



***That's Geography!* Educator Grant  
National Geographic Society  
Request for Proposals**

Are you a classroom teacher who helps students see the connections between their community, their country, and the larger world? Are you a subject area specialist looking for new ways for students to explore the impact of biology, art, or history on their everyday lives? Are you a teacher leader who works with colleagues to design engaging instruction in which students grapple with their own “So what?” and “Why should I care?” questions?

*That's Geography!* And this Request for Proposals (RFP) grant opportunity is for *you*.

The National Geographic Society seeks to partner with innovative teaching professionals in all subject areas to design and implement lessons that incorporate geographic concepts and skills into K-12 (or equivalent) classrooms. We seek to elevate and showcase geography’s power to engage students in uncovering and exploring complex *connections*—across subject areas, ideas, places, people, and time.

Geography has never been about just finding places on a map or memorizing names. It’s about *exploring* connections. It’s about *seeing* how the complex, dynamic human and natural systems interact and change over time. It’s about beginning to *understand* our own role in those systems. Geography is about *designing* smart solutions that benefit our planet, *envisioning* new futures, and *acting*. It touches all subject areas—making them come alive and enhancing student learning.

Through this RFP, the Society will fund innovative teaching professionals who bring these ideas to life in K-12 (or equivalent) classrooms. We seek applicants who will adopt one—or a select few—standard(s) from the [National Geography Standards](#) (and, if required locally, align them with country/state/local geography standards) to design and teach rich geographic lessons *within* the context of their current courses and content curriculums. We are interested in examples of how geography enhances and bolsters student learning in applicants’ own subject areas, whether history, art, literature, science, or any other field. Successful applicants will then share their work broadly with colleagues to impact education, geography, and their particular subject areas.

## DETAILS

National Geographic seeks to honor and elevate teacher creativity, innovation, and expertise. For further information and step-by-step guidance on how to complete your application, please see our [Application Guidance](#) and our [FAQ list](#).

### I. Applicant Information

Teaching professionals globally who work directly with K-12 (or equivalent) classroom teachers and/or students in schools are eligible to apply. You must apply as an individual on behalf of a teacher group, team, or network. Preference will be given to

- K-12 (or equivalent) teaching practitioners (e.g., classroom teachers, teacher coaches);
- applicants who substantiate their team’s or network’s ability to engage a large number of teachers, either as direct participants in the project or through a detailed dissemination plan; and
- teacher teams or networks that work with students from vulnerable, disenfranchised, or economically disadvantaged communities.

### II. Project Information

Proposed projects must focus on an “adopt-a-geography-standard” approach in which innovative K-12 (or equivalent) teacher teams or networks adopt one—or a select few—geography grade-range standard(s) (K-4, 5-8, 9-12) from the [National Geography Standards](#) (and, if required locally, align them with country/state/local geography standards). Applicants are encouraged to select only one geography standard, so that proposed projects focus instruction deeply in one area and connections can be easily made to subject area topics and standards. You may, however, choose to include a few additional geography standards if justified by your project design. Teacher teams or networks will then use their selected standard(s) to design and implement rich geographic lessons *within* the context of their current courses and content curriculums—using the lessons to show how geography enhances and bolsters student learning in their own subject areas. Teacher teams or networks will then engage other colleagues and broadly share artifacts from their work.

Proposed projects must be between one and two years in duration. In your application, please be sure to detail the following:

- **Instructional Design Framework**: Articulate how your project will be anchored in an “adopt-a-geography-standard” approach. You should identify the one—or select few—standard(s) that you are “adopting” from the National Geography Standards and provide a rationale for your selection. Include *how* your selected standard(s) will enhance the course(s), curriculum, and/or other standards your team or network is focusing on.
- **Learning Objectives and Pedagogical Approach**: Provide your team’s or network’s intended objectives for student learning, explain how you expect to measure them, and give a brief description of your expected pedagogical approach, referring to its relevant research base. Preference will be given to

projects that outline how they will incorporate the [National Geographic Learning Framework](#) and [Geo Inquiry Process](#).

- **Artifacts/Deliverables:** You must also identify and describe the set of instructional artifacts your team or network intends to design, collect, share broadly with colleagues, and submit to National Geographic. Please describe how these artifacts will be useful to practitioners and the education and geography fields.
- **Team or Network Co-design:** Provide a plan for how your team or network will work together to design, implement, and reflect on your work with students, including how you will incorporate reflections and revisions into the final deliverables.
- **Dissemination Strategy:** Provide a plan for engaging other colleagues and sharing your work and artifacts broadly with the education field. Please also include information about other educator networks, organizations, and/or associations you are involved with and your level of involvement. Preference will be given to applicants who build in strategies for sharing their work as it is happening, as well as disseminating final artifacts.

Applicants should include a timeline for the co-design, implementation, dissemination, and data collection/submission stages of their project. Please anticipate a project start date during summer 2020 to allow time for teacher planning.

### **III. Budget Request**

Applicants may request between U.S. \$10,000-\$75,000 for a grant period between one and two years. Budgets of successful proposals will include reasonable, well-justified costs that directly support the project and reflect the number of participants. Please see [Application Guidance](#) and [Grant Budget Guidelines](#) for further information.

### **IV. Deliverables**

If awarded a grant, you will be required to submit the following:

During your dissemination phase:

- 1) The number of teachers who directly participated in designing and implementing the “adopt-a-geography-standard” approach and the number of students they engaged
- 2) Example artifacts useful to practitioners and the education and geography fields
- 3) A brief self-analysis on your team’s “adopt-a-geography-standard” work and its impact on practice

End of grant:

- 1) Evidence and data on the strategies you used to disseminate information and artifacts, including the number of additional colleagues you engaged
- 2) Final report that includes final participation numbers and self-analysis
- 3) Your teacher team or network and your students will also be asked to participate in pre- and post-project surveys.