

GEO STAC The Standards

Technology Standards

<http://www.iste.org/AM/Template.cfm?Section=NETS>

English Language Standards

<http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>

Math Standards

<http://standards.nctm.org/document/appendix/numb.htm>

Science Standards

http://www.sciencenetlinks.com/benchmark_index.php

Social Science Standards

<http://www.socialstudies.org/standards/strands#IX>

Choose a subject area from the ones listed above. Your task is to identify one standard that can be used while addressing a geospatial concept. Try to use as many different standards as you can so that we will begin to build a database of connected concepts. Then give an example of how the standard and the geospatial concept can work together. You may not find examples to fit all the concepts.

For example: Subject area Math - Grade Level 9-12

| Standard | Concept | Example |
|--|------------|---|
| <u>Data and Probability:</u> Understand histograms, parallel box plots, and scatterplots and use them to display data | Comparison | Using the histogram of adult population living with HIV/AIDS, compare the regions and predict impact of HIV/AIDS on regional economy. |

When you have finished upload your document to the class site. Before the webinar, look over the postings and be ready to answer the following:

- 1) Which concepts seem to be the easiest to address?
- 2) Does there appear to be a difference in disciplines related to integrating geospatial thinking? Does one discipline seem to be a more “natural fit” over another?

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Subject Area:

Grade Level:

Teacher:

| Standard | Concept | Example |
|----------|---------------|---------|
| | Comparison | |
| | Condition | |
| | Connection | |
| | Comparison | |
| | Aura | |
| | Region | |
| | Transition | |
| | Hierarchy | |
| | Diffusion | |
| | Analog | |
| | Pattern | |
| | Association | |
| | Exceptions | |
| | Spatial Model | |