



Georgia Assessments for the Certification of Educators®



GACE® Study Companion

Geography Assessment

For the most up-to-date information, visit the ETS GACE website at gace.ets.org.

Last Updated: October 2018

Copyright © 2018 by Educational Testing Service. All rights reserved. ETS is a registered trademark of Educational Testing Service (ETS). Georgia Assessments for the Certification of Educators, GACE, and the GACE logo are registered trademarks of the Georgia Professional Standards Commission (GaPSC). All other trademarks are property of their respective owners.

This publication has been produced for the GaPSC by ETS. ETS is under contract to the GaPSC to administer the Georgia Assessments for the Certification of Educators. The Georgia Assessments for the Certification of Educators are administered under the authority of the GaPSC; regulations and standards governing the program are subject to change without notice at the discretion of the GaPSC. The GaPSC and ETS are committed to preventing discrimination on the basis of race, color, national origin, sex, religion, age, or disability in the administration of the testing program or the provision of related services.

Table of Contents

About the Assessment	4
Content Specifications	5
Test I Subareas	6
Test I Objectives.....	6
Subarea I: Geography Literacy and Tools	6
Subarea II: Physical Geography.....	6
Subarea III: Environment and Society	7
Test II Subareas	8
Test II Objectives.....	8
Subarea I: Human Geography	8
Subarea II: Regional Geography.....	9
Subarea III: Geography of Georgia	9
Practice Questions	10
Answer Key and Rationales	20
Preparation Resources	29
Guide to Taking a GACE Computer-delivered Assessment.....	29
Reducing Test Anxiety.....	29
Study Tips: Preparing for a GACE Assessment.....	29
Journals.....	29
Other Resources	29
Online Resources.....	30

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

About the Assessment

Assessment Name	Geography
Grade Level	6–12
Test Code	Test I: 036 Test II: 037 Combined Test I and Test II: 536
Testing Time	Test I: 2 hours Test II: 2 hours Combined Test I and Test II: 4 hours
Test Duration	Test I: 2.5 hours Test II: 2.5 hours Combined Test I and Test II: 5 hours
Test Format	Computer delivered
Number of Selected-response Questions	Test I: 60 Test II: 60 Combined Test I and Test II: 120
Question Format	The test consists of a variety of short-answer questions such as selected-response questions, where you select one answer choice or multiple answer choices (depending on what the question asks for), questions where you enter your answer in a text box, and other types of questions. You can review the possible question types in the <i>Guide to Taking a GACE Computer-delivered Test.</i>
Number of Constructed-response Questions	Test I: 0 Test II: 0 Combined Test I and Test II: 0

The GACE Geography assessment is designed to measure the professional knowledge of prospective teachers of Geography in the state of Georgia.

This assessment includes two tests. You may take either test individually or the full assessment in a single session. The testing time is the amount of time you will have to answer the questions on the test. Test duration includes time for tutorials and directional screens that may be included in the test.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

The questions in this assessment assess both basic knowledge across content areas and the ability to apply principles.

The total number of questions that are scored is typically smaller than the total number of questions on the test. Most tests that contain selected-response questions also include embedded pretest questions, which are not used in calculating your score. By including pretest questions in the assessment, ETS is able to analyze actual test-taker performance on proposed new questions and determine whether they should be included in future versions of the test.

Content Specifications

Each test in this assessment is organized into content **subareas**. Each subarea is further defined by a set of **objectives** and their **knowledge statements**.

- The objectives broadly define what an entry-level educator in this field in Georgia public schools should know and be able to do.
- The knowledge statements describe in greater detail the knowledge and skills eligible for testing.
- Some tests also include content material at the evidence level. This content serves as descriptors of what each knowledge statement encompasses.

See a breakdown of the subareas and objectives for the tests in this assessment on the following pages.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Test I Subareas

Subarea	Approx. Percentage of Test
I. Geography Literacy and Tools	36%
II. Physical Geography	32%
III. Environment and Society	32%

Test I Objectives

Subarea I: Geography Literacy and Tools

Objective 1: Understands fundamental concepts of geographic literacy

The beginning Geography teacher:

- A. Understands the difference between distance, direction, and scale
- B. Understands the difference between absolute and relative location
- C. Understands the difference between spatial distribution and density
- D. Understands the difference between the types of regions
- E. Knows geographic concepts in current events

Objective 2: Understands fundamental geographic tools and their uses

The beginning Geography teacher:

- A. Knows different map types and their uses
- B. Understands mental maps and their uses for organizing information
- C. Understands the uses of geographical models
- D. Knows the use of geographic tools
- E. Understands the use of spatial analysis

Subarea II: Physical Geography

Objective 1: Understands fundamental concepts of weather and climate

The beginning Geography teacher:

- A. Knows weather factors and events
- B. Knows climate factors and climate zones
- C. Understands weather and climate terms

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

-
- D. Knows how to interpret climographs
 - E. Knows the processes involved in the hydrologic cycle

Objective 2: Understands fundamental concepts of physiography and biogeography

The beginning Geography teacher:

- A. Knows Earth's primary spheres
- B. Knows the geomorphic processes
- C. Understands tectonic processes
- D. Knows the major types of landforms
- E. Knows Earth's biomes or ecosystems
- F. Knows the ecoregions of the United States

Subarea III: Environment and Society

Objective 1: Understands fundamental geographic human-environment issues

The beginning Geography teacher:

- A. Understands human modifications of the environment
- B. Understands human-environment interactions
- C. Knows the limitation of the physical landscape on human settlement
- D. Understands society's ability to overcome physical limitations
- E. Understands the environmental patterns of settlement
- F. Knows renewable and nonrenewable resources
- G. Understands the technology of and reasons for alternative energy
- H. Understands population impacts on resources

Objective 2: Understands geographic concepts of hazards and pollution

The beginning Geography teacher:

- A. Understands how climatic and seismic hazards affect settlements
- B. Knows seismic hazards and volcanism
- C. Understands long-term environmental impacts of pollution and resource depletion
- D. Understands the effect of chemicals on the environment
- E. Understands groundwater pollution and depletion
- F. Understands global climate change
- G. Understands climate change effects on settlement

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Test II Subareas

Subarea	Approx. Percentage of Test
I. Human Geography	40%
II. Regional Geography	36%
III. Geography of Georgia	24%

Test II Objectives

Subarea I: Human Geography

Objective 1: Understands fundamental concepts of population and migration

The beginning Geography teacher:

- A. Understands fundamental concepts of population and migration
- B. Knows demographic indicators and the demographic transition model
- C. Knows population pyramids
- D. Understands the patterns of migration
- E. Knows the characteristics of urban and rural settlements

Objective 2: Understands fundamental concepts of agriculture

The beginning Geography teacher:

- A. Understands the development and diffusion of agriculture
- B. Understands technological advancements in agriculture
- C. Understands the industrialization of agriculture

Objective 3: Understands geographic concepts of culture, economy, and politics

The beginning Geography teacher:

- A. Understands political geography concepts
- B. Knows recent conflict and cooperation throughout the world
- C. Knows the effects of industrialization and deindustrialization
- D. Knows the levels of a country's development
- E. Understands distribution of commodities
- F. Understands globalization
- G. Knows changing global economic patterns

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Subarea II: Regional Geography

Objective 1: Understands characteristics and perceptions of world and U.S. regions

The beginning Geography teacher:

- A. Understands regional characteristics
- B. Understands people's perceptions of regions
- C. Knows the minor regions of the world
- D. Knows the major regions of the world
- E. Knows the regions of the United States

Subarea III: Geography of Georgia

Objective 1: Knows physical, human, and environmental geography of Georgia

The beginning Geography teacher:

- A. Knows the physical geography of Georgia
- B. Knows the human geography of Georgia
- C. Knows the regions and places in Georgia
- D. Knows the environmental geography of Georgia
- E. Knows the natural resource debates in Georgia

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Practice Questions

The practice questions in this study companion are designed to familiarize you with the types of questions you may see on the assessment. While they illustrate some of the formats and types of questions you will see on the test, your performance on these sample questions should not be viewed as a predictor of your performance on the actual test. Fundamentally, the most important component in ensuring your success is familiarity with the content that is covered on the assessment.

To respond to a practice question, choose one of the answer options listed. Be sure to read the directions carefully to ensure that you know what is required for each question. You may find it helpful to time yourself to simulate actual testing conditions. A correct answer and a rationale for each sample test question are in the section following the practice questions.

Keep in mind that the test you take at an actual administration will have different questions, although the proportion of questions in each subarea will be approximately the same. You should not expect the percentage of questions you answer correctly in these practice questions to be exactly the same as when you take the test at an actual administration, since numerous factors affect a person's performance in any given testing situation.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

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

1. An isobar map shows lines connecting all points of equal
 - A. atmospheric pressure.
 - B. elevation.
 - C. surface temperature.
 - D. precipitation.

Answer and Rationale

2. On which of the following can one most accurately depict true geographical distance, true direction, true size, and true shape?
 - A. A Mercator projection
 - B. A globe
 - C. A conic projection
 - D. A gnomonic projection

Answer and Rationale

3. The climate of Great Britain is milder than that of most other places along the same latitude for which of the following reasons?
 - A. The Gulf Stream brings warm waters to Great Britain, raising the temperature of winds that blow onto the island
 - B. Hot springs throughout the country raise the temperature of the surrounding land and air
 - C. Mountain ranges in the north of Great Britain act as a barrier to cold winds blowing from the Arctic
 - D. Small landmasses generate their own local climate and are largely unaffected by latitude

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

-
4. Which of the following is LEAST associated with the development of alluvial landscapes?
- A. A deep cover of loose materials
 - B. A predominance of gentle slopes
 - C. Frequent flooding
 - D. Deep dissection and erosion

Answer and Rationale

5. One of the effects of the east–west orientation of the Alpine mountain system and the northern plains of western and central Europe is that it
- A. limits the marine climate of Europe to coastal areas.
 - B. provides a corridor for communication between southern and northern Europe.
 - C. enables marine-like climatic conditions to extend eastward into Germany and Poland.
 - D. effectively prevents population movement between parts of the Mediterranean region.

Answer and Rationale

6. The irregularity of the wet monsoon in South Asia in recent years may have a significant negative effect on which of the following?
- A. Food production
 - B. Population patterns
 - C. Wildlife conservation efforts
 - D. Tourism

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

-
7. Which of the following places are highly dependent on imports of energy resources to meet each country's industrial and consumer needs?
- A. Egypt, Libya, Tunisia
 - B. Japan, Cuba, New Zealand
 - C. Iran, Iraq, Kuwait
 - D. Russia, Norway, Canada

Answer and Rationale

8. Early settlements and high population density along coastlines and rivers are best attributed to which of the following?
- A. Mediterranean climate
 - B. Limited forest cover
 - C. Growth of manufacturing
 - D. Access to trade routes

Answer and Rationale

9. In which of the following regions can the farming activity listed be described as subsistence agriculture?
- A. The Swiss Alps, cattle pasturing and dairying
 - B. The Amazon Basin, slash-and-burn agriculture
 - C. The Mediterranean, vineyard and orchard agriculture
 - D. The Argentine Pampas, livestock ranching and feedlots

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

-
10. The cities of Varanasi (Benares) in India and Mecca in Saudi Arabia are alike because both are
- A. capitals of countries formerly colonized by the English.
 - B. destinations for vast numbers of pilgrims.
 - C. financial centers for a large fraction of the world's economy.
 - D. examples of modern urban planning.

Answer and Rationale

11. Walter Christaller developed central place theory as a tool to describe the spatial relationships between
- A. central business districts and suburbs.
 - B. a market and its sources for raw materials.
 - C. cities of different sizes and functions.
 - D. the hubs of airline transportation systems.

Answer and Rationale

12. When a new fashion design is introduced globally, the information initially travels through a process known as
- A. contagious diffusion.
 - B. relocation diffusion.
 - C. innovative diffusion.
 - D. hierarchical diffusion.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

-
13. Along the coast of California, city names such as Santa Barbara, places such as Mission San Juan Capistrano, and routes such as the Camino Real are all evidence of
- A. a Mexican military conquest
 - B. a Spanish colonial landscape
 - C. the westward expansion of the United States
 - D. a Victorian-era nostalgia for Mediterranean culture

Answer and Rationale

14. The migration streams into the United States between 1980 and the present have been primarily composed of emigrants from which of the following regions?
- A. Europe and North Africa
 - B. Asia and Latin America
 - C. Sub-Saharan Africa and Oceania
 - D. Central Europe and Australia

Answer and Rationale

15. Because of a decrease in population, the city of Detroit, Michigan, has proposed shrinking its physical size by bulldozing abandoned neighborhoods and selling the vacant land to farmers. The cause of Detroit's decreasing population can be attributed to
- A. gentrification.
 - B. agglomeration.
 - C. deindustrialization.
 - D. conurbation.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

-
16. Which of the following countries is situated in the region of tectonic activity known as the Pacific Ring of Fire?
- A. Brazil
 - B. Australia
 - C. Chile
 - D. India

Answer and Rationale

17. Which of the following sets of countries are contained within the same geographic region?
- A. Pakistan, India, Nepal, and Afghanistan
 - B. Uruguay, Ecuador, Guinea, and Chile
 - C. Thailand, Laos, Falkland Islands, and Philippines
 - D. Namibia, Gabon, New Guinea, and Tanzania

Answer and Rationale

18. The effects of the Great Mississippi Flood of 1927 and Hurricane Katrina in 2005 are similar because
- A. the deep-sea fishing industry never fully recovered.
 - B. a breach in levees increased the severity of the flooding.
 - C. they were caused by tsunamis.
 - D. they created a shortage in agricultural exports.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

19. Which of the following best illustrates the definition of a functional region?

- A. A map showing Atlanta as a hub for Delta Airlines
- B. An article describing the region referred to as the South
- C. A map showing North Carolina's 100 counties
- D. An essay explaining the region known as the Bible Belt

Answer and Rationale

20. The official languages of Guyana, Suriname, and French Guiana are English, Dutch, and French, respectively. On what continent are those countries located?

- A. North America
- B. South America
- C. Africa
- D. Asia

Answer and Rationale

21. Why are perceptual or vernacular regions so difficult to identify?

- A. Boundaries are constantly being redrawn
- B. Physical features, such as rivers, are constantly shifting
- C. Defining criteria are subjective and differ among researchers
- D. Antecedent boundaries were drawn before humans were located in the regions

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

-
22. Which of the following lists countries that are highly dependent on exports of the associated natural resource in order to support a major portion of the country's economy?
- A. Venezuela—petroleum, Ivory Coast—cacao, Guatemala—coffee
 - B. United States—coal, Germany—iron, Italy—grapes
 - C. Brazil—beef, Canada—wheat, Norway—fish
 - D. Russia—timber, China—rice, Australia—wool

Answer and Rationale

23. Which of the following regions is a culture hearth for three of the world's main religions?
- A. Horn of Africa
 - B. Indus River valley
 - C. Huang He valley
 - D. Eastern Mediterranean

Answer and Rationale

24. Which of the following experiences the greatest temperature extremes in the world due to continentality?
- A. Kazakh steppe in Kazakhstan
 - B. Siberia in Russia
 - C. La Mancha in Spain
 - D. Patagonia in Argentina

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

-
25. In the northeastern corner of Georgia, the Hiawassee River drains water to the Tennessee River and eventually to the Gulf of Mexico. Nearby, the Tugaloo River drains water to the Savannah River, which empties into the Atlantic Ocean. What geographic feature separates these two rivers?
- A. A line separating eastern and central time zones
 - B. A tectonic plate boundary
 - C. The boundary between the Piedmont and Atlantic Coastal Plain
 - D. The Eastern Continental Divide

Answer and Rationale

26. The establishment of a historic district in Savannah, Georgia, encouraged the historical preservation of many homes and businesses in the downtown area. The renovation of these older homes is best described as a process of
- A. urbanization.
 - B. gentrification.
 - C. settlement.
 - D. diffusion.

Answer and Rationale

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Answer Key and Rationales

Question Number	Correct Answer	Rationale
1	A	Option A is correct. An isobar is a line drawn on a map to connect all points of equal atmospheric pressure. Back to Question
2	B	Option B is correct. Only the globe can depict all the characteristics of size, shape, distance, and direction almost accurately. Back to Question
3	A	Option A is correct. The Gulf Stream is a warm current that flows northeast past the west coast of Great Britain. It brings milder climates to this landmass than would be expected given its northerly location. Back to Question

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
4	D	<p>Option D is correct. The features described in options A, B, and C are common in landscapes that have been deposited by water. Deep dissection and erosion are not associated with the development of alluvial landscapes.</p> <p>Back to Question</p>
5	C	<p>Option C is correct. The physiogeography of Europe creates a corridor from the western coast eastward into Germany and Poland, enabling those countries to experience marine-like climate conditions.</p> <p>Back to Question</p>
6	A	<p>Option A is correct. Many crops, especially rice, are dependent on the regularity of wet and dry seasons.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
7	B	<p>Option B is correct. As island countries that have limited amounts of fossil fuels, Japan, Cuba, and New Zealand are each dependent on imports of oil, gasoline, and natural gas to provide transportation fuels and electricity production.</p> <p>Back to Question</p>
8	D	<p>Option D is correct. Trade was an important activity for the success of early settlements.</p> <p>Back to Question</p>
9	B	<p>Option B is correct. The Amazon Basin is the only region listed in which subsistence agriculture is widely practiced. Slash-and-burn agriculture is practiced on a small scale by individual farmers who grow crops and raise animals to meet their family's food and material needs.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
10	B	<p>Option B is correct. Varanasi (Benares) is a holy city of the Hindus and the object of continual pilgrimages; Mecca is a holy city and the principal pilgrimage destination of Islam.</p> <p>Back to Question</p>
11	C	<p>Option C is correct. Christaller's primary goal in developing the model was to explain how and where central places (cities or towns) in the urban hierarchy would be functionally and spatially distributed with respect to one another.</p> <p>Back to Question</p>
12	D	<p>Option D is correct. Hierarchical diffusion is a form of diffusion in which the adoption of an innovation or new idea occurs first in larger cities and then trickles down to smaller cities.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
13	B	<p>Option B is correct. The Spanish established a string of colonial towns and mission churches, often named for Roman Catholic saints, along the Pacific coast of what is today California. These were connected by a road, the Camino Real (Royal Road).</p> <p>Back to Question</p>
14	B	<p>Option B is correct. Currently Asia and Latin America are the primary source regions for immigration to the United States.</p> <p>Back to Question</p>
15	C	<p>Option C is correct. Deindustrialization is the process by which companies move manufacturing jobs to regions with cheaper labor. In the 1960s and 1970s, the industrial zone of the United States that includes Detroit, Michigan, lost many of its manufacturing jobs to areas of the world with lower wages. This led to abandoned factories and high unemployment in Detroit.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
16	C	<p>Option C is correct. About three-quarters of all active volcanoes in the world lie within the Pacific Rim. Plate boundaries are found all the way around the Pacific basin, and it is along these plate boundaries that the many volcanic eruptions and earthquakes take place in what is commonly called the Pacific Ring of Fire. Chile lies along the Peru-Chile Trench along the eastern edge of the Pacific basin.</p> <p>Back to Question</p>
17	A	<p>Option A is correct. Pakistan, India, Nepal, and Afghanistan are all located in South Asia.</p> <p>Back to Question</p>
18	B	<p>Option B is correct. The failure of the levee system was the primary cause of the extensive flooding in both cases. Faulty design, inadequate construction, or some combination of the two was the likely cause of the breaching of the floodwalls.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
19	A	<p>Option A is correct. A functional region is defined by the particular set of activities or interactions that occur within it. A hub for an airline carrier is an example of a functional region.</p> <p>Back to Question</p>
20	B	<p>Option B is correct. Guyana, Suriname, and French Guiana are located along the northeastern coast of South America.</p> <p>Back to Question</p>
21	C	<p>Option C is correct. A perceptual region is not a physically demarcated entity. It exists as a conceptualization or an idea. In the United States, the South is a perceptual region.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
22	A	<p>Option A is correct. Venezuela’s economy has been tied to the export of petroleum (oil) and has suffered economic crises when international oil prices fall. Similarly, Ivory Coast’s economy can be severely stressed if commodity prices for cacao (the main ingredient in chocolate) fall on international markets. Likewise, Guatemala’s economy can suffer swings when prices for coffee beans rise and fall on international commodity trading markets.</p> <p>Back to Question</p>
23	D	<p>Option D is correct. Judaism, Christianity, and Islam have origins in the eastern Mediterranean. Thus, the eastern Mediterranean is the culture hearth for these religions.</p> <p>Back to Question</p>
24	B	<p>Option B is correct. Continentality is the tendency of areas remote from the ocean to have large annual and daily temperature ranges. These areas experience little maritime influence because the general atmospheric circulation is westerly. Siberia is located in the subarctic climate zone where annual temperature ranges are the largest in the world.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Question Number	Correct Answer	Rationale
25	D	<p>Option D is correct. The Eastern Continental Divide separates the Mississippi River watershed, of which the Hiawassee River is a tributary, from the river watersheds, such as the Savannah River, which drain into the Atlantic Ocean.</p> <p>Back to Question</p>
26	B	<p>Option B is correct. Gentrification is the process of renovating preexisting buildings or homes.</p> <p>Back to Question</p>

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Preparation Resources

The resources listed below may help you prepare for the GACE assessment in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions of these materials to obtain information on specific topics for study and review.

Guide to Taking a GACE Computer-delivered Assessment

This guide explains how to navigate through a GACE assessment and how to answer different types of test questions. This free download is available in the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Reducing Test Anxiety

This guide provides practical help for people who suffer from test anxiety. Designed specifically for GACE test takers, but useful to anyone who has to take tests, this guide reviews the major causes of test anxiety and offers practical advice for how to counter each one. Download this guide for free from the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare.

Study Tips: Preparing for a GACE Assessment

This document contains useful information on preparing for selected-response and constructed-response tests. The instruction, tips, and suggestions can help you become a better-prepared test taker. See the Test Preparation Resources section of the GACE website at www.gace.ets.org/prepare for this free download.

Journals

Journal of Geography, National Council for Geographic Education

Social Education, National Council for the Social Studies

Other Resources

Fellmann, J., et al. (2013). *Human Geography: Landscapes of Human Activities*, Twelfth Edition. Boston, Mass.: McGraw-Hill Science/Engineering/Math.

Gabler, R. E., et al. (2006). *Essentials of Physical Geography*, Eighth Edition. Independence, Ky.: Brooks Cole.

Geography Education Standards Project. (2012). *Geography for Life: National Geography Standards*. Washington, District of Columbia: National Council for Geographic Education.

Kagan, D., et al. (2009). *The Western Heritage*, Tenth Edition. Upper Saddle River, N.J.: Prentice-Hall.

Levstik, L. and Tyson, C. (Eds.). (2008). *Handbook of Research in Social Studies Education*. New York, N.Y.: Routledge.

National Council for the Social Studies. (2010). *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning and Assessment*. Silver Spring, Md.: National Council for the Social Studies.

Note: After clicking on a link, right click and select "Previous View" to go back to original text.

Rowntree, L., et al. (2012) *Diversity Amid Globalization: World Regions, Environment and Development*. Fifth Edition. Boston, Mass.: Prentice Hall.

Veregin, H. (Ed.). (2010). *Goode's World Atlas*, Twenty-Second Edition. Skokie, Ill.: Rand McNally.

Welton, D. A. (2004). *Children and Their World: Strategies for Teaching Social Studies*, Eighth Edition. Independence, Ky., Cengage Learning.

Online Resources

Education Resources Information Center (ERIC) — www.eric.ed.gov

Georgia Department of Education — www.doe.k12.ga.us

National Council for the Social Studies — www.ncss.org

Association of American Geographers — www.aag.org

National Council for Geographic Education — www.ncge.org

National Geographic Society — www.nationalgeographic.com

Note: After clicking on a link, right click and select "Previous View" to go back to original text.