Curriculum Map

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| **Course Title: World Geography** | **Quarter:** 2 | **Academic Year:** 2011-2012 |

**Essential Questions for this Quarter:**

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| 1. What do the multiple cultures in Latin America have in common? 2. How does the common strand of Latin America relate to the region’s past? 3. Distinguish how the size of Western Europe determines population density. 4. What are some of the main economic activities of Western Europe? |

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| **Unit/Time Frame**  **Unit 3: Latin America**  **(4.5 Weeks)**  *Chapter 9: Regional Atlas – Introduction to Latin America*  9.1 Historical Overview  9.2 Physical Characteristics  9.3 Climates  9.4 Ecosystems  9.5 People and Culture  9.6 Economics, Technology, and Environment  9.7 Database  *Chapter 10: Mexico*  10.1 Geography of Mexico  10.2 A Place of Three Cultures  *Chapter 11: Central America and the Caribbean*   * 11.1 Central America * 11.2 Caribbean Islands   *Chapter 12: Brazil*  12.1 The Land and Its Regions  12.2 Brazil’s Quest for Economic Growth  *Chapter 13: Countries of South America*  13.1 The Northern Tropics  13.2 The Andean Countries  13.3 The Southern Grassland Countries  **Unit 4: Western Europe**  **(4.5 Weeks)**  *Chapter 14: Regional Atlas – Introduction to Latin America*  14.1 Historical Overview  14.2 Physical Characteristics  14.3 Climates  14.4 Ecosystems  14.5 People and Culture  14.6 Economics, Technology, and Environment  14.7 Database  *Chapter 15: The British Isles and Nordic Nations*  15.1 England  15.2 Scotland and Wales  15.3 The Two Irelands  15.4 The Nordic Nations  *Chapter 16: Central Western Europe*  16.1 France  16.2 Germany  16.3 The Benelux Countries  16.4 Switzerland and Austria  *Chapter 17: Mediterranean Europe*  17.1 Spain and Portugal  17.2 Italy  17.3 Greece | **Standards**  Content Standards  Content Standards  [WG 2.1](#WG21)  [WG 2.3](#WG23)  [WG 2.4](#WG24)  [WG 3.2](#WG32)  [WG 3.3](#WG33)  [WG 4.1](#WG41)  [WG 4.3](#WG43)  [WG 4.4](#WG44)  [WG 4.5](#WG45)  [WG 4.7](#WG47)  [WG 4.10](#WG410)  [WG 4.11](#WG411)  [WG 4.13](#WG413)  [WG 4.16](#WG416)  [WG 4.19](#WG419)  [WG 4.20](#WG420)  [WG 5.1](#WG51)  [WG 5.2](#WG52)  [WG 5.3](#WG53)  [WG 5.6](#WG56)  [WG 5.7](#WG57)  Reading Standards  [9-10.RH.1](#RH1)  [9-10.RH.2](#RH2)  [9-10.RH.4](#RH4)  [9-10.RH.5](#RH5)  [9-10.RH.6](#RH6)  [9-10.RH.7](#RH7)  [9-10.RH.9](#RH9)  [9-10.RH.10](#RH10)  Writing Standards  [9-10.WH.2](#WH2)  [9-10.WH.3](#WH3)  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Diversity of the population and mixed ethnic heritiage * Comparing economies of wealthy and poor countries in the region * Regions of Mexico * Natural hazards of the physical environment of Mexico * Three cultures of Mexico: Native Americans, Spanish, and Mestizo * Social and economic conditions * Landforms and climates of Central America * Diversity of culture in Central America * Social and economic conditions * Regions of Brazil * Economic Challenges * Government Policies * Regions of South America (other than Brazil) * Migration * Drug Trades * Vertical climate zones * Elevation and its influence of life in the South American countries * Significant events and developments in the history of Western Europe * Climate regions in Western Europe * Elements of culture in Western Europe * Identify how economy, technology, and the environment interact in Western Europe * Physical characteristics of the region * Industrial Revolution * Use of natural resources in association with economic activities. * Physical characteristics of Central Western Europe * Economic characteristics of Central Western Europe * German unification * Effect of language on culture * Physical characteristics of Mediterranean Europe * Economic characteristics of Mediterranean Europe * Greek and Roman civilizations * Siroccos * Renaissance | **Skills**   * Describe significant events and developments in the history of Latin America * Identify the major physical characteristics of Latin America. * Compare climate regions in Latin America * Describe characteristics of major ecosystems in Latin America * Discuss elements of culture in Latin America * Identify how the economy, technology, and environment interact in Latin America * Differentiate between Mexico’s four coastal regions. * Trace the key political events in the development of democracy in Mexico * Identify Mexico’s current social problems. * Give the main characteristics of the Mexican economy * Explain how social and economic conditions have sometimes led to political conflicts in the nations of Central America * Identify the ethnic roots of Caribbean culture. * Explain why migration is so common among Caribbean islanders * Identify existing environmental and economic challenges in the northeast * Explain why the government has encouraged urban growth and economic development in the Brazilian Highlands * List the effects of economic growth on the Brazilian labor force. * Describe how economic development has contributed to environmental change. * Describe how migration affected the population of the Guiana’s * Discuss the problems of one-crop agriculture in Columbia * Describe how the climate affects the people of Bolivia and Chile * Explain the recent changes in political conditions * State how urbanization has affected the Southern Grassland Countries * Identify major physical characteristics of Western Europe * Describe characteristics of major ecosystems in Western Europe * Define compulsory education * Compare educational systems of select Western European countries and the United States * Explain why London became one of the world’s greatest commercial shipping centers * Explain how Scotland and Wales have preserved their cultural identities * Identify the geographic processes that have caused cooperation and conflict in Ireland. * Describe the physical and cultural characteristics that define the Nordic nations. * Identify the physical and economic regions of France * Describe how Germany achieved unification in the 1800s and 1900s * Identify the major way in which the Dutch changed their physical environment * Describe how the character of Switzerland is shaped by its history, culture, and economy * Describe how Spain differs physically, economically, and culturally from the rest of Europe * Discuss how Italians are adapting to their environment and expanding their economy as they plan for their future * Explain why Greek culture is considered a mixture of Eastern and Western cultures | **Assessment**   * Worksheet * Map Activity * Chapter Quiz * Map Test * Individual Project * Worksheet * Chapter Quiz * Worksheet * Chapter Quiz * Review Games * Worksheet * Chapter Quiz * Review Games * Group Research Project * Worksheet * Chapter Quiz * Review Games * Study Guide * Worksheet * Chapter Quiz * Review Games * World Atlas Activity * Worksheet * Chapter Quiz * Review Games * Worksheet * Chapter Quiz * Review Games * Worksheet * Unit Study guide * Chapter Quiz * Review Games | **Resources**   * Chapter 9 Worksheet * Chapter 9 Quiz * Chapter 9 Power Point * Unit 3 World Atlas Activity * Unit 3 Map Test * Computer * Chapter 10 Worksheet * Chapter 10 Quiz * Computer * Personal Mosaic Project * Chapter 11 Worksheet * Chapter 11 Quiz * Computer * Chapter 12 Worksheet * Chapter 12 Quiz * Computer * “Festivale” YouTube video * Amazon River and Basin Project * Chapter 13 Worksheet * Chapter 13 Quiz * Computer * “Sunken Treasure” Power Point Review Game * “Connect Four” Power Point Review Game * “Toss It” Board Review Game * Unit 3 Study Guide * Unit 3 Test * Chapter 14 Worksheet * Chapter 14 Quiz * Chapter 14 Power Point * Unit 4 World Atlas Activity * Unit 4 Map Test * Computer * Chapter 15 Worksheet * Chapter 15 Quiz * Chapter 15 Power Point * Computer * Chapter 16 Worksheet * Chapter 16 Quiz * Chapter 16 Power Point * Computer * Chapter 17 Worksheet * Chapter 17 Quiz * Chapter 17 Power Point * Computer * “Sunken Treasure” PowerPoint Review Game * “Connect Four” PowerPoint Review Game * Amazing Race Game * Unit 4 Study Guide * Unit 4 Test * Comprehensive Final Exam Study Guide * Computer * “Sunken Treasure” PowerPoint Review Game * “Connect Four” PowerPoint Review Game * “Toss It” Board Review Game * Comprehensive Final Exam (Covers Quarter 1 and Quarter 2) |

Standard 1  
The World in Spatial Terms

Students will acquire a framework for examining the world in spatial terms. They will use and evaluate maps, globes, atlases and grid-referenced technologies, such as remote sensing, Geographic Information Systems (GIS)\* and Global Positioning Systems (GPS)\*, to acquire, evaluate, analyze and report information about people, places and environments on Earth’s surface.

WG.1.1 Explain Earth’s grid system and locate places using degrees of latitude and longitude. Use Earth’s grid to examine important human issues, such as where particular crops can be grown and what animals can be domesticated in particular areas.

WG.1.2 Demonstrate that, as an attempt to represent the round Earth on flat paper, all maps distort. Be able to evaluate distortions associated with any given projection.

WG.1.3 Evaluate the source of particular maps to determine possible biases contained in them.

WG.1.4 Create and compare mental maps or personal perceptions of places. Explain how experiences and culture influence these perceptions and identify ways in which mental maps influence decisions. (Individuals, Society and Culture)

WG.1.5 Use locational technology such as remote sensing, Global Positioning Systems (GPS) and Geographic Information Systems (GIS), to establish spatial relationships.

**Example:** Use GIS to examine the spatial relationship between pollution and infant mortality.

WG.1.6 Evaluate the applications of geographic tools (locational technologies) and supporting technologies to serve particular purposes.

**Example:** Assess the role played by maps in the exploration of Polar Regions.

WG.1.7 Ask geographic questions\* and obtain answers from a variety of sources, such as books, atlases and other written materials; statistical source material; fieldwork and interviews; remote sensing; and GIS. Reach conclusions and give oral, written, graphic and cartographic expression to conclusions.

\* Global Positioning Systems (GPS): systems of satellites and ground stations used to locate precise points on the surface of Earth

\* Geographic Information Systems (GIS): information technology systems used to store, analyze, manipulate and display a wide range of geographic information

\* geographic question: a question that asks “Where?” and “Why there?”

Standard 2  
Places and Regions\*

Students will acquire a framework for thinking geographically about places and regions. They will identify the physical and human characteristics of places and regions. They will understand that people create regions to interpret Earth’s complexity, and how culture and experience influence people’s perception of places and regions.

WG.2.1 Name and locate the world’s continents, major bodies of water, major mountain ranges, major river systems, all countries and major cities.

WG.2.2 Give examples of how and why places and regions change or do not change over time.

**Example:** Changing settlement patterns in the American Southwest, the impact of technology on the growth of agricultural areas, and the changing location of manufacturing areas

WG.2.3 Give examples and analyze ways in which people’s changing views of places and regions reflect cultural changes.

**Example:** The migration from urban cores to suburbs and the subsequent revitalization of these urban cores

WG.2.4 Explain how the concept of “region” is used as a way of categorizing, interpreting and ordering complex information about Earth.

WG.2.5 Give examples of how people create regions to understand Earth’s complexity. (Individuals, Society and Culture)

**Example:** “Midwest,” “Middle East” and “Kentuckiana”

\* regions: areas that have common characteristics. Some regions have finite or absolute boundaries, such as political units like a country, state or school district. Some regions have blurred boundaries, such as crop or climate regions or a region based on primary language. Regions also can be entirely perceptual. An example is the “Midwest,” where boundaries vary widely according to people’s perceptions.

Standard 3  
Physical Systems

Students will acquire a framework for thinking geographically about Earth’s physical systems. They will explain the physical processes that shape the patterns of Earth’s surface and the characteristics and spatial distribution of ecosystems on Earth’s surface.

WG.3.1 Define Earth’s physical systems: atmosphere\*, lithosphere\*, biosphere\* or hydrosphere\*. Categorize the elements of the natural environment as belonging to one of the four components.

WG.3.2 Identify and account for the distribution pattern of the world’s climates, taking into account the Earth/Sun relationship, ocean currents, prevailing winds, and latitude and longitude.

WG.3.3 Describe the world patterns of natural vegetation and biodiversity and their relations to world climate patterns.

**Example:** Rainforests, savannahs and tundra

WG.3.4 Explain and give examples of the physical processes that shape Earth’s surface that result in existing landforms and identify specific places where these processes occur.

**Example:** Plate tectonics, mountain building, erosion, deposition

WG.3.5 Illustrate and graph with precision the occurrence of earthquakes on Earth over a given period of time (at least several months) and draw conclusions concerning regions of tectonic instability.

\* atmosphere: the gases and other materials that surround Earth and are held close by gravity

\* lithosphere: the uppermost portion of the solid Earth, including soil, land and geologic formations

\* biosphere: the realm of Earth which includes all plant and animal life forms

\* hydrosphere: the water realm of Earth which includes water contained in the oceans, lakes rivers, ground, glaciers and water vapor in the atmosphere

Standard 4  
Human Systems

Students will acquire a framework for thinking geographically about human activities that shape Earth’s surface. They will examine the characteristics, distribution and migration of human populations on Earth’s surface; investigate the characteristics, distribution and complexity of Earth’s cultural mosaics; analyze the patterns and networks of economic interdependence on Earth’s surface; examine the processes, patterns and functions of human settlement; and consider how the forces of cooperation and conflict among people influence the division and control of Earth’s surface.

Characteristics, Distribution and Migration of Human Populations

WG.4.1 Using maps, establish world patterns of population distribution, density and growth. Relate population growth rates to health statistics, food supply or measure of well-being. Explain that population patterns differ not only among countries but also among regions within a single country. (Economics; Government; Individuals, Society and Culture)

WG.4.2 Develop maps of human migration and settlement patterns at different times in history and compare them to the present. (Government; History; Individuals, Society and Culture)

WG.4.3 Hypothesize about the impact of push factors\* and pull factors\* on human migration in selected regions and about changes in these factors over time. (Economics; Government; History; Individuals, Society and Culture)

WG.4.4 Evaluate the impact of human migration on physical and human systems. (Economic; Government; Individuals, Society and Culture)

**Example:** Latino migration into the United States and Arab migration into Western Europe

WG.4.5 Assess the consequences of population growth or decline in various parts of the United States and determine whether the local community is shrinking or growing.

Characteristics, Distribution and Complexity of Cultural Mosaics

WG.4.6 Map the distribution patterns of the world’s major religions and identify cultural features associated with each. (History; Individuals, Society and Culture)

**Example:** Buddhist and Hindu temples, Christian cathedrals and chapels, Islamic mosques and Jewish synagogues

WG.4.7 Map the distribution pattern of the world’s major languages. Map and explain the concept of a lingua franca\* in various parts of the world. (History; Individuals, Society and Culture)

**Example**: English, Chinese, Spanish, French and Arabic languages; English as the language of business

WG.4.8 Explain how changes in communication and transportation technology contribute to the spread of ideas and to cultural convergence\* and divergence\*. (Individuals, Society and Culture)

Economic Interdependence (Globalization)

WG.4.9 Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing) and tertiary (distributing and services) activities. Plot data and draw conclusions about how the percentage of the working population in each of these categories varies by country and changes over time.

WG.4.10 Describe and locate on maps the worldwide occurrence of the three major economic systems – traditional, planned and market – and describe the characteristics of each. (Economics)

WG.4.11 Compare the levels of economic development of countries of the world in terms of Gross Domestic Product per capita and key demographic and social indicators. Map and summarize the results.

WG.4.12 Explain the meaning of the word infrastructure\* and analyze its relationship to a country’s level of development. (Economics; Government; Individuals, Society and Culture)

WG.4.13 Identify contemporary spatial patterns in the movement of goods and services throughout the world.

WG.4.14 Describe and illustrate the economic interdependence of countries and regions. (Economics)

**Example:** Use a flow chart and maps to show the movement of oil from producers to consumers.

WG.4.15 Assess the growing worldwide impact of tourism and recreation and explain the economic, social and political effects of these activities.

Human Settlement

WG.4.16 Describe and explain the worldwide trend toward urbanization and be able to graph the trend. (Individuals, Society and Culture)

WG.4.17 Explain how the internal structures of cities varies in different regions of the world and give examples. (Individuals, Society and Culture)

**Example:** In France, the poor live in suburbs; in the United States, the poor live in the inner city.

WG.4.18 Analyze the changing functions of cities over time. (History; Individuals, Society and Culture)

**Example:** Uses of cities as transportation centers, centers of commerce, and centers of administration and government

Cooperation and Conflict

WG.4.19 Identify specific situations where human or cultural factors are involved in geographic conflict and identify different viewpoints in the conflict. Create scenarios under which these cultural factors would no longer trigger conflict. (Economics; Government; Individuals, Society and Culture)

**Example:** Israeli and Palestinian conflict, and Sunnis and Shiites

WG.4.20 Identify international organizations of global power and influence (North Atlantic Treaty Organization/ NATO, the United Nations, the European Union, Association of Southeast Asian Nations/ASEAN) and report on the impact of each. (Economics, Government)

\* push factors: the social, political, economic and environmental forces that drive people from their previous location to search for new ones.

\* pull factors: the social, political, economic and environmental attractions that draw people to a new location.

\* lingua franca: a widely-used second language; a language of trade and communication

\* convergence: the process by which cultures become more alike

\* divergence: the process by which cultures become less alike

\* infrastructure: the basic facilities and services, such as communication and transportation systems, schools and utilities, needed for the functioning of a society or community

Standard 5  
Environment and Society

Students will acquire a framework for thinking geographically about the environment and society. They will analyze ways in which humans affect and are affected by their physical environment and the changes that occur in the meaning, distribution and importance of resources.

WG.5.1 Identify and describe the effect of human interaction on the world’s environment. (Economics; Government; Individuals, Society and Culture)

**Example:** Atmospheric and surface pollution, global warming, deforestation, desertification, salinization, over-fishing, urban sprawl, and species extinction

WG.5.2 Identify solutions to problems caused by environmental changes brought on by human activity. (Economics; Government; Individuals, Society and Culture)

WG.5.3 Map the occurrence and describe the effects of natural hazards throughout the world and explain ways to cope with them. (Government; Individuals, Society and Culture)

**Example:** Earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes and cyclones, and lightning-triggered fires

WG.5.4 Analyze the possible effect of a natural disaster on the local community and devise plans to cope with a disaster so as to minimize or mitigate its effects.

WG.5.5 Describe how and why the ability of people to use Earth’s resources to feed themselves has changed over time. (Economics; Government; History; Individuals, Society and Culture)

**Example:** Advances in technology such as irrigation, hybridization, and crop rotation

WG.5.6 Identify patterns of world resource distribution and utilization, and explain the consequences of the use of renewable and nonrenewable resources. (Economics; Individuals, Society and Culture)

**Example**: Nonrenewable resources such as the distribution of fossil fuels, natural gas and oil; renewable sources such as timberland, water and fish; and the relationship to scarcity

WG.5.7 Identify examples from different world regions, involving the use and management of resources. Explain how different points of view influence policies relating to the use of these resources. (Economics; Government; Individuals, Society and Culture)

WG.5.8 Create basic policies designed to guide the use and management of Earth’s resources and that reflect multiple points of view.

**Reading Standards for Literacy in History/Social Studies 9-10 RH**

The standards below begin at grade 9 and define what students should understand and be able to do by the end of grade 10. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

**Key Ideas and Details**

**9-10.RH.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to

such features as the date and origin of the information.

**9-10.RH.2** Determine the central ideas or information of a primary or secondary source; provide an

accurate summary of how key events or ideas develop over the course of the text.

**9-10.RH.3** Analyze in detail a series of events described in a text; determine whether earlier events caused

later ones or simply preceded them.

**Craft and Structure**

**9-10.RH.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary

describing political, social, or economic aspects of history/social studies.

**9-10.RH.5** Analyze how a text uses structure to emphasize key points or advance an explanation or

analysis.

**9-10.RH.6** Compare the point of view of two or more authors for how they treat the same or similar topics,

including which details they include and emphasize in their respective accounts.

**Integration of Knowledge and Ideas**

**9-10.RH.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative

analysis in print or digital text.

**9-10.RH.8** Assess the extent to which the reasoning and evidence in a text support the author’s claims.

**9-10.RH.9** Compare and contrast treatments of the same topic in several primary and secondary sources.

**Range of Reading and Level of Text Complexity**

**9-10.RH.10** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text

complexity band independently and proficiently.

**Writing Standards for Literacy in History/Social Studies 9-10 WH**

The standards below begin at grade 9 and define what students should understand and be able to do by the end of grade 10. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

**Text Types and Purposes**

**9-10.WH.1** Write arguments focused on *discipline-specific content*.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.

c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

**9-10.WH.2** Write informative/explanatory texts, including the narration of historical events.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. Provide a concluding statement or section that follows from and supports the information or

explanation presented (e.g., articulating implications or the significance of the topic).

**9-10.WH.3** *Note: Students’ narrative skills continue to grow in these grades. The Standards require that*

*students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.*

**Production and Distribution of Writing**

**9-10.WH.4** Produce clear and coherent writing in which the development, organization, and style are

appropriate to task, purpose, and audience.

**9-10.WH.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a

new approach, focusing on addressing what is most significant for a specific purpose and

audience.

**9-10.WH.6** Use technology, including the Internet, to produce, publish, and update individual or shared

writing products, taking advantage of technology’s capacity to link to other information and to

display information flexibly and dynamically.

**Research to Build and Present Knowledge**

**9-10.WH.7** Conduct short as well as more sustained research projects to answer a question (including a

self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

synthesize multiple sources on the subject, demonstrating understanding of the subject under

investigation.

**9-10.WH.8** Gather relevant information from multiple authoritative print and digital sources, using

advanced searches effectively; assess the usefulness of each source in answering the research

question; integrate information into the text selectivity to maintain the flow of ideas, avoiding

plagiarism and following a standard format for citation.

**9-10.WH.9** Draw evidence from informational texts to support analysis, reflection, and research.

**Range of Writing**

**9-10.WH.10** Write routinely over extended time frames (time for reflection and revision) and shorter

time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes,

and audiences.