

ABSTRACT

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A Study Of The Implementation Of The National Geography Standards And Their Alignment
With Classroom Instruction In United States PK--12 Schools

(Major Professor: Cathy Stockton)

In the 1980s, media reports of the state of geography in United States schools and national assessments documenting the failing grades of American students resulted in a campaign to eradicate geographic illiteracy. As a result, there have been many reforms made in geography education, including the development of national geography standards. The National Geographic Society developed a Geography Education Foundation to introduce a grassroots movement for curricula change through teacher inservice institutes. Furthermore, geography was recognized as a core subject in the curriculum designated by President George Bush and the governors of the United States of America as part of the competency requirements of *Goals 2000*. The purpose of this study was to conduct a survey to determine the relationship between various independent variables and the implementation of national geography standards in the curriculum of PK-12 classrooms. The population consisted of Teacher Consultants (TCs) who were trained through Alliance Summer Geography Institutes (ASGIs) and PK-12 teachers in two northeast Louisiana school districts. Findings indicated a relationship between the implementation of geography standards and (a) teachers who have had pre-service training for geography, (b) attendance at ASGIs, (c) attendance at geography workshops, and (d) the number of minutes per week geography was taught.