
GEOGRAPHY FOR LIFE: TEN YEARS LATER

The original proposal

The original idea had three goals:

- summarize the achievements of the work accomplished since 1994
- offer recommendations for what needs to be one; and
- update the Standards in light of changes in the nature of the discipline, the recognition of ideas that were omitted or over-emphasized, and changes in technology (especially GIS).

Discussions at meetings since then and comments from colleagues suggest the following:

- that we need to focus on the things missing from *Geography for Life* and the changes that have occurred since 1994.
- that we should develop a document to support the continued implementation of the Standards.

The new material

Therefore we might do the following:

- a. incorporate the **scope and sequence** document that Jodi Vender has prepared. This would help to address the needs of teachers who are not teaching at the benchmark years of 4, 8, and 12.

In addition, we should try to expand the “Does your child know...” sections to encompass statement for all 12 grades, not just grades 4, 8, and 12 as at present. It would illustrate the expectations for various grade levels.

- b. incorporate a major section on **assessment**. This would show how teachers could assess the way in which students meet those expectations and therefore should include:

- general discussions of the range of assessment strategies;
- specific, detailed examples of assessments for specific standards at particular grades, complete with sample answers, rubrics, and scored responses.

The focus would be on demonstrating and evaluating what students are able to do in geography.

- c. focus on the ways in which **geography can be linked to history**: infusion of geography into history, stand-alone but parallel tracks, etc.

- d. provide a section on the **role of relevant technologies** (e.g., GIS, GPS, remote sensing imagery, visualization, etc.) and link these technologies to the skills in Chapter 3.
- e. update and expand the **glossary** to account for new ideas and approaches,
- f. address some **key changes in both geography and students**:
 - globalization
 - human dimensions of global environmental change
 - the increasing importance of field work
 - the role of the new AP course
 - immigration, diversity, and bi-lingualism.
 - the development of State standards

The proposed changes

These sets of changes would suggest that we should plan to:

- a. keep the six essential elements, the 18 standards, and the knowledge statements by the three grade levels
- b. but delete the activities and the learning opportunities
- c. revise the 18 standards essays in Chapter 4 and reduce the number of graphics
- d. revise the index
- e. revise Chapter 3 on skills and perspectives
- f. add a bibliography of standards-related material
- g. replace Chapters 1 and 2 with a discussion of standards-based geography in the classroom.
- h. delete Appendices B through E but update Appendix A
- i. Rewrite Chapter 8

The new book could then be sold separately or packaged in combination with the 1994 version of *Geography for Life*.

A Work Plan

We want to publish the new book by mid-summer of 2004.

We need at least 9 months for editing and production.

Therefore, if we decide to go ahead with this plan, then we have from late Fall 2001 until early Fall of 2003 to complete the work. Assuming that this will be a GENIP publication, then we need to:

- identify a managing editor
- assemble a group of writers
- develop a writing schedule
- set up a review procedure that will heavily involve classroom teachers
- select a design and production team
- develop a budget
- plan an advertising campaign
- develop a marketing and distribution plan

Possible Titles:

Geography at Work in the Classroom
Implementing the National Geography Standards
Bringing Geography to Life in the Classroom