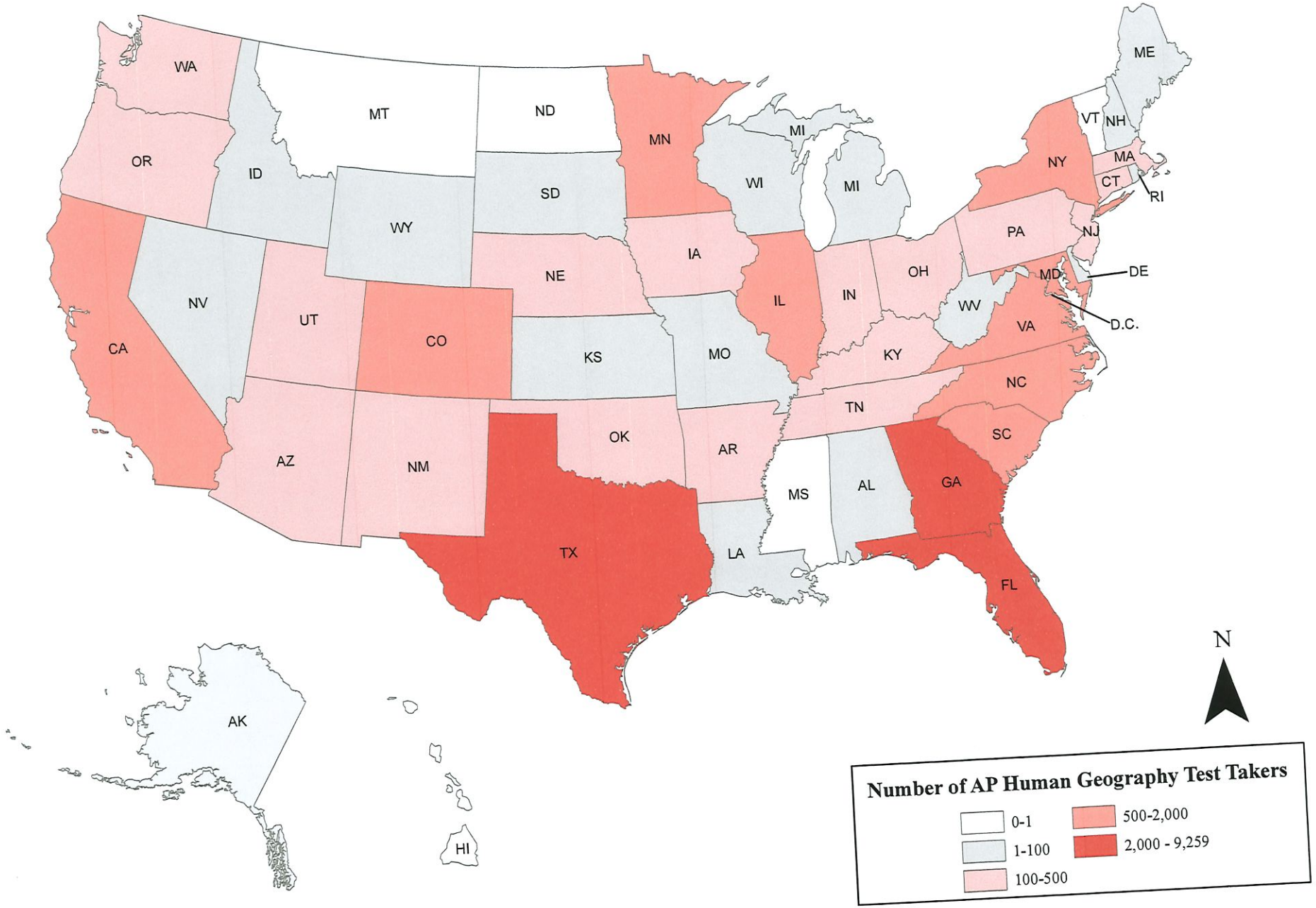
Information I looked for:

-Number of students who took each assessment.
-Scoring Level and Average Scores
-Test content design
-Test structure
-Trends and Analysis, growth over time, scores, comparison with other Social Studies AP tests.
-*Geography for Life* standards tested.

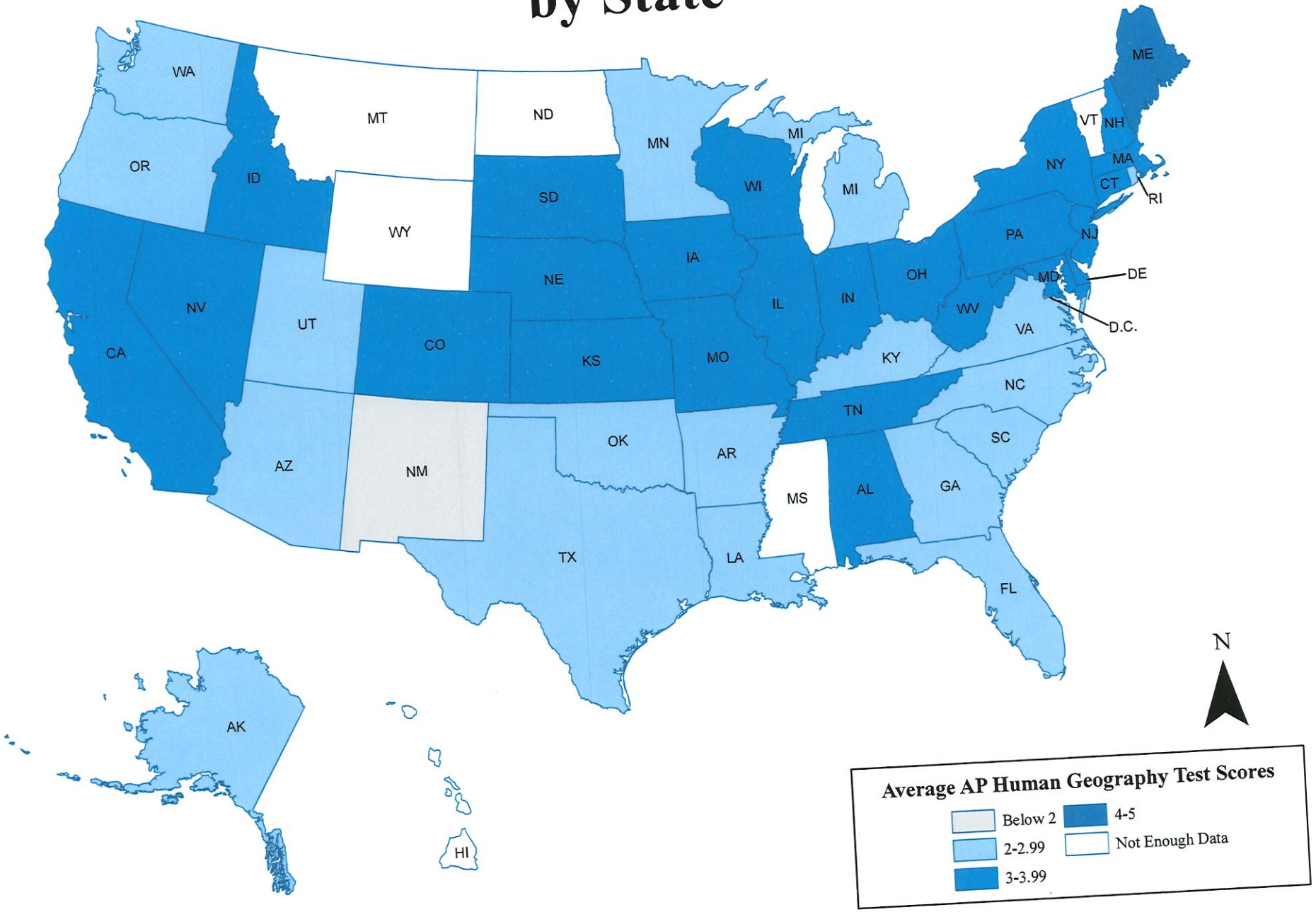
2007 AP Human Geography Average Test Scores and 2008 AP Summer Institutes with Human Geography Workshops



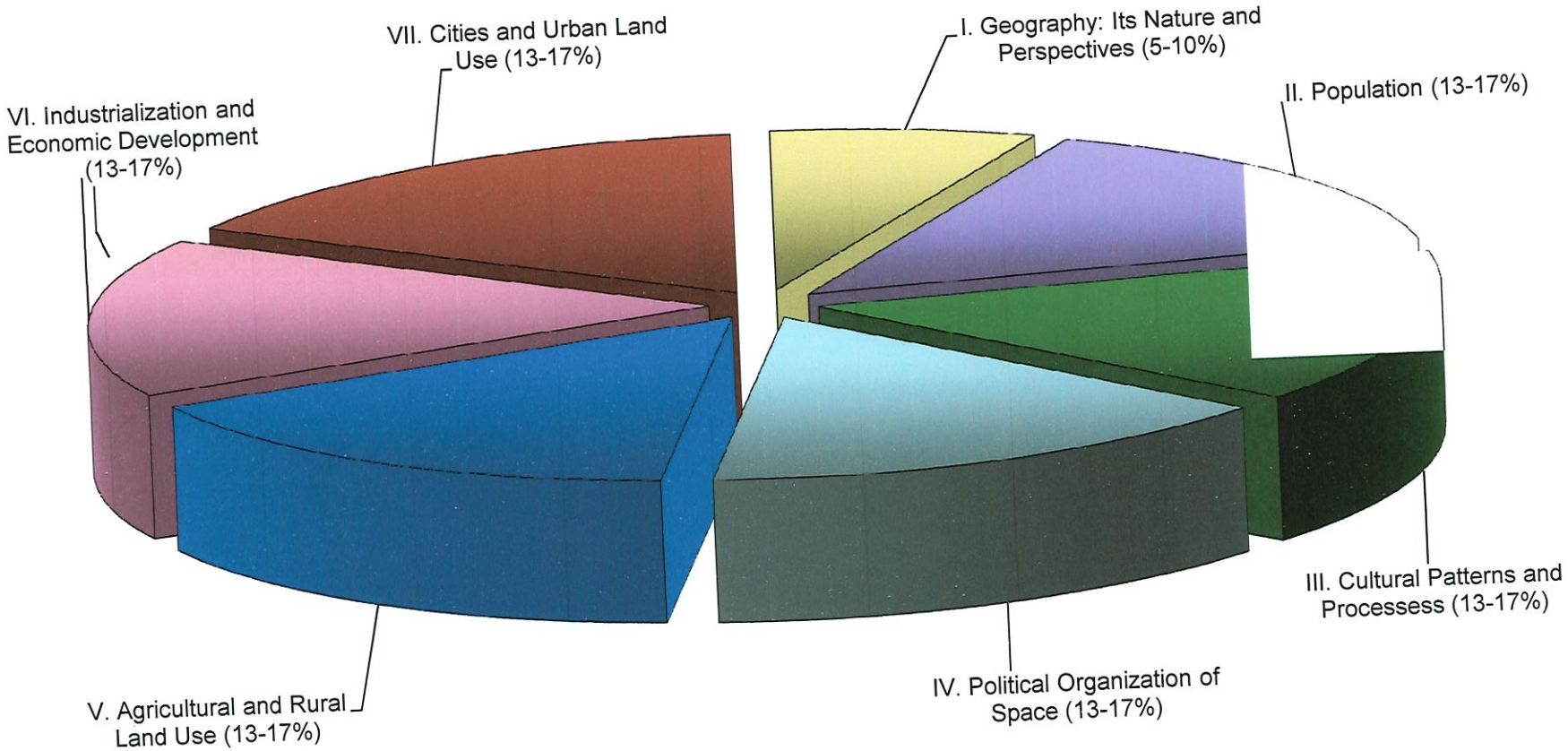
2007 AP Human Geography Test Populations by State

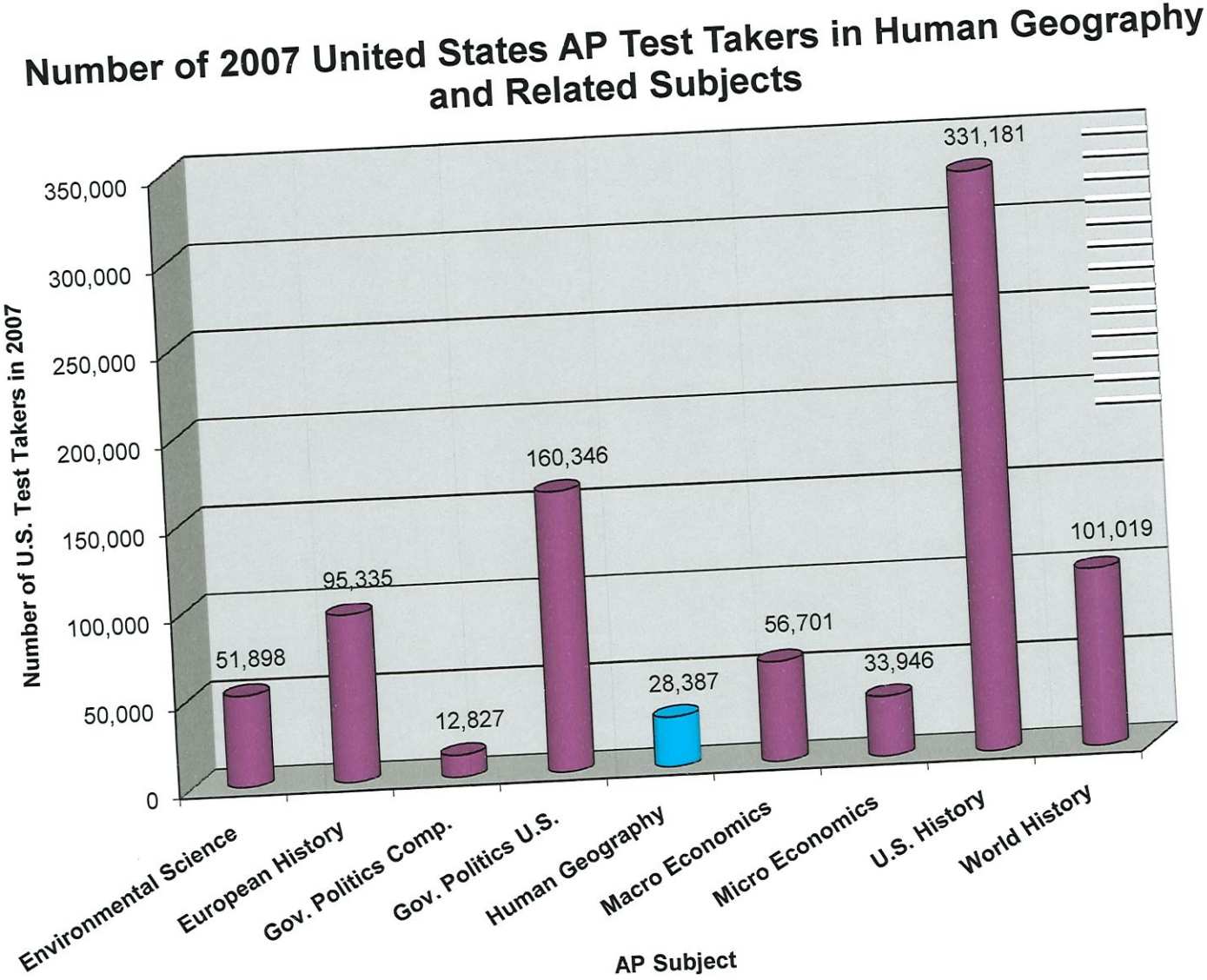


2007 AP Human Geography Average Test Scores by State

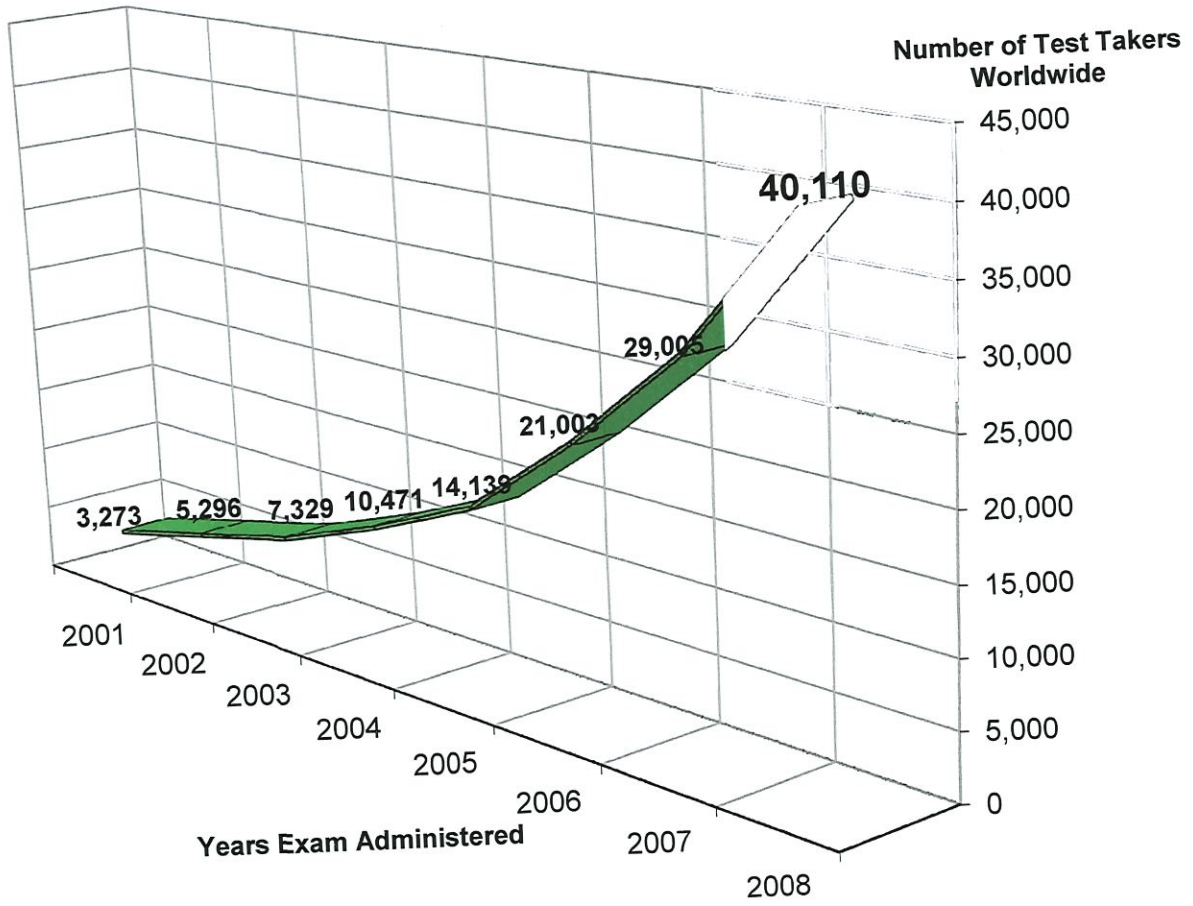


AP Human Geography Exam Content Areas

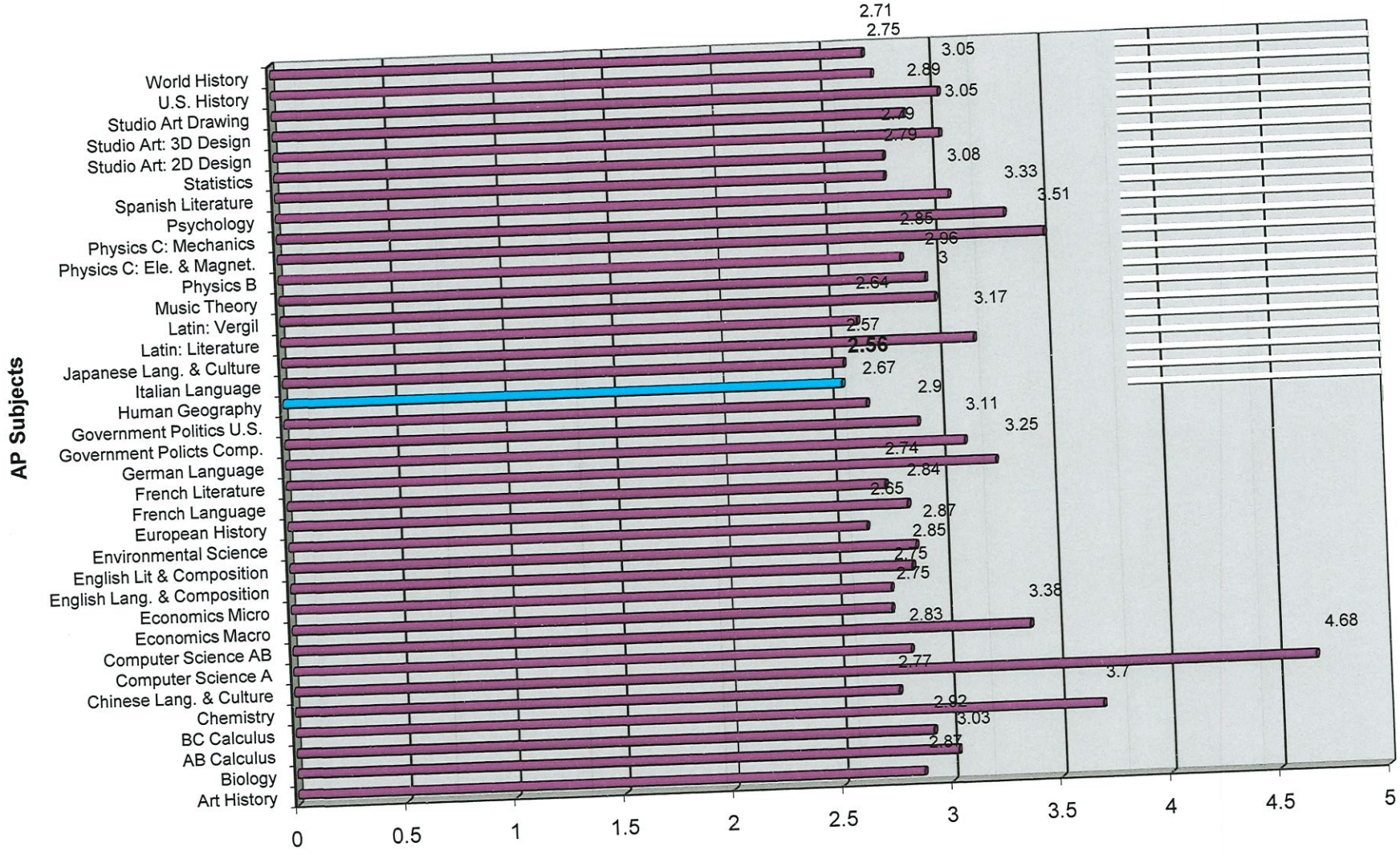



Number of 2007 United States AP Test Takers in Human Geography and Related Subjects
Number of U.S. Test Takers in 2007
350,000
300,000
250,000
200,000
150,000
100,000
50,000
0
51,898
95,335
12,827
160,346
28,387
56,701
33,946
331,181
101,019
Environmental Science
European History
Gov. Politics Comp.
Gov. Politics U.S.
Human Geography
Macro Economics
Micro Economics
U.S. History
World History
AP Subject

Advanced Placement Human Geography Worldwide Participation Totals by Year



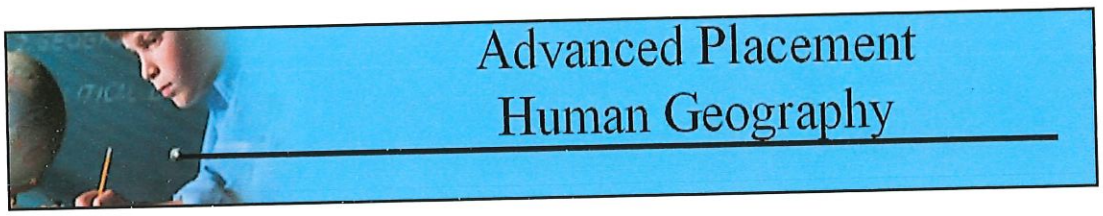
2007 Mean Scores for Each AP Subject Test



Advanced Placement Human Geography

Human Geography at a Glance

Years of Administration:	2001-Present
Number of Test Takers:	40,110 in 2008
Scoring Range:	0-5
Average Score:	2.58
Passing Score:	2 (although 3 is more widely accepted)
Approximate Age of Test Takers:	14-18
Approximate Grade of Test Takers:	9^{th}-12^{th}
Test Length:	2 hours 15 minutes
Number of Questions:	78
Question Type:	Multiple Choice and Free Response
Identical Tests for all Takers?:	Yes
Single Geography Subject Test?:	Yes
Reports Scores of Individuals?:	Yes
***Geography for Life* Areas Stressed:**	The bulk of the 2005 exam content focused on standards 11, 12, 10 and 3.



1.1) The Advanced Placement (AP) Human Geography Exam

The College Board is a not-for-profit organization composed of over 5,400 educational associations. Yearly the College Board offers a wide variety of services and programs to students seeking admission to colleges or universities. These include the Scholastic Achievement Test (SAT), Pre-Scholastic Achievement Test (PSAT) and the Advanced Placement (AP) Program.

The AP program currently consists of 37 college level courses and exams designed for high school classrooms. The College Board recommends that high school students who score well on an AP exam are qualified to receive course credit from a perspective college or university.[1] In 2000 the AP program launched a new Human Geography course designed to "introduce students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface."[2] In May 2001, 3,727 students sat for the first AP Human Geography exam. Since 2001 over 87,000 students have taken the exam. An estimated 38,000 students will sit for the test in May of this year (see Figure 4).

Student examinations are graded on a scale of 1 to 5. The College Board recommends that students who score 3 or higher on the examination are qualified to receive college or university credit. Students with a score of 2 may have adequate knowledge of the subject and are potentially recommended while students who receive a 1 are not recommended to receive credit from a potential college or university. The chart below provides an outline of the scoring system and gives the percentage of Human Geography students who receive each score in 2007. The mean score in 2007 was 2.56 (this is the lowest average score of any AP subject test for that year).

---

[1] "About Us." The College Board, 2008. Available online at http://www.collegeboard.com/about/index.html.
[2] "Human Geography" The College Board, 2008. Available online at http://www.collegeboard.com/student/testing/ap/sub_humangeo.html.

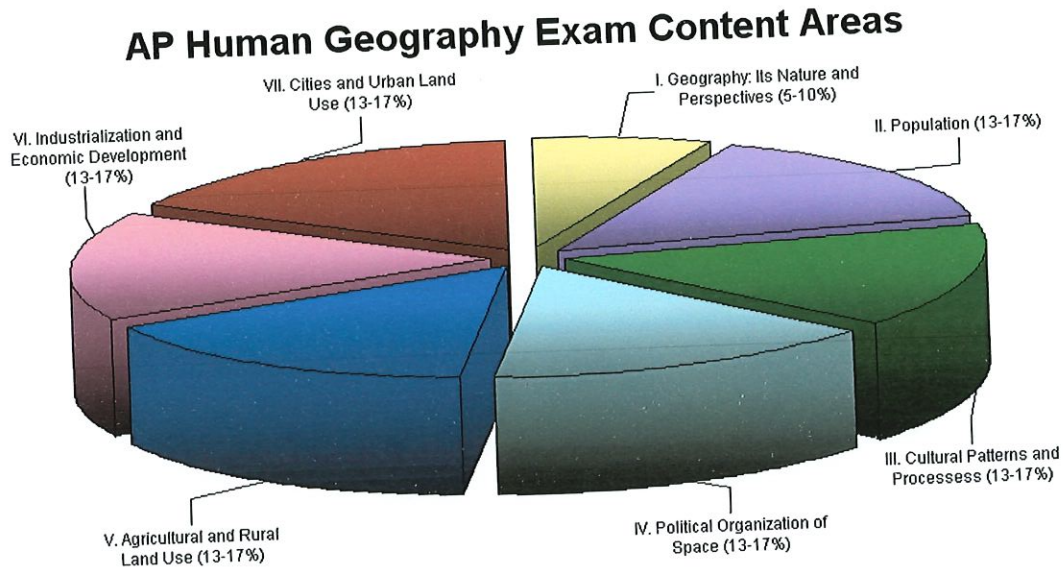
Figure 1

AP Five Point Scoring System with Human Geography Percentages		
Score	**Qualified to receive college credit?**	**% of Students**
5	Extremely well qualified	11.2
4	Well qualified	17.9
3	Qualified	21.8
2	Possibly qualified	16.3
1	No recommendation	32.9

1.2) Content and Structure of the AP Human Geography Exam

The College Board outlines seven major content areas covered in the AP Human Geography examination. Each of these areas accounts for a percentage of the test's multiple choice questions.

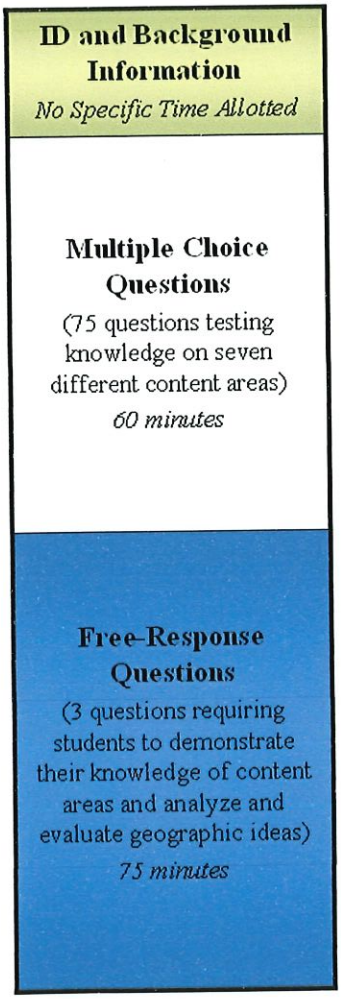
Figure 2



The AP Human Geography examination is two hours and fifteen minutes in duration. The test is divided into two sections: a 60 minute multiple choice section followed by a 75 minute free response section. There are 75 multiple choice questions and three free response questions. Each content section accounts for half of the student's final grade.

Figure 3

AP Human Geography Test Structure



1.3) Trends/Analysis

The number of students taking the Human Geography exam has increased dramatically since 2005. The College Board reports that 40,110 students will take the test in May 2008 compared to only 3,272 seven years before. The number of Human Geography test takers has increased by an average of 40% per year for the last three years.

Figure 4

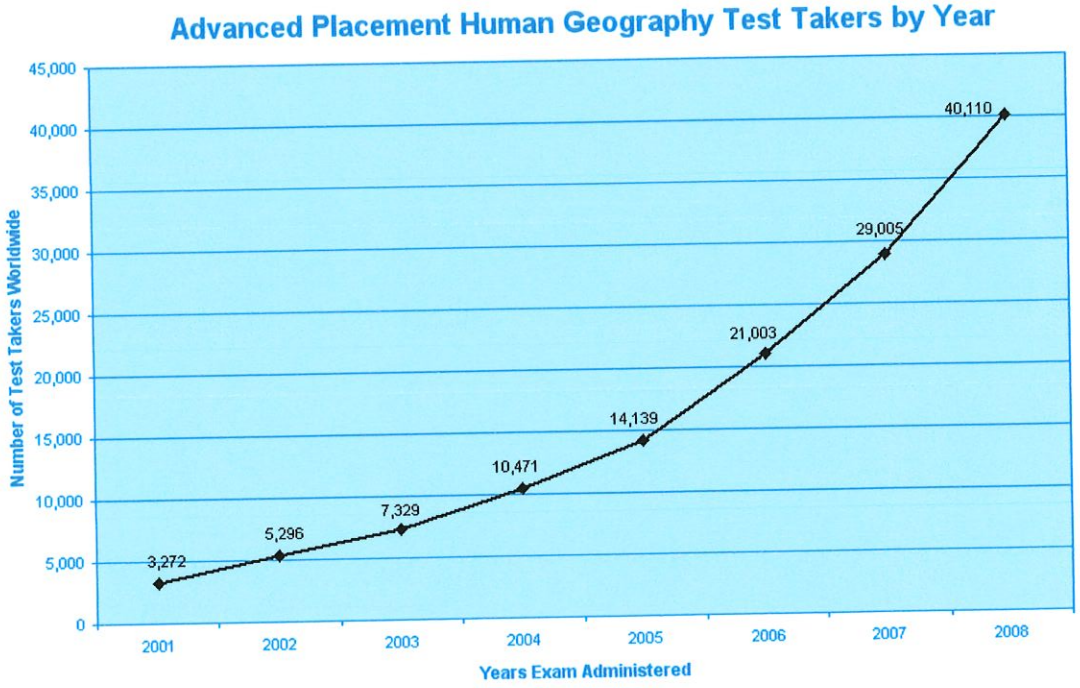


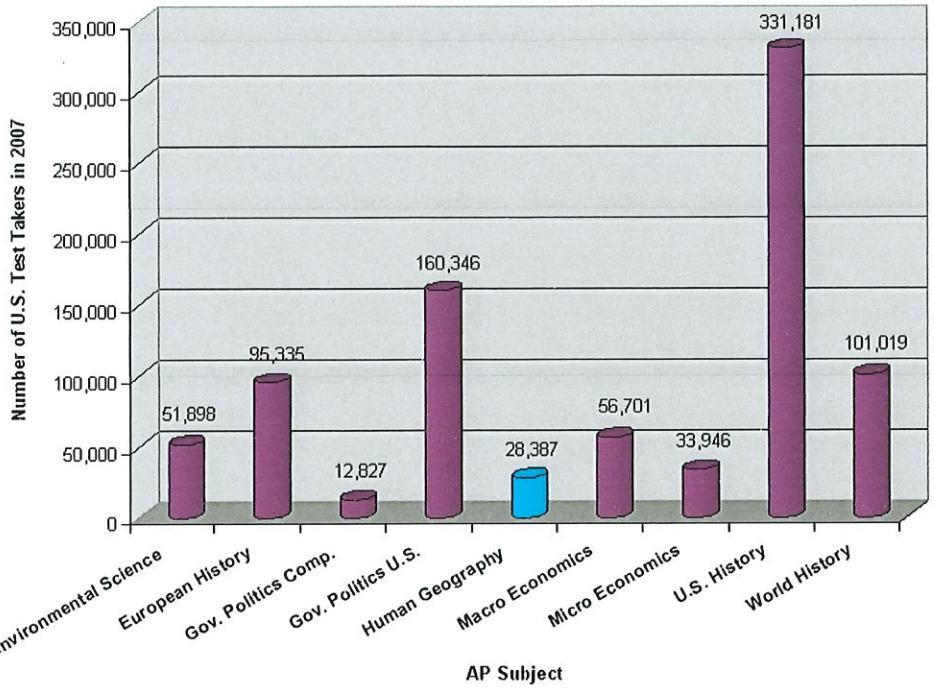
Figure 5

Percent Increase AP Human Geography Test Taker 2005-2008	
Year	**% Increase**
2005	35% from 2004
2006	49% from 2005
2007	38% from 2006
2008	38% from 2007

Although the number of Human Geography test takers has increased in recent years the test is still not as popular as other AP social studies tests or the AP Environmental Science test. The graph below shows the total number of students who took the exam in 2007 compared to other exams in related areas.

Figure 6

Number of 2007 United States AP Test Takers in Human Geography and Related Subjects



The maps on the following two pages show the number of students who took AP Human Geography in 2007 by state and the average score in each state. 9,259 students took the test in Florida, the largest number of any state. Florida was followed by Texas and Georgia producing 3,285 and 2,376 test takers respectively. No students took the test in Hawaii or Montana in 2007 and Mississippi, North Dakota and Vermont only tested one student each. Twenty-five states had average scores higher than the unconditional AP passing grade of 3. Nineteen states and the District of Columbia had average scores below, the unconditional passing level. (States where two or fewer students took the exam where not considered.) Maine produced the highest average score at 4.00 (49 test takers) while New Mexico produced the lowest average score at 1.13 (192 test takers).[3]

[3] "Summary Reports 2007" The College Board, 2007. Available online at http://www.collegeboard.com/student/testing/ap/exgrd_sum/2007.html.

2007 AP Human Geography Test Populations by State

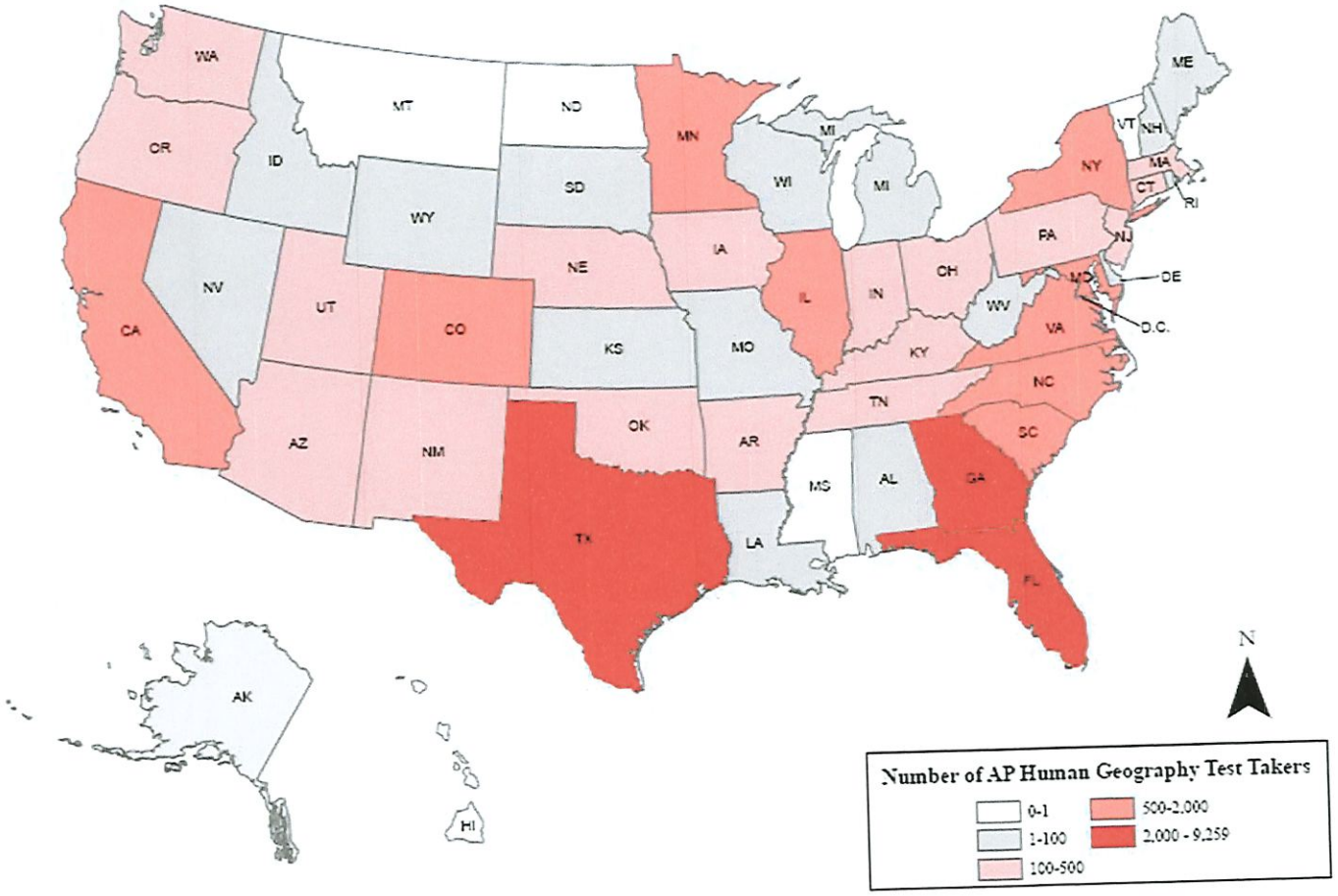


Figure 7

2007 AP Human Geography Average Test Scores by State

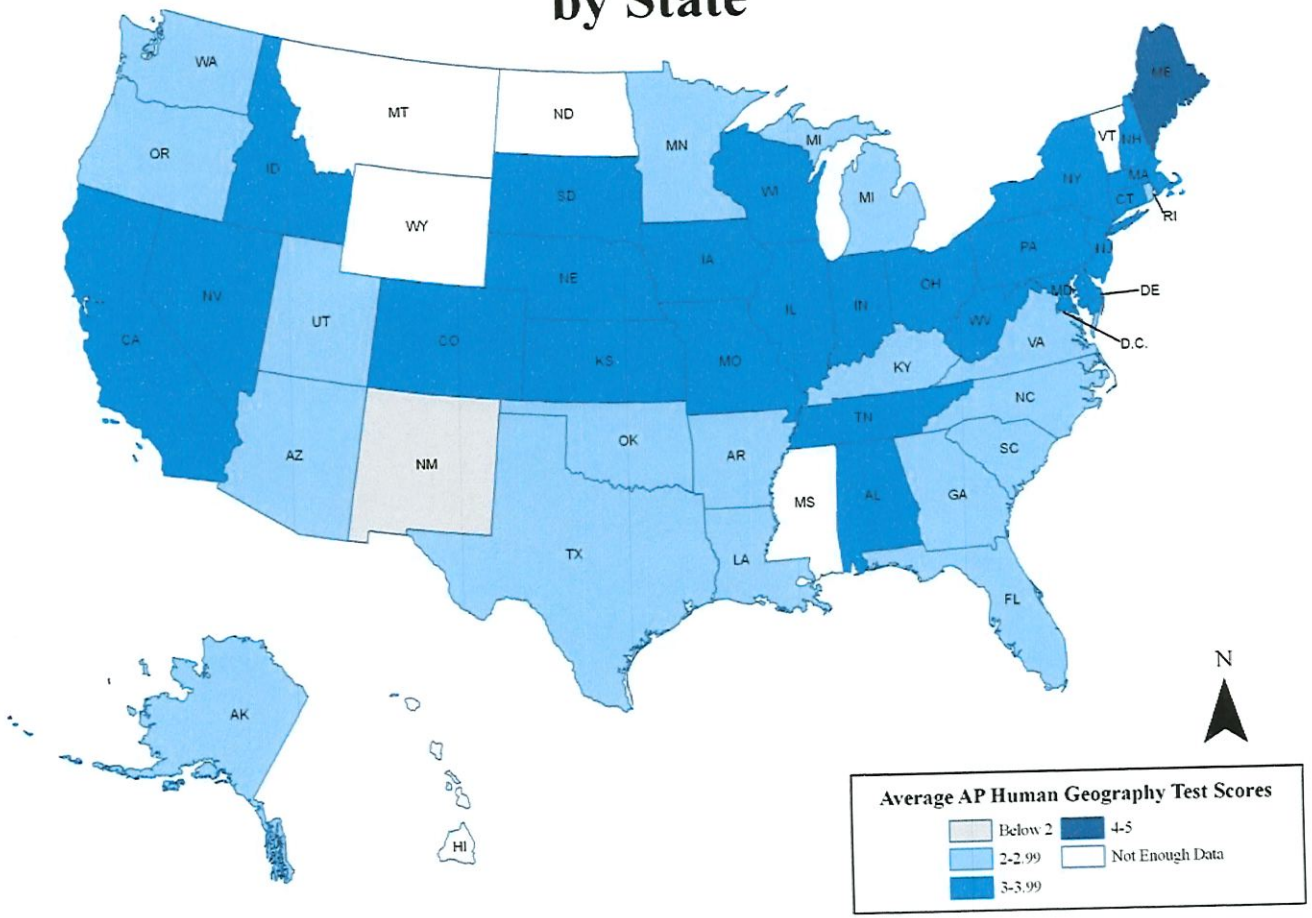
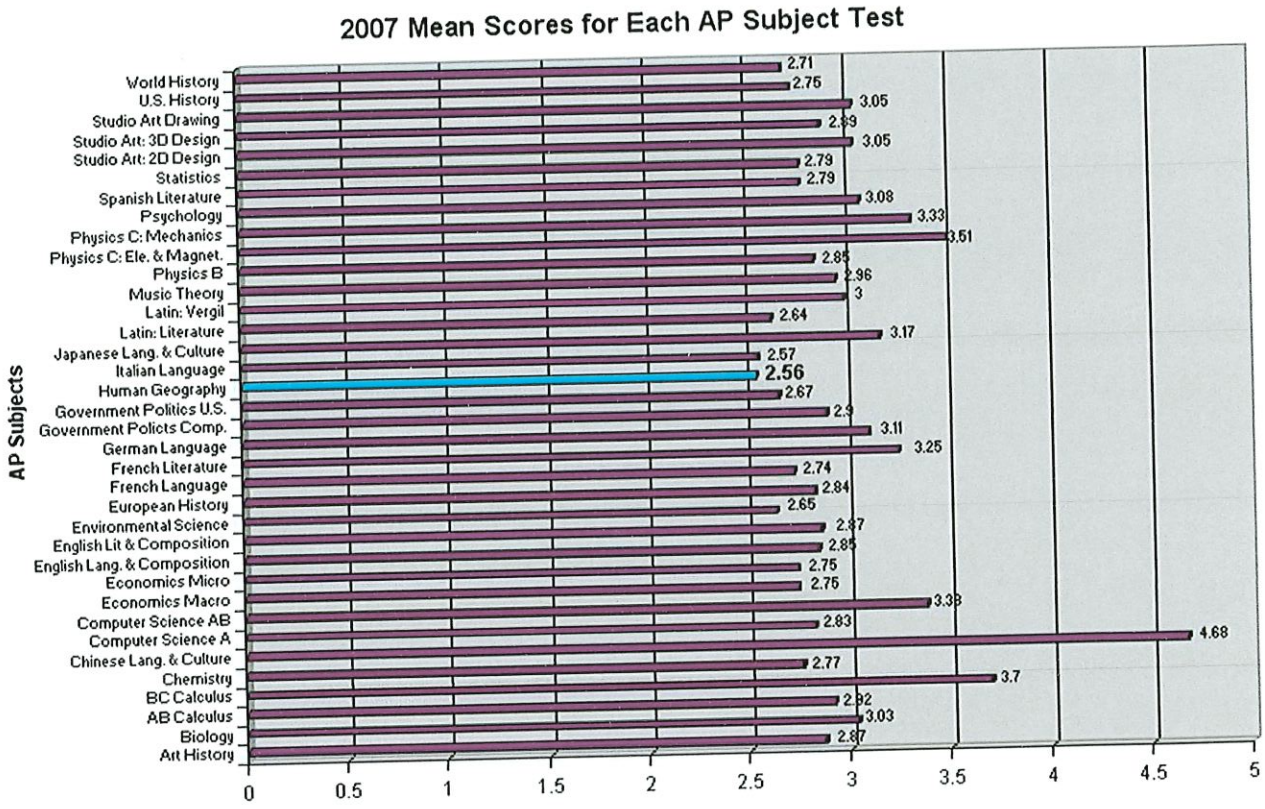


Figure 8

In 2007 the mean AP Human Geography score was a 2.56—a significant decrease from past years. This was the lowest mean score reported by the College Board for an AP subject test that year.[4]

Figure 9



The drop in the average score could conceivably be explained by a lack of proper teacher training in the subject. The table below gives the number of Human Geography workshops offered this summer by AP institutes around the country. The table also provides information for the three AP disciplines closest to Human Geography in test taking population.

Figure 10

2008 AP Summer Institute Workshops for Human Geography and Similar Test Taking Populations[5]		
Subject	**# of Test Takers in 2007**	**# of APSI Workshops in 2008**
French Language	19,655	49
Physics C: Mechanics	25,554	45
Human Geography	**29,005**	**31**
Micro Economics	33,946	57

[4] "Summary Reports 2007" The College Board, 2007. Available online at http://www.collegeboard.com/student/testing/ap/exgrd_sum/2007.html.
[5] Ibid.

The AP exam is designed to test geography skills at an introductory college level. Currently statistics show that Human Geography is most popular among younger students. In 2007, 9th graders made up almost half (45.02%) of the exam's total testing population more than any other grade.[6]

Figure 11

Grade of Test Takers	Number of Test Takers in 2007
9th grade	12,546
10th grade	5,219
11th grade	3,874
12th grade	6,229

1.4) *Geography for Life* Content Analysis of AP Human Geography

The College Board recommends that an AP Human Geography course be taught in such a way that students who successfully complete the course should be able to reach "five college-level goals that build on the National Geography Standards developed in 1994."[7] An analysis of the 2001 Human Geography exam commissioned by the Geography Education National Implementation Project (GENIP) in 2006 and performed by Brian Johnson showed that the exam tested a student's skills in all *Geography for Life* standards with the exception of Standard 2, "How to Use Mental Maps." The content of the 2001 AP exam focused principally on a student's comprehension of four standards (largest content area listed first).

> Standard 11, "The patterns and networks of economic interdependence on Earth's surface."
> Standard 12, "The processes, patterns and functions of human settlement."
> Standard 10, "The characteristics, distributions, and complexity of Earth's cultural mosaics."
> Standard 3, "How to analyze the spatial organization of people, places, and environment on Earth's surface."[8]

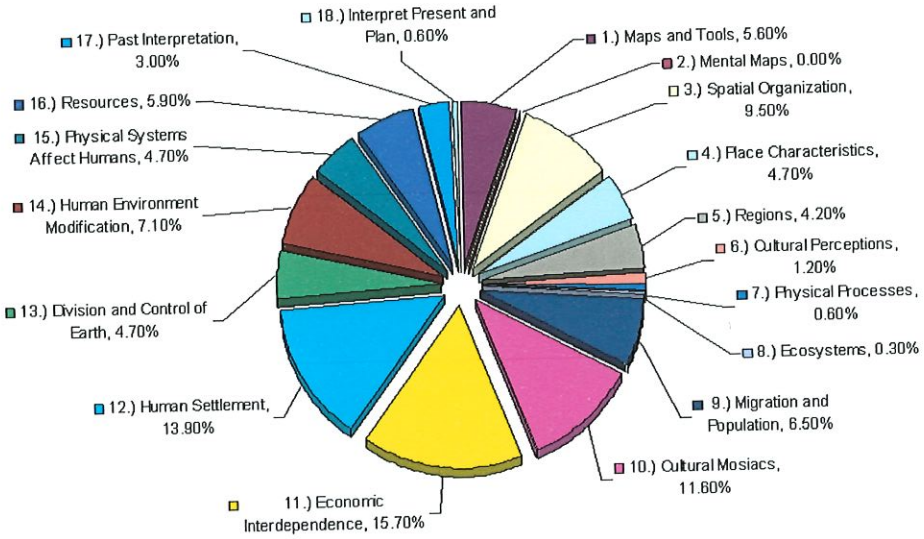
The chart on the following page is taken from the 2006 Johnson Report and gives the content coverage percentages for each standard based on the analysis of the 2001 questions.

---

[6] Emailed correspondence with College Board April 3, 2008.
[7] "Human Geography" The College Board, 2008. Available online at http://www.collegeboard.com/student/testing/ap/sub_humangeo.html.
[8] The Geography Education Standards Project. *Geography for Life: National Geography Standards 1994.* National Geographic Research & Exploration, 1994.

Figure 12

2001 Advanced Placement Human Geography Exam
Content Coverage of
Geography for Life Standards

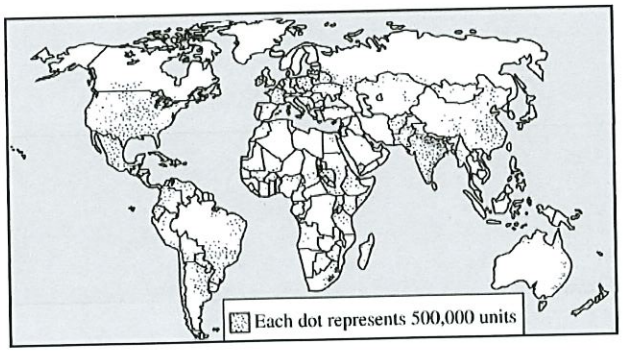


*Data collected by Brian Johnson, 2006 GENIP Intern

1.5) Sample Geography AP Survey Questions

Figure 13

Sample Multiple Choice Question from Online Course Description



11. The shaded areas in the map above illustrate the distribution of
    (A) cattle
    (B) cotton
    (C) rice
    (D) tobacco
    (E) sheep

Figure 14

2007 Sample Free Response Question

2. At the same time that English is solidifying its role as the world's premier lingua franca, lesser-used minority languages (such as Welsh, Basque, and Inuktitut) are undergoing revival.

   Discuss three distinct factors promoting the revival of minority languages in the face of globalization.

International Baccalaureate (IB) Geography Standard and Higher Level Papers

Periodicity: The International Baccalaureate (IB) Diploma Programme offers standard and higher level end of course geography papers every year. General statistics for the last three years are available on the IB website.

Sources and Data:

Data Summary 2005-2007

"Examination Review and Data Summary Reports" International Baccalaureate, 2008. Available online at http://www.ibo.org/ibna/research/examreview.cfm. (Average Scores and # of test takers in the U.S. and worldwide)

IB Website

"International Baccalaureate" International Baccalaureate, 2008. Available online at http://www.ibo.org/. (General Information about IB)

"Diploma Programme" International Baccalaureate, 2008. Available online at http://www.ibo.org/diploma/. (General information of curriculum and assessment).

Geography Course Guide

The International Baccalaureate Organization. *Geography: For First Examination in 2005*. Antony Rowe Ltd., 2005. (exam content and percentages)

Contacts:

Ann Linsley, IB/AP Geography Bellaire High School Texas (713-305-7323, alinsley@hotmail.com)

Stuart Semple, IB Geography Curriculum (ssemple@mta.ca)

Erin Albright, Mid-Atlantic IB Diploma Program Coordinator (703-642-4254, Erin.Albright@fcps.edu)

Mark Rogers, IB Standard Level Geography teacher Stuart High School (Mark.D.Rogers@fcps.edu)

John Hawes, IB Standard Level Geography teacher Annadale High School (John.Hawes@fcps.edu)

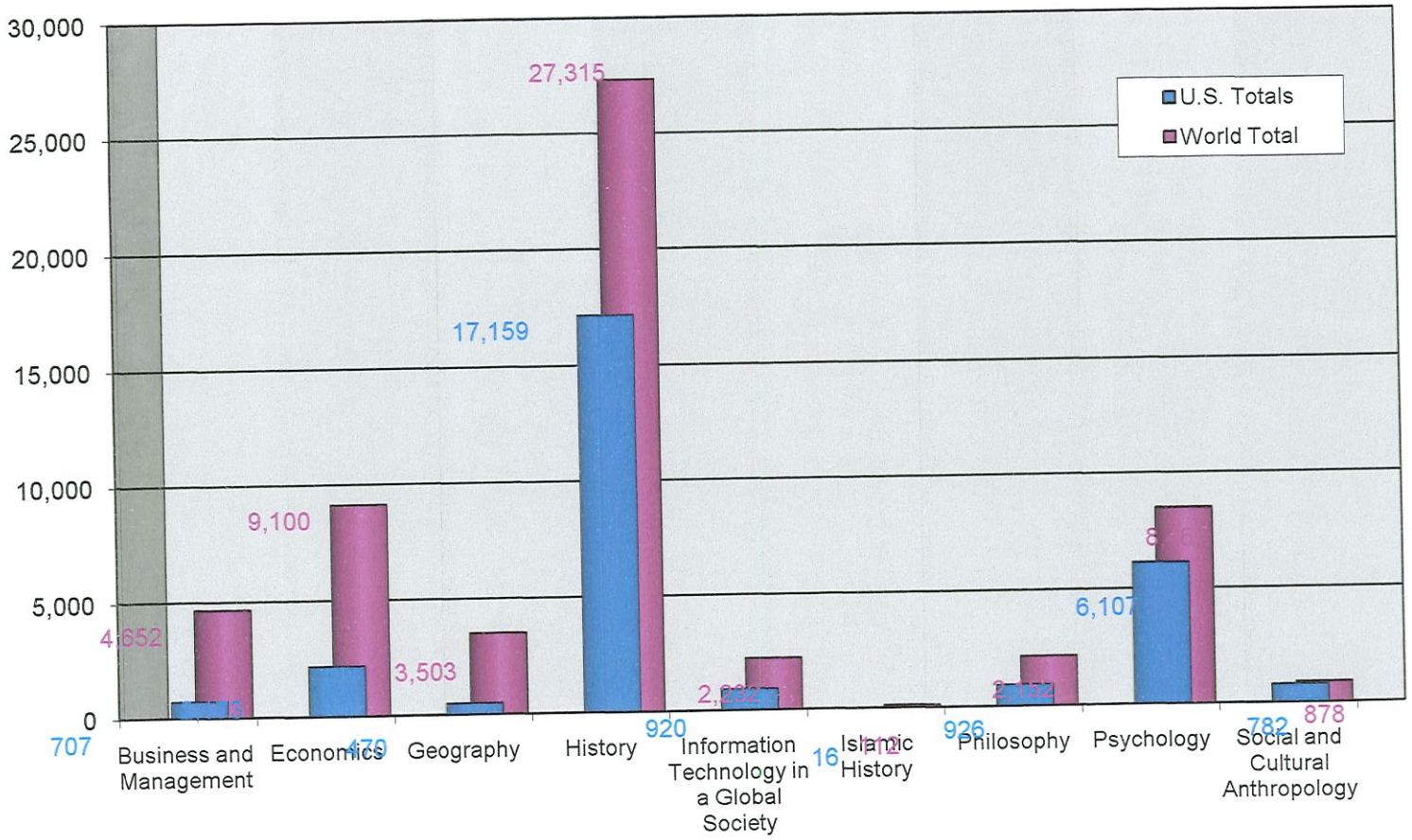
IB North America, New York (1-212-696-4464, ibna@ibo.org) (Not helpful)

IB North American, Vancouver Office (1-604-733-8980, Vancouver@ibo.org) (Also not helpful)

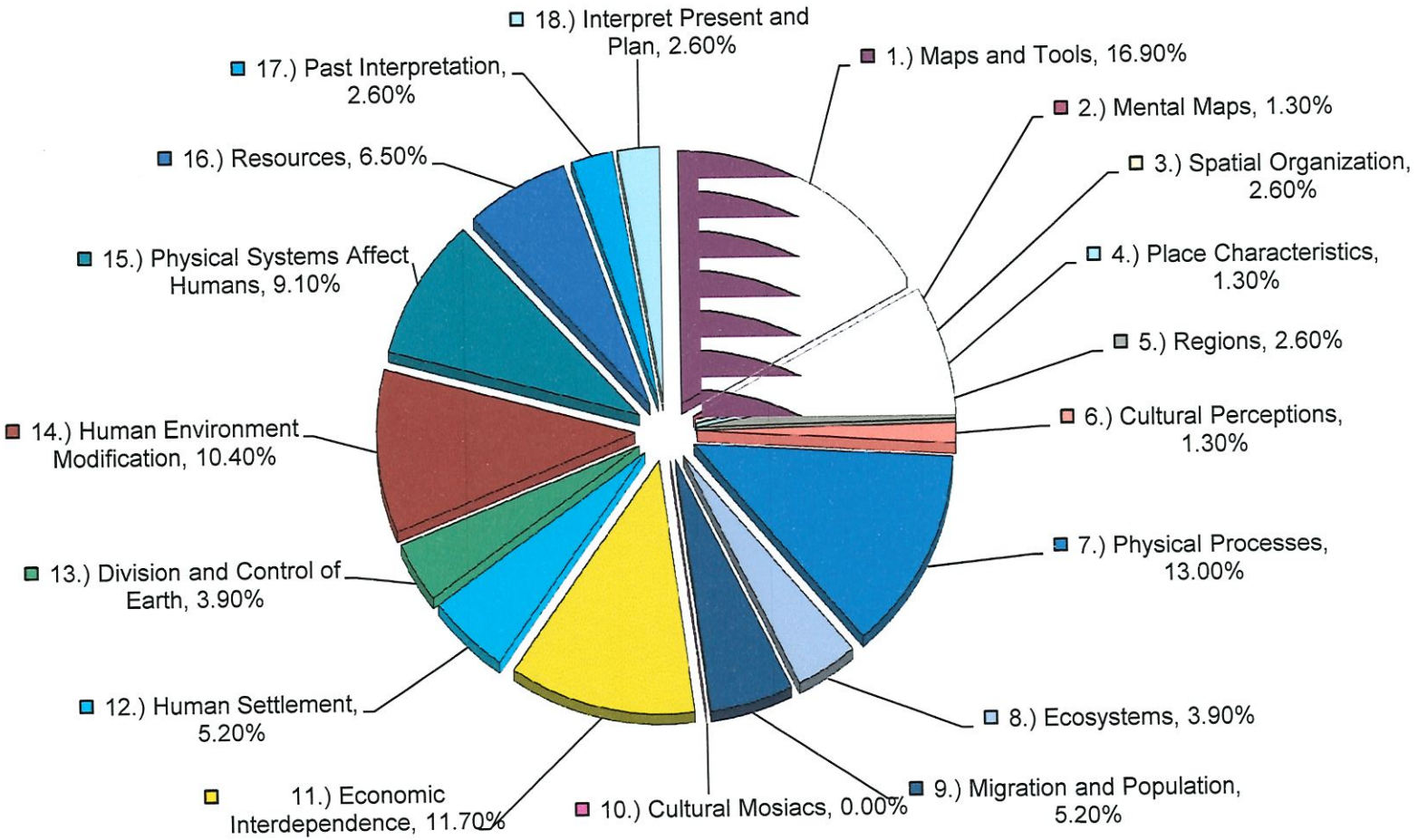
Information I looked for:

-Number of students who took each assessment.
-Scoring Level and Average Scores
-Test content design
-Test structure
-Trends and Analysis, #'s last 3 years and scores, comparisons with other subjects.
-*Geography for Life* standards tested.

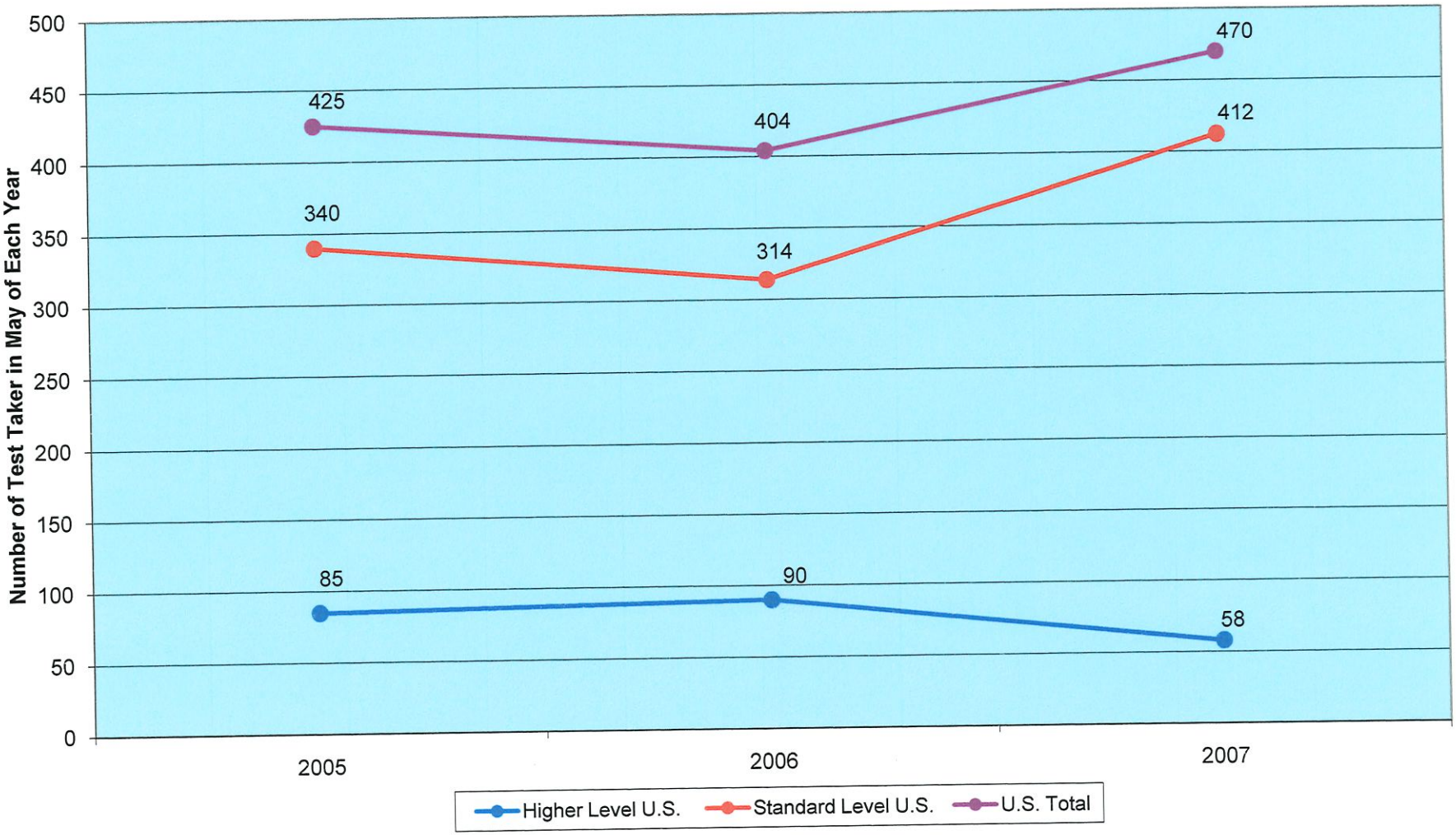
Number Test Takers Worldwide and in the U.S. by IB "Individuals and Societies" Subject in May 2007



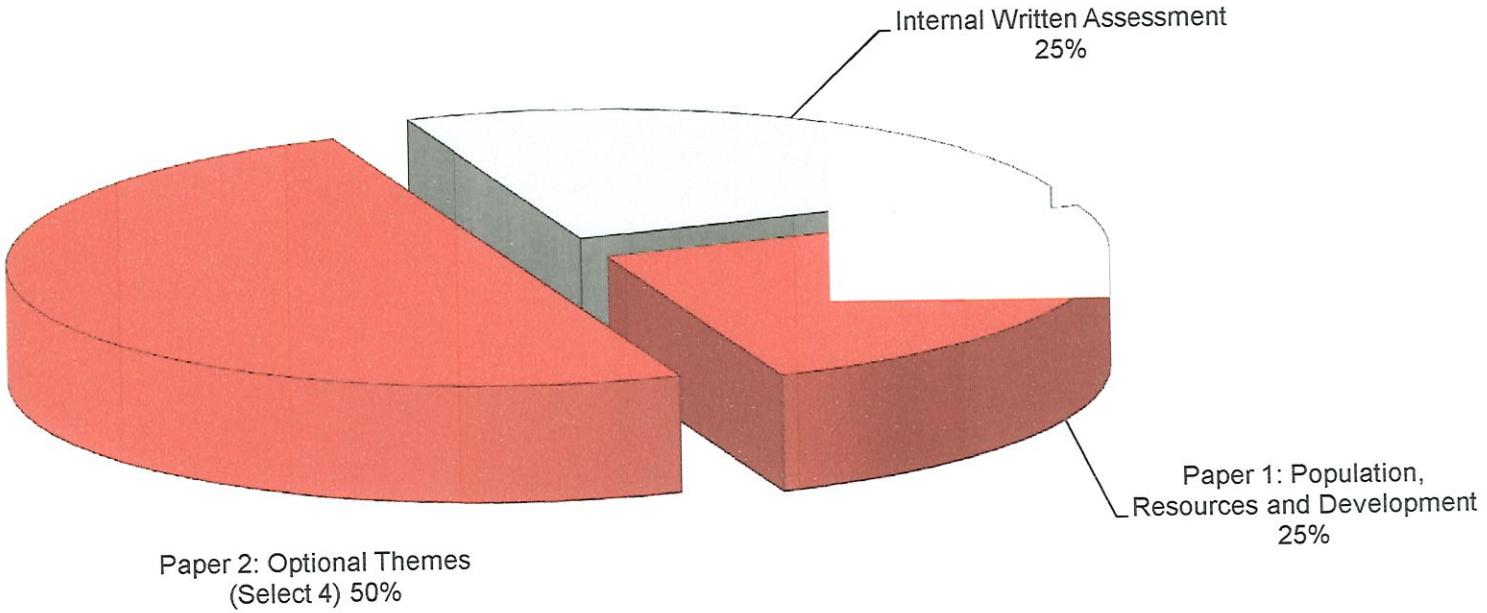
2005 International Baccalaurate Geography Papers
Content Coverage of
Geography for Life Standards



United States IB Geography Higher Level and Standard Level Test Takers



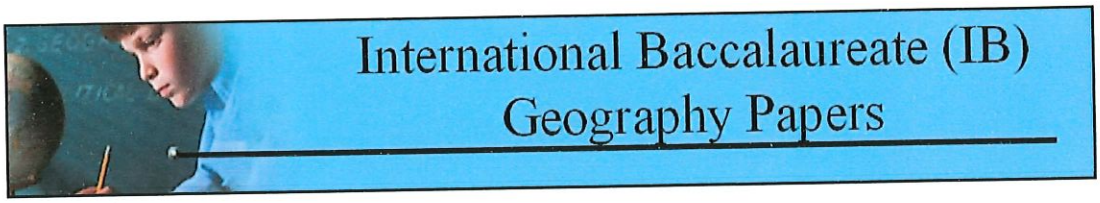
IB Geography Higher Level End of Course Assessments



International Baccalaureate Geography

IB Geography at a Glance

Years of Administration:	1990-Present
Number of Test Takers Higher Level 2007:	2,284 (worldwide total) 58 (U.S. total)
Number of Test Takers Standard Level 2007:	1,795 (worldwide total) 412 (U.S. total)
Scoring Range:	1 to 7
Passing Score:	4
Average Score Higher Level 2007:	5.25 (worldwide) 4.57 (U.S. total)
Average Score Standard Level 2007:	4.57 (worldwide) 3.68 (U.S. total)
Approximate Age of Test Takers:	16-19 (Diploma Program)
Approximate Grade of Test Takers:	10^{th}-12^{th} grade (U.S.)
Test Length:	3 hours (standard-level); 4 hours (higher-level)
Number of Questions:	4 (standard level); 6 (higher level)
Question Type:	Free Response
Identical Tests for all Takers?:	Yes, but students do not answer all questions (exams in English, French and Spanish)
Single Geography Subject Test?:	Yes
Reports Scores of Individuals?:	Yes
***Geography for Life* Areas Stressed:**	The bulk of the 2005 paper content focused on standards 1, 7, 11 and 14.



2.1) The Higher & Standard Level International Baccalaureate (IB) Geography Papers

International Baccalaureate (IB) is a non-profit educational foundation which serves over 610,000 students in 2,294 schools worldwide. IB has three programs designed for students ages 3 to 19: the Primary Years Programme (ages 3-12), the Middle Years Programme (ages 11-16) and the Diploma Programme (ages 16-19). Each program consists of 6 to 7 academic areas.

Figure 15

Academic Areas for IB Programmes[1]		
Primary Years Programme (ages 3-12)	**Middle Years Programme (ages 11-16)**	**Diploma Programme (ages 16-19)**
Language **Social Studies** Personal, Social and Physical Education Science and Technology Mathematics Arts	Language A Language B **Humanities** Technology Physical Education Mathematics Science Arts	Group 1 (Language A1) Group 2 (Second Language) **Group 3 (Individuals and Societies)** Group 4 (Experimental Sciences) Group 5 (Mathematics and Computer Science) Group 6 (The Arts)

Geography content is present in all three programs in the *Social Studies*, *Humanities*, and *Individuals and Societies* areas. During the Primary Years and Middle Years programs geography is frequently taught in conjunction with other social studies and humanities disciplines such as history and civics (although individual geography courses may be offered during the Middle Years Programme). In the first two programs, assessments are designed and implemented by individual IB teachers.

During the Diploma Programme all assessments are standardized in one of three languages: English, French or Spanish. Students study six subjects for two years chosen from the academic areas shown above. Three subjects are studied at a standard level (150 hours of course work per subject) and three subjects are studied at a higher level (240 hours of course work per subject). Geography is offered at both a standard and higher

[1] "Diploma Programme Curriculum" International Baccalaureate, 2008. Available online at http://www.ibo.org/diploma/curriculum/.

level by IB and is one of nine courses offered in Diploma Programme *Individuals and Societies*.[2]

Figure 16

Courses Offered Within IB *Individuals and Societies* Academic Area

U.S. standard level students typically study geography for one year while higher level students take a two year course. All IB geography students must sit for a final geography exam or "paper" in order to receive credit for the course. This assessment consists of a 4 hour written paper for higher level courses and a 3 hour paper for standard level courses. IB final papers are graded on a scale of 1 to 7. Students must obtain a score of four or higher in order to receive credit for the course. Many United States colleges and universities consider the higher level IB courses roughly equivalent to Advanced Placement courses and will award college level credit to students who perform well on IB papers.[3] In 2007, 470 U.S. students and 4,079 students worldwide sat for the standard and higher level IB geography papers. The table below shows the number of student who sat for each paper and the average scores received.

Figure 17

IB Geography Test Takers and Mean Scores by Location and Paper Type		
	# of IB Geography Test Takers	**Mean IB Geography Score**
Higher Level U.S.	58	4.57
Standard Level U.S.	412	3.68
Higher Level Worldwide	2,284	5.25
Standard Level Worldwide	1,795	4.58
U.S. Total	470	-
Worldwide Total	4,079	-

[2] Ibid.

[3] Minimum scores vary from institution to institution. Most colleges and universities ask from a minimum score between 5 and 7 in order to receive credit.

2.2) Content Basis and Structure of the IB Geography Papers

Standard and higher level IB geography courses are based on a three part syllabus which forms the foundation for the end of course examination papers. All students are expected to have knowledge and command of a set of eight geographical skills, three core themes and at least two optional themes listed below.

Figure 19

IB Standard and Higher Level Geography Three Part Syllabus Content[4]		
Part 1: Geographical Skills (Students study all)	**Part 2: Core Themes (Students study all)**	**Part 3: Optional Themes (standard level study 2; higher level study 4) ***
1.1 Locate and differentiate elements of the Earth's surface 1.2 Read, interpret, analyze and produce maps 1.3 Interpret topographic maps where appropriate to the optional themes 1.4 Read, interpret, analyze and construct graphs 1.5 Undertake statistical calculations to show patterns and changes 1.6 Manipulate and interpret data using quantitative techniques 1.7 Undertake geographical investigation 1.8 Produce written material	**Population, Resources and Development** 2.1 Population distribution and density at a global and local scale 2.2 Population fertility 2.3 Population mortality 2.4 Population movement 2.5 Population structure 2.6 Population and resources 2.7 Specific resource production and consumption 2.8 Food as a resource 2.9 Food production, trade and aid 2.10 Development 2.11 Issues in development 2.12 Sustainable development and resource management	**Section A** 3.1 Drainage basins and their management 3.2 Coasts and their management 3.3 Arid environment and their management 3.4 Lithospheric processes and hazards 3.5 Ecosystems and human activity 3.6 Climatic hazards and change **Section B** 3.7 Contemporary issues in geographical regions 3.8 Settlements 3.9 Productive activities: aspects of change 3.10 Globalization **Section C** 3.11 Topographic mapping

*Higher level students must study at least one theme from Section A and at least one theme from Section B. Standard level students may study any two themes from sections A, B, and or C.

At the end of the course both standard and higher level students sit for two final papers. The first paper (Paper 1) tests a student's knowledge of the core IB geography themes: population, resources and development. The second paper (Paper 2) tests a student's knowledge of the optional IB themes. In Paper 2, higher level students must answer questions relating to four different themes (at least one theme from Section A and one theme from Section B). Standard level students are only required to answer questions on two themes from any of the three sections. Paper questions also test a student's knowledge of geographic skills in conjunction with their knowledge of a particular theme. At the standard level, Paper 1 and Paper 2 are weighted equally and account for

[4] The International Baccalaureate Organization. *Geography: For First Examination in 2005*. Antony Rowe Ltd., 2005.

80% of a student's final course grade (the additional 20% is taken from an internally graded written assignment). At the higher level, Paper 1 and Paper 2 account for 25% and 50% of a student's final grade respectively (75% total) with an additional 25% determined by an internal assessment of a written fieldwork assignment.

Figure 20

IB Geography Higher Level End of Course Assessments

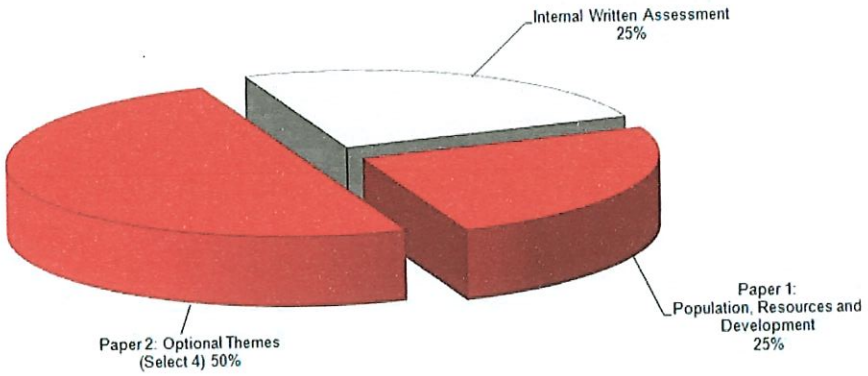
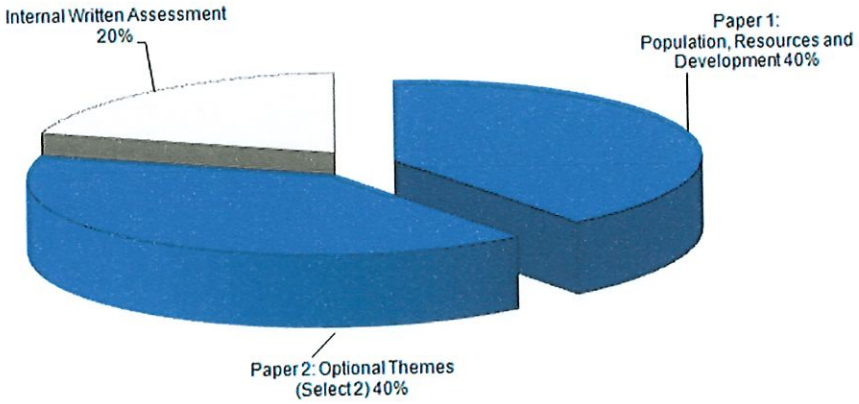


Figure 21

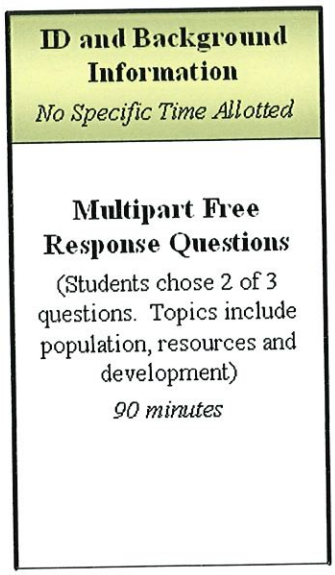
IB Geography Standard Level End of Course Assessments



All standard and higher level students take the same papers although they do not answer all the provided questions. All students are given 90 minutes to complete Paper 1. Paper 1 consists of three multipart free response questions which test knowledge of the core IB geography themes of population, resources and development. Students select two of the three questions to answer. Questions are designed in the form of a structured response and usually include visual tools such a map or a graph which students must use to form their answers.

Figure 22

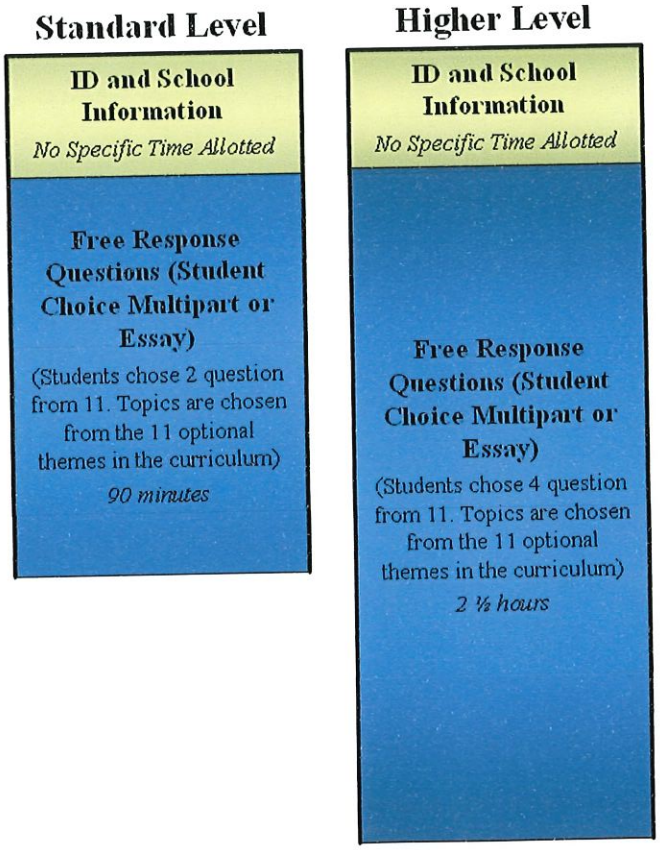
Paper 1 for both Standard & Higher Level IB Geography Students



Paper 2 contains 11 questions which test a student's knowledge of each of the optional themes from the geography syllabus. Each question provides a choice for a structured response answer (similar to Paper 1) or a longer essay response; students at the standard level answer two questions while students at the higher level answer four questions of their choice. Standard level students are given 90 minutes to complete Paper 2 while higher level students are give 2 ½ hours. Papers are given separately in either morning or afternoon sessions during a two week period following an official IB examination schedule. IB has two examination periods each year—one in May (for schools in the northern hemisphere) and one in November (for schools in the southern hemisphere).

Figure 23

Paper 2 for Standard & Higher Level Geography Students



2.3) Trends/Analysis

The graphs below show the number of IB students who sat for the May standard and higher level geography papers worldwide and in the United States from 2005-2007. Although the higher level exam is more popular worldwide than the standard level exam very few American students have sat for the higher level papers in the last three years.

Figure 24

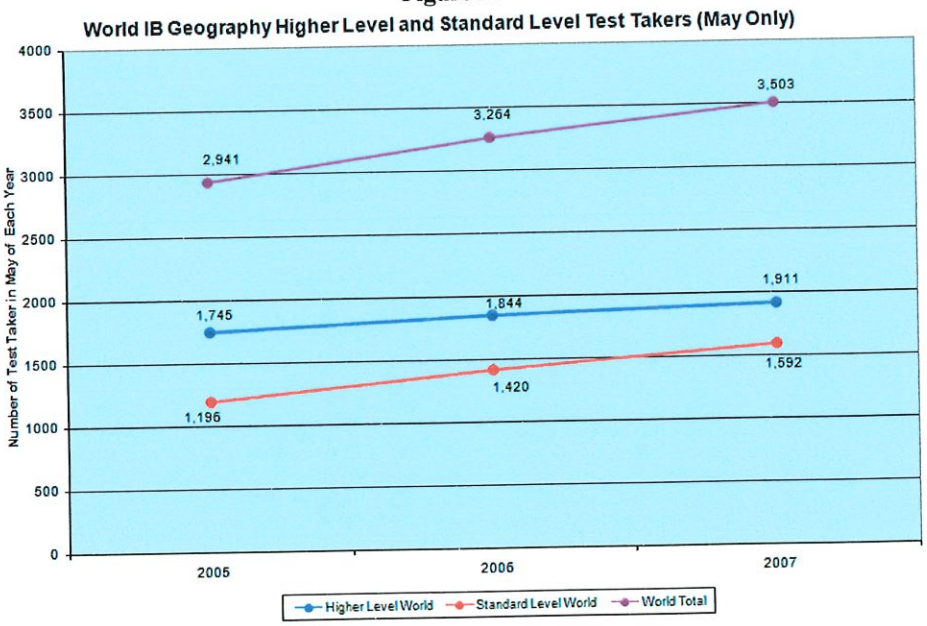
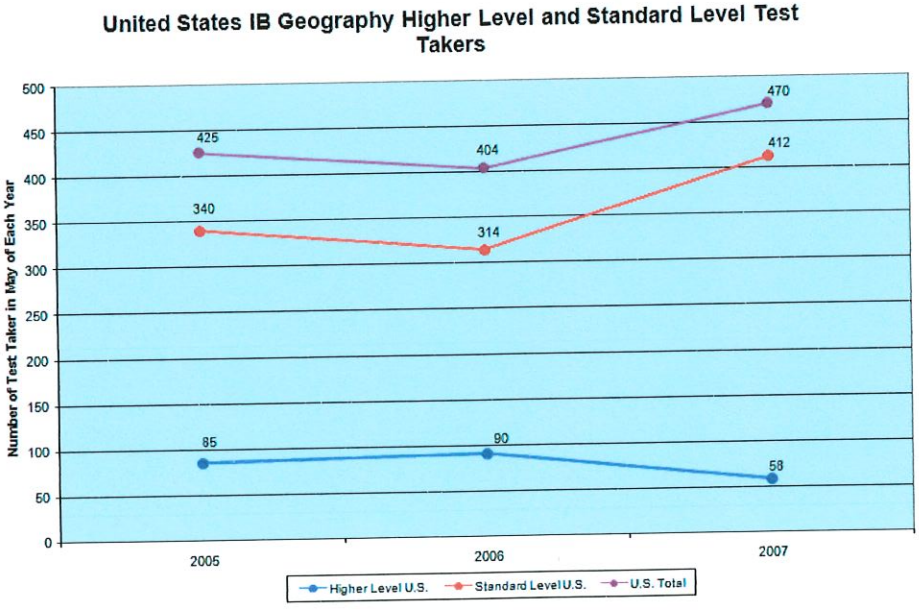


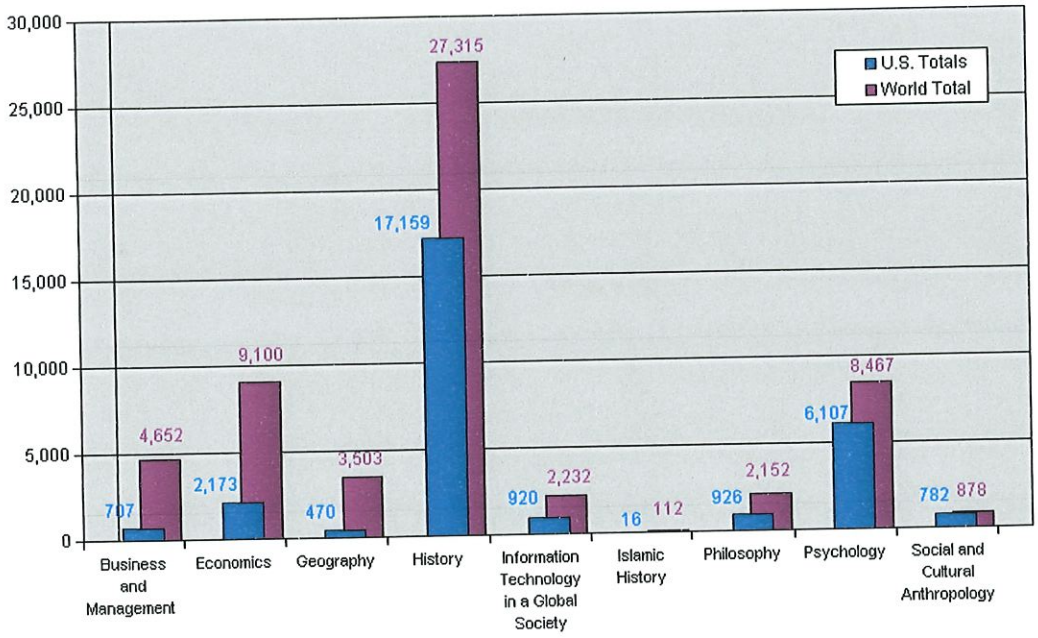
Figure 25



Geography is one of nine subjects offered in the *Individuals and Societies* portion of the IB curriculum. These graphs show the number of students who sat for IB papers in all *Individuals and Societies* subjects worldwide and in the United States in May 2007. Worldwide Geography ranks 5th in popularity while in the United States only Islamic History has fewer students.

Figure 26

Number Test Takers Worldwide and in the U.S. by IB "Individuals and Societies" Subject in May 2007



2.4) *Geography for Life* Content Analysis of IB Geography Questions

In 2006 the study "Content Coverage of Geography for Life Standards in Selected Nationwide Voluntary High School-Level Exam" sponsored by the GENIP analyzed the content of the 2005 International Baccalaureate Geography Papers based on the accepted standards for geography education outlined in *Geography for Life: National Geography Standards 1994*. The questions analyzed focused on four main standards (these standards appeared in about 50% of the test content).

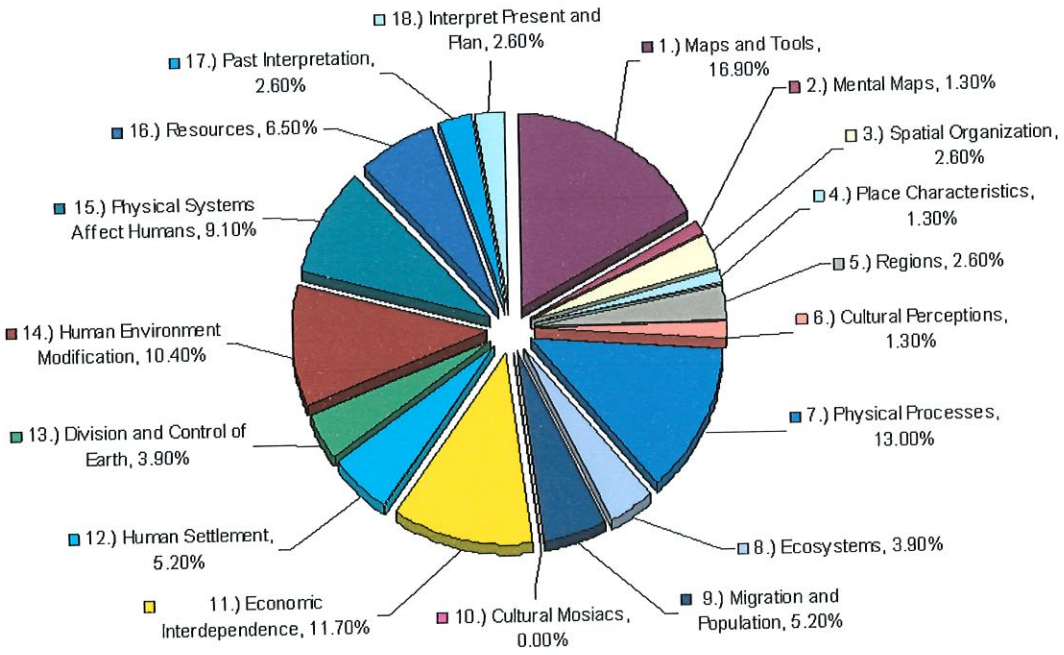
Standard 1, "How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information."
Standard 7, "The physical processes that shape the patterns of Earth's surface."

Standard 11, "The patterns and networks of economic interdependence on Earth's surface."
Standard 14, "How human actions modify the physical environment."[5]

The papers contained questions relating to 17 standards. Only Standard 10, "The characteristics, distributions and complexity of Earth's cultural mosaics" was not included. [6] The following chart gives the content coverage percentages for each standard based on question samples from the 2005 IB Geography Papers.

Figure 27

2005 International Baccalaurate Geography Papers
Content Coverage of
Geography for Life Standards



*Data collected by Brian Johnson, 2006 GENIP Intern

[5] The Geography Education Standards Project. *Geography for Life: National Geography Standards 1994.* National Geographic Research & Exploration, 1994.
[6] The Geography Education Standards Project. *Geography for Life: National Geography Standards 1994.* National Geographic Research & Exploration, 1994.

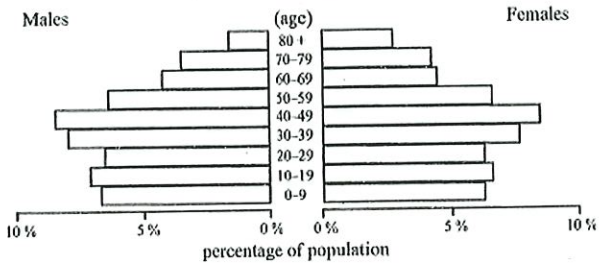
2.5) Sample IB Geography Paper Questions

Figure 28

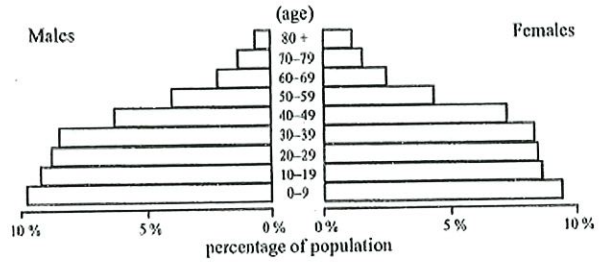
Sample Paper 1 Question from 2005

The diagrams below show two population pyramids for one unspecified country. Pyramid A shows the total population. Pyramid B shows the population of a distinct sub-group within the country represented by Pyramid A.

Pyramid A (total population)



Pyramid B (sub-group of total population)



[Source: *The Economist Magazine* (2002)]

(a) Name a country that would have a population structure similar to that shown in Pyramid A and briefly justify your choice. *[1+3 marks]*

(b) Identify a group within the country you have named in part (a) that would have a pyramid similar to that of B and describe its demographic characteristics. *[1+3 marks]*

(c) Explain the main difference in the populations aged 50 years and above shown in the pyramids. *[5 marks]*

(d) With reference to specific examples, examine the advantages of migrations*. *[2+10 marks]*

Figure 29

Sample Paper 2 Question from 2005

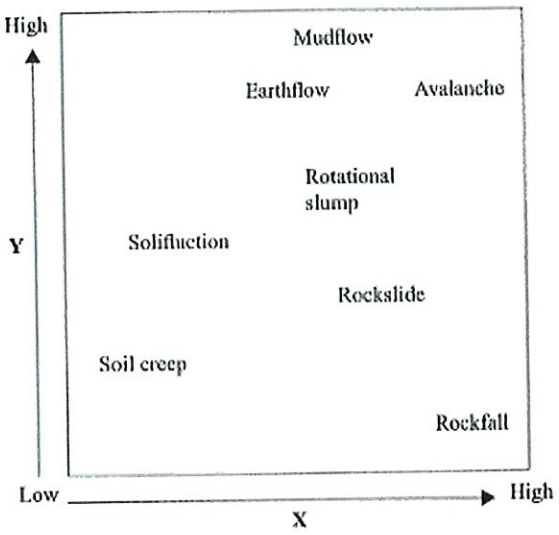
(a) Essay

Using examples, examine the long-term socio-economic and environmental consequences of earthquake and volcanic activity. *[20 marks]*

Or

(b) Structured question

The diagram classifies mass movements using variables **X** and **Y**.



(i) Name the variables **X** and **Y** shown on the diagram. *[2 marks]*

(ii) Examine the importance of temperature change in **two** of the mass movement processes shown on the diagram. *[2+2 marks]*

(iii) Identify and describe **three** natural* types of weathering that help to cause mass movement processes. *[6 marks]*

(iv) Using examples, examine the ways that humans can influence weathering and mass movement processes. *[8 marks]*

General Education Development (GED) Social Studies

Periodicity: The GED Social Studies Test is offered every year in the U.S. and Canada either by itself or with other GED subject tests. The GED produces a statistical report every year which gives basic fact about student performance and participation. Reports are 2 years behind the present date so 2006 now in 2008. 2007 will not be available until 2009. Only the most recent report is available online.

Sources and Data:

2006 Statistical Report

"2006 GED Testing Program Statisitical Report" American Council on Education, 2008. Available online at http://www.acenet.edu/bookstore/pdf/GEDASR06.pdf (average scores, number of participants, data by state)

GED Social Studies Content

"Social Studies Test" American Council on Education, 2008. Available online at http://www.acenet.edu/AM/Template.cfm?Section=Search&template=/CM/HTMLDisplay.cfm&ContentID=25039 (Test content, subject percentages, and format)

General GED Information from FAQ

"Frequently Asked Questions" American Council on Education, 2008. Available online athttp://www.acenet.edu/AM/Template.cfm?Section=Search&template=/CM/HTMLDisplay.cfm&ContentID=11427 (General info)

Contacts:

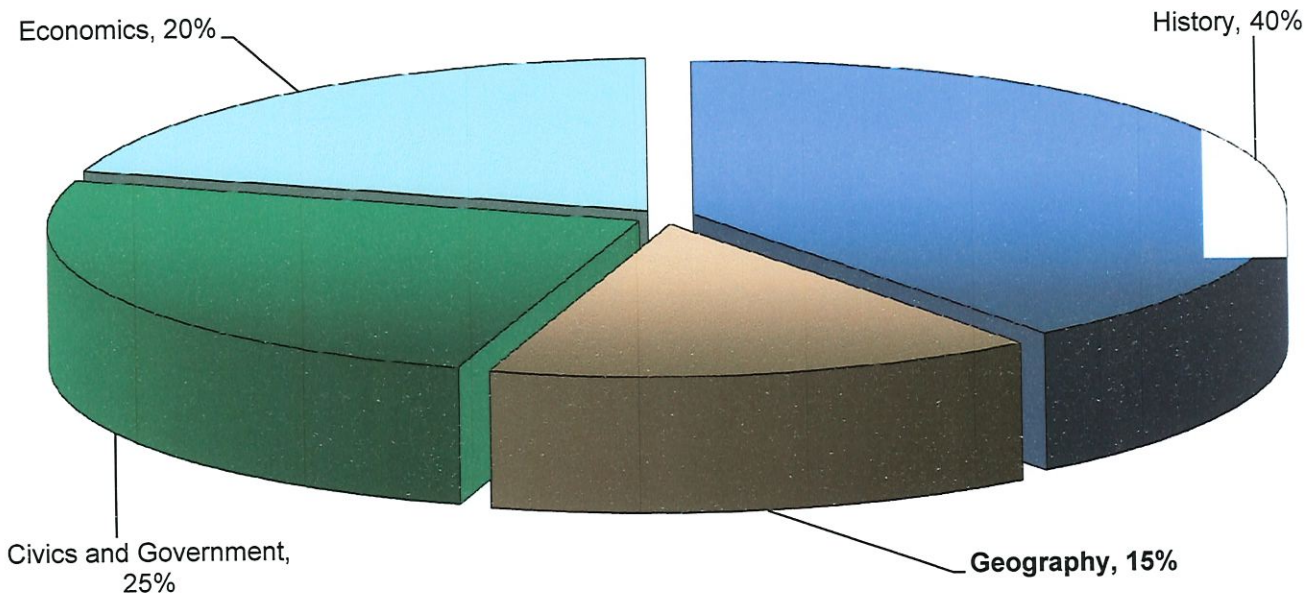
Ruth Johnston, Social Studies Test Specialist (202-939-9490)

NOTE: We got Ruth in trouble with a lot of people because she said they were going to ax geography on the new 2012 test. Don't be surprised if she doesn't want to talk to you.

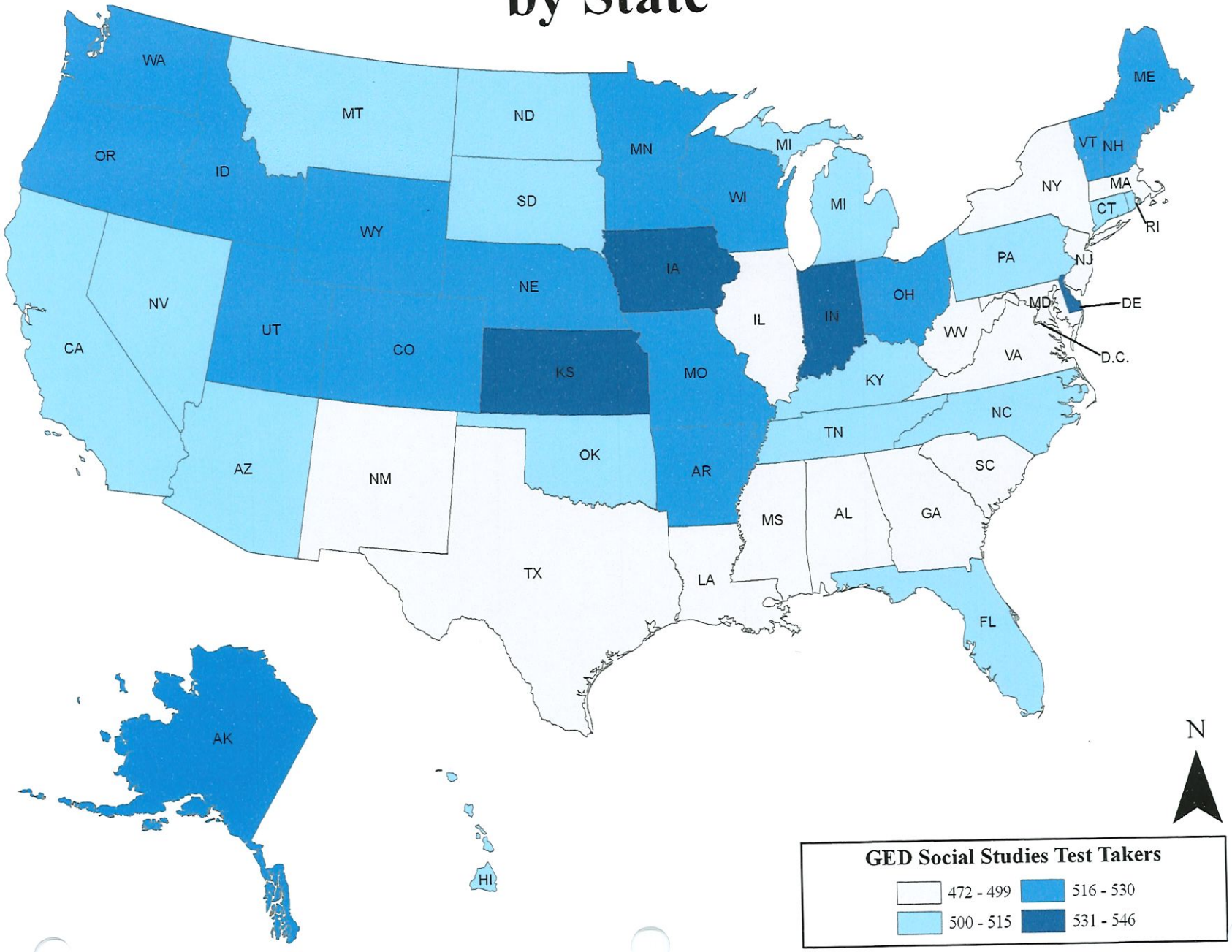
Information I looked for:

-Number of students who took each assessment.
-Scoring Level and Average Scores
-Test content design
-Test structure
-Place of geography in the GED present and future.

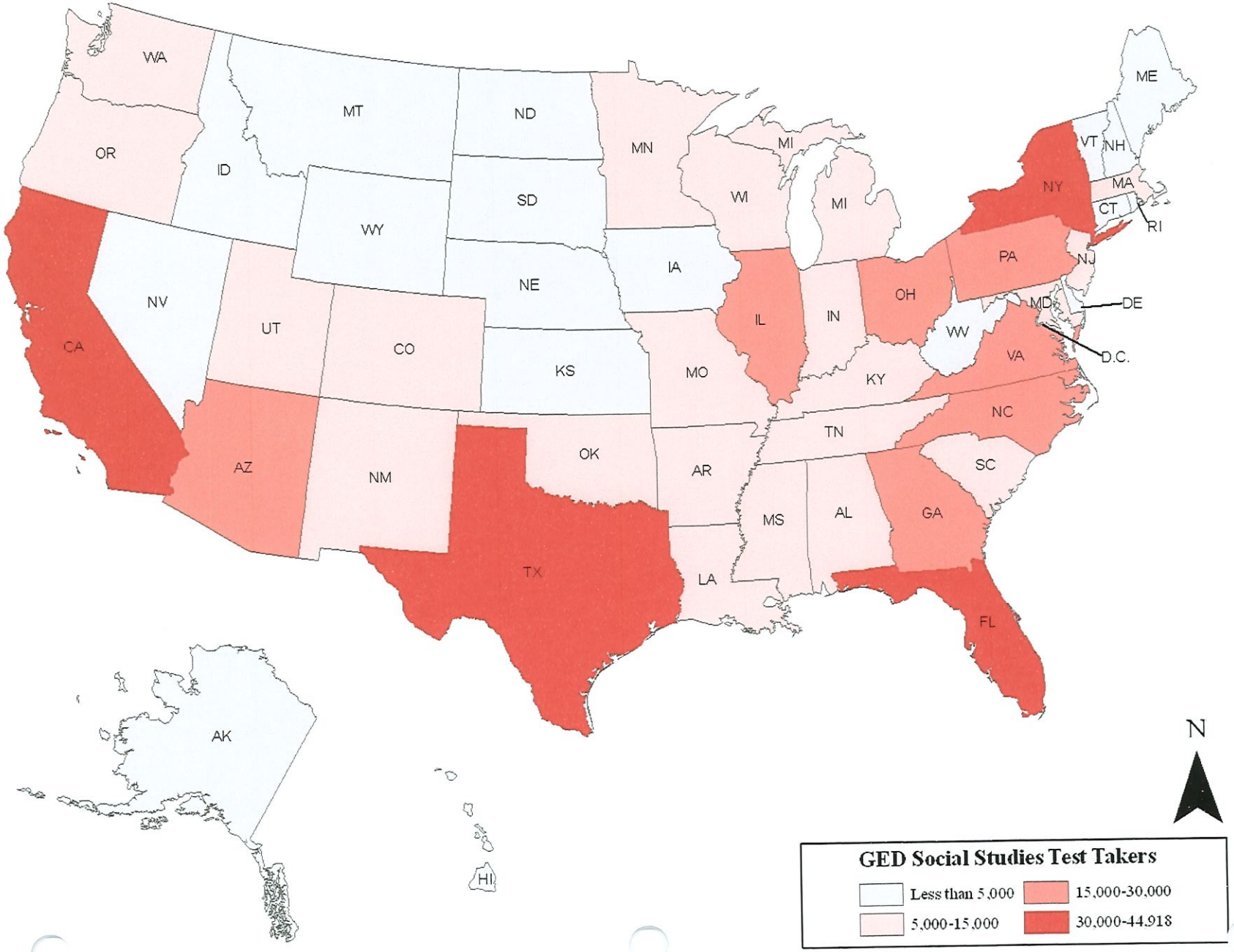
GED Social Studies Test Question Distribuition Percentages (Until 2012)



2006 GED Social Studies Average Test Scores by State



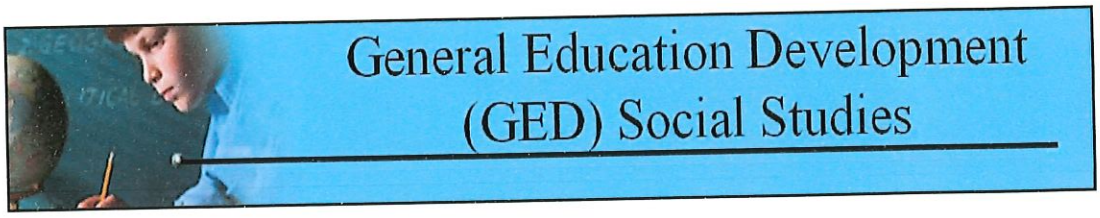
2006 GED Social Studies Test Takers by State



General Education Development (GED) Social Studies Test

GED Social Studies Test at a Glance

Years of Administration:	GED begun in 1942, Most recent series from 2002
Number of Test Takers:	579,220 in 2006 (took GED Social Studies worldwide) 715,365 in 2006 (took the GED worldwide)
Scoring Range:	200 to 800
Average Score:	504 (U.S. mean score in 2006) 533 (Canadian mean score in 2006)
Passing Score:	410 (in an individual subject, 2,250 total, an average of 450 over all tests)
Approximate Age of Test Takers:	Varies
Approximate Grade of Test Takers:	No grade (less than 12th grade education)
Test Length:	70 minutes (All 5 tests are 7.5 hours)
Number of Questions:	50 questions total (~8 geography questions)
Question Type:	Multiple Choice
Identical Tests for all Takers?:	No
Single Geography Subject Test?:	No (part of a larger Social Studies section)
Reports Scores of Individuals?:	Yes
***Geography for Life* Areas Stressed:**	Unknown



3.1) The General Education Development (GED) Social Studies Test

The American Council on Education (ACE) was founded in 1918 and currently acts as "the major coordinating body for all the nation's higher education institutions."[1] Shortly after World War II, ACE developed the General Education Development (GED) at the request of the United States Armed Forces.[2] The GED consists of a battery of five tests which assess an individual's reading, writing, math, science and social studies skill at a twelfth grade level. Test takers who pass all five tests are awarded a degree equivalent to a high school diploma in the United States and Canada.

In 2006, 554,650 in the United States and 579,220 individuals worldwide took the social studies portion of the GED.[3] All GED tests are standardized with test scores ranging from 200 to 800. Candidates must receive a score of 410 or higher to pass a subject test and achieve a combined score of 2,250 to pass the entire GED exam (average of 450 a subject). In 2006 the average social studies score was 504.

Figure 30

2006 GED Test Takers		
	# of Social Studies Test Takers	**# of GED Test Takers Total**
United States	554,650	680,874
American Insular Areas*	515	4,854
Canada	11,525	13,212
Federal and other contracts**	12,530	16,425
Total	579,220	715,365

*American Samoa, Guam, Puerto Rico, Virgin Islands, etc.

** Includes International, Department of Defense, Correctional Institutions and VA Hospitals.

[1] "About ACE" American Council on Education, 2008. Available online at http://www.acenet.edu/AM/Template.cfm?Section=About_ACE

[2] The GED was designed to allow returning WWII veterans who had joined the military before finishing school the opportunity to receive a high school diploma.

[3] In 2006 714,436 candidates in the U.S. and Canada took all or part of the test battery.

Figure 31

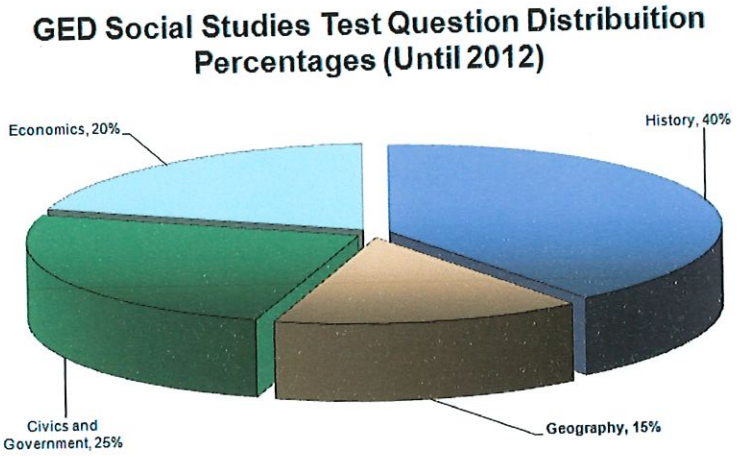
2006 GED Mean Social Studies Scores	
	Mean Score Social Studies
United States	504
American Insular Areas*	459
Canada	533
Federal and other contracts**	502
Total	504

*American Samoa, Guam, Puerto Rico, Virgin Islands, etc.
** Includes International, Department of Defense, Correctional Institutions and VA Hospitals.

3.2) Content and Structure of the GED Social Studies Test

The GED Social Studies test includes content from four subject areas including history, economics, civics and government, and geography. Approximately 40% of the questions test history (25% U.S. history and 15% world history), 25% test civics and government, 20% test economics and 15% test geography.[4] The geography questions are designed to assess a candidate's knowledge of the main tenants of *Geography for Life*: "World in Spatial Terms; Places, Regions, and Physical Systems; Human Systems, Environment, and the Society; and Uses of Geography."[5]

Figure 32

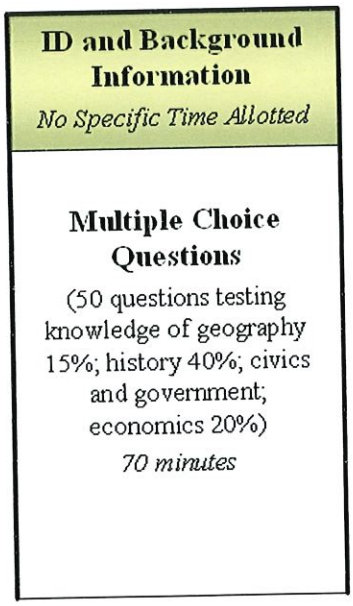


[4] In a telephone conversation on April 4, 2008 GED representative Ruth Johnston indicated that there were only five geography questions in the Social Studies test making this number as low as 10%.
[5]"Social Studies Test" American Council on Education, 2008. Available online at http://www.acenet.edu/AM/Template.cfm?Section=Search&template=/CM/HTMLDisplay.cfm&ContentID=25039

The complete GED test battery is 7.5 hours in length. The Social Studies section of the battery is 70 minutes long and includes 50 multiple choice questions. Candidates can arrange to take the test by itself or with other GED subject tests.

Figure 33

GED Test Structure



3.3) Trends/Analysis

ACE produces a yearly statistical report which provides detailed information on GED participation and performance for the year two years before the present time.[6] Although the report does include some general statistics about the social studies test it does not include specific information of geography performance.[7] The maps on the following page include the number of GED Social Studies test takers and the average Social Studies test score for each state in the U.S. In 2006, 44,918 people took the Social Studies test in Texas, more than any other state. Texas was followed by New York (43,818) and California (37,954). Delaware had the fewest test takers at 629, followed by the District of Columbia with 867. Test takers from Delaware also produced the highest mean score on the Social Studies test at 546. Alabama had the lowest mean score at 472.

---

[6] The 2006 report is currently on the ACE website at: http://www.acenet.edu/AM/Template.cfm?Section=Search&template=/CM/HTMLDisplay.cfm&ContentID=24600.

[7] "2006 GED Testing Program Statisitical Report" American Council on Education, 2008. Available online at http://www.acenet.edu/bookstore/pdf/GEDASR06.pdf

Figure 34

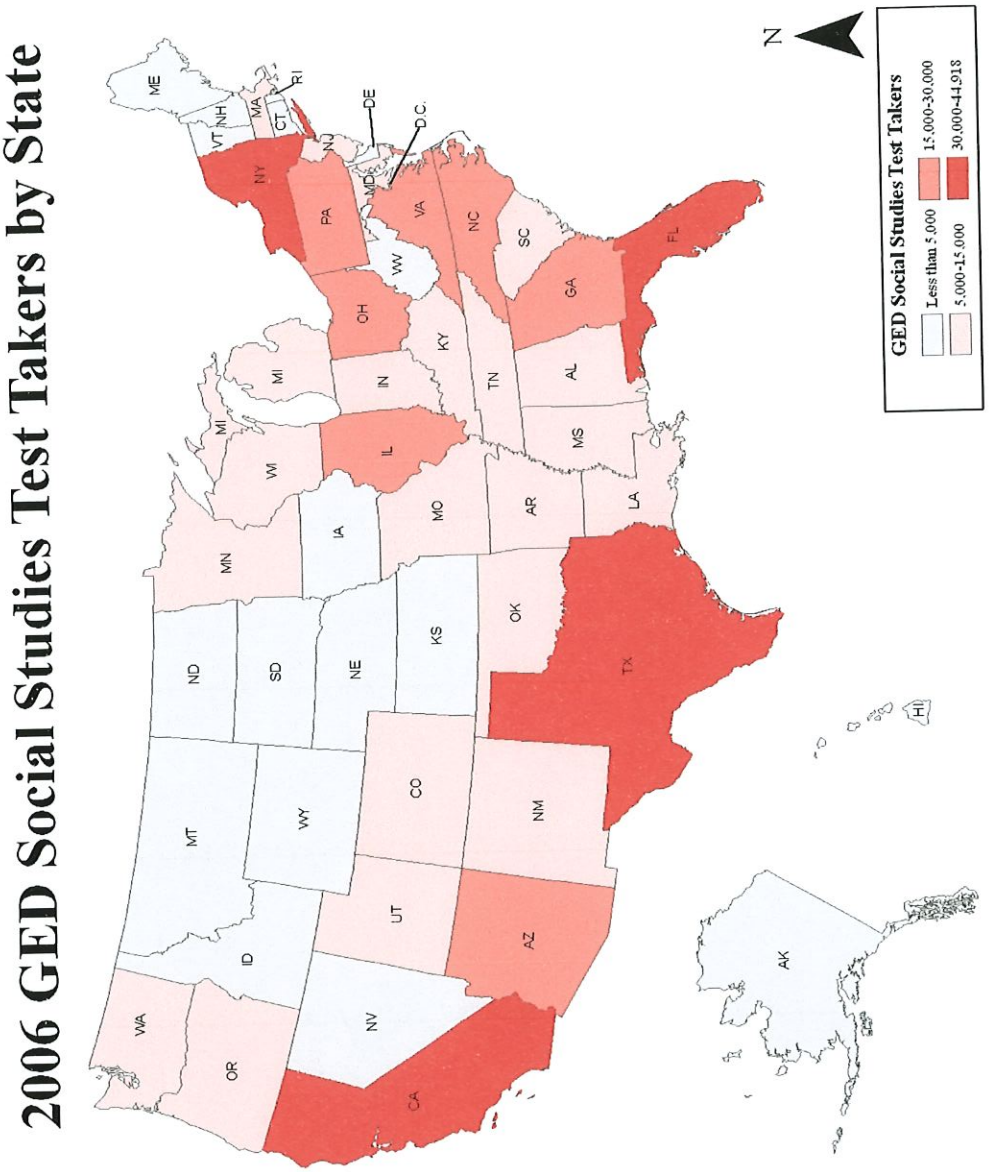
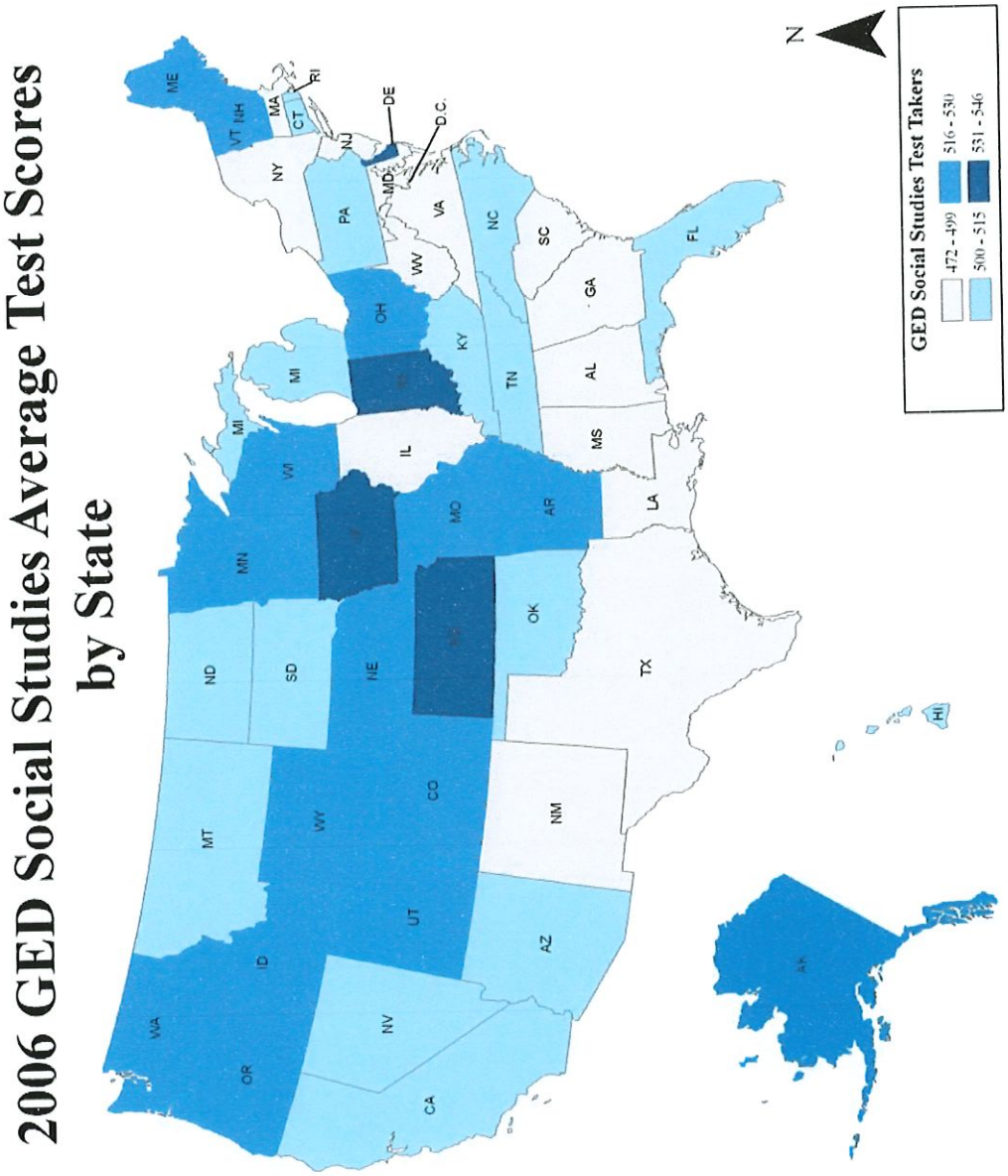

2006 GED Social Studies Test Takers by State
N
GED Social Studies Test Takers
Less than 5,000
5,000-15,000
15,000-30,000
30,000-44,918
ME
VT
NH
MA
CT
RI
NY
NJ
DE
MD
D.C.
PA
VA
NC
SC
GA
FL
WV
OH
KY
TN
AL
MS
LA
MI
IN
IL
WI
MN
IA
MO
AR
OK
TX
ND
SD
NE
KS
MT
WY
CO
NM
ID
UT
AZ
NV
WA
OR
CA
AK
HI

Figure 35


2006 GED Social Studies Average Test Scores by State
GED Social Studies Test Takers
472 - 499
500 - 515
516 - 530
531 - 546
N
ME
VT
NH
MA
CT
RI
NY
NJ
DE
MD
D.C.
PA
VA
WV
NC
SC
GA
FL
OH
KY
TN
AL
MS
LA
MI
IL
IN
WI
MN
MO
AR
ND
SD
NE
KS
OK
TX
MT
WY
CO
NM
ID
UT
AZ
NV
WA
OR
CA
AK
HI

In 2012 the American Council on Education plans to release a new GED examination. According to a telephone conversation with social studies test specialist Ruth Johnston on April 4, 2008 the plans for the new Social Studies test do not include a question allotment for geography. The content of the new GED examinations is based on an ACE assessment of current high school curricula in the United States and Canada.

3.4) *Geography for Life* Content Analysis of the GED Social Studies Test

The GED website lists the main tenants of *Geography for Life*: "World in Spatial Terms; Places, Regions, and Physical Systems; Human Systems, Environment, and the Society; and Uses of Geography" as the content basis for the test's geography questions.[8] No formal independent content analysis has been performed on this test at this time; percentage contents for individual standards are currently unavailable.

3.5) Sample GED Social Studies Questions

Figure 36

Sample Social Studies Questions from the ACE Website

Directions: Choose the *one best answer* to each question.

Questions 1 and 2 are based on the following information.

The history of the world is filled with stories of people migrating. Migration is the movement of people from one place to another as they seek a new home. Famine, overpopulation, limited resources, war, and religious and political persecution "push" immigrants to move to another country. Hopes for employment and a better life "pull" immigrants to new places.

Millions have migrated to North America since the 1600s. Spanish, French, English, and Dutch immigrants were the first European settlers to establish permanent colonies. They settled in lands originally populated by people from Asia. Many people from Africa were driven from their homes at this time to be enslaved to work in colonies in the Americas.

Throughout the 1800s, immigrants looking for employment came to North America from Japan, China, and southeastern Europe. In the 1970s and 1980s, Southeast Asians, Latin Americans, and Caribbeans migrated to North America. Many of these immigrants fled from war-torn countries, political persecution, and economic difficulties.

[8]"Social Studies Test" American Council on Education, 2008. Available online at http://www.acenet.edu/AM/Template.cfm?Section=Search&template=/CM/HTMLDisplay.cfm&ContentID=25039

1. The government of a country may restrict the number of immigrants allowed to enter that country.

   These restrictions on immigration are most likely based on what belief?
   1. An economy can support unlimited numbers of people.
   2. The "push" factors justify most immigration.
   3. Immigrants enrich the culture of a country.
   4. A country has a limited number of jobs and services.
   5. A government should not interfere with the migration of people.

2. Based on the information, which is an opinion rather than a fact about immigrants to North America?

   Immigrants
   1. traveled long distances to find a better life
   2. migrated to find employment
   3. learned to live in a foreign culture
   4. escaped from political persecution.
   5. found a better life

LEGISTLATIVE NAEP

Periodicity: Federal legislative alterations to NAEP do not occur on a regular basis. Information on alterations is publicly available and can be accessed on the NAEP website, NCES website or through the Library of Congress.

Sources and Data:

The Nation's Report Card Website: http://nationsreportcard.gov/ (Overview of NAEP, NAEP subjects, glossary of terms, studies and reports such as H.S. Transcript Study)
NCES NAEP Website: http://nces.ed.gov/naep3/ (Overview, What NAEP tests, Subject info, electronic data tool to find and make graphs from data)
Library of Congress Search Engine: http://thomas.loc.gov/ (Current and recent legislation)
NAGB Website: http://www.nagb.org/ (Description of NAGB, list of members)

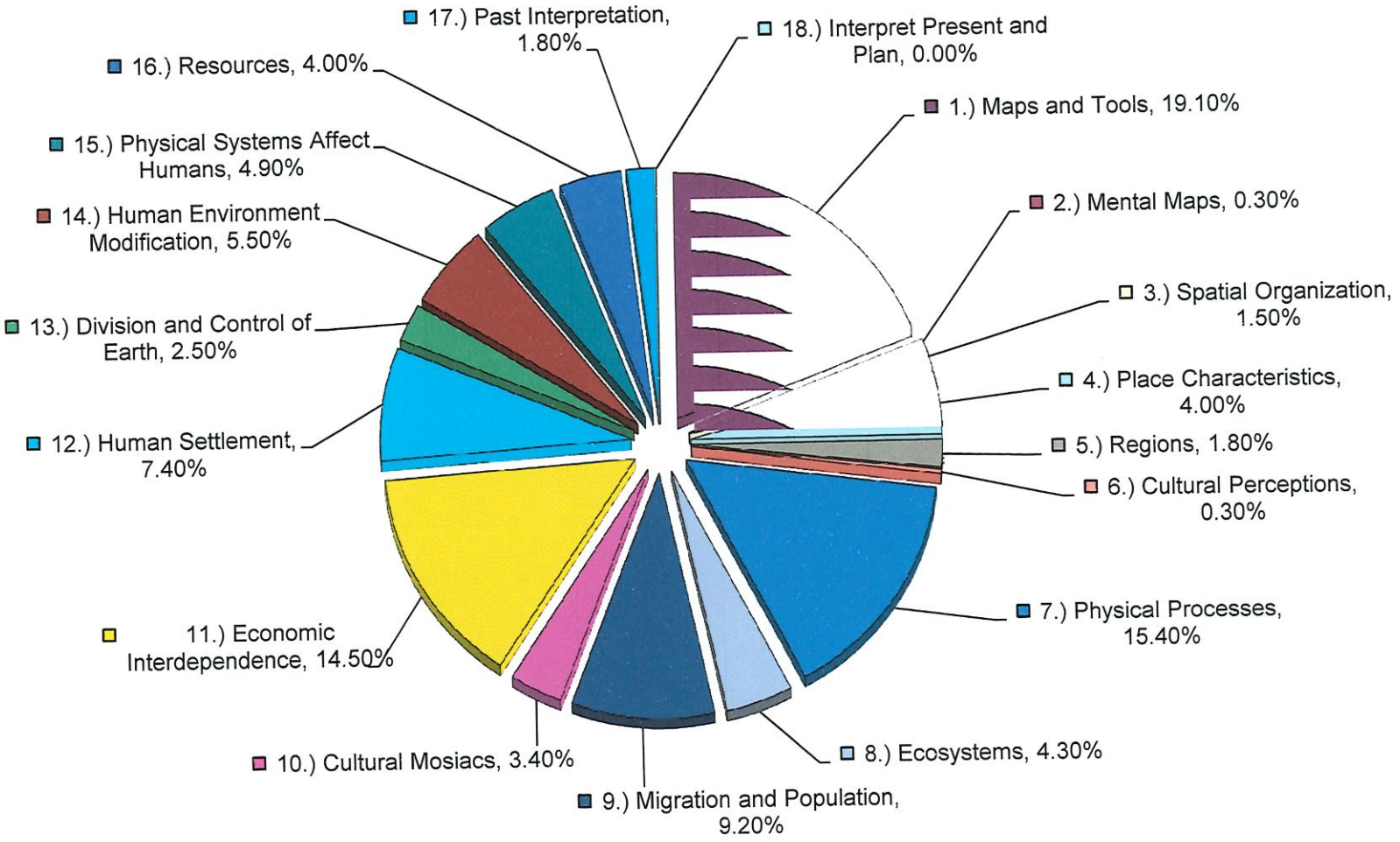
Contacts:

Ray Fields, NAEP, corresponded by email: (Ray.Fields@ed.gov)
-Provided information on NAGB legislation (busy but very nice, helpful)

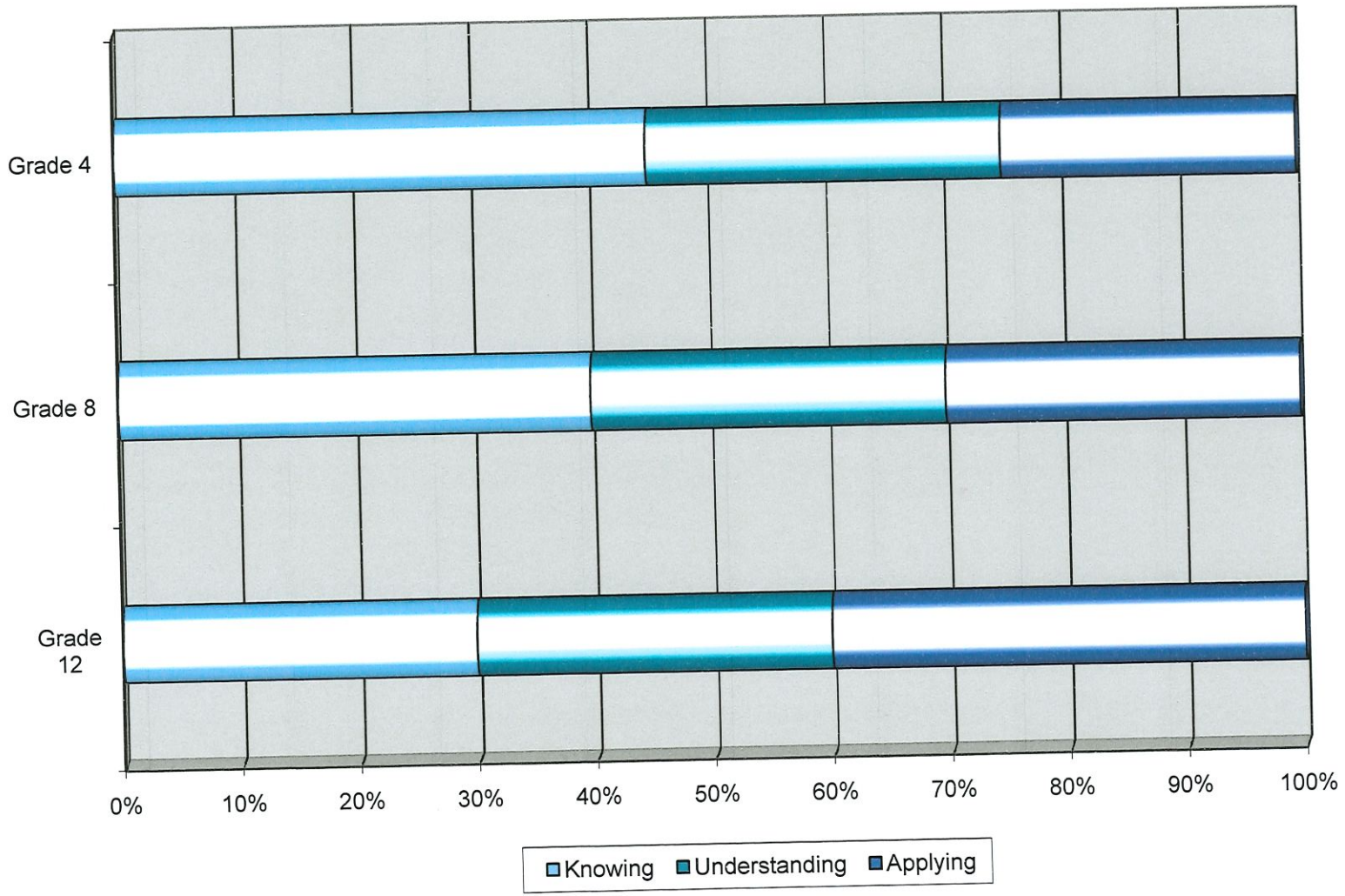
Information I looked for:

-General information about NAEP
-Recent changes to policy
-Types of testing
-Planned future changes to policy
-Subject test information (planned assessments)

National Assessment of Education Progress 1994 and 2001
Content Coverage of
Geography for Life Standards



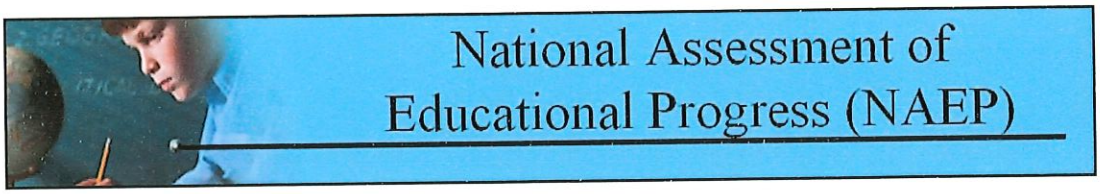
Percentage of NAEP Geography Test Questions in Each Cogitnive Dimension Subset by Grade



National Assessment of Educational Progress (NAEP)

Geography NAEP at a Glance

Years of Administration:	1994, 2001 (Earlier pilots also exist)
Number of Survey Takers:	25,660 (in 2001 4th, 8th and 12th grade combined)
Scoring Range:	0-500
Average Score 2001 :	209 (4th grade), 262 (8th grade), and 285 (12th grade)
Passing Score:	NA
Approximate Age of Survey Takers:	9, 13, 17
Approximate Grade of Survey Takers:	4th, 8th and 12th grades
Survey Length:	~ 1 hour
Number of Questions:	Varies (About 30)
Question Type:	Multiple Choice and Free Response
Identical Surveys for all Takers?:	No
Single Geography Subject Surveys?:	Yes
Reports Scores of Individuals?:	No
***Geography for Life* Areas Stressed:**	The bulk of the sample test question focused on standards 1,7 and 11.



4.1) Geography NAEP Subject Assessment

The National Assessment of Educational Progress (NAEP), also known as The Nation's Report Card, is a subset of the National Center for Education Statistics (NCES). NAEP was begun in 1969 as a "nationally representative and continuing assessment of what American students know and can do in various subject areas."[1] Since that time NAEP has conducted nationwide periodic assessments in several subjects including geography. NAEP policies are determined by the NCES Commissioner of Education Statistics and the National Assessment Governing Board (NAGB), which was created by congressional mandate in 1988.[2]

In 1994 and 2001, NAEP administered geography surveys to 4th, 8th and 12th grade students around the country. The surveys were designed to assess the geography subject knowledge of the three age groups using standardized test questions. Sample populations of survey takers were selected to statistically represent the abilities of the entire nation. The sample design divided selection into three stages: selection based on geographic area (Northeast, Southeast, Central and West regions), selection based on school type in an area (both public and private schools were sampled), and selection of students based on individual student characteristics within a school. Approximately 25,000 students took the Geography NAEP in 2001.

Figure 37

NAEP sample geography survey populations by grade and year[3]		
	1994 Sample Size	2001 Sample Size*
4th Grade Geography NAEP Sample Total	5,507	7,219
8th Grade Geography NAEP Sample Total	6,878	9,308
12th Grade Geography NAEP Sample Total	6,234	9,133

* Including students with accommodations

[1] "About NAEP" The Nation's Report Card Website. April 2008. Available online at http://www.nationsreportcard.gov/2005_assessment/s0045.asp

[2] The NAGB is a bipartisan group appointed by the Secretary of Education but independent of the Department of Education whose 26 members include school officials, educators, business representatives, governors and state legislators, and members of the public.
"The NAEP Glossary of Terms" *The Nation's Report Card,* 2008. Available online at http://nationsreportcard.gov/about_nrc.asp.

[3] Compiled from 1994 and 2001 NAEP Geography reports.
Williams, Paul L. *NAEP 1994 Geography: A First Look.* U.S. Department of Education, 1995.
Weiss, Andrew R. *The Nation's Report Card: Geography 2001.* U.S. Department of Education, 2002.

The test was not designed to report the scores of individual students but rather provides an assessment of the skill level for different subpopulations, for example the test scores of boys and girls, private and public school students, scores reported by race, economic status, etc. Performance was graded on a scale of 0-500. Scores were also given a rating indicative of a level of achievement. The geography skills of students were rated as either *Basic, Proficient*, or *Advanced* based on these levels.

Figure 38

Mean scores from the 1994 and 2001 Geography NAEP subject tests		
	1994	**2001**
4th Grade	206	209
8th Grade	260	262
12th Grade	285	285

Figure 39

Achievement Levels from "The Nation's Report Card: Geography 2001"	
Basic	This level denoted partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Proficient	This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Advanced	This level signifies superior performance.

Figure 40

Scores for each achievement level 1994 and 2001			
	4th grade	**8th grade**	**12th grade**
Basic	187	242	270
Proficient	240	282	305
Advanced	276	315	339

4.2) Content and Structure of the Geography NAEP

The Geography NAEP tests were all based on a framework produced by the National Assessment Governing Board (NAGB) which oversees all NAEP tests. The assessments were organized with two principal dimensions: a cognitive dimension and a content dimension. The cognitive dimension of the test assessed a student's ability to know, understand and apply geographic concepts. The content dimension tested a student's

knowledge of space and place, environment and society, spatial dynamics and connections. The following charts give an outline of the dimensions used in the testing process.

Figure 41

Content Design of the 1994 and 2001 Geography NAEP Subject Tests [4]			
Cognitive Dimension	**Content Dimension**		
	Space and Place	**Environment and Society**	**Spatial Dynamics And Connections**
Knowing	Where is the world's largest tropical rain forest?	What mineral resources are often extracted by strip mining?	What factors stimulate human migrations?
Understanding	Why are tropical rain forests located near the equator?	Explain the effects of strip mining and shaft mining on the landscape.	Explain the motivations of modern-day Mexicans and Cubans for immigrating to the United States.
Applying	Support the conclusion that tropical rain forests promote wide species variation.	How can both economic and environmental interests be reconciled in an area of strip mining?	Compare current settlement and employment patterns of Cuban and Mexican immigrants in the United States.

[4] Williams, 2.

Figure 42

Percentage of NAEP Geography Test Questions in Each Cogitnive Dimension Subset by Grade

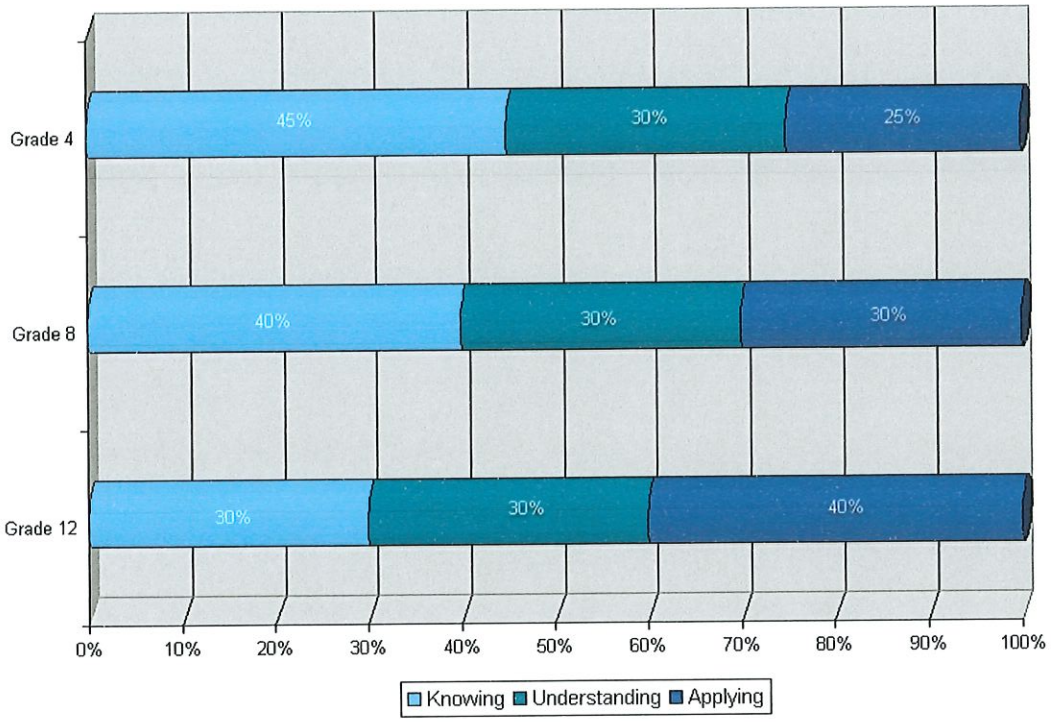
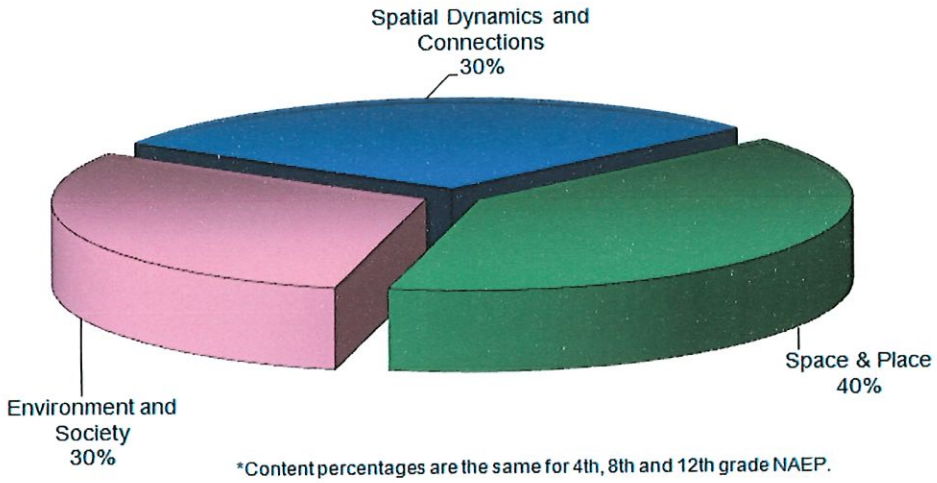


Figure 43

Percentage of NAEP Geography Test Questions in Each Content Dimension Subset*

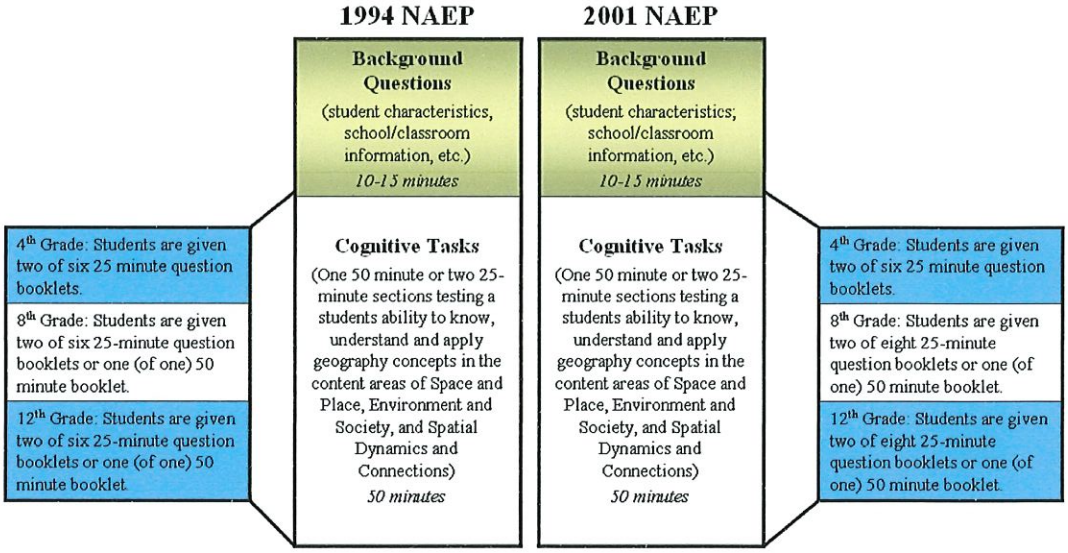


*Content percentages are the same for 4th, 8th and 12th grade NAEP.

The NAEP geography assessments distributed in 1994 and 2001 were divided into two different sets of questions: individual student background information questions and subject questions. Survey takers were asked to complete sections giving detailed background information about their individual characteristics, classroom practices and motivation to complete the assessment for NAEP analysis. The background sections were followed by one 50-minute block or two 25-minute blocks of "cognitive tasks." These included multiple choice and constructed-response questions. A typical block contained about 16-18 geography questions.

Figure 44

Structure of the 1994 and 2001 Geography NAEP Subject Tests



4.3) Trends/Analysis

The current form of the Geography NAEP has only been administered twice and so it is still too early to determine persistent trends among students. Another survey is planned for 2010 and should allow more long range comparisons. The background information provided by students allowed the National Center for Education Statistics to analyze test scores for a variety of subgroups. Analysis was performed based on gender, race/ethnicity, region of the country, parents' highest education level, type of school, type of location, eligibility for free/reduced-price lunch, teacher preparation, geography skills taught, geography course-taking, and use of computers. Some of the major findings from the 1994 and 2001 analyses of subgroups are listed below.

- Between 1994 and 2001 the average scores of 4th and 8th graders improved significantly for students in the bottom 10th and 25th survey percentiles.
- Male students scored on average at least four points higher on the test than female students in both years and in all grades.
- The average score of African American 4th graders increased significantly by 13 points from 1994 to 2001.
- White, Asian/Pacific Islander and American Indian students had higher average scores on the two tests than Hispanic and African American students.
- Students from the Central region of the U.S. on average out performed students from other regions of the country in 1994 and 2001.[5]
- The scores of 4th graders in the Northeast and 8th graders in the Southeast improved significantly from 1994 to 2001.[6]
- There was a positive correlation between parental education levels and average scores for 8th and 12th graders in 1994 and 2001.
- In 2001, non-public school students (particularly Catholic school students) outperformed public school students at all three grades.
- In 2001, students in schools in urban settings had lower average scores than students in rural and urban fringe locations.
- In 2001, 8th graders who took two or three years of geography had higher scores than those who took fewer years.
- Students who used CD-ROM materials in class performed better on average on the test than students who did not.

4.4) *Geography for Life* Content Analysis of Geography NAEP

In 2006, the study "Content Coverage of Geography for Life Standards in Selected Nationwide Voluntary High School-Level Exam" sponsored by the Geography Education National Implementation Project analyzed the content of Geography NAEP questions from 1994 and 2001 based on the accepted standards for geography education outlined in *Geography for Life: National Geography Standards 1994*. The analysis, performed on available NAEP sample questions, determined that test content focused primarily on three main standards:

> Standard 1 "How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information."
> Standard 7 "The physical processes that shape the patterns of Earth's surface."
> Standard 11 "The patterns and networks of economic interdependence on Earth's surface."[7]

---

[5] Central region includes Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota and Wisconsin.

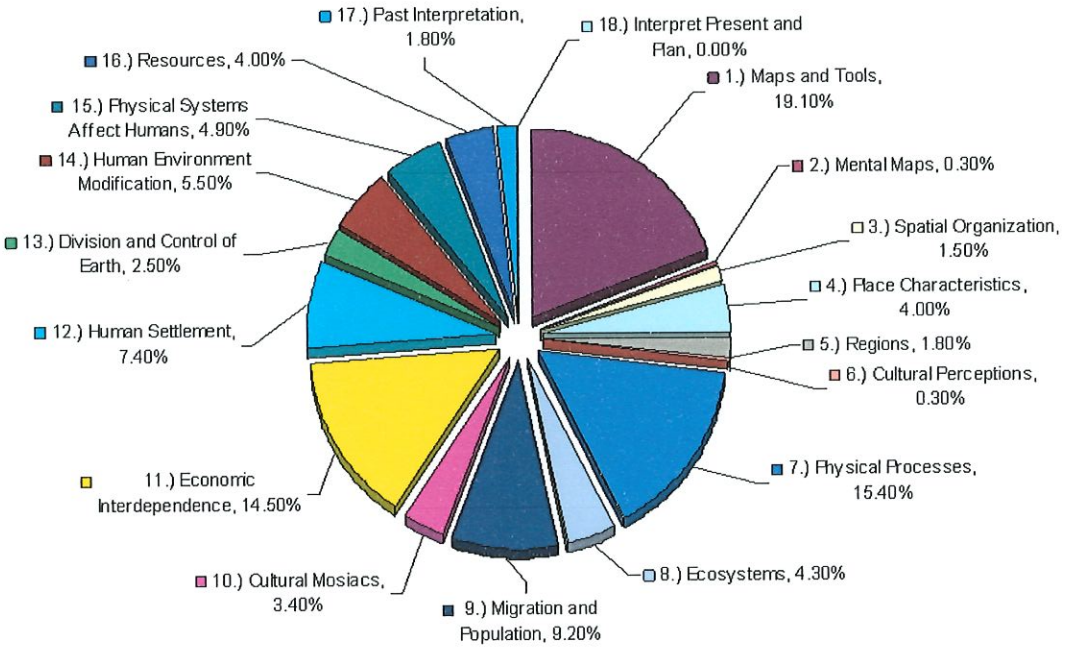
[6] Northeast region includes Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont and Virginia.
Southeast region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia and West Virginia.

[7] The Geography Education Standards Project. *Geography for Life: National Geography Standards 1994.* National Geographic Research & Exploration, 1994.

However, the surveys contained questions relating to all but one of the standards, Standard 18 "How to apply geography to interpret the present and plan for the future".[8] The chart on the following page gives the content coverage percentages for each standard based on question samples from the 1994 and 2001 Geography NAEP.

Figure 45

National Assessment of Education Progress 1994 and 2001
Content Coverage of
Geography for Life Standards



*Data collected by Brian Johnson, 2006 GENIP Intern

4.5) Sample Geography NAEP Survey Questions

[8] Ibid.

Figure 46

2001 4th Grade Sample Questions (Free Response)

LITTLE TOWN

- Width: 4.0 miles east to west
- Length: 3.0 miles north to south
- Main Street runs east to west through the town.
- The school is on the northeast side of town.
- Phelps Park is on the southwest side of town.
- Runt River runs north to south through the town.

On the grid below, each square is one mile wide and one mile long. Draw a map of Little Town on the grid. Draw the town's borders. Then, use the symbols in the key below to draw the features listed above.

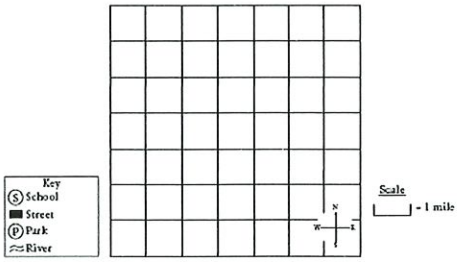
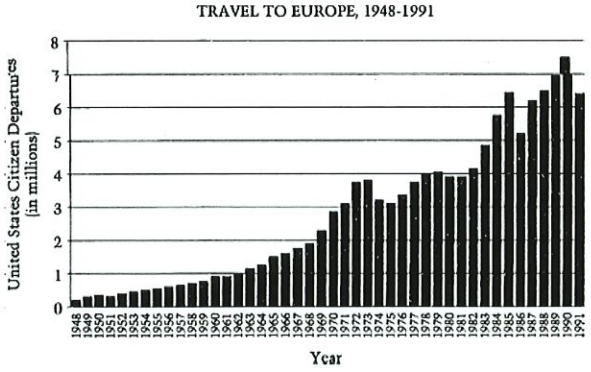


Figure 47

1994 8th Grade Sample Questions (Free Response)



9. What is the dominant trend shown in the graph?

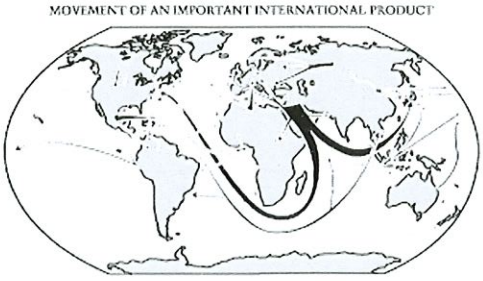
_____
_____
_____

Give two major reasons for the trend shown.

_____
_____
_____

Figure 48

2001 12th Grade Sample Questions



The varying widths of the lines on the map most probably indicate the

Ⓐ strength of ocean currents

Ⓑ type of trade

Ⓒ volume of trade

Ⓓ type of transportation used

National Geographic-Roper Poll

Periodicity: The GED Social Studies Test is offered every year in the U.S. and Canada either by itself or with other GED subject tests. The GED produces a statistical report every year which gives basic fact about student performance and participation. Reports are 2 years behind the present date so 2006 now in 2008. 2007 will not be available until 2009. Only the most recent report is available online.

Sources and Data:

1988 Survey

The Gallup Organization. *Geography: An International Gallup Survey: 1988.* The Gallup Organization, 1988.

2002 Survey

RoperASW. *National Geographic-Roper 2002 Global Geographic Literacy Survey.* RoperASW, 2002. (Also available online at http://www.nationalgeographic.com/geosurvey2002/download/RoperSurvey.pdf) (Information about the 2002 survey)

2006 Survey

Roper Public Affairs. *Final Report: National Geographic-Roper Public Affairs 2006 Geographic Literacy Study*. GfK NOP, 2006. (Also available online at http://www.nationalgeographic.com/roper2006/pdf/FINALReport2006GeogLitsurvey.pdf) (Information about the 2006 survery)

My Wonderful World

"My Wonderful World" National Geographic Society, 2007. Available online at http://www.mywonderfulworld.org/ (Campaign Information)

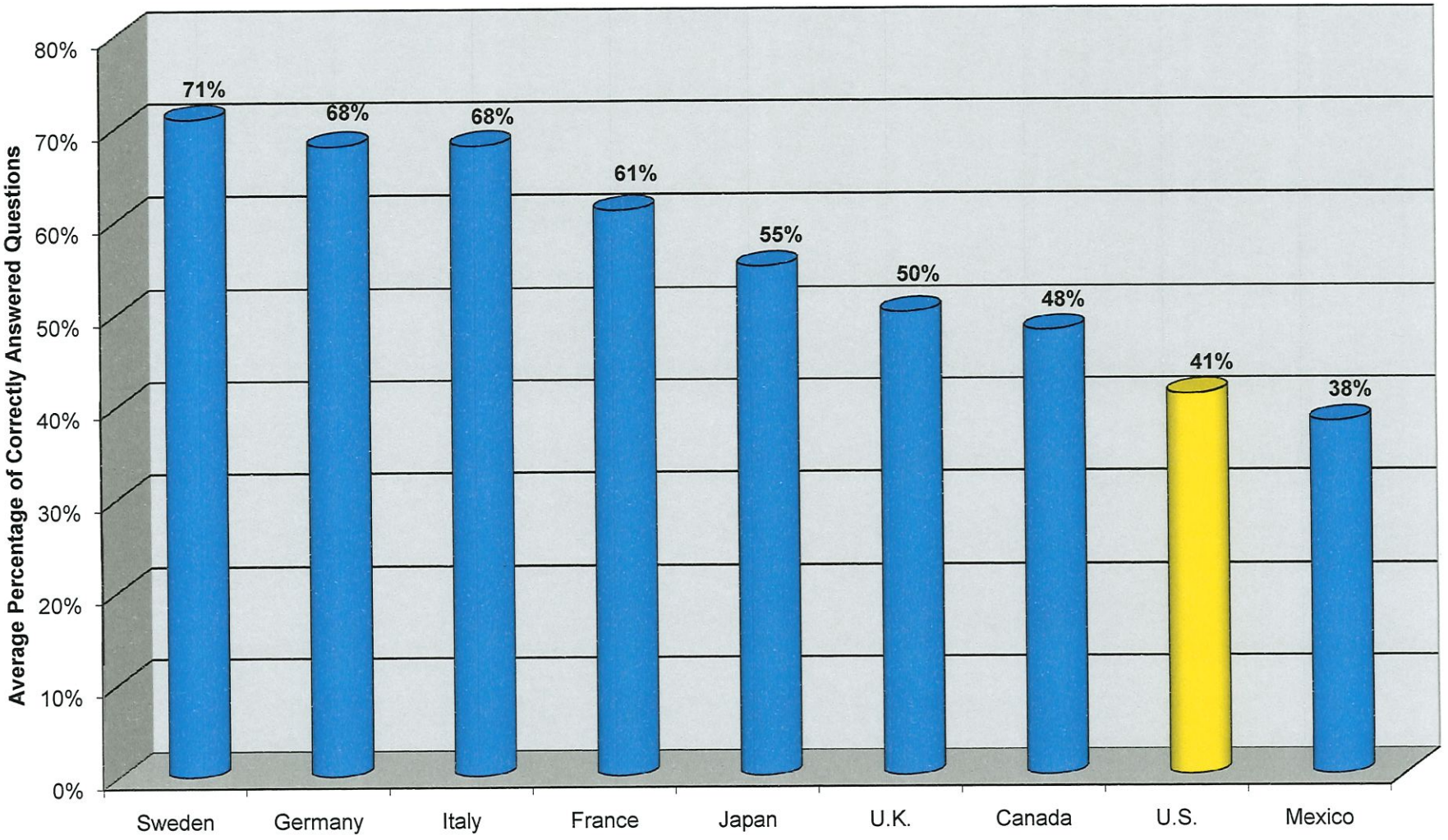
Contacts:

Anne Pollard
Chris Shearer x6674
Sarah Caban x8286

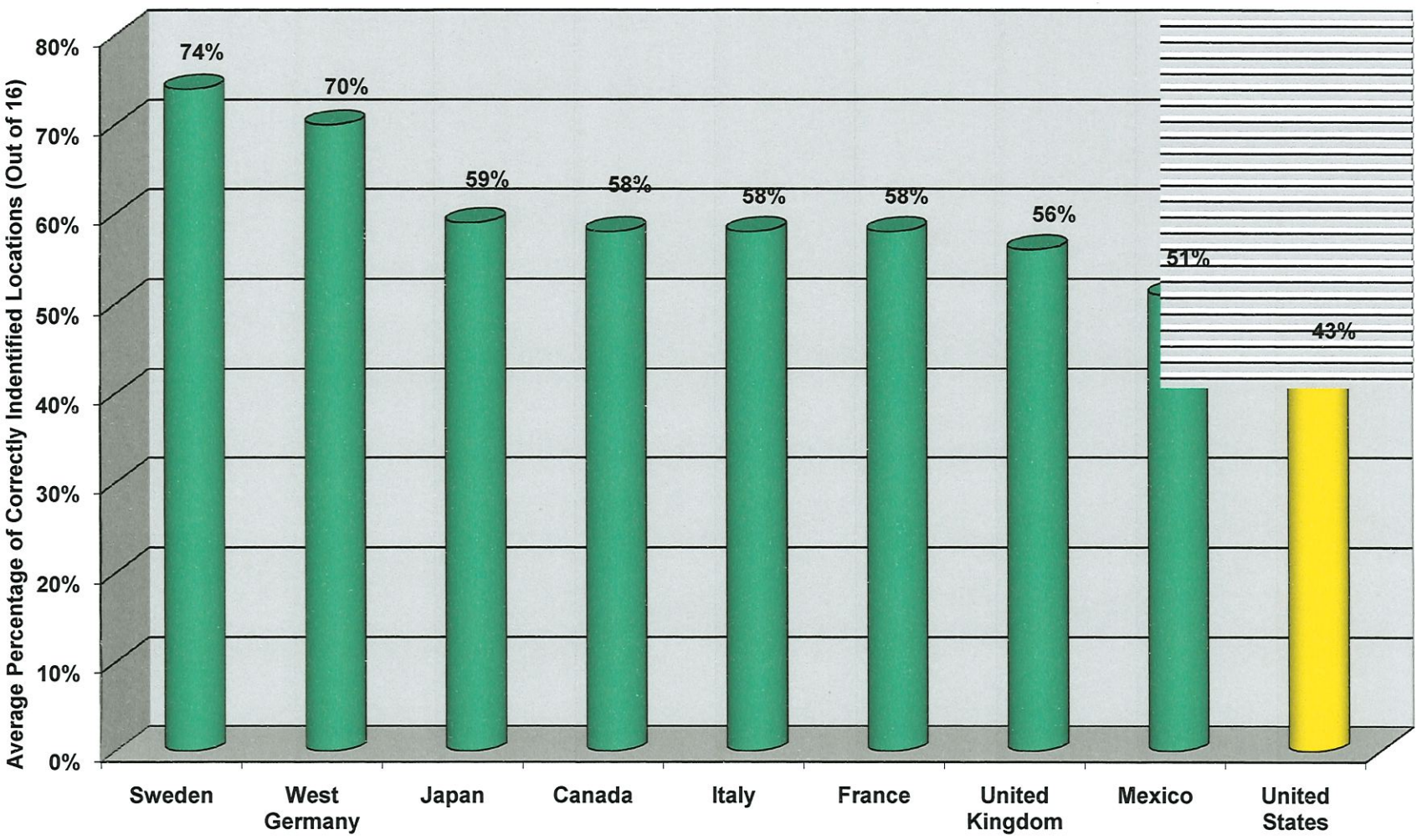
Information I looked for:

-Sample size
-Where poles conducted
-basic findings
-ID of trends over time

2002 National Geographic Society-Roper Geographic Literacy Survey Average Over-All Quiz Performance by Country



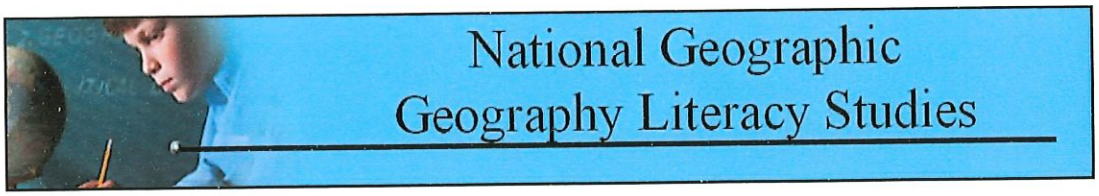
1988 National Geographic Society-Gallup Geography Literacy Survey
World Map Location Identification Results for Ages 18-24



National Geographic Geography Literacy Studies

National Geographic Geography Literacy Studies

Years of Administration:	1988, 2002, 2006
Survey Sample Size:	Over 10,820 (1988 worldwide); 3,250 (2002 worldwide); 510 (2006 U.S.)
Scoring Range:	0-81 (1988); 0-56 (2002); 0-53 (2006) (Typically reported as percentages)
Average Total Score U.S.:	23 (in 2002 out of 56); 28.6 (in 2006 out of 53)
Passing Score:	None
Approximate Age of Survey Takers:	18-24 and 25-34
Approximate Grade of Survey Takers:	Unknown
Survey Length Design:	15 minutes in 2002 and 2006
Number of Questions:	81 (in 1988); 56 (in 2002); 53 (in 2006)
Question Type:	Multiple choice, free response
Identical Surveys for all Takers?:	Yes (although some details differ from country to country)
Single Geography Subject Survey?:	Yes
Reports Scores of Individuals?:	No
***Geography for Life* Areas Stressed:**	Unknown



5.1) National Geographic Geography Literacy Studies

In 1988, the National Geographic Society in partnership with the Gallup Organization conducted an international survey on the most basic elements of geographic literacy. Gallup did face to face surveys of over 10,000 individuals in nine countries. The participants were asked to answer background questions and complete tasks which measured the extent of their geographic knowledge such as locating countries on a map and identifying factors that contributed to world events. National Geographic conducted follow-up surveys with similar questions in 2002 and 2006, this time in partnership with Roper Public Affairs. The 2002 study surveyed individuals worldwide while the 2006 study included only participants from the United States.

The 1988 survey sampled individuals 18 and older from Canada, France, Germany, Italy, Japan, Mexico, the United States, the United Kingdom and Sweden. The 2002 survey sampled individuals in the same countries ages 18-24 (this age group had performed poorly on portions of the 1988 survey particularly in the United States) and an additional group of Americans ages 25-34. The 2006 survey focused exclusively on Americans between the ages of 18 and 24. All samples were designed to be nationally representative within age groups whenever possible.[1] National geography literacy was assessed by measuring the percentage of correctly answered common questions on each survey.

Figure 49

	1988	2002	2006
Canada	1,036	313	-
France	1,000	303	-
Germany	930	300	-
Italy	918	303	-
Japan	1,335	300	-
Mexico	2,087	301	-
United States	1,611	829	510
United Kingdom	912	301	-
Sweden	991	300	-
Total	**10,820**	**3,250**	**510**

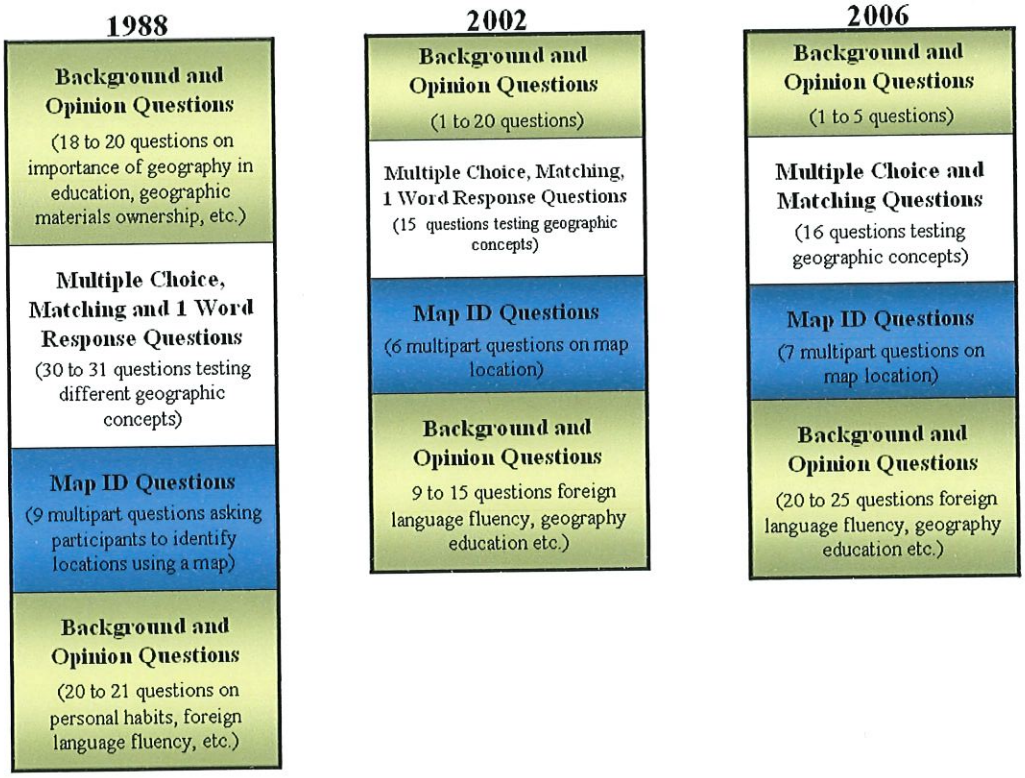
[1] The 2002 study had limited representation in Japan (Kanto region only), Mexico (Mexico City, Guadalajara and Monterrey only) and the United Kingdom (excluding Northern Ireland).

5.2) Content and Structure of the National Geographic Literacy Studies

The 1988, 2002, and 2006 surveys did not incorporate a specific standards-related content design. Survey questions were intended to "shed light on the competency of respondents on the most basic components of geographic knowledge and skills: the building blocks of geographic literacy."[2] Each survey asked participants to provide information regarding their personal background and opinions on subjects related to geography, education, and other areas.[3] All surveys included multiple choice and matching questions relating to various geographic concepts such as: natural resource production, climate systems, time zones, place location, current world events, immigration, political systems and other topics. The 1988 and 2002 surveys also included similarly themed short response questions. Every survey included maps which participants used to identify spatial locations by name or geographic proximity. In 1988 and 2002 individuals were given world maps and asked to identify sixteen locations.

Figure 50

National Geographic Literacy Survey Structures 1988, 2002, and 2006



5.3) Trends/Analysis

---

[2] RoperASW. *National Geographic-Roper 2002 Global Geographic Literacy Survey*. RoperASW, 2002., 1.
[3] For example participants were asked their level of education, marital status, if they ever taken a geography course in school and if they spoke more than one language.

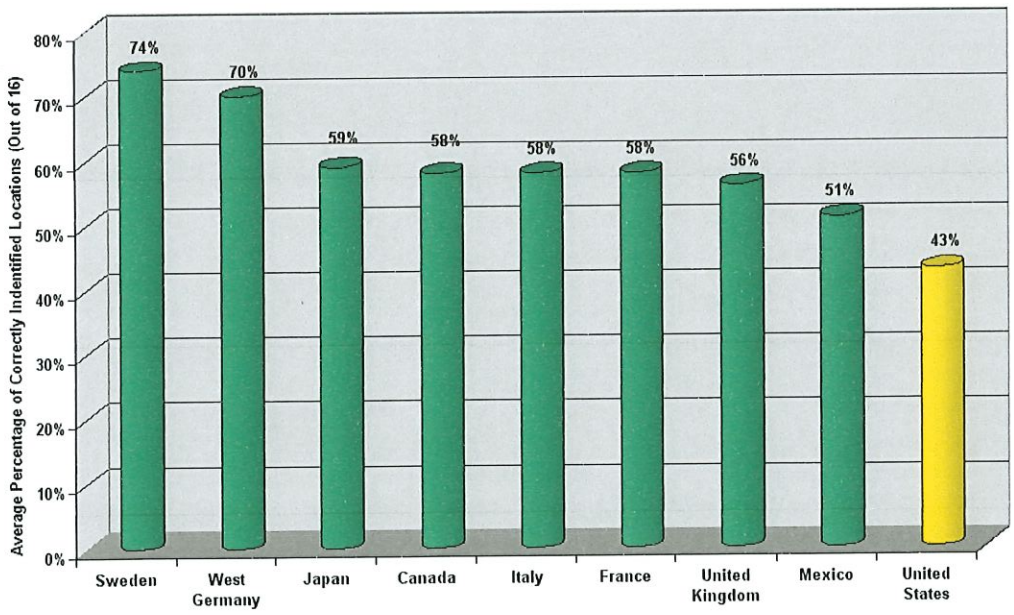
The data from the 1988 and 2002 literacy surveys allowed for international comparisons of geographic knowledge. During both surveys individuals from other developed nations consistently outperformed Americans (particularly young Americans ages 18-24). In the 1988 study, participants were given a world map and asked to identify sixteen countries.[4] The table below gives the average percentage of correctly identified locations by country and age group.

Figure 51

	18-24	25-34	35-44	45-54	55+
Sweden	74%	77%	78%	72%	64%
West Germany	70%	70%	69%	74%	68%
Japan	59%	68%	66%	61%	49%
Canada	58%	58%	66%	52%	54%
Italy	58%	58%	53%	49%	34%
France	58%	60%	63%	56%	55%
United Kingdom	56%	53%	58%	56%	49%
Mexico	51%	43%	48%	40%	36%
United States	**43%**	**55%**	**60%**	**55%**	**53%**

Figure 52

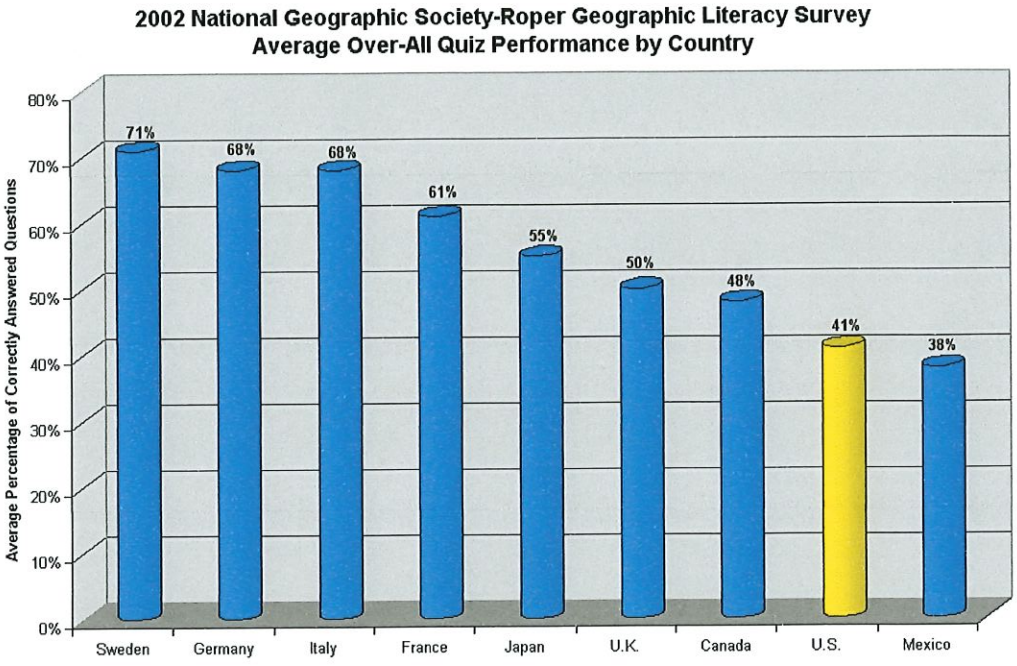
1988 National Geographic Society-Gallup Geography Literacy Survey World Map Location Identification Results for Ages 18-24



[4] In 1988 individuals were asked to identify the United States, the Union of Soviet Socialist Republics, Central America, Japan, Canada, France, the Persian Gulf, Mexico, Italy, Sweden, the United Kingdom, South Africa, West Germany, the Pacific Ocean, Egypt and Vietnam.

During the 2002 survey participants ages 18-24 and 25-34 were given 56 common questions. As in 1988 individuals from Sweden scored the largest average percentage of correct answers. Individuals from the U.S. scored the second lowest average.

Figure 53



All three studies asked young Americans ages 18-24 to give their opinions on the importance of basic geographic skills. Participants were asked to rate a variety of abilities as "absolutely necessary," "important but not absolutely necessary," and "not too important." These skills included reading a map, knowing where countries in the news are located, speaking a foreign language, using a PC, using a calculator, and writing a business letter. The table below gives the percentage of participants who considered the following skills "absolutely necessary."

Figure 54

Geography Literacy: Percentage of individuals 18-24 who consider the following skills "absolutely necessary"			
	1988	**2002**	**2006**
Read a map	74%	43%	51%
Write a business letter	66%	32%	-
Use a calculator	57%	41%	-
Use a PC	49%	49%	61%
Know where countries on the news are	35%	25%	28%
Speak a foreign language	16%	17%	14%
Use the internet (2006 only)	-	-	56%
Use a GPS (2006 only)	-	-	10%

Every survey asked participants to share their opinion on three basic geographic skills: reading a map, knowing the location of countries on the news and speaking a foreign language. The charts below give the percentage of individuals who considered these skills "absolutely necessary", "important but not absolutely necessary" and "not too important."[5]

Figure 55

The Ability to Read a Map

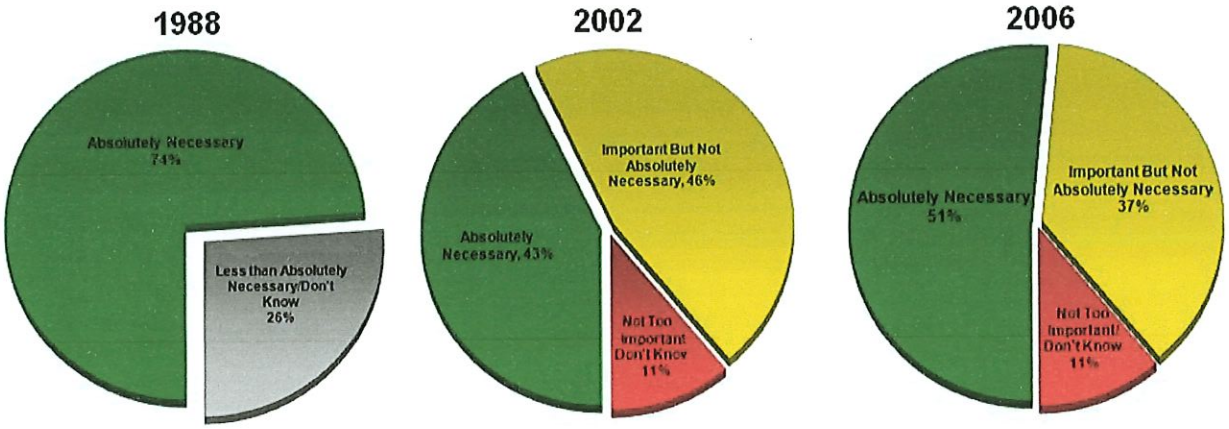
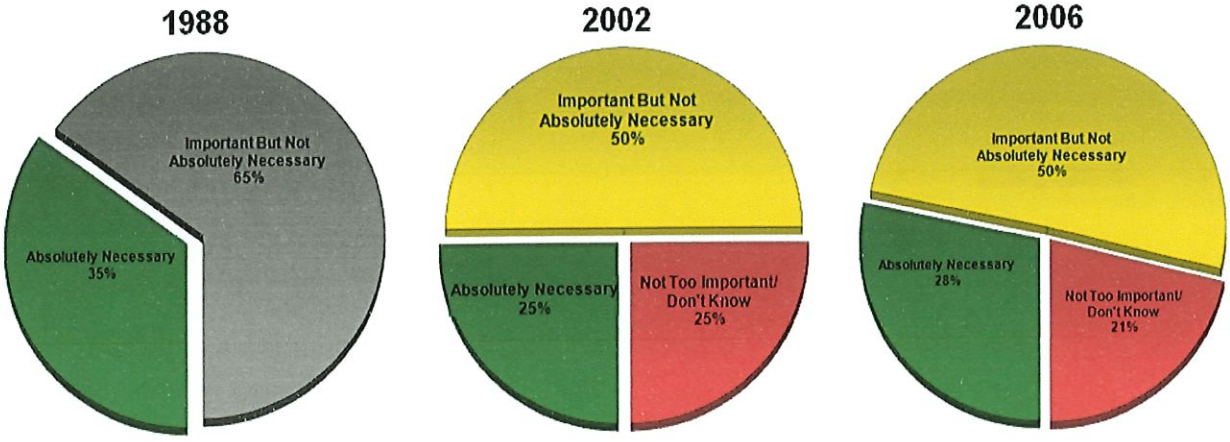


Figure 56

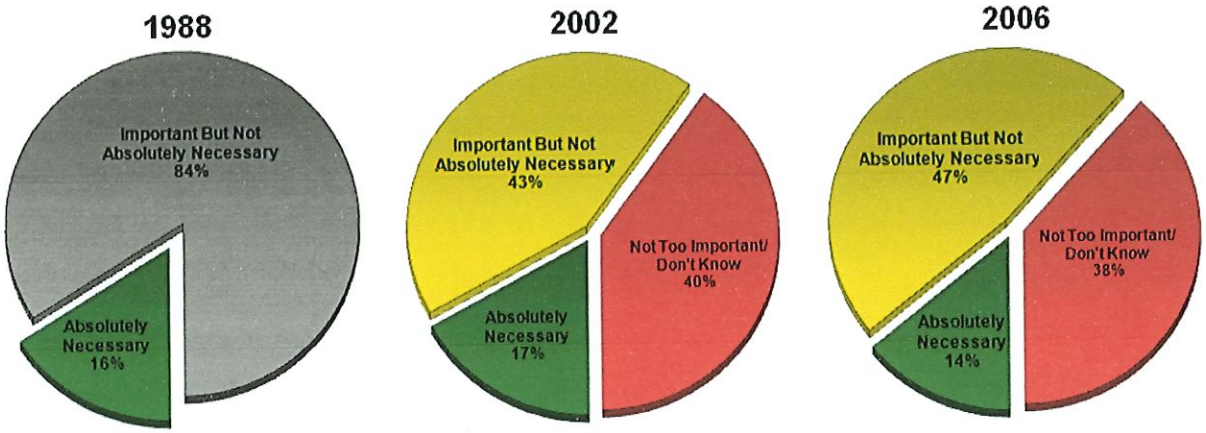
Knowing Where Countries in the News are Located



[5] Separate percentages for "important but not absolutely necessary" and "not too important" not available for 18-24 age group in 1988.

Figure 57

Speaking a Foreign Language



5.4) *Geography for Life* Content Analysis of the National Geographic Geography Literacy Surveys

No *Geography for Life* content analysis has been performed on the geography literacy surveys to date. Content percentages for individual standards are currently unavailable.

5.5) Sample Geography Literacy Survey Questions

Figure 58

Sample Question 1988

Q. 25 HAND RESPONDENT CARD 25

Do you happen to know which of the cities listed on this card currently has the largest population in the world? Just call off the letter please.

A. Beijing, China

B. Bangkok, Thailand

C. Mexico City, Mexico

D. New York, N.Y.

E. Caracas, Venezuela

F. Moscow, U.S.S.R.

G. Tokyo, Japan

H. Don't know

Figure 59

Sample Question 2002

HAND RESPONDENT MAP B (Asia)

21. Will you please tell me the number on this map which locates each of the following countries? Just call off the numbers please. (RECORD COUNTRY NUMBER FROM THE MAP. IF DON'T KNOW, CODE 99)

a)	North Korea	24	(5-6)
b)	Afghanistan	22	(7-8)
c)	India	4	(9-10)
d)	China	1	(11-12)
e)	Japan	12	(13-14)

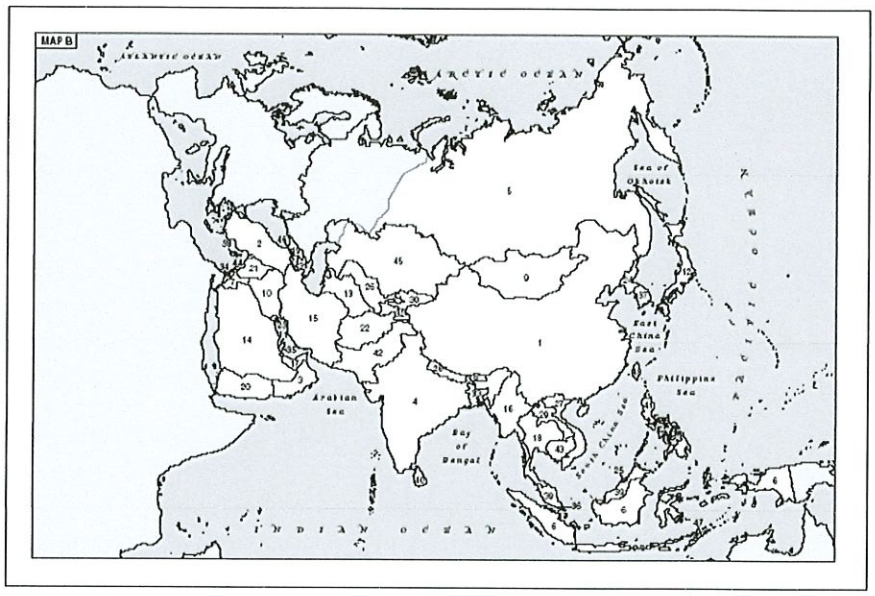


Figure 60

Sample Question 2002

SHOW CARD 7

7. The Taliban and Al Qaeda (pronounce: al-kay-duh) movements were both based in which country? Just read off the letter, please.

A	Iraq	1	59/
B	Pakistan	2	
C	Israel	3	
D	Albania	4	
E	*Afghanistan**	5	
	Don t Know	9	

** Correct response*

Federal Legislation in Geography

TGIF

Periodicity: TGIF has been introduced in the house and senate but it is uncertain when it will be considered. For this reason there is no regular information.

Sources and Data:

THOMAS: http://thomas.loc.gov/ (Sponsor/cosponsor information, current status)
National Geographic Hill Day Packet
H.R. 1228 (Bill text House)
S. 727 (Bill text Senate)

Contacts:

Principal contacts were in house: Chris Shearer, Audrey Mohan, Sarah Connell (all very helpful with lots of information, also folks from Patton Bogs)

Information I looked for:

-TGIF overview
-Current status of House and Senate bills
-Funding comparisons with other NCLB subjects

Index of Current Congressional Sponsors
110th Congress

Senate

During the 110th Congress, the *Teaching Geography is Fundamental Act* was introduced in the Senate by Senator Thad Cochran (R-MS), along with Senator Chris Dodd (D-CT), as S. 727. Twenty-three bipartisan Senators have joined on as cosponsors. The list of TGIF sponsors currently includes:

Sen. Daniel K. Akaka (HI)
Sen. Lamar Alexander (TN)
Sen. Jeff Bingaman (NM)
Sen. Maria Cantwell (WA)
Sen. Benjamin L. Cardin (MD)
Sen. Thad Cochran (MS)
Sen. Susan M. Collins (ME)
Sen. Kent Conrad (ND)
Sen. Christopher J. Dodd (CT)
Sen. Chuck Hagel (NE)
Sen. Daniel K. Inouye (HI)
Sen. Patrick J. Leahy (VT)
Sen. Blanche L. Lincoln (AR)
Sen. Trent Lott (MS) (now retired)
Sen. John D. Rockefeller (WV)
Sen. Lisa Murkowski (AK)
Sen. Ken Salazar (CO)
Sen. Bernard Sanders (VT)
Sen. Jeff Sessions (AL)
Sen. Gordon Smith (OR)
Sen. Olympia J. Snowe (ME)
Sen. Ted Stevens (AK)
Sen. John Warner (VA)
Sen. Sheldon Whitehouse (RI)

House of Representatives

During the 110th Congress, the *Teaching Geography is Fundamental Act* was introduced in the House by Congressman Chris Van Hollen (D-MD) and Congressman (now Senator) Roger Wicker (R-MS) as H.R. 1228. Seventy-five bipartisan Representatives have joined as cosponsors so far. The list of TGIF sponsors currently includes:

Rep. Neil Abercrombie (HI-1)
Rep. Thomas H. Allen (ME-1)
Rep. Shelley Berkley (NV-1)
Rep. Marion Berry (AR-1)
Rep. Earl Blumenauer (OR-3)
Rep. Roy Blunt (MO-7)
Rep. John Boozman (AR-3)
Rep. Bruce L. Braley (IA-1)
Rep. David Camp (MI-4)
Rep. Michael E. Capuano (MA-8)
Rep. Russ Carnahan (MO-3)
Rep. Jim Costa (CA-20)
Rep. Joe Courtney (CT-2)
Rep. Barbara Cubin (WY)
Rep. Elijah E. Cummings (MD-7)
Rep. Danny K. Davis (IL-7)
Rep. Susan A. Davis (CA-53)
Rep. Peter A. DeFazio (OR-4)
Rep. Lloyd Doggett (TX-25)
Rep. John T. Doolittle (CA-4)
Rep. John J. "Jimmy" Duncan (TN-2)
Rep. Chet Edwards (TX-17)
Rep. Vernon J. Ehlers (MI-3)
Rep. Keith Ellison (MN-5)
Rep. Rahm Emanuel (IL-5)
Rep. Jeff Fortenberry (NE-1)
Rep. Raul M. Grijalva (AZ-7)
Rep. Brian Higgins (NY-27)
Rep. Ruben E. Hinojosa (TX-15)
Rep. Mazie K. Hirono (HI-2)
Rep. Michael M. Honda (CA-15)
Rep. Jesse L. Jackson, Jr. (IL-2)
Rep. Steve Kagen (WI-8)
Rep. Ron Kind (WI-3)
Rep. Dennis J. Kucinich (OH-10)
Rep. John R. "Randy" Kuhl (NY-29)
Rep. John Larson (CT-1)
Rep. Tim Mahoney (FL-16)
Rep. Carolyn B. Maloney (NY-14)
Rep. Betty McCollum (MN-4)
Rep. Thaddeus G. McCotter (MI-11)
Rep. Mike McIntyre (NC-7)
Rep. Michael H. Michaud (ME-2)
Rep. Harry E. Mitchell (AZ-5)
Rep. Dennis Moore (KS-3)
Rep. Gwen Moore (WI-4)
Rep. Jerry Moran (KS-1)
Rep. Jerrold Nadler (NY-8)
Rep. Eleanor Holmes Norton (DC)
Rep. James L. Oberstar (MN-8)

Rep. Ed. Pastor (AZ-4)
Rep. Ed Perlmutter (CO-7)
Rep. Collin Peterson (MN-7)
Rep. Charles W. "Chip" Pickering (MS-3)
Rep. Earl Pomeroy (ND)
Rep. Jon C. Porter (NV-3)
Rep. Nick J. Rahall, II (WV-3)
Rep. Mike D. Rogers (AL-3)
Rep. Mike Ross (AR-4)
Rep. John P. Sarbanes (MD-3)
Rep. David Scott (GA-13)
Rep. Christopher Shays (CT-4)
Rep. John Shimkus (IL-19)
Rep. Adam Smith (WA-9)
Rep. Vic Snyder (AR-2)
Rep. John M. Spratt, Jr. (SC-5)
Rep. Ellen O. Tauscher (CA-10)
Rep. Mike Thompson (CA-1)
Rep. Fred Upton (MI-6)
Rep. Chris Van Hollen (MD-8)
Rep. Timothy J. Walz (MN-1)
Rep. Peter Welch (VT)
Rep. (now Sen.) Roger F. Wicker (MS-1)
Rep. David Wu (OR-1)
Rep. John A. Yarmuth (KY-3)
Rep. Don Young (AK)

NCLB

Periodicity: Information on current NCLB is publicly available. NCLB was not reauthorized in 2007 which means that it has no regular reauthorization schedule.

Sources and Data:

NCLB DOE Website: http://www.ed.gov/nclb/landing.jhtml (NCLB pillars, reauthorization updates)
NCLB Bill Text in PDF: http://www.ed.gov/policy/elsec/leg/esea02/107-110.pdf (language of the bill)
GENIP Website: http://genip.tamu.edu/ (GENIP position on "Highly Qualified")
CNN "Senate Approves Education Reform":
http://archives.cnn.com/2001/ALLPOLITICS/12/18/education.reform/index.html
(Contemporary info about passage of bill)

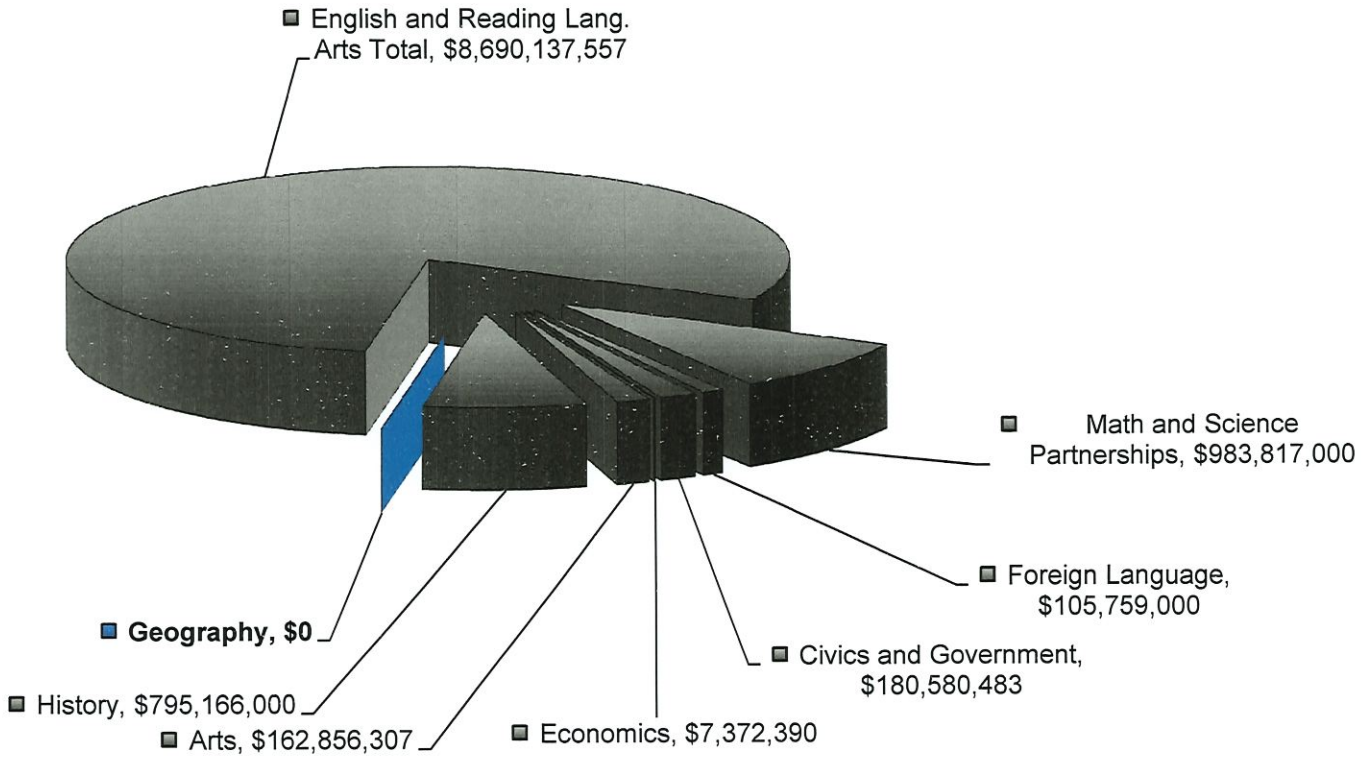
Contacts:

Scott Thompson, Patton Boggs (sthompson@PattonBoggs.com)
Andrew Larsen, Patton Boggs (alarsen@PattonBoggs.com)
(Both provided information on the number of original sponsors and cosponsors for NCLB)

Information I looked for:

-NCLB policy
-Definitions: highly qualified, core academic subject
-Mentions of geography
-GENIP position on highly qualified

Federal Funding Totals for NCLB Core Academic Subjects Fiscal Years 2002-2008



No Subject But Geography Left Behind?

Program Funding Levels for Core Subjects under NCLB

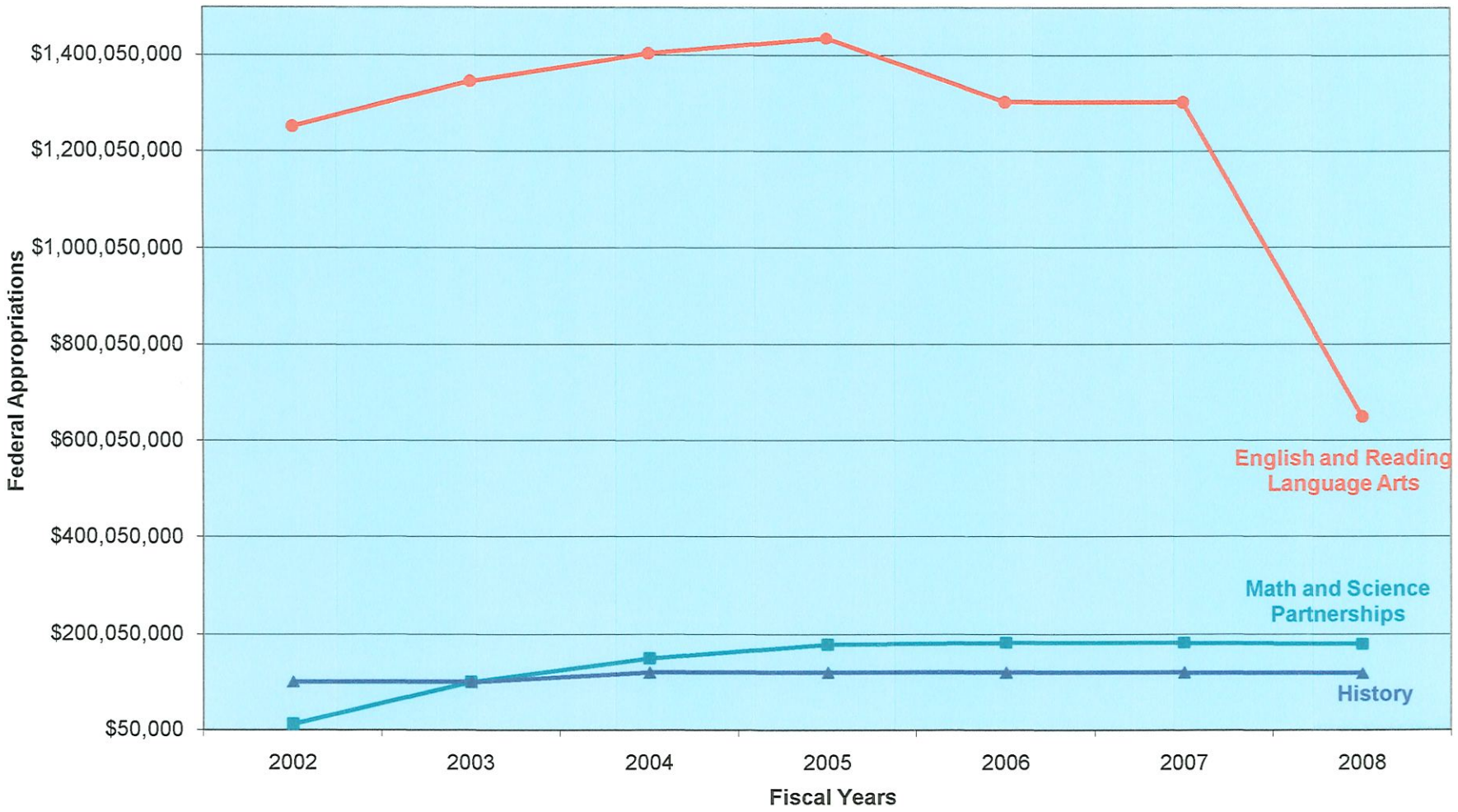
Fiscal Years 2002-2009*

NCLB Core Subject & Specific Programs	Original NCLB Funding Authorization		Actual Appropriations
English/Reading/ Language Arts			
Reading First Gants (Subset of Early Reading First Grants)	$900,000,000 ($75,000,000)	FY 2002	$975,000,000
		FY 2003	$1,068,012,000
		FY 2004	$1,118,362,000
		FY 2005	$1,145,760,000
		FY 2006	$1,132,352,000
		FY 2007	$1,146,900,000
		FY 2008	$505,561,000
		FY 2009*	$1,112,549,000
Even Start Program	$260,000,000	FY 2002	$250,000,000
		FY 2003	$248,375,000
		FY 2004	$246,909,587
		FY 2005	$225,094,720
		FY 2006	$99,000,000
		FY 2007	$82,282,160
		FY 2008	$66,454,000
		FY 2009*	$0
Striving Readers	$100,000,000 (Created in FY05)	FY 2005	$24,800,000
		FY 2006	$29,700,000
		FY 2007	$31,870,000
		FY 2008	$35,371,000
		FY 2009*	$100,000,000
Literacy through School Libraries	$250,000,000	FY 2002	$12,418,750
		FY 2003	$12,500,000
		FY 2004	$19,842,236
		FY 2005	$19,683,264
		FY 2006	$19,486,170
		FY 2007	$19,486,170
		FY 2008	$19,145,000
		FY 2009*	$19,145,000
National Writing Project	$15,000,000	FY 2002	$14,000,000
		FY 2003	$16,890,000
		FY 2004	$17,900,000
		FY 2005	$20,336,000
		FY 2006	$21,533,000
		FY 2007	$21,532,500
		FY 2008	$23,581,000
		FY 2009*	$0
Mathematics and Science Partnerships	$450,000,000	FY 2002	$12,500,000
		FY 2003	$100,344,000
		FY 2004	$149,115,000
		FY 2005	$178,560,000
		FY 2006	$182,160,000
		FY 2007	$182,160,000
		FY 2008	$178,978,000
		FY 2009*	$178,978,000

NCLB Core Subject & Specific Programs	Original NCLB Funding Authorization		Actual Appropriations
Foreign Language Assistance Programs	$27,500,000	FY 2004	$16,644,000
		FY 2005	$17,900,000
		FY 2006	$21,780,000
		FY 2007	$23,780,000
		FY 2008	$25,655,000
		FY 2009*	$25,655,000
Civics / Government We the People Cooperative Education Exchange	$30,000,000	FY 2002	$15,500,000
		FY 2003	$16,890,000
		FY 2004	$28,642,009
		FY 2005	$29,404,864
		FY 2006	$29,114,950
		FY 2007	$29,111,660
		FY 2008	$31,917,000
		FY 2009*	$0
Excellence in Economics Education	Feds pay 50% of grants	FY 2004	$1,491,150
		FY 2005	$1,488,000
		FY 2006	$1,473,120
		FY 2007	$1,473,120
		FY 2008	$1,447,000
		FY 2009*	$0
Arts in Education	No specified amount	FY 2002	$14,650,000
		FY 2003	$12,915,500
		FY 2004	$13,395,497
		FY 2005	$13,808,640
		FY 2006	$35,277,000
		FY 2007	$35,276,670
		FY 2008	$37,533,000
		FY 2009*	$0
Teaching American History	Such sums as necessary	FY 2002	$100,000,000
		FY 2003	$99,350,000
		FY 2004	$119,292,000
		FY 2005	$119,040,000
		FY 2006	$119,790,000
		FY 2007	$119,790,000
		FY 2008	$117,904,000
		FY 2009*	$50,000
Geography	**None**	**FY 2002**	**$0**
		FY 2003	**$0**
		FY 2004	**$0**
		FY 2005	**$0**
		FY 2006	**$0**
		FY 2007	**$0**
		FY 2008	**$0**
		FY 2009*	**$0**

* Indicates President's budget request for FY 2009.

Funding for NCLB Core Academic Subjects Receiving Over $50 Million a Year 2002-2008



H.R.1
Title: To close the achievement gap with accountability, flexibility, and choice, so that no child is left behind.
Sponsor: Rep Boehner, John A. [OH-8] (introduced 3/22/2001) Cosponsors (84)
Related Bills: H.CON.RES.289, H.RES.143, H.RES.315, S.1
Latest Major Action: Became Public Law No: 107-110 [GPO: Text, PDF]
House Reports: 107-63 Part 1; **Latest Conference Report:** 107-334 (in Congressional Record H9773-10052)

COSPONSORS(84), ALPHABETICAL [followed by Cosponsors withdrawn]: (Sort: by date)

Rep Armey, Richard K. [TX-26] - 3/22/2001
Rep Bachus, Spencer [AL-6] - 3/22/2001
Rep Baker, Richard H. [LA-6] - 3/22/2001
Rep Ballenger, Cass [NC-10] - 3/22/2001
Rep Barr, Bob [GA-7] - 3/22/2001
Rep Biggert, Judy [IL-13] - 3/22/2001
Rep Bonilla, Henry [TX-23] - 5/14/2001
Rep Bono Mack, Mary [CA-44] - 3/22/2001
Rep Brown, Henry E., Jr. [SC-1] - 5/14/2001
Rep Burr, Richard [NC-5] - 3/22/2001
Rep Calvert, Ken [CA-43] - 3/22/2001
Rep Camp, Dave [MI-4] - 3/22/2001
Rep Castle, Michael N. [DE] - 3/22/2001
Rep Chambliss, Saxby [GA-8] - 3/22/2001
Rep Collins, Mac [GA-3] - 3/22/2001
Rep Combest, Larry [TX-19] - 3/22/2001
Rep Cooksey, John [LA-5] - 3/22/2001
Rep Crenshaw, Ander [FL-4] - 3/22/2001
Rep Culberson, John Abney [TX-7] - 3/22/2001
Rep Cunningham, Randy (Duke) [CA-51] - 3/22/2001
Rep Deal, Nathan [GA-9] - 3/22/2001
Rep DeLay, Tom [TX-22] - 3/22/2001
Rep DeMint, Jim [SC-4] - 3/22/2001
Rep Diaz-Balart, Lincoln [FL-21] - 3/22/2001
Rep Dreier, David [CA-28] - 3/22/2001
Rep Ehlers, Vernon J. [MI-3] - 3/22/2001
Rep Ehrlich, Robert L., Jr. [MD-2] - 3/22/2001
Rep Fletcher, Ernie [KY-6] - 3/22/2001
Rep Fossella, Vito [NY-13] - 3/22/2001
Rep Frelinghuysen, Rodney P. [NJ-11] - 4/4/2001
Rep Gekas, George W. [PA-17] - 3/22/2001
Rep Gillmor, Paul E. [OH-5] - 3/22/2001
Rep Goss, Porter J. [FL-14] - 3/22/2001
Rep Graham, Lindsey [SC-3] - 3/22/2001
Rep Granger, Kay [TX-12] - 4/4/2001
Rep Green, Mark [WI-8] - 3/22/2001
Rep Greenwood, James C. [PA-8] - 3/22/2001
Rep Hart, Melissa A. [PA-4] - 3/22/2001

Rep Hastert, J. Dennis [IL-14] - 3/22/2001
Rep Hayes, Robin [NC-8] - 3/22/2001
Rep Hilleary, Van [TN-4] - 3/22/2001
Rep Hobson, David L. [OH-7] - 3/22/2001
Rep Horn, Stephen [CA-38] - 3/22/2001
Rep Isakson, Johnny [GA-6] - 3/22/2001
Rep Issa, Darrell E. [CA-48] - 3/22/2001
Rep Johnson, Sam [TX-3] - 3/22/2001
Rep Keller, Ric [FL-8] - 3/22/2001
Rep Kingston, Jack [GA-1] - 3/22/2001
Rep Kolbe, Jim [AZ-5] - 3/22/2001
Rep LaTourette, Steven C. [OH-19] - 3/22/2001
Rep Linder, John [GA-11] - 3/22/2001
Rep McInnis, Scott [CO-3] - 3/22/2001
Rep McKeon, Howard P. "Buck" [CA-25] - 3/22/2001
Rep Mica, John L. [FL-7] - 4/4/2001
Rep Miller, Dan [FL-13] - 3/22/2001
Rep Miller, Gary G. [CA-41] - 3/22/2001
Rep Northup, Anne M. [KY-3] - 3/22/2001
Rep Norwood, Charles W. [GA-10] - 3/22/2001
Rep Nussle, Jim [IA-2] - 3/22/2001
Rep Osborne, Tom [NE-3] - 3/22/2001
Rep Ose, Doug [CA-3] - 3/22/2001
Rep Oxley, Michael G. [OH-4] - 3/22/2001
Rep Peterson, John E. [PA-5] - 3/22/2001
Rep Petri, Thomas E. [WI-6] - 3/22/2001
Rep Pickering, Charles W. "Chip" [MS-3] - 3/22/2001
Rep Portman, Rob [OH-2] - 3/22/2001
Rep Pryce, Deborah [OH-15] - 3/22/2001
Rep Putnam, Adam H. [FL-12] - 3/22/2001
Rep Radanovich, George [CA-19] - 3/22/2001
Rep Roukema, Marge [NJ-5] - 5/14/2001
Rep Royce, Edward R. [CA-39] - 3/22/2001
Rep Schaffer, Bob [CO-4] - 3/22/2001
Rep Schrock, Edward L. [VA-2] - 3/22/2001
Rep Shays, Christopher [CT-4] - 3/22/2001
Rep Shimkus, John [IL-20] - 3/22/2001
Rep Sununu, John E. [NH-1] - 3/22/2001
Rep Sweeney, John E. [NY-22] - 3/22/2001
Rep Tiahrt, Todd [KS-4] - 4/4/2001
Rep Tiberi, Patrick J. [OH-12] - 3/22/2001
Rep Traficant, James A., Jr. [OH-17] - 5/14/2001
Rep Upton, Fred [MI-6] - 3/22/2001
Rep Watts, J. C., Jr. [OK-4] - 3/22/2001
Rep Weldon, Curt [PA-7] - 3/22/2001
Rep Wolf, Frank R. [VA-10] - 3/22/2001

State Legislation in Geography

Quality of Standards

Periodicity: The Thomas B. Fordham Foundation produced an assessment of state geography standards in their 1998 and 2000 reports both titled "The State of State Standards." The Fordham Foundation produced a 2006 "The State of State Standards" which assessed world history in place of geography. To my knowledge there

Sources and Data:

Thomas B. Fordham Foundation Website:
http://www.edexcellence.net/foundation/global/index.cfm (Updates on Foundation activities, studies)
State of State Standards Reports:
1998.) Finn, Chester E., Micheal J. Petrilli, and Gregg Vanourek. *The State of State Standards*. Thomas B. Fordham Foundation, 1998. (PDF online at http://www.edexcellence.net/doc/summary.pdf)
2000.) Finn, Chester E. and Micheal J. Petrilli. *The State of State Standards*. Thomas B. Fordham Foundation, 2000. (PDF online at http://www.edexcellence.net/doc/Standards2000.pdf)
2006.) Finn, Chester E., Liam Julian, and Micheal J. Petrilli. *The State of State Standards*. Thomas B. Fordham Foundation, 2006. (PDF online at http://www.edexcellence.net/doc/State%20of%20State%20Standards2006FINAL.pdf)

Contacts:

Information I looked for:

-Ratings of state geography standards.

Geography State of State Standards		
	1998	2000
AL	C	A
AK	C	C
AZ	NA	B
AR	F	F
CA	D	C
CO	A	A
CT	F	D
DE	F	C
D.C.	C	A
FL	C	B
GA	F	D
HI	NA	F
ID	C	NA
IL	D	D
IN	A	A
IA	NA	NA
KS	D	A
KY	F	F
LA	C	A
ME	F	F
MD	F	B
MA	D	D
MI	B	B
MN	F	F
MS	F	D
MO	C	B
MT	NA	NA
NE	NA	F
NV	NA	C
NH	B	B
NJ	F	D
NM	F	F
NY	F	D
NC	C	C
ND	F	F
OH	D	D
OK	F	C
OR	NA	F
PA	NA	NA
RI	NA	NA
SC	NA	A
SD	NA	C
TN	F	F
TX	A	A
UT	C	C
VT	F	F
VA	D	D
WA	F	F
WV	B	B
WI	F	F
WY	NA	F

State Assessments in Geography

Geography in High-School Exit Exams

Periodicity: Incomplete information (no geography specifics) currently available on the NCES website for 2006-2007 school year. Updated by Chelsea Hendricks and Lindsey Hays in 2008 to include geography. Also original GENIP research preformed by Jessica Wdowiarz in 2005. The new updated information is included in a excel sheet "Exit_Exams_Sum.xls" found in S:__REPORTS\GENIP 2008_L.Hays\Notes\Content_Outline\2.Assessment\State\HS_Exit_Exams\Tables

Sources and Data:

NCES

National Center for Education Statistics. "State high school exit exams, by exam characteristics and state: 2006-2007." Available online at: http://nces.ed.gov/programs/statereform/saa_tab11.asp

The Wdowiarz Report

Contacts:

None made.

Information I looked for:

1.) Do you have a high school exit exam?
2.) Does it test social studies and/or geography?
3.) What percentage of the social studies questions are geography questions?

Table 1.11. State high school exit exams, by exam characteristics and state: 2006–07

State	Current exam	Consequences begin/ began for class of	Subjects tested	Type of test	Grade level of align-ment	Grade test first admin-istered	Prior exit exam or exit exam being phased out
Alabama[1]	Alabama High School Graduation Exam (AHSGE) Third Edition	2001	Reading, language, math, science, social studies	Standards-based	11	10	Alabama High School Graduation Exam (AHSGE) 1st and 2nd Editions
Alaska	Alaska High School Graduation Qualifying Exam (HSGQE)	2004	Reading, writing, math	Standards-based	8–10	10	None
Arizona	Arizona's Instrument to Measure Standards (AIMS)	2006	Reading, writing, math	Standards-based	10	10	None
Arkansas	Arkansas Comprehensive Assessment Program	2010	Literacy, algebra 1, geometry	End-of-course	Literacy (grade 11), algebra 1 and geometry (aligned to course content)	Varies	None
California	California High School Exit Examination (CAHSEE)	2006	English/language arts, math	Standards-based	English/ language arts (through grade 10), math (grades 6–7 and algebra I)	10	None
Colorado	No current exit exam	†	†	†	†	†	†
Connecticut	No current exit exam	†	†	†	†	†	†
Delaware	No current exit exam	†	†	†	†	†	†
District of Columbia	No current exit exam	†	†	†	†	†	†
Florida	Florida Comprehensive Assessment Test (FCAT)	2003	Reading, math, writing (2010)	Standards-based	10	10	High School Competency Test (HSCT)
Georgia	Georgia High School Graduation Tests (GHSGT)	1994	English/ language arts, writing, math, science, social studies	Standards-based	9–11	11	Basic Skills Test
Hawaii	No current exit exam	†	†	†	†	†	†
Idaho	Idaho Standards Achievement Test (ISAT)	2006	Reading, language usage, math, science	Standards-based	10	10	None
Illinois	No current exit exam	†	†	†	†	†	†
Indiana	Graduation Qualifying Exam (GQE)	2000	English/language arts (through grade 9), math (through pre-algebra and algebra I)	Standards-based	9	10	None
Iowa	No current exit exam	†	†	†	†	†	†
Kansas	No current exit exam	†	†	†	†	†	†
Kentucky	No current exit exam	†	†	†	†	†	†

Louisiana	Graduation Exit Examination (GEE)	2003	English/language arts, math, science, social studies	Standards-based	9–12	10	Graduation Exit Exam
Maine	No current exit exam	†	†	†	†	†	†
Maryland	Maryland High School Assessment (HSA)	2009 [2]	English II, algebra/data analysis, biology, government	End-of-course	10	Varies	Maryland Functional Tests
Massachusetts	Massachusetts Comprehensive Assessment System (MCAS)	2003	English/language arts, math, science (2010), U.S. history (2012)	Standards-based plus end-of-course exams in science (2010) and U.S. history (2012)	10	Grade 10; science will vary	None
Michigan	No current exit exam	†	†	†	†	†	†
Minnesota	Graduation Required Assessment for Diploma (GRAD)[3]	2010	Reading, writing, math	Standards-based	Writing (grade 9), reading (grade 10), math (grade 11)	Writing (grade 9), reading (grade 10), math (grade 11)	Basic Skills Test (BST)
Mississippi	Mississippi Subject Area Testing Program (SATP)	2006	English II (with writing component), algebra I, biology I, U.S. history from 1877	End-of-course	Aligned to course content	Varies	Functional Literacy Examination (FLE)
Missouri	No current exit exam	†	†	†	†	†	†
Nebraska	No current exit exam	†	†	†	†	†	†
Nevada	High School Proficiency Examination (HSPE)	2003	Reading, writing, math, science (2008)	Standards-based	9–12	10	High School Proficiency Examination (earlier version based on 1994 curriculum)
New Hampshire	No current exit exam	†	†	†	†	†	†
New Jersey	High School Proficiency Assessment (HSPA)	2003	Language arts literacy, math; starting 2010, end-of-course exam in biology	Standards-based, plus one end-of-course (2010)	11	Grade 11; biology will vary	High School Proficiency Test (grade 11)
New Mexico	New Mexico High School Competency Examination (NMHSCE)	1990	Reading, language arts, composition, math, science, social studies	Minimum competency	8	10	None
New York	Regents Examinations	2000	English/language arts, math, science, social studies, language other than English	End-of-course	9–12	Varies	Regents Competency Tests
North Carolina	North Carolina Competency Tests and Tests of Computer Skills	1982 (math/reading); 2001 (computer skills); 2010 end-of-course exams	Reading comprehension, math, computer skills; starting in 2010, end-of-course exams in algebra I, English I, U.S. history, civics, economics, biology	Standards-based, plus five end-of-course exams beginning in 2010	8	Grade 8; end-of-course exams will vary	None
North Dakota	No current exit exam	†	†	†	†	†	†
Ohio	Ohio Graduation Tests (OGT)	2007	Reading, writing, math, science, social studies	Standards-based	10	10	Proficiency Tests (grade 9)
Oklahoma	Oklahoma End-of-Instruction (EOI) Exams	2012	English II, English III, algebra I, algebra II, geometry, biology I, U.S. history	End-of-course	High school standards	Varies	None
Oregon	No current exit exam	†	†	†	†	†	†
Pennsylvania	No current exit	†	†	†	†	†	†

	exam						
Rhode Island	No current exit exam	†	†	†	†	†	†
South Carolina	High School Assessment Program (HSAP)	2006	English/ language arts, math, science (2010), U.S. history (2010)	Standards-based, plus two end-of-course exams in science and history (2010)	Through grade 10	Grade 10; end-of-course exams will vary	Basic Skills Assessment Program (BSAP)
South Dakota	No current exit exam	†	†	†	†	†	†
Tennessee	Gateway Examinations	2005	English II, algebra I, biology I	End-of-course	10	Varies	Tennessee Competency Test
Texas	Texas Assessment of Knowledge and Skills (TAKS)[3]	2005	English/language arts (reading/writing), math, science, social studies	Standards-based	Aligned to course content	11	Texas Assessment of Academic Skills (TAAS)
Utah	No current exit exam	†	†	†	†	†	†
Vermont	No current exit exam	†	†	†	†	†	†
Virginia	Standards of Learning (SOL) End-of-Course Exams	2004	English (reading/writing), algebra I, algebra II, geometry, biology, earth science, chemistry, world history to 1500, world history from 1500, Virginia and U.S. history, world geography	End-of-course	Aligned to course content	Varies	Literacy Passport Test
Washington	Washington Assessment of Student Learning (WASL)	2008	Reading, writing, math (2013), science (2013)	Standards-based	10	10	None
West Virginia	No current exit exam	†	†	†	†	†	†
Wisconsin	No current exit exam	†	†	†	†	†	†
Wyoming	No current exit exam	†	†	†	†	†	†

† Not applicable. State does not currently have an exit exam.

[1] Alabama currently administers the Alabama High School Graduation Exam (AHSGE), 3rd Edition, for which consequences began for the class of 2001. The exam assesses reading, language, math, science, and social studies, and is considered by the state to be a standards-based exam aligned to 11th-grade standards. The exam is administered for the first time in 10th grade. The current test replaced the Alabama High School Graduation Exam, 1st and 2nd editions.

[2] Maryland is considering delaying the requirement for students with disabilities and English language learners. The state will use results from the 2007 testing period to determine the number of years to exempt these subgroups.

[3] Minnesota and Texas will transition to new exams. Minnesota is transitioning from the Basic Skills Test (BST) to the Graduation Required Assessment for Diploma (GRAD) test. The state will continue to withhold diplomas based on the BST until 2009. The class of 2010 will be the first class required to pass the new GRAD requirement. Texas students entering 9th grade in 2011 will be the first required to pass the state's 12 new end-of-course exams. The first class required to pass the new exams will be the class of 2013.

SOURCE: *State High School Exit Exams: Working to Raise Test Scores*, "Exit Exam Survey of State Education Officials", Center on Education Policy, 2007. Data Source

◀ Data Tables

Next Table ▶

High School Exit Exams (from 2006-2007 NCES Data)	Exit Exam	Social Studies Exam	S.S. Exams Includes Geography	Separate Test for Geography
Alabama				
Alaska				
Arizona				
Arkansas				
California				
Colorado				
Connecticut				
Delaware				
District of Columbia				
Florida				
Georgia			13%	
Hawaii				
Idaho				
Illinois				
Indiana				
Iowa				
Kansas				
Kentucky				
Louisiana			~16%	
Maine				
Maryland				
Massachusetts				
Michigan				
Minnesota				
Mississippi			~19%	
Missouri				
Montana				
Nebraska				
Nevada				
New Hampshire				
New Jersey				
New Mexico			14%	
New York			10-30%	
North Carolina				
North Dakota				
Ohio			25%	
Oklahoma				
Oregon				
Pennsylvania				
Rhode Island				
South Carolina				
South Dakota				
Tennessee				
Texas			~16%	
Utah				
Vermont				

High School Exit Exams (from 2006-2007 NCES Data)	Exit Exam	Social Studies Exam	S.S. Exams Includes Geography	Separate Test for Geography
Virginia			25%	
Washington				
West Virginia				
Wisconsin				
Wyoming				
Total:	26	13	8	1

*Collected from NCES website http://nces.ed.gov/programs/statereform/saa_tab11.asp with geography percentages varified by state Departments of Education.

State Testing at Other Levels

Periodicity: Started collecting this information and got about half way through the states (have information on 24 states and D.C.) available on S:__REPORTS\GENIP 2008_L.Hays\Notes\Content_Outline\2.Assessment\State\Testing_at_Other_Levels along with the names and number of the contacts which provided the state information. Some of these contacts were better than others and some did not provide reliable information. If this information is going to be gather probably SPECIFICALLY ASK FOR ASSESSMENT SPECIALISTS at the Department of Education otherwise you can get unreliable that is sometimes just plane wrong.

Sources and Data:

State Departments of Education usually Assessment specials, curriculum specialists and secretaries.

Contacts:

Please see "Testcontacts.xls" stored at S:__REPORTS\GENIP 2008_L.Hays\Notes\Content_Outline\2.Assessment\State\Testing_at_Other_Levels\Contacts

Information I looked for:

-Do they test social studies?
-Do they test geography?
-What grades?
-What percentage of the test?

State Standardized Testing Survey April 2008

Massachusetts	
Other Levels	**High School Exit**
Grades 5 and 7 History and Social Studies (Geography is 50% of each test) Grades 10 or 11 U.S. History Test	Social Studies exit exam currently given in 10 or 11 and will be required in 2012

Connecticut	
Other Levels	**High School Exit**
Don't test Social Studies or Geography Tests	No high school exit exam

Rhode Island	
Other Levels	**High School Exit**
Don't test Social Studies or Geography Tests (other standardized tests in grades 3,4,5,6,7,8,11)	No high school exit exam

Maine	
Other Levels	**High School Exit**
Don't test Social Studies or Geography separately (other standardized tests in grades 3-8 and 11)	No exit exam

Alabama	
Other Levels	**High School Exit**
No separate test for Geography DIBLES K-3 Stanford Achievement 3-8 Alabama Reading 3-8 Alabama Science 5-7 U.S. History 10, 11 or 12	Has an exit exam 10 grade tests U.S. history also can be taken in 11 and 12th if needed.

Arkansas	
Other Levels	**High School Exit**
Benchmark test in 3-8 (used to test social studies but got a new test contractor and now don't anymore) K12 test in grade 9	No exit exam

Colorado	
Other Levels	**High School Exit**
No geography or social studies at a state level (individual districts might be	No Exit Exam

different) 3-10 Test reading, writing and math 5,8,10 Science	

Delaware	
Other Levels	**High School Exit**
Social Studies subject tests at grades 4, 6, 8, 11 (geography makes up 25% of the test in each case)	No high school exit exam

District of Columbia	
Other Levels	**High School Exit**
No separate tests for Social Studies or Geography (CAS 3-8, 10; 9-12 biology)	No high school exit exam

Illinois	
Other Levels	**High School Exit**
No separate Social Studies or Geography test 3-8 Writing, Reading and Math, 4&7 Science 11 PSAE Reading, Math, Science, Writing	Must take PSAE to graduate but no passing score is required.

Iowa	
Other Levels	**High School Exit**
Social Studies testing is optional for districts, test in grades 3-8 and 11 (said most districts give the whole battery of tests)	No high school exit exam

Kansas	
Other Levels	**High School Exit**
Social Studies testing in 6,8, and 11 (testing in grades 3-8 and 11) (didn't know geography content of test)	No high school exit exam

Kentucky	
Other Levels	**High School Exit**
Test social studies in 5,8,11 (other test in 3-8, 10-12)	No high school exit exam

Missouri	
Other Levels	**High School Exit**
No subject tests for social studies or geography (other tests for 3-8, 10-11) H.S. U.S. Government and History tests planned for 2 years from now	No high school exit exam

Montana	
Other Levels	**High School Exit**
Social Studies tested in 4, 8, 11 (testing in grades 3-8, 10)	No high school exit exam

New Hampshire	
Other Levels	**High School Exit**
No Social Studies or Geography test (NECAP 3-8, 11)	No high school exit exam

Pennsylvania	
Other Levels	**High School Exit**

Vermont	
Other Levels	**High School Exit**
No separate social studies test (testing in grades 3-8, 11 tests reading, writing, and math and science tested in 4,8,11)	No high school exit exam

Nebraska	
Other Levels	**High School Exit**
District controlled and they don't provide a Social Studies or Geography test to districts (districts required to test once in elementary, once in middle school and once in high school)	No high school exit exam

Wisconsin	
Other Levels	**High School Exit**
Social studies tested in 4,8,10 (Geography 20-25% of test) (testing 3-8 and 10th grade)	No high school exit exam

Georgia	
Other Levels	**High School Exit**
Social studies testing grades 3-8 in CRCT (geography included) , grade 11-12 GHSGT (geography is included in this test)	Georgia High School Graduation Tests (GHSGT) (social studies test includes geography

Louisiana	
Other Levels	**High School Exit**
Test social studies at 4,8,10/11 (geography makes up 36% of the 4th grade test, 25% of the 8th grade test, and 15% of the 10/11th grade exit exam)	GEE Graduate Exit Examination (taken in the 10/11th grade includes a social studies test 15% of which is geography)

Arizona	
Other Levels	**High School Exit**
No social studies or geography (testing in grades 2-10)	Yes, there is an exit exam (it tests writing, reading and math)

Washington	
Other Levels	**High School Exit**
"Soft assessments" in social studies each district will test one SS subject (one of which is geography) a year in grades 3-12 not necessarily general testing format (other testing grades 3-8 and 10)	No exam required for graduation

Indiana	
Other Levels	**High School Exit**
Social Studies at grades 5 and 7; 10th grade U.S. History (Other testing 3-8 and 10-11)	Yes, the GQA does not test social studies (moving towards end of course assessments and giving a pilot U.S. history exam this year)

Oregon	
Other Levels	**High School Exit**
Optional Social Studies tests OAKS Online/TESA Testing in grades 3-8 and 10	No exit exam.

		Contact	Number
43	**Alabama**	Dottie DeMars	334-242-8038
51	**Alaska**		
37	**Arizona**	Irene Hunting	602-542-5151
47	**Arkansas**	Donna Wolfe	501-682-4559
25	**California**		
32	**Colorado**	Elizabeth Celva	303-866-6760
19	**Connecticut**	Jeff Greig	860-713-6854
29	**Delaware**	Joanne Prewitt	302-735-4103
28	**District of Columbia**	Gwen Faulkner	x5695
49	**Florida**		
45	**Georgia**	Dr. Chris Domaleski	404-656-2688
1	**Hawaii**		
9	**Idaho**		
27	**Illinois**	Pam Stanko	217-782-4823
22	**Indiana**	Assessment	317-232-9050
14	**Iowa**	Tom Deeter	515-242-5616
34	**Kansas**		
33	**Kentucky**	Kathy Moore	564-4394x4121
48	**Louisana**	Nancy Beben	225-342-3365
4	**Maine**	No Name	207-624-6636
31	**Maryland**		
15	**Massachusetts**	Virigina Crocker	781-338-3678
50	**Michigan**		
11	**Minnesota**		
44	**Mississippi**		
36	**Missouri**	Assessment	573-751-3545
3	**Montana**	Assessment	406-444-3095
16	**Nebraska**	Jackie Naber	402-471-2295
23	**Nevada**		
13	**New Hampshire**	Assessment	603-271-3846
21	**New Jersey**		
42	**New Mexico**		
17	**New York**		
39	**North Carolina**		
5	**North Dakota**		
26	**Ohio**		
38	**Oklahoma**		
12	**Oregon**	Doug Kosty	Doug.Kosty@state.or.us
18	**Pennsylvania**		
20	**Rhode Island**	James Karon	401-222-4600
46	**South Carolina**		
6	**South Dakota**		
40	**Tennessee**		
41	**Texas**		
24	**Utah**		
10	**Vermont**	Mary Ann Minardo	802-828-5410
35	**Virginia**		
2	**Washington**	Caleb Perkins	360-725-6000
30	**West Virginia**		
8	**Wisconsin**	Phil Olsen	608-266-8779
7	**Wyoming**		

National Teacher Quality

PRAXIS

Periodicity: Information on PRAXIS tests for geography and social studies is freely and regularly available on the ETS website.

Sources and Data:

PRAXIS Website

http://www.ets.org/portal/site/ets/menuitem.fab2360b1645a1de9b3a0779f1751509/?vgnextoid=48c05ee3d74f4010VgnVCM10000022f95190RCRD&WT.ac=Praxis+Brochure+and+Front+Door

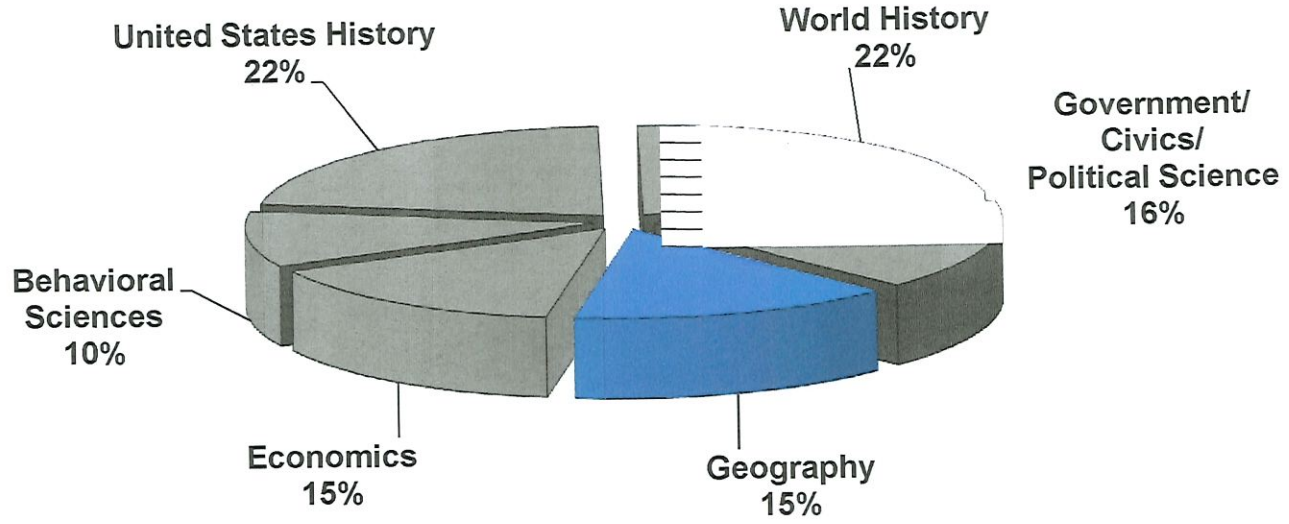
Presentation and QA with Paul Borysewicz, GENIP meeting at ETS May 9, 2008.

Contacts:

Paul Borysewicz
Assessment Specialist
Educational Testing Service, MS 36-N
Princeton, New Jersey 08541
Phone: 609.683.2956

Information I looked for:

-Position on geography/geography standards.
-Test percentages


United States History
22%
World History
22%
Government/
Civics/
Political Science
16%
Behavioral
Sciences
10%
Economics
15%
Geography
15%

PRAXIS Notes from GENIP Visit to ETS 05/9/08

-PRAXIS
- -formerly NTE
- -PRAXIS I – taken before teacher licensure.
- -PRAXIS II – subject tests about 100 tests
- -PRAXIS III- for principles and other school administrators.

-Other tests
- -NES
- -Pearson
- -State exams (Texas, New York)

-Geography in PRAXIS
- -represented mainly in social studies
- -there is a PRAXIS II Geography subject test
  - -only 8 states require this test for subject certification
    - -Alaska
    - -Idaho
    - -Alabama
    - -North Dakota
    - -Tennessee
    - -Wyoming
    - -Utah
  - -about 400 people a year take this test
  - -test is 2 hours
  - -120 multiple choice

- -35 states require only a PRAXIS social studies subject test for certification
  - -20% geography content knowledge tests

-With the exception of economics social studies teacher do the worst on geography in the social studies tests.

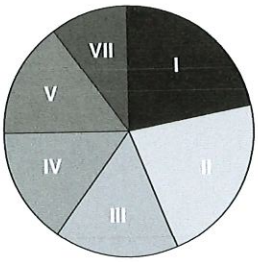
-Redesigning the tests new tests for 2009-2010 at the earliest.
-Most tests costs about $85-$100.

ETS THE PRAXIS SERIES™

Social Studies: Content Knowledge (0081)

Test at a Glance

Test Name	Social Studies: Content Knowledge
Test Code	0081
Time	2 hours
Number of Questions	130
Format	Multiple-choice questions



Content Categories	Approximate Number of Questions	Approximate Percentage of Examination
I. United States History	29	22%
II. World History	29	22%
III. Government/Civics/Political Science	21	16%
IV. Geography	19	15%
V. Economics	19	15%
VI. Behavioral Sciences	13	10%

About This Test

The Social Studies: Content Knowledge test is designed to determine whether an examinee has the knowledge and skills necessary for a beginning teacher of social studies in a secondary school. The test requires the examinee to understand and apply social studies knowledge, concepts, methodologies, and skills across the fields of United States history; world history; government/civics/political science; geography; economics; and the behavioral science fields of sociology, anthropology, and psychology.

A number of the questions are interdisciplinary, reflecting the complex relationships among the social studies fields. Answering the questions correctly requires knowing, interpreting, and integrating history and social science facts and concepts.

The 130 equally weighted multiple-choice questions consist of no more than 60 percent knowledge, recall, and/or recognition questions and no less than 40 percent higher-order thinking questions. Some questions are based on interpreting material such as written passages, maps, charts, graphs, tables, cartoons, diagrams, and photographs. Between 10 and 15 percent of the questions contain content reflecting the diverse experiences of people in the United States as related to gender, culture, and/or race, and/or content relating to Latin America, Africa, Asia, or Oceania.

Note: This examination uses the chronological designations B.C.E. (before the common era) and C.E. (common era). These labels correspond to B.C. (before Christ) and A.D. (anno Domini), which are used in some world history textbooks.

Topics Covered

Representative descriptions of topics covered in each category are provided below.

I. United States History

- Physical geography of North America
- Native American peoples
- European exploration and colonization
- American Revolution
- Establishing a new nation
- Early years of the new nation
- Continued national development
- Civil War era
- Emergence of the modern United States
- Progressive Era and the First World War through the New Deal
- Second World War
- Post-Second World War period
- Recent developments

II. World History

- Human society to approximately 3000 B.C.E.
- Development of early civilizations (Circa 3000–1500 B.C.E.)
- Ancient Empires and Civilizations (Circa 1700 B.C.E.–500 C.E.): India, China, Ancient Western Asia, Mediterranean, Africa
- Disruption and Reversal (Circa 500–1400 C.E.): nomadic migrations (Huns to Mongols), Byzantine Empire, Eastern Europe, rise and expansion of Islam, feudalism in North and Central Europe, Mayans and Chavín culture
- Emerging global interactions (Circa 1400–1800 C.E.)
- Political and industrial revolutions, Nationalism (1750–1914)
- Conflicts, ideologies, and evolutions in the 20th century (1900–1991)
- Contemporary Trends (1991–Present): changing geopolitical map of the world, regional and global economic and environmental interdependence, the welfare state, liberation movements, and globalization

III. Government/Civics/Political Science

- Political Theory: major political concepts, major political theorists, political orientations (e.g., liberal, conservative)
- United States Government and Politics: constitutional underpinnings; federalism; powers, structure, and processes of national political institutions; civil liberties and civil rights, political beliefs and behaviors; political parties, interest groups, and mass media
- Comparative Government and Politics: forms of government (e.g., parliamentary, federal); major regime types (e.g., democracy, autocracy); major types of electoral systems; foreign policy
- International Relations: theories of international relations (e.g., realism, liberalism); international relations in practice (e.g., conflict, cooperation, diplomacy); power and problems of international organizations and international law

IV. Geography

- The World in Spatial Terms: use of maps to acquire, process, and report information from a spatial perspective; longitude and latitude and their purposes; map projection, map type, and scale
- Places and Regions: location of major regions, countries and cities of the world; formal, functional, and perceptual characteristics of places; cultural diffusion and spatial patterns of economic activities
- Physical Systems: processes that shape the pattern of Earth's surface including plate tectonics, geomorphic processes, erosion, transportation, and deposition; characteristic and spatial distribution of ecosystems on Earth's surface; weather systems; Climate patterns
- Human Systems: population topics such as demographic transition, settlement patterns and migration; spatial patterns of ethnicity, language, and religion; political aspects including frontiers and boundaries; cooperation and conflict among people and nations; globalization of economies
- Environment and Society: environmental perceptions; environmental impacts and the modification of the environment by human populations; renewable and nonrenewable natural resources
- The Uses of Geography: application of geographic concepts to interpret the past, the present, and to plan for the future

V. Economics

- Microeconomics I: scarcity, choice and opportunity costs, economic systems, comparative advantage and trade, supply and demand, elasticity, market efficiency and the role of government
- Microeconomics II: production and cost, product markets and behavior of firms, factor markets and the distribution of income
- Macroeconomics I: measures of economic performance, national income accounting, unemployment, inflation, and business cycle
- Macroeconomics II: national income determination, fiscal policy, money and banking, monetary policy, international finance and investment, and economic growth

VI. Behavioral Sciences

- Sociology: socialization, social organization, social institutions, the study of populations, multicultural diversity, social problems
- Anthropology: human culture and cultural change
- Psychology: basic concepts, such as learning and perception, human growth and development, personality and adjustment, social psychology

Sample Test Questions

The sample questions that follow illustrate the types of questions in the test. They are not, however, representative of the entire scope of the test in either content or difficulty. Answers with explanations follow the questions.

Directions: Each of the questions or statements below is followed by four suggested answers or completions. Select the one that is best in each case.

1. President Abraham Lincoln's Emancipation Proclamation declared free only those slaves who

   (A) were living in the areas still in rebellion
   (B) were serving in the Union armies
   (C) were living in the border states
   (D) had escaped to Northern states

2. The legal basis for the escalation of United States involvement in the Vietnam War was the

   (A) declaration of war by Congress
   (B) passage of the Gulf of Tonkin Resolution by Congress
   (C) United Nations resolution condemning the North Vietnamese invasion of South Vietnam
   (D) mutual defense provisions of the North Atlantic Treaty Organization (NATO)

3. In which of the following fields did Islamic civilization most influence Europeans at the time of the Crusades?

   (A) Music
   (B) Theology
   (C) Mathematics
   (D) Law

4. The term "Cold War" refers to the

   (A) race between the United States and the Soviet Union to claim ownership of Antarctica
   (B) contest between the United States and the European Common Market for economic domination in the West
   (C) struggle between the United States and the Soviet Union to gain political hegemony in world affairs
   (D) competition between the Soviet Union and China for the resources of the Pacific Rim

5. With which of the following statements would both Thomas Hobbes and John Locke most probably have agreed?

   (A) Government exists as a contract between the ruler and the ruled.
   (B) Government must enforce religious law to prevent moral decay.
   (C) Government must enforce the majority's will regardless of the wishes of the minority.
   (D) Government must bend to the will of the educated minority.

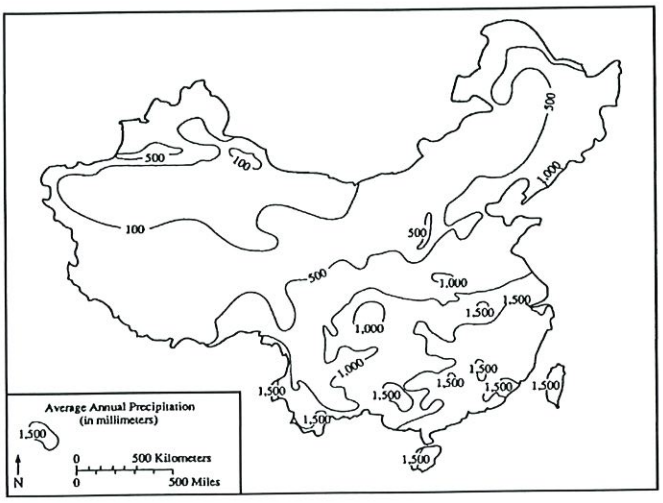
6. Which of the following is an example of a concurrent power?

   (A) The printing and coining of money
   (B) The power to declare war
   (C) The process of naturalization
   (D) The levying of taxes

7. According to Erik Erikson, the primary dilemma faced in adolescence is

   (A) industry v. inferiority
   (B) identity v. identity confusion
   (C) generativity v. stagnation
   (D) integrity v. despair

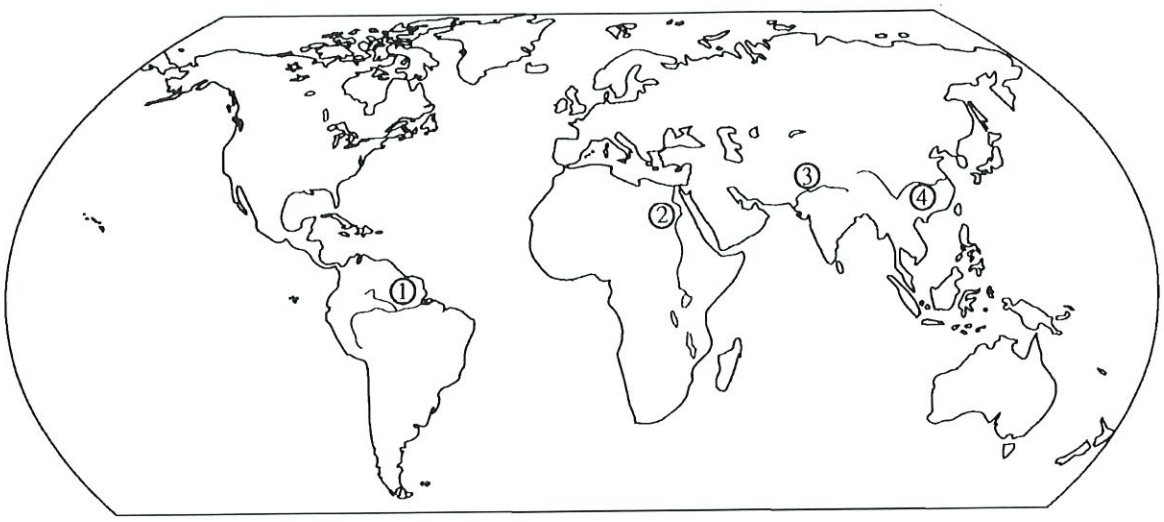
8. The map below shows which of the following to be true about precipitation in China?



   (A) The north receives more precipitation than the south.
   (B) The driest region is the northeast.
   (C) The southeast receives the most precipitation.
   (D) The west receives more precipitation than the east.

9. If the tax rate for a single person with $25,000 in taxable income is 24 percent, and the tax rate for a single person with $20,000 in taxable income is 20 percent, the tax rate over this income range is

   (A) regressive
   (B) progressive
   (C) proportional
   (D) revenue-neutral



10. On the map above, which number indicates a region that was NOT a center of early urban civilization?

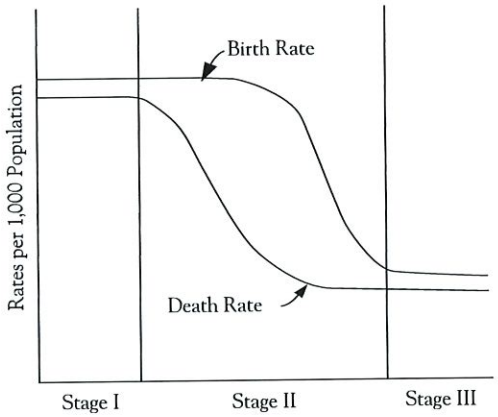
(A) 1
(B) 2
(C) 3
(D) 4

11. Which of the following people would benefit most if the value of the United States dollar increased relative to the Japanese yen?

(A) A United States car dealer importing Japanese cars
(B) A Japanese tourist vacationing in the United States
(C) A worker in the United States beer industry
(D) A Japanese baker buying United States wheat

12.

DEMOGRAPHIC TRANSITION



The graph above indicates that rapid population growth is most likely to occur in

(A) stage I only
(B) stage II only
(C) stages I and III only
(D) stages II and III only

Answers

1. The correct answer is A. The Emancipation Proclamation freed only those slaves who were living in the states or parts of states still in rebellion. Lincoln feared that complete emancipation would cost the Union the loyalty of the border states (Missouri, Kentucky, Maryland, and Delaware), slave states that remained loyal to the Union. Moreover, Lincoln did not believe he had the constitutional authority to declare free those slaves living in areas loyal to the Union.

2. The correct answer is B. There was no declaration of war by Congress. However, Congress did pass the Gulf of Tonkin Resolution, which authorized the President to "take all necessary measures to repel any armed attack against the forces of the United States and to prevent further aggression."

3. The correct answer is C. At the time of the Crusades, when contact increased between Europe and the Islamic world, Islamic mathematicians were using sophisticated mathematical tools and concepts (algebra, zero, Arabic numerals) that were unfamiliar to Europeans. In the twelfth century, European scholars became more aware of and interested in the contributions of Islamic mathematicians, and they made this knowledge available to the West in Latin translations.

4. The correct answer is C. The term "Cold War" is used to describe the tense relationship that developed between the United States and the Soviet Union in the years immediately following the Second World War. During the Cold War, both the United States and the Soviet Union sought to extend their economic, diplomatic, and, at times, military influence in many parts of the world. Beginning in the late 1980's, dramatic changes in the Soviet Union and Eastern Europe led to a reduction in U.S.–Soviet tension and the end of the Cold War.

5. The correct answer is A. Hobbes and Locke both agreed that a contract existed between the governed and those governing, although their views on the nature of the contract differed.

6. The correct answer is D. A concurrent power is a power shared by the federal government and state governments. Both the federal and state governments have the power to levy taxes. The powers described in choices A, B, and C are reserved to the federal government alone.

7. The correct answer is B. Erikson stated that an adolescent needs to integrate previous experiences in order to develop a sense of "ego identity."

8. The correct answer is C. The map shows that the greatest amount of precipitation (1,500 millimeters on average) is in southeast China, compared to other areas that receive far less precipitation (less than 500 millimeters on average).

9. The correct answer is B. A progressive tax rate is one in which the tax rate increases as income rises. In this example, someone earning $25,000 a year is taxed at a higher rate than someone earning a lower income; thus, the tax rate is progressive.

10. The correct answer is A. City civilizations developed early along the Nile River, the Sindhu (Indus) River, and the Yangtze, but not along the Amazon.

11. The correct answer is A. Appreciation in the value of the dollar results in a decline in the relative cost of importing foreign goods. An importer of foreign goods would thus benefit. U.S. goods would be relatively more expensive, so choices B and D are incorrect. C is also incorrect; a change in the value of the dollar would have no beneficial effect on a worker in the U.S. beer industry.

12. The correct answer is B. In stages I and III, birth and death rates are approximately equal. Therefore, the rate of natural increase (population growth) would be quite low, even in the first stage in which the birth rate is high. In stage II, a decline in the death rate precedes a decline in the birth rate. It is in this middle stage that rapid and dramatic population growth would occur.

00321-47747 • PDF65

NBPTS

Periodicity: NBPTS board certifies teachers in a number of subject specialty areas including social studies. They recognize geography as a discipline within social studies and use standards based on *Geography for Life* for certification.

Sources and Data:

NBPTS Website

http://www.nbpts.org/

http://www.nbpts.org/the_standards/standards_by_cert

Contacts:

None

Information I looked for:

-Position on geography/geography standards.

NCATE

Periodicity: NCATE (pronounced "N-Kate") accredits teacher education programs through out the U.S. and is the country's main accrediter (only one other organization TEAC does this). NCATE recognizes geography as a discipline within social studies and includes standards for geography education based on *Geography for Life* in its standards for social studies area certification. Information on the NCATE position on geography is freely available on their website.

Sources and Data:

NCATE Website

http://www.ncate.org/

Contacts:

None.

Information I looked for:

-Position on geography/geography standards.

TEAC

Periodicity: TEAC (pronounced "Tee-Ack") accredits teacher education programs through out the U.S. and is the only competitor to NCATE. TEAC acts as an independent audit firm. Institutions provide TEAC with standards for education and than TEAC determines if the institutions are meeting their standards. For this reason TEAC itself does not have a position on geography education.

Sources and Data:

TEAC Website

http://www.teac.org/

Contacts:

Rebecca Pelton, Vice President for Membership 302-831-6072

Information I looked for:

-Position on geography/geography standards.

State Teacher Quality

Pre-Service

Teacher Training

University Requirements

Periodicity: Very limited information available. Different universities have different requirements. Would have to do a large scale survey which is not possible right now. Zach Hutcheson's 2007 GENIP Report looked at some states.

Sources and Data:

Hutcheson, Zach "GENIP 2007 Report on Geography Teacher Preparation in the United States" 2007

Contacts:

Chris Shearer

Information I looked for:

-Course requirements geography educator preparation programs.

In Service

Training

Alternative Certification

Periodicity: Very limited information available. Different states have different requirements. Would have to do a large scale survey which is not possible right now. Zach Hutcheson's 2007 GENIP Report looked at some states.

Sources and Data:

Hutcheson, Zach "GENIP 2007 Report on Geography Teacher Preparation in the United States" 2007

Contacts:

Chris Shearer

Information I looked for:

-State requirements for alternative geography certification.

Alliances

Periodicity: The Alliances list teacher training in their yearly reports. Much of the training takes place during summer institutes.

Sources and Data:

NGS document "Master Summer Institute List.xls"

Contacts:

Sarah Connell
Catherine Ballay

Information I looked for:

-Information on in service teacher training only.

NCGE
Teacher Training

Periodicity: Available through NCGE also look at website.

Sources and Data:

NCGE Website

http://www.ncge.org/events/workshops/

Contacts:

Kim Crews
Joseph Kerski

Information I looked for:
-Teacher training programs only.

ESRI Training

Periodicity: Available through ESRI also look at website.

Sources and Data:

ESRI Training Website

http://training.esri.com/gateway/index.cfm

Contacts:

Joseph Kerski

Information I looked for:
-Teacher training programs only.

College Board AP Teacher Training

Periodicity: The College Board conducts AP Summer Institutes annually throughout the country. There are 31 AP Human Geography workshops scheduled for the summer of 2008. This information is publicly available online at the College Board.

Sources and Data:

Locations of APSI Workshops in Human Geography
"Institutes & Workshops" The College Board, 2008. Available online at http://apcentral.collegeboard.com/apc/Pageflows/InstitutesAndWorkshops/InstitutesAndWorkshopsController.jpf

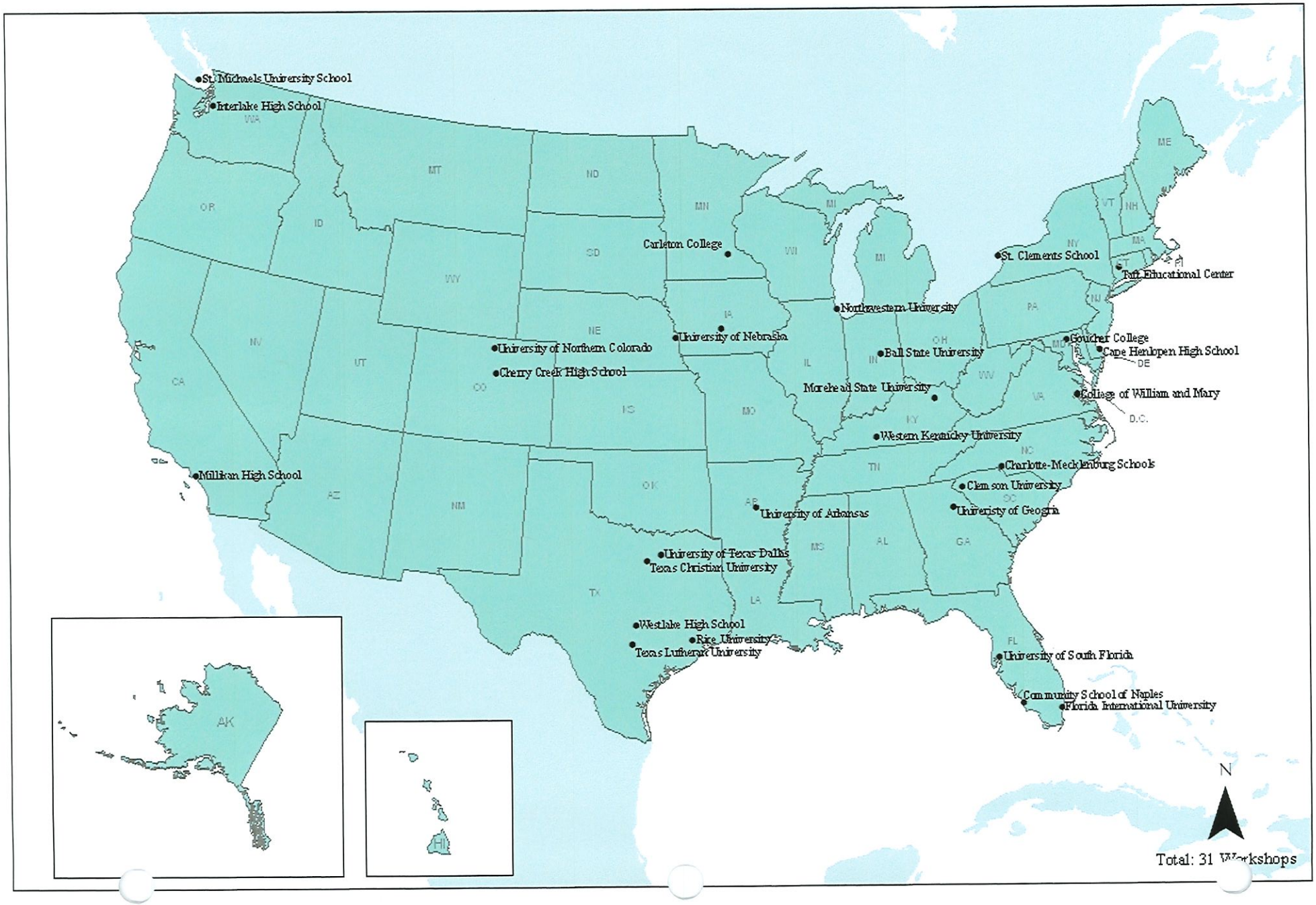
Contacts:

See the document APSummer.xls for a list of different APSI's giving Human Geography workshops in 2008 and the names and contact info of the consultants giving the workshops.

Information I looked for:

-Location of Workshop
-Who is teaching the workshop
-Contact information for institution and consultant

2008 APSI Human Geography Workshops



AAG
Teacher Training

Periodicity: Available through AAG also look at website.

Sources and Data:

AAG Website

http://www.aag.org/Meetings/meetings.html

Contacts:

Susan Gallagher
Michael Solem

Information I looked for:
-Teacher training programs only.

"What Works in Geography Education"

Periodicity: "What Works in Geography Education" was published by Grosvenor Scholar David Rutherford in 2005. An analysis of recent research in geography education. This was a one time publication.

Sources and Data:

What Works in Geography Education

Rutherford, David. *What Works in Geography Education.* National Geographic Society, 2005.

McREL Study

Englert, Kerry and Zoe Baley. *National Geographic Society Eighth-Grade Geography Study.* Mid-continent Research for Education and Learning, 2002. (Also available online at http://www.mcrel.org/PDF/instruction/4007RR_NGS_Alliance_Study.pdf)

Contacts:

Chris Shearer
Danny Edelson

Information I looked for:

-Studies in "What Works in Geography Education"

Status in the Curriculum

K-12

Online Education

Periodicity: Would need to sample sites and create some sort of analysis listing useful sites. Didn't have time to do this and no one else has done it so it is red.

Sources and Data:
A Couple of Good Websites

NGS Xpeditions
http://www.nationalgeographic.com/xpeditions/

Google Lit Trips
http://www.googlelittrips.org/

Contacts:
Patricia Norris

Information I looked for:
-Geography themed educational websites
-Websites with lesson plans
-Websites with resources that could be turned into lesson plans.

Geography Themed Schools

Periodicity: Nothing done yet. Know about a couple of schools such as Mercy Hurst and Renaissance School in NYC. There is also one in Colorado, a Watershed school, that Joseph Kerski told me about at GENIP. Others may exist but there is currently no way of having them self report.

Sources and Data:

Word of mouth: Chris, Roger, Sarah, Joseph

Contacts:

Chris Shearer
Roger Downs
Sarah Bednarz
Joseph Kerski

Information I looked for:
-Number of Geography themed schools in the country.

Number of Teachers Certified in Geography in the U.S.

Periodicity: Reported yearly under Title II of No Child Left Behind.

Sources and Data:

Title II Website (Teachers on Waivers)

https://title2.ed.gov/Title2DR/Waivers.asp

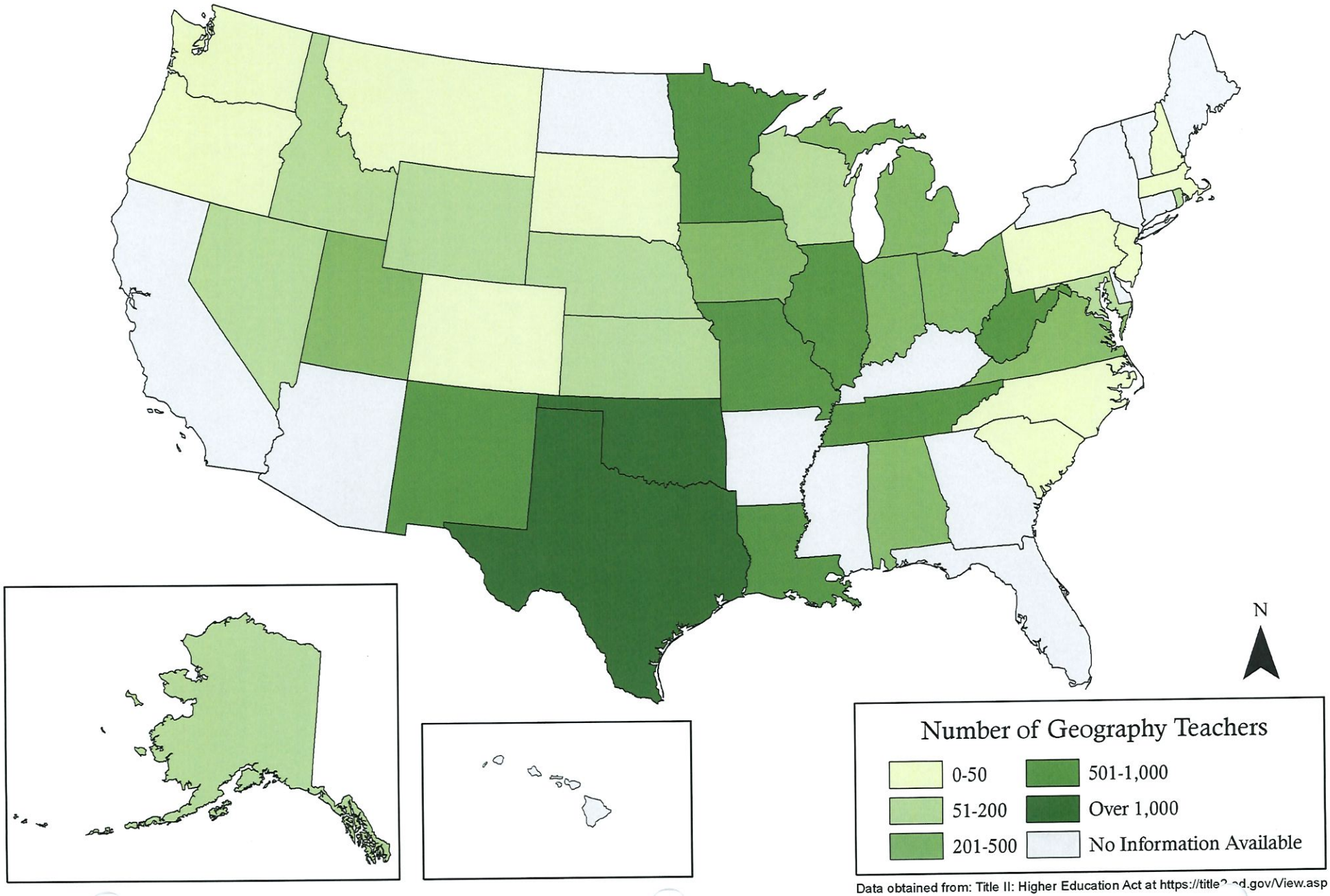
Contacts:

Audrey Mohan

Information I looked for:
-Number of certified geography teachers in each state
-Number of certified social studies teachers in each state.

OBJECTID	STATE_NAME	TEACHERS
43	Alabama	496
51	Alaska	77
37	Arizona	
47	Arkansas	
25	California	
32	Colorado	0
19	Connecticut	
29	Delaware	
28	District of Columbia	147
49	Florida	
45	Georgia	
1	Hawaii	
9	Idaho	131
27	Illinois	608
22	Indiana	237
14	Iowa	228
34	Kansas	192
33	Kentucky	
48	Louisiana	738
4	Maine	
31	Maryland	73
15	Massachusetts	3
50	Michigan	452
11	Minnesota	945
44	Mississippi	
36	Missouri	543
3	Montana	34
16	Nebraska	99
23	Nevada	154
13	New Hampshire	0
21	New Jersey	0
42	New Mexico	631
17	New York	
39	North Carolina	0
5	North Dakota	
26	Ohio	312
38	Oklahoma	1334
12	Oregon	0
18	Pennsylvania	26
20	Rhode Island	82
46	South Carolina	18
6	South Dakota	42
40	Tennessee	638
41	Texas	5016
24	Utah	334
10	Vermont	
35	Virginia	254
2	Washington	1
30	West Virginia	548
8	Wisconsin	179

Number of Teachers Certified in Geography in 2007



Textbooks

Periodicity: Chris says this information is available I didn't have time to get to it.

Sources and Data:

Contacts:

Chris Shearer

Information I looked for:
-Textbook sales
-What states use what textbooks
-How much geography is in the social studies textbooks.

Supplemental Materials for Geography

Periodicity: We know what NGS school publishing makes and how much they sell and that's about it right now.

Sources and Data:

Contacts:

Chris Shearer

Information I looked for:
-What supplemental materials are used.
-How many?
-What grades are they used in?
-Materials made by the Alliances.

Geographic Information Sciences Education

Periodicity: Got the reported numbers for GIS Day these are available through ESRI. I could have done a lot more with this. List of programs for teachers, good websites, etc. but I didn't have time. Problem is knowing where to stop for example there's no way to tell how many schools are using Google Earth in their geography classes.

Sources and Data:

Email conversation with Caitlyn Mitchell in Redlands can also get the info from Joseph Kerski.

Contacts:

Caitlyn Michell cmitchell@esri.com

Information I looked for:

-Numbers for GIS day.

Lindsey Hays/Contractor/NGS
06/16/2008 05:26 PM

To "Caitlyn Mitchell" <cmitchell@esri.com>
cc
bcc
Subject RE: GIS Day Information

"Caitlyn Mitchell" <cmitchell@esri.com>

"Caitlyn Mitchell" <cmitchell@esri.com>
05/06/2008 12:41 PM

To <lhays@ngs.org>
cc
Subject RE: GIS Day Information

Hi Lindsey,

Here are the GIS Day figures I said I would send. As I mentioned before, these are only registered events. There are many people who don't register their event, or register one event, when they actually host multiple. I would confidently say that more than 10,000 organizations have celebrated over the years.

1999 - 1,945
2000 - 1,636
2001 - 912
2002 - 898
2003 - 977
2004 - 739
2005 - 713
2006 - 784
2007 - 810

Please let me know if you need any additional information.

Caitlyn Mitchell | GIS Day Coordinator, Marketing Programs
ESRI | 380 New York Street | Redlands, CA 92373
Phone: 909-793-2853 ext. 2186 | E-mail: cmitchell@esri.com
From: Caitlyn Mitchell
Sent: Monday, May 05, 2008 10:14 AM
To: 'lhays@ngs.org'
Subject: GIS Day Information

Hi Lindsey,

I thought it might be easier to e-mail you since I am including a lot of information. ☺

GIS Day is celebrating its 10th anniversary this year. It began in 1999 as a way for users of GIS technology to share with their communities real-world applications that are making a difference in our society. The official celebration is always the Wednesday of Geography Awareness

Week; this year GIS Day will be held on Wednesday, November 19. However, GIS Day events are hosted throughout the year at times convenient for the organizers. In fact, there are a few events going on this month.

In terms of figures...the only tracking system we have is an online registration system. We encourage all GIS Day hosts to register their events via the GIS Day Web site (http://www.gisday.com/events/register.html). Although, many never do.

There were approximately 800 registered events last year. When I am writing about the program, I usually estimate that more than 10,000 organizations have celebrated over the years.

Additional resources for GIS Day information

- Most recent GIS Day *ArcNews* Article: http://www.esri.com/news/arcnews/winter0708articles/gisday-2007.html (shares history of the program)
- GIS Day Web site: www.gisday.com
- Article about GIS Day 2007: http://www.esri.com/news/arcnews/summer07articles/gis-day-celebrates.html
- GIS Day-related Blog posts: http://blogs.esri.com/Info/blogs/geographymatters/archive/tags/GIS+Day/default.aspx
- 2008 GIS Day Promo Video (21.5 MB)
- 2007 GIS Day Success Stories: http://gis.esri.com/gisday/successstory_search.cfm

I hope this information helps. Please don't hesitate to call if you need additional information.

Out of curiosity, are you writing a piece about GIS Day?

Caitlyn Mitchell | GIS Day Coordinator, Marketing Programs
ESRI | 380 New York Street | Redlands, CA 92373
Phone: 909-793-2853 ext. 2186 | E-mail: cmitchell@esri.com

Informal Education

Periodicity: Right now this is almost impossible to quantify. Would need some big organizations like the National Park Service to report.

Sources and Data:

Junior Ranger Program

http://www.nps.gov/learn/juniorranger.htm

Contacts:

Information I looked for:
-Informal education programs that include geography.

Geography Status in Curriculum

Periodicity: Last available in Zach Moore's GENIP report from 2004. No recent information. District controls make this difficult.

Sources and Data:

Moore, Zach. "GENIP 2004 Report on U.S. Geography Education" 2004

Contacts:

Chris Shearer

Information I looked for:

-Number of Geography classes.
-Class hours spent on geography.
-Percentage of geography in social studies.

Number of Students Currently Taking K-12 Geography Classes

Periodicity: If you had good curriculum information you could estimate this population using NCES data on the number of students in each grade in each state but this district controls this isn't really feasible. Might be able to make some sort of prediction with Zach Moore's data.

Sources and Data:
National Center for Education Statistics

http://nces.ed.gov/

Moore Report

Moore, Zach. "GENIP 2004 Report on U.S. Geography Education" 2004

Contacts:

Information I looked for:
-Number of students enrolled in a geography course K-12.

Status in the Curriculum

Higher Education

Number of Geography Departments in the Country

Periodicity: Reported every year in the AAG Guide to Geography Programs in the Americas.

Sources and Data:

American Association of Geographers. *Guide to Geography Programs in the Americas 2006-2007*. 2007

Contacts:
Susan Gallagher

Information I looked for:
-Number of programs in the U.S. and Canada
-Number of Masters and PhD programs

Number of Geography Majors in Universities

Periodicity: Departments self report to AAG and some of them don't give information on the number of majors. AAG doesn't go after these folks.

Sources and Data:

American Association of Geographers. *Guide to Geography Programs in the Americas 2006-2007*. 2007

Contacts:
Susan Gallagher

Information I looked for:
-Number of majors

Number of Geography PhD in Universities

Periodicity: Departments self report to AAG and so information is variable. I haven't had time to check and see if all places with PhD programs have numbers they might all be there.

Sources and Data:

American Association of Geographers. *Guide to Geography Programs in the Americas 2006-2007*. 2007

Contacts:
Susan Gallagher

Information I looked for:
-Number of PhD's.

This PowerPoint was presented on May 10, 2008 during the biannual Geography Education National Implementation Project (GENIP) steering committee meeting. This portion of the meeting took place in the conference room of the Courtyard Marriot Hotel in Philadelphia, PA. The presentation was given by Lindsey Hays, 2008 GENIP intern, and outlines a pilot for an annual report on the status of United States Geography Education. Members of the steering committee present at the presentation included:

Dr. Sarah Bednarz, Associate Dean of Education Texas A&M (Project Coordinator)

Dr. Roger Downs, Head of Geography Pennsylvania State University (AAG)
Dr. Susan Gallagher, Senior Project Manager for Geography Education AAG (AAG)
Dr. Duane Nellis, Provost and Chief Academic Officer Kansas State University (AAG)

Dr. Daniel Edelson, Vice President NGS Education and Children's Programs (NGS)
Mr. Christopher Shearer, Director of Grant Making NGS (NGS)

Dr. Kim Crews, Executive Director NCGE (NCGE)
Dr. Joseph Stoltman, Western Michigan University (NCGE)
Dr. Joseph Kerski, ESRI (NCGE)

Dr. Rickie Sanders, Temple University (AGS)

The presentation is available in electronic format on the National Geographic Society S drive and on data CD's included in the 2008 GENIP Intern project binders in National Geographic Education and Children's Programs.