

SHARPENING SOCIAL STUDIES SKILLS

A TOOLKIT FOR K-12 VERTICAL ALIGNMENT



COLUMBUS
CITY SCHOOLS

OFFICE OF TEACHING AND LEARNING
SECONDARY CURRICULUM DIVISION

www.ccsok.us/socialstudies

Social Studies Skills Teacher Planning Worksheet

1. Highlight the skills Content Statements within each Topic for the grade level(s) that you teach.
2. Complete the chart below for each skills Topic (Historical Thinking, Civic Participation, Spatial Thinking, and Economic Decision Making)

Skills Topic: _____

Grade Level Content Statement	Measurable Learning Target	What prior learning is needed?	What strategies will help students meet this Learning Target?

Teaching Social Studies Skills

Social Studies learning targets consist of both content and process (skills) standards. Ohio's Learning Standards for Social Studies identify four skills topics within the social studies strands: Historical Thinking and Skills (History), Civic Participation and Skills (Government), Spatial Thinking and Skills (Geography) and Economic Decision Making and Skills (Economics).

Since the earliest administrations of the Ohio Graduation Test in Social Studies, data for the Skills and Methods reporting category consistently reveals this to be a challenging area for many students. Ohio's State AIR Tests for American History and American Government underscore an even greater need for sharpening students' skills and reasoning abilities.

This toolkit is designed to show the vertical (K-12) alignment of the skills content statements. Instructional and assessment resources are also provided for each skills topic. This will help teachers at all grade levels assess prior learning and prepare students for the next level of thinking. Much like math and ELA, social studies skills build upon one another. Early foundations in elementary and middle school are critical to future success in high school, postsecondary, and the real world. Diagnostic and formative assessment data may show the need to scaffold the skills standards to help students reach the appropriate grade level learning targets.

Content and skills are *not* mutually exclusive, and the distinction between the two is not always clear. What is clear, however, is that content and process should be taught together using an **inquiry-based approach**. The best strategy is to introduce skills targets at the beginning of the year (which allows the teacher to gather diagnostic data), and reinforce them throughout the year as the course content is unpacked. Skills assessments can be used throughout the year to measure growth toward mastery.

Assessing Social Studies Skills

CCS Social Studies has developed a collection of vertically-aligned skills questions for diagnostic and formative assessment. Teachers can create a free account on Edcite and access the collection directly from this link: <http://tinyurl.com/edciteskills>. For additional assessment resources, see: www.ccssoh.us/page/2727.

Alignment Toolkit Key

Skills Categories

- I. Chronological Thinking and Cause-and-Effect Relationships
- II. Using Sources and Evidence
- III. Civic Participation
- IV. Using Maps and Geographic Tools
- V. Analyzing Data Sets
- VI. Economic Decision-Making

Strand Codes from Ohio's Learning Standards

- HI = History
- GE = Geography
- GO = Government
- EC = Economics

High School Courses

- 9-10 = World History/American History
- 11 = American Government (and Economics)
- 12 = Global Issues (Contemporary World Issues and Geography)

Historical and Civic Thinking and Skills: Content Statements and Learning Targets

I. Chronological Thinking and Cause-and-Effect Relationships

Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students progress.

Grade	Strand	Content Statement	Learning Target / “I Can” Statement
K	HI	1. Time can be measured.	I can use chronological vocabulary correctly.
1	HI	1. Time can be divided into categories (e.g., months of the year, past, present and future).	I can use vocabulary correctly to distinguish categories of time.
2	HI	1. Time can be shown graphically on calendars and timelines.	I can measure calendar time by days, weeks, months and years. I can place a series of related events in chronological order on a time line.
3	HI	1. Events in local history can be shown on timelines organized by years, decades and centuries.	I can place events accurately on a timeline organized by years, decades and centuries.
4	HI	1. The order of significant events in Ohio and the United States can be shown on a timeline.	I can construct a timeline of significant events in Ohio and the United States to demonstrate an understanding of units of time and chronological order.
5	HI	1. Multiple-tier timelines can be used to show relationships among events and places.	I can construct a multiple-tier timeline and analyze the relationships among events.
6	HI	1. Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.	I can apply the conventions of B.C.E. and C.E. or B.C. and A.D. to arrange and analyze events in chronological order.
9-10	HI	1. Historical events provide opportunities to examine alternative courses of action.	I can analyze a historical decision and predict the possible consequences of alternative courses of action.
9-10	HI	4. Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.	I can identify examples of multiple causation and long- and short-term causal relationships with respect to historical events. I can analyze the relationship between historical events taking into consideration cause, effect, sequence and correlation.

II. Using Sources and Evidence

Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions. Skills in accessing and analyzing information are essential for citizens in a democracy.

Grade	Strand	Content Statement	Learning Target / “I Can” Statement
1	HI	2. Photographs, letters, artifacts and books can be used to learn about the past.	I can use photographs, letters, artifacts and books to communicate information and draw conclusions about the past.
2	HI	2. Change over time can be shown with artifacts, maps, and photographs.	I can use artifacts, maps and photographs to describe how daily life has changed over time.
3	HI	2. Primary sources such as artifacts, maps and photographs can be used to show change over time.	I can use artifacts, maps and photographs to evaluate change in the local community.
4	HI	2. Primary and secondary sources can be used to create historical narratives.	I can research, organize, and evaluate information from primary and secondary sources to create an historical narrative.
5	GO	11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.	I can use multiple sources and appropriate communication tools to locate, investigate, organize and communicate information on a public issue.
6	GO	9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.	I can use a variety of historic and contemporary sources to obtain multiple perspectives on a topic. I can examine a variety of sources for accuracy.
7	HI	1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today’s norms and values.	I can describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today’s norms and values.

Grade	Strand	Content Statement	Learning Target / “I Can” Statement
7	GO	16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.	I can demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.
8	HI	1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.	I can analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history and to present and defend a position.
8	GO	19. Informed citizens understand how media and communication technology influence public opinion.	I can explain how media and communication technology influence public opinion.
9-10	HI	2. The use of primary and secondary sources of information includes an examination of the credibility of each source.	I can analyze and evaluate the credibility of primary and secondary sources.
9-10	HI	3. Historians develop theses and use evidence to support or refute positions.	I can develop a thesis and use evidence to support or refute a position.
11	GO	3. Issues can be analyzed through the critical use of information from public records, surveys, research data and policy positions of advocacy groups.	I can prepare a collection of documents pertaining to a civic issue that contains examples from at least two distinct information types (e.g., public records, surveys, research data, and policy positions of advocacy groups); explain how each source is relevant; describe the perspective or position of each source and evaluate the credibility of each source.
12	GO	3. Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.	I can evaluate how media messages are constructed for unique purposes using particular tools, characteristics and conventions. I can analyze the influence of media messages on the ways people define and act on issues.

III. Civic Participation

Civic participation embraces the ideal that an individual actively engages in his or her community, state or nation for the common good. Students need to practice effective communication skills including negotiation, compromise and collaboration.

Grade	Strand	Content Statement	Learning Target / “I Can” Statement
K	GO	9. Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.	I can identify responsibilities at home and in the school and community and describe how individuals share those responsibilities to achieve common goals.
1	GO	8. Individuals are accountable for their actions.	I can demonstrate accountability for personal actions.
1	GO	9. Collaboration requires group members to respect the rights and opinions of others.	I can collaborate in a way that demonstrates respect for the right and opinions of others.
2	GO	10. Personal accountability includes making responsible choices, taking responsibility for personal actions and respecting others.	I can demonstrate personal accountability, including making responsible choices, taking responsibility for personal actions and respecting others.
2	GO	11. Groups are accountable for choices they make and actions they take.	I can work effectively in a group to complete a task or solve a problem for which the group is held accountable.
3	GO	9. Members of local communities have social and political responsibilities.	I can explain the social and political responsibilities of local community members.
3	GO	10. Individuals make the community a better place by solving problems in a way that promotes the common good.	I can explain how individuals make the community a better place by solving problems in a way that promotes the common good.
4	GO	15. Individuals have a variety of opportunities to participate in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.	I can describe the ways citizens participate in and influence their state and national government. I can explain the rights and responsibilities of citizens in a democratic government.
4	GO	16. Civic participation requires individuals to make informed and reasoned decisions by accessing and using information effectively.	I can use information effectively to make an informed decision.

Grade	Strand	Content Statement	Learning Target / “I Can” Statement
4	GO	17. Effective participants in a democratic society engage in compromise.	I can describe a strategy for compromise in a situation where there are differences of opinion on a matter.
8	GO	18. Participation in social and civic groups can lead to the attainment of individual and public goals.	I can explain how participation in social and civic groups can lead to the attainment of individual and public goals.
11	GO	4. The processes of persuasion, compromise, consensus building and negotiation contribute to the resolution of conflicts and differences.	I can identify a civic issue and explain how persuasion, compromise, consensus building, and/or negotiation are used to resolve opposing positions on the issue.
12	GO	4. Individuals can assess how effective communicators address diverse audiences.	I can assess how effective communicators address diverse audiences.
12	GO	5. Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.	I can identify and evaluate a world event or global issue. I can participate in debate and work to influence public processes to address an issue.
12	GO	6. Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans, and assessing the positive and negative results of actions taken.	I can identify a current global issue, propose appropriate solutions, formulate an action plan and assess the positive and negative results of actions proposed.
12	GO	7. Individuals can participate through non-governmental organizations to help address humanitarian needs.	I can describe how non-governmental organizations address humanitarian needs. I can participate in an activity with a non-governmental organization to address a specified need.

Historical and Civic Thinking and Skills: Sample Assessment Items

Elementary

Construct a time line that has evenly spaced intervals of time and label them.

Place these events on the time line in the correct order:

- 1803 – Ohio becomes the 17th state
- 1763 – Treaty of Paris is signed
- 1787 – Northwest Territory is formed
- 1795 – Treaty of Greenville is signed

In his speech at the membership dinner, Jonathan Ward, chair of the National Association of Business People, stated, “Business people make better politicians.”

Would Ward’s statement be considered a fact or an opinion? Explain your answer.

Middle

The British Parliament’s decision to tax the American colonists caused conflict between the colonies and Britain. Read the following quotations from a British newspaper and a Massachusetts colonist.

“The Colonies were acquired with no other view than to be a convenience to us, and therefore it can never be imagined that we are to consult their interest.”

— The London Chronicle, 1764

“If our trade be taxed, why not our lands, or produce ... in short, everything we possess? They tax us without having legal representation.”

— Samuel Adams, 1765

Compare how these two authors differ in their opinions about taxing the colonies.

The following are excerpts from press releases:

Our union members continued working without a contract for seven months while trying to make a fair deal with company management. Having been patient so long, our vote to strike was both legal and proper. Management’s decision to fire us and hire non-union workers so quickly is immoral.

– Local 213 spokesperson

After seven months of bargaining, we were unable to make the union see the situation as it is. We regret Local 213’s unlawful decision to strike at this time. By acting swiftly to hire replacement workers, we have ensured that Key Manufacturing will survive.

– Key Manufacturing spokesperson

Compare the two perspectives above on the unions’ decision to strike.

High

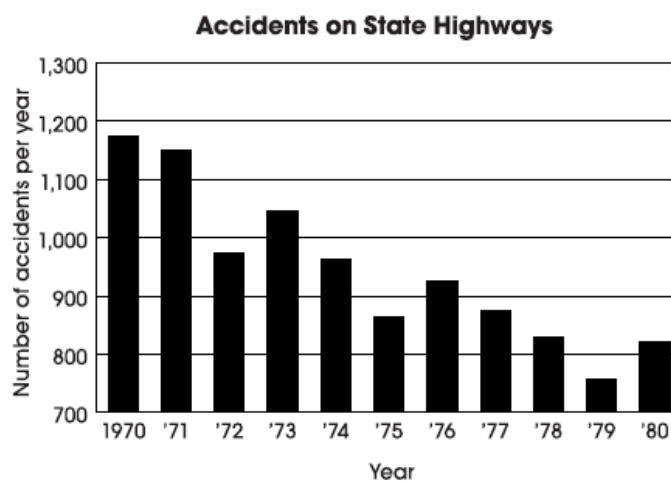
A state is considering passing a law to ban cell phone use while driving. At a public hearing on the issue, supporters of the proposed law make the following statement:

The New England Journal of Medicine published a study showing that drivers who use cell phones are four to five times more likely to be involved in accidents than other drivers. A study by the State Highway Safety Board found that crashes involving cell phone use are more likely to result in serious injury. This proposed law is the only way to protect the citizens of this state.

The supporters cite two sources in their statement.

- Provide one explanation of how the use of both sources makes the supporters' statement more credible.
- Support your explanation with information from the supporters' statement.

Use the following graph to answer the question below.



In 1970, a state government announced a program to reduce the number of state highway accidents to less than 1,000 per year within 10 years. In 1980, the state's governor asserted that the goal of the accident reduction program had been met.

Using the data in the graph above, support or refute the governor's assertion.

Historical and Civic Thinking and Skills: Instructional and Assessment Resources

- What is Historical Thinking? Video: <http://youtu.be/mSJLmWnxrPg>
- Historical Thinker Essay Writing Video Tutorials: https://www.youtube.com/channel/UCzRB3_0BYz5FKoOx2WWl89A
- Reading Like a Historian Intro Materials: <http://sheg.stanford.edu/intro-materials>
- Beyond the Bubble: History Assessments of Thinking: <https://beyondthebubble.stanford.edu/>
- History Labs: A Guided Approach to Historical Inquiry in the K-12 Classroom: <http://www.umbc.edu/che/historylabs/>
- TimeToast Timeline Generator: <http://www.timetoast.com/>
- Engaging Students with Primary Sources: <https://historyexplorer.si.edu/sites/default/files/PrimarySources.pdf>
- Document Analysis Worksheets: <http://www.archives.gov/education/lessons/worksheets/>
- DocsTeach: <http://docsteach.org/>
- How to Choose Your News Video: <http://youtu.be/q-Y-z6HmRgI>
- Choices Teaching with the News: <http://www.choices.edu/teaching-with-the-news/>
- NAEP Assessment Civics Questions: <http://nces.ed.gov/nationsreportcard/itmrlsx/landing.aspx>

Spatial Thinking and Skills: Content Statements and Learning Targets

IV. Using Maps and Geographic Tools

Spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret and create maps and other geographic representations as tools of analysis.

Grade	Strand	Content Statement	Learning Target / “I Can” Statement
K	GE	5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.	I can describe the relative location of a familiar place using appropriate terms.
K	GE	6. Models and maps represent places	I can create models and maps of real places.
1	GE	4. Maps can be used to locate and identify places.	I can use maps to locate and identify familiar places in the classroom, school or neighborhood.
2	GE	5. Maps and their symbols can be interpreted to answer questions about location of places.	I can describe the information provided on print and electronic maps using a map and its symbols. I can construct a map that includes a map title and key.
3	GE	4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.	I can research, analyze, organize and present historical information about a characteristic of the local community that has changed over time.
4	GE	9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.	I can use a map scale and cardinal and intermediate directions to describe the relative location of physical and human characteristics of Ohio and the United States.
5	GE	4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.	I can use appropriate maps, globes and geographic tools to gather, process and report information about people, places and environments.

Grade	Strand	Content Statement	Learning Target / “I Can” Statement
5	GE	5. Latitude and longitude can be used to make observations about location and generalizations about climate.	I can use location to make generalizations about climate.
6	GE	3. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.	I can use appropriate maps, globes and geographic tools to gather, process and report information about people, places and environments. I can explain that maps are created for specific purposes and represent the context in which they were created.
6	GE	4. Latitude and longitude can be used to identify absolute location.	I can use latitude and longitude coordinates to identify absolute location.
7	GE	12. Maps and other geographic representations can be used to trace the development of human settlement over time.	I can demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present.
8	GE	13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.	I can analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools.
12	GE.	1. Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, and geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.	I can explain the uses for and the limitations on the use of various means of presenting spatial data to represent, analyze and interpret geographic patterns and processes.
12	GE	2. Geographic representations and geospatial technologies are used to investigate, analyze and communicate the results of geographic problem solving.	I can identify uses for specific geographic representations and geospatial technologies. I can use appropriate geographic representations and geospatial technologies to investigate, analyze and communicate information related to solving a geographic problem.

Spatial Thinking and Skills: Sample Assessment Items

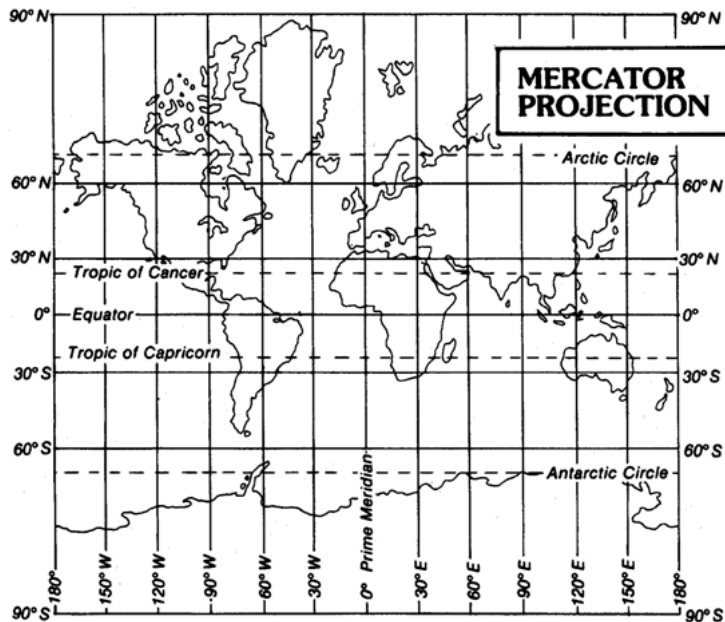
Elementary

A map of the northeast region of the United States is shown.



According to the map, in which direction would a person go to travel from Montpelier to Harrisburg?

Middle

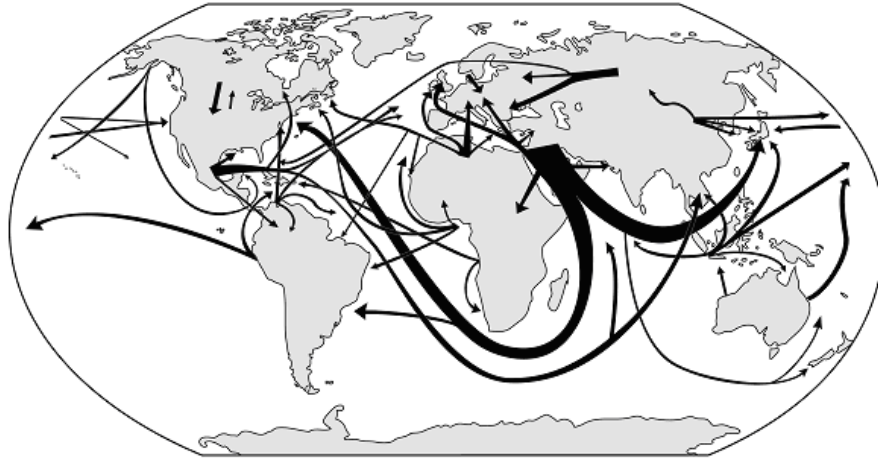


The coordinate point 20°N latitude, 20°E longitude is located on which continent?

High

Use the map to answer the question below.

MOVEMENT OF AN IMPORTANT INTERNATIONAL PRODUCT



What international product is shown on the map above? Give two reasons why the product is shipped to the places indicated on the map.

Spatial Thinking and Skills: Instructional and Assessment Resources

- What is Geoliteracy? Video:
http://education.nationalgeographic.com/education/media/what-is-geo-literacy/?ar_a=1
- MapMaker 1-Page Maps:
<http://education.nationalgeographic.com/mapping/outline-map/>
- Latitude, Longitude, and Temperature:
<https://www.nationalgeographic.org/activity/latitude-longitude-temperature/>
- Social Studies Skills Tutor:
http://www.phschool.com/curriculum_support/ss_skills_tutor/content/pop.html
- World Mapper: <http://www.worldmapper.org/>
- Asia Society Secondary Lesson Plans:
<http://asiasociety.org/education/resources-schools/secondary-lesson-plans>
- Facing the Future Resources: <http://www.facingthefuture.org/>
- NAEP Assessment Geography Questions:
<http://nces.ed.gov/nationsreportcard/itmrlsx/landing.aspx>

Economic Decision Making and Skills: Content Statements and Learning Targets

V. Analyzing Data Sets

Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors and citizens.

Grade	Strand	Content Statement	Learning Target / “I Can” Statement
2	EC	13. Information displayed on bar graphs can be used to compare quantities.	I can construct a bar graph to compare quantities.
3	EC	14. Line graphs are used to show changes in data over time.	I can construct line graphs to show change over time.
4	EC	22. Tables and charts help people to understand information and issues. Tables organize information in columns and rows. Charts organize information in a variety of visual formats (pictures, diagrams, graphs).	I can use tables and charts to interpret information.
5	EC	13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.	I can construct a circle graph that displays information on part-to-whole relationships of data.
6	EC	11. Economists compare data sets to draw conclusions about relationships among them.	I can compare data sets to identify relationships and draw conclusions.
11	EC	1. Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.	I can use several sources of data, predict a trend, make an inference or arrive at a conclusion relating to an economic issue.

VI. Economic Decision-Making

Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence and proposing alternatives to economic problems.

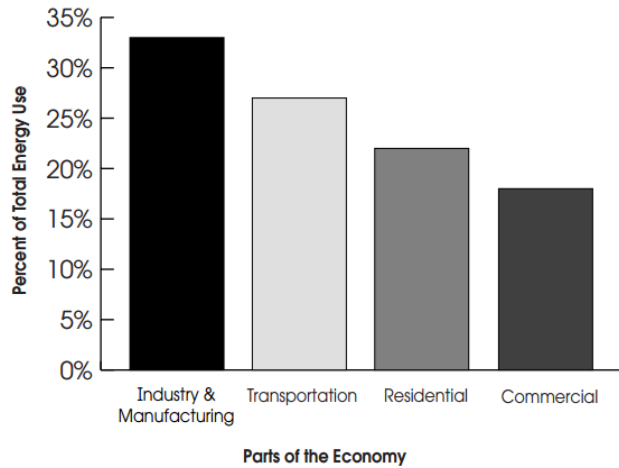
Grade	Strand	Content Statement	Learning Target / “I Can” Statement
3	EC	15. Both positive and negative incentives affect people’s choices and behaviors.	I can give examples of positive and negative incentives that affect people’s choices and behaviors.
5	EC	14. The choices people make have both present and future consequences.	I can explain the present and future consequences of an economic decision.
6	EC	12. The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.	I can predict the present and future consequences of an economic decision and explain how individuals and societies may evaluate the choice differently.
7	EC	19. Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost- benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.	I can why individuals, governments and businesses must analyze costs and benefits when making economic decisions. I can describe how a cost-benefit analysis consists of determining the potential costs and benefits of an action.
8	EC	22. Choices made by individuals, businesses and governments have both present and future consequences.	I can analyze how choices made by individuals, businesses and governments have both present and future consequences.
11	EC	2. Reading financial reports (bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.	I can demonstrate how financial reports can be used to make decisions about personal finances.

Economic Decision Making and Skills: Sample Assessment Items

Elementary

A bar graph of the percentage of total energy use by different parts of the economy is shown.

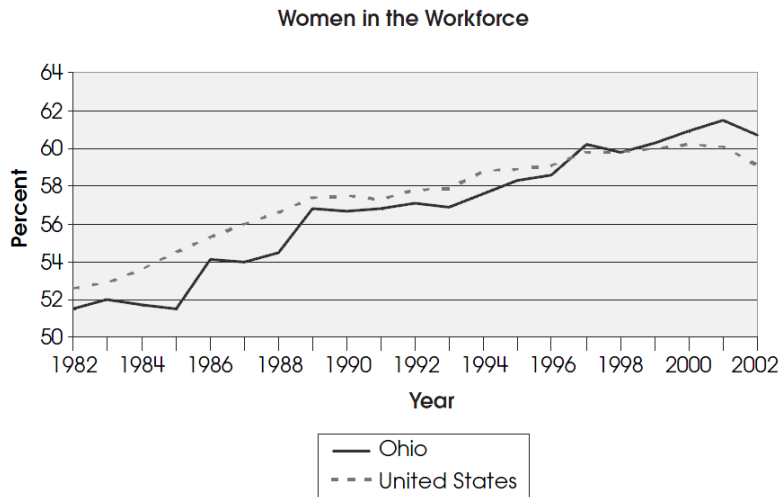
Percent of Total Energy Use by Different Parts of the Economy



Which part of the economy was most hurt by rising energy costs?

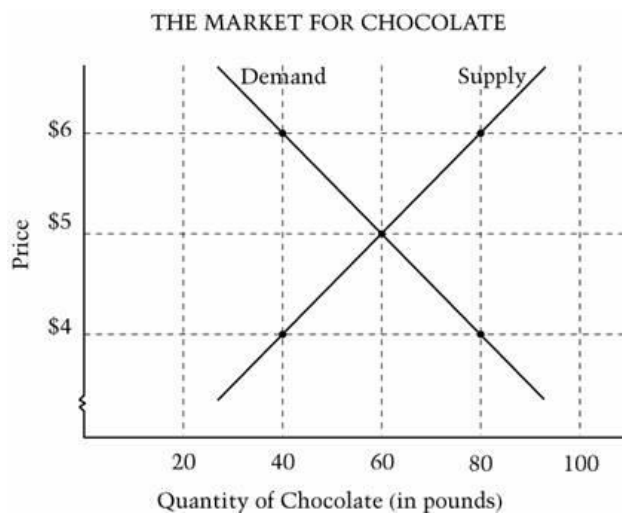
Middle

A line graph of workforce participation rates of women from 1982 to 2002 is shown.



According to the graph, what was the first year that there was a higher percentage of women in Ohio's workforce than in the United States workforce?

High



Suppose that the government set the price of chocolate at \$6 per pound. What would be the effect of this price control? If the government removes the price control of \$6, what will be the price and quantity sold of chocolate?

Economic Decision Making and Skills: Instructional and Assessment Resources

- Create a Graph: <http://nces.ed.gov/nceskids/createagraph/>
- EconEdLink Lessons: <http://www.econedlink.org/>
- Fifty Nifty Econ Cards: <http://www.federalreserveeducation.org/resources/fiftynifty/>
- EconKids Home: Economics in Children's Literature: <http://econkids.rutgers.edu/>
- NAEP Assessment Economics Questions: <http://nces.ed.gov/nationsreportcard/itmrlsx/landing.aspx>

Social Studies Skills Vocabulary *

Grade Level	Historical Thinking and Skills	Civic Participation and Skills	Spatial Thinking and Skills	Economic Decision Making and Skills
K	time measure	responsibility common goal community	direction distance symbol place model map	
1	history photograph letter artifact past	accountable collaboration rights opinion	locate	
2	graphically calendar timeline change	responsible respect choice action	interpret	information bar graph compare quantity
3	event local decade century primary source	social responsibility political responsibility solving common good	physical map political map key alphanumeric grid cardinal directions	line graph data positive negative incentive choice
4	significant secondary source historical narrative	citizen opportunity influence civic participation reasoned democratic compromise	intermediate directions relative location physical characteristic human characteristic	table chart diagram graph

Grade Level	Historical Thinking and Skills	Civic Participation and Skills	Spatial Thinking and Skills	Economic Decision Making and Skills
5	multiple-tier relationship (among events and places)	public issues interpret data graphically effectively efficiently	globe geographic tool environment cartographer latitude longitude generalization climate	circle graph choices present consequence future consequence
6	B.C. and A.D. B.C.E. and C.E.	perspective sources accuracy		economist data set conclusions relative
7	historian archaeologist perspective evaluate norm value		geographic representation human settlement	businesses analyze costs benefits cost-benefit analysis
8	examine multiple perspectives defend	social and civic group attainment public goal media communication technology public opinion	modern map historical map	

Grade Level	Historical Thinking and Skills	Civic Participation and Skills	Spatial Thinking and Skills	Economic Decision Making and Skills
9-10	alternative course of action credibility thesis evidence support refute analyze cause and effect sequence correlation multiple causation long-term causation short-term causation			
11		public record survey advocacy group persuasion consensus negotiation		predict trend inference financial reports
12		evaluate media message assess communication method deliberate civil dilemma action plan	geographic information systems global positioning systems remote sensing geographic visualizations geographic patterns geospatial technologies	

* Note: Vocabulary terms are drawn directly from the Content Statements. Content Statements are written for teachers, and may contain additional terms that are above the grade level of students. Many terms are repeated at various grade levels. This chart shows each term only once within each standard, at the earliest grade level introduced.