

Places and Regions Standards

Texas Essential Knowledge and Skills

4 th grade	5 th grade	6 th grade	7 th grade	8 th grade
<p>7. understands the concept of regions [GS5, GS3]</p> <p>7a. describe a variety of regions in Texas and the United States such as political, population, and economic regions that result from patterns of human activity [GS5-1]</p> <p>7b. identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation [GS5-1, GS3]</p> <p>7c. compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains) with regions of the United States and other parts of the world [GS5-1]</p>	<p>7. understands the concept of regions in the United States [GS5, GS3]</p> <p>7a. describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity GS5-1]</p> <p>7b. describe a variety of regions in the United States such as landform, climate, and vegetation regions that result from physical characteristics such as the Great Plains, Rocky Mountains, and Coastal Plains [GS5-1, GS3]</p> <p>7c. locate on a map important political features such as the ten largest urban areas in the United States, the 50 states and their capitals, and regions such as the Northeast, the Midwest, and the Southwest; [GS5-1]</p> <p>7d. locate on a map important physical features such as the Rocky Mountains, Mississippi River, and Great Plains; [GS5-1]</p>	<p>4a. locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location [GS4-1, GS2]</p> <p>4b. identify and explain the geographic factors responsible for patterns of population in places and regions [GS12-3, GS5, GS3]</p> <p>4c. explain ways in which human migration influences the character of places and regions [GS6-2, GS12]</p> <p>4e. draw sketch maps that illustrate various places and regions [GS4-1, GS2]</p>	<p>9. understands the location and characteristics of places and regions of Texas [GS 4,5]</p> <p>9a. locate the Mountains and Basins, Great Plains, North Central Plains, and Coastal Plains regions and places of importance in Texas during the 19th, 20th, and 21st centuries such as major cities, rivers, natural and historic landmarks, political and cultural regions, and local points of interest [GS5-1,2]</p> <p>9b. compare places and regions of Texas in terms of physical and human characteristics [GS4-2AB]</p> <p>9c. analyze the effects of physical and human factors such as climate, weather, landforms, irrigation, transportation, and communication on major events in Texas. [GS4-2AB, GS3]</p>	<p>10. understands the location and characteristics of places and regions of the United States, past and present [GS4,5]</p> <p>10a. locate places and regions of importance in the United States during the 17th, 18th, and 19th centuries [GS5-1,2 AND SKILLS]</p> <p>10b. compare places and regions of the United States in terms of physical and human characteristics [GS4-2]</p> <p>10c. analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States [GS4-2, GS3]</p>

Texas College Career Readiness Standards

SS.III.A Spatial understanding of global, regional, national, and local communities

SS.II.B Factors that influence personal and group identities (e.g., race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)

National Geography Standards

Standard	4 th grade	8 th grade
<p>4 The physical and human characteristics of places</p>	<p>1. Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations <i>Therefore, the student is able to:</i> A. Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to</p> <ul style="list-style-type: none"> • Identify and describe categories of characteristics that define a location as a place (e.g., weather characteristics, population density, architectural styles, landforms, vegetation, cultures, types of industry). • Identify and describe the defining characteristics of the student’s community as a place. • Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, historical park or battlefield, religious shrines or temples, state or national parks) <p>2. Places have physical and human characteristics <i>Therefore, the student is able to:</i> A. Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to</p> <ul style="list-style-type: none"> • Describe and compare the climatic conditions at 	<p>1. Personal, community, and national identities are rooted in and attached to places <i>Therefore, the student is able to:</i> A. Explain how personal, community, or national identities are based on places, as exemplified by being able to</p> <ul style="list-style-type: none"> • Describe and explain the factors that contribute to the identity of being from a specific place (e.g., a “New Yorker,” a “Southerner,” a “Texan,” a postal code such as 90210). • Explain how a place-based identity results from the characteristics of a place (e.g., environmentally conscious Inuit of Northwest Canada, seafaring traditions of Gloucester Harbor, Massachusetts, nomadic herders in the eastern steppes of Mongolia). • Explain how place-based identities can sometimes result in stereotypes of people from a specific place (e.g., fitness-conscious people from Colorado, cowboys from Wyoming or Texas, miners from Appalachia, coffee-drinking people from Seattle). <p>2. Physical and human characteristics of places change</p>

	<p>different places in the United States (e.g., deserts, mountains, rainy regions of the Pacific Northwest).</p> <ul style="list-style-type: none"> • Describe and compare the vegetation in different places in the world (e.g., deserts, mountains, rain forests, plains). • Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas). <p>B. Describe and compare the human characteristics of places at a variety of scales, local to global, as exemplified by being able to</p> <ul style="list-style-type: none"> • Describe and compare the types of clothing, housing, and transportation used in different countries located at different latitudes in the world. • Describe and compare the human characteristics of rural versus urban locations in the United States (e.g., single family homes versus apartment buildings, different languages and cultures in urban areas). • Describe and compare the types of grocery and food items from different countries in the local supermarket. 	<p><i>Therefore, the student is able to:</i></p> <p>A. Explain the ways that physical processes change places, as exemplified by being able to</p> <ul style="list-style-type: none"> • Describe and explain how places near a river may change over time (e.g., flood plains, alluvial soils, new channels). • Explain the ways in which islands and coastal places may change as a result of sea level rise. • Explain how changes in climate may result in changes to places (e.g., drought and stressed vegetation, more precipitation and increased vegetation, warmer temperatures and longer growing seasons at higher latitudes) <p>B. Explain the ways that human processes change places, as exemplified by being able to</p> <ul style="list-style-type: none"> • Describe and explain how the introduction of a new industry or the closing of an existing industry could change the characteristics of a place. • Explain how the construction of a new bridge between two cities or creating a new traffic pattern could result in changes in those places. • Explain the ways in which a battle can change a place (e.g., the Battle of Gettysburg during the Civil War, the invasion of Normandy during World War II, the Battle of Salamis in ancient Greece, the American War for Independence).
<p>5 That people create regions to interpret Earth's complexity</p>	<p>1. Regions are areas of Earth's surface with unifying physical and/or human characteristics</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Describe the distinguishing characteristics and meanings of</p>	<p>1. Different types of regions are used to organize and interpret areas of Earth's surface</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Identify and explain the criteria used to define formal, functional, and</p>

	<p>several different regions, as exemplified by being able to</p> <ul style="list-style-type: none"> • Identify unifying areas on a map that define those areas as regions (e.g., a zoo map showing how animal exhibits are organized by regions related to climate, landforms, and vegetation zones). • Identify the physical and human characteristics that can be used to define a region within the local community (e.g., the characteristics of a retail strip mall area, downtown or central business district, boundaries of ethnic neighborhoods). • Describe the characteristics that define a physical region in the state (e.g., Front Range in Colorado, Sand Hills in Nebraska, Hill Country in Texas) 	<p>perceptual regions, as exemplified by being able to</p> <ul style="list-style-type: none"> • Identify and explain the bases for the formal region(s), functional region(s), and perceptual region(s) for the community or state where the students live (e.g., for Michigan, the Kalamazoo-Battle Creek Metropolitan Statistical Area is a formal region, the fruit belt in Southwest Michigan is a functional region, Kalamazoo as the snow belt capital of Lake Michigan is a perceptual region). • Identify and describe the spatial extent of a local perceptual region by searching a web-based telephone directory or mapping site to identify businesses and their locations (e.g., Michiana, Cascadia, Cajun Country, Capital City, Twin Cities). • Analyze collected maps with regional labels as examples of formal, functional, or perceptual regions (e.g., maps of physical regions as formal, weather maps as functional, tourist maps as perceptual) <p>2. The boundaries and characteristics of regions change <i>Therefore, the student is able to:</i> A. Describe and explain the changes in the boundaries and characteristics of regions, as exemplified by being able to</p> <ul style="list-style-type: none"> • Describe and explain how the formal regional boundaries and names of US territories and states have changed over time. • Describe and explain the changes in regional boundaries and names of African states during colonization and after independence in the
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		<p>nineteenth and twentieth centuries.</p> <ul style="list-style-type: none"> Describe and explain how the transition of ethnic groups moving in or out of city neighborhoods results in changes in the names, boundaries, and characteristics of the neighborhoods.
<p>6 How culture and experience influence people’s perceptions of places and regions</p>	<p>1. People can have different views of the same places and regions <i>Therefore, the student is able to:</i> A. Describe how people view places in their community differently, as exemplified by being able to</p> <ul style="list-style-type: none"> Identify and describe how people may view places in the community differently (e.g., teenagers and senior citizens responding to a skateboard park versus a senior citizens center). Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views. Identify and describe the different views that can exist about the design and use of places and objects in the community that are controversial (e.g., an abandoned railway right of way converted for use as a green space or trail, a public sculpture, the conversion of streets to a pedestrian mall, the addition of bike lanes to city streets) <p>2. People’s perceptions of places and regions change as they have more life experiences <i>Therefore, the student is able to:</i> A. Describe how a place becomes more familiar the more it is experienced (e.g., being in a place at different periods in our lives, learning about and visiting new</p>	<p>1. People’s different perceptions of places and regions are influenced by their life experiences <i>Therefore, the student is able to:</i> A. Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends), as exemplified by being able to</p> <ul style="list-style-type: none"> Describe students’ perceptions of a place that are based on indirect sources (e.g., television, films, movies, travel brochures). Describe students’ perceptions of a place that are based on direct sources (e.g., visiting the place, multiple visits, or residing in the place). Describe students’ possible stereotypical perceptions of US regions (e.g., the West as open and sprawling region, the East Coast as densely populated and noisy, the South full of small towns where people move at a slower pace) and upon what experience or information their perceptions are based. <p>2. Perceptions of places and regions change by incorporating multiple direct and indirect experiences <i>Therefore, the student is able to:</i> A. Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people, as exemplified by being able to</p>

	<p>places), as exemplified by being able to</p> <ul style="list-style-type: none"> • Describe students' perceptions of what they thought their classroom/school setting would be like prior to attending and their current perceptions after attending. • Describe students' experiences with a favorite place they visit often and a new place they have only visited once to illustrate how their understanding of the frequently visited place may have changed over time. • Describe the experience of what it might be like moving to a new place (e.g., learning street names, finding such places as the library, parks, and playgrounds, grocery stores, and shopping malls). 	<ul style="list-style-type: none"> • Describe the changing views people may develop about places featured prominently in the news (e.g., Super Bowl site or World Series cities, the scene of a natural disaster, a venue hosting a significant international meeting). • Analyze the way in which traveling to a new place (city, state, or country) may change prior views of that place to more informed and developed views based on the experiences there (e.g., travel for sporting contests at schools, travel for outdoor recreational activities, travel for historical interests or visiting museums). • Analyze the effects of different sources of information that may cause people to change their views of a place or region (e.g., travel brochures or guidebooks, cable travel channels or documentaries, information from friends or family).
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