Curriculum Map

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| **Course Title: World Geography** | **Quarter:** 3 | **Academic Year:** 2011-2012 |

**Essential Questions for this Quarter:**

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| 1. Identify how the region of Russia is still home to many peoples with different languages, religions, and ways of life despite being dominated by Russia. 2. In what ways have Africa’s location, landforms, and climates played a role in shaping the lives of many people living in the region? 3. How have physical barriers of South Africa allowed the people of the region to develop their own unique cultures? 4. Despite those physical barriers of South Africa, how did people and ideas move into and out of the region transforming South Africa and its neighbors? |

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| **Unit/Time Frame**  **Unit 5: Latin America**  **(3 Weeks)**  *Chapter 18: Regional Atlas – Introduction to Central Europe and Northern Eurasia*  18.1 Historical Overview  18.2 Physical Characteristics  18.3 Climates  18.4 Ecosystems  18.5 People and Culture  18.6 Economics, Technology, and Environment  18.7 Database  *Chapter 19: Central and Eastern Europe*  19.1 Poland  19.2 The Czech and Slovak Republics, and Hungary  19.3 The Balkan Peninsula  19.4 Baltic States and Border Nations  *Chapter 20: Russia*  20.1 Regions of Russia  20.2 Emergence of Russia  20.3 Geographic Issues of Russia  **Unit 6: Central and Southwest Asia**  **(3 Weeks)**  *Chapter 21: Regional Atlas – Introduction to Central Europe and Northern Eurasia*  21.1 Historical Overview  21.2 Physical Characteristics  21.3 Climates  21.4 Ecosystems  21.5 People and Culture  21.6 Economics, Technology, and Environment  21.7 Database  *Chapter 22: The Caucasus and Central Asia*  22.1 The Caucasus Nations  22.2 The Central Asian Nations  *Chapter 23: The Countries of Southwest Asia*  23.1 Creating the Modern Middle East  23.2 Israel  23.3 Jordan, Lebananon, Syria, and Iraq  23.4 Arabian Peninsula  23.5 Turkey, Iran,and Cyprus  **Unit 7: Africa**  **(3 Weeks)**  *Chapter 24: Regional Atlas – Introduction to Africa*  21.1 Historical Overview  21.2 Physical Characteristics  21.3 Climates  21.4 Ecosystems  21.5 People and Culture  21.6 Economics, Technology, and Environment  21.7 Database  *Chapter 25: North Africa*  25.1 Egypt  25.2 Libya and the Maghreb  *Chapter 26: West and Central Africa*  26.1 The Sahel  26.2 The Coastal Countries  26.3 Nigeria  26.4 Central Africa | **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) 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settlement * Flood control * Cooperation and conflict * Impact of trade and learning * Shifting agriculture * Refugee camps * Power struggle * International Monetary Fund * World Bank * Conflict between countries | **Skills**   * Describe significant events and developments in the history of Central Europe and Northern Eurasia * Identify major physical characteristics of Central Europe and Northern Eurasia * Discuss elements of culture in Central Europe and Northern Eurasia * Identify how the economy, technology, and the environment interact in Central Europe and Northern Eurasia   \   * Explain how World War II affected Polish culture * Discuss changes in political and economic conditions in the Czech Republic * Explain why internal tensions challenge the people of the Balkan nations * Describe the link between Belarus and Russia and the link between Moldova and Romania * Describe how Siberia offers opportunities and poses unique challenges * Explain how Russian territory expanded under the czars * Identify the economic and political conditions that marked the Communist era * Identify some of the defining characteristics of life in Russia today * Summarize the economic and environmental problems facing Russia * Describe significant events and developments in the history of Central and Southwest Asia * Describe the characteristics of major ecosystems in Central and Southwest Asia * Compare the trade systems of select Central and Southwest Asian countries to those of the United States * Describe how climate and politics shaped Georgia’s economny * Explain how poltical and religious differences with its neighbors have affected Armenia * Relate the effects of Islam on the peoples of Central Asia * Explain how the economies of Kazakhstan and Uzbekistan changed udner Soviet control * Describe how the creation of Israel affected the relations between Arabs and Jews * Discuss how Israel has changed its environment to make its land more productive and increase productivity * List the steps that Israel and Arab neighbors have taken to prevent conflict * List the geographic factors and economic activities that make Syria a prosperous land * Describe how Saudi Arabia has tried to balance modern-day changes and economic growth with respect for tradition * Describe significant events and developments in Africa’s history * Identify Africa’s major physical characteristics * Discuss elements of culture in Africa * Identify how the economy, technology, and the environment interact in Africa * Compare the population densities of select African countries and the United States * Describe how physical characteristics influence patterns of settlement in Egypt * Explain how efforts to control the Nile River have affected agriculture in Egypt * Describe how cooperation and conflict have led to cultural change in North Africa * Identify environmental challenges facing the Sahel today * Describe the relationship between the traditional cultures and the economies of West Africa * Recognize the military leaderships on Nigeria’s economy and politics * Explain how political turmoil has affected the Democratic Republic of the Congo | **Assessment**   * Worksheet * Map Activity * Chapter Quiz * Map Test * Worksheet * Chapter Quiz * Worksheet * Chapter Quiz * Review Games * Documentary Quiz * Unit Test * Worksheet * Map Activity * Chapter Quiz * Map Test * Worksheet * Chapter Quiz * Review Games * Worksheet * Chapter Quiz * Review Games * Unit Test * Unit Study Guide * Worksheet * Map Activity * Chapter Quiz * Map Test * Worksheet * Unit Study guide * Unit Test * Chapter Quiz * Review Games * Worksheet * Unit Study guide * Chapter Quiz * Review Games * Unit Test | **Resources**   * Chapter 18 Worksheet * Chapter 18 Quiz * Chapter 18 Power Point * Unit 5 World Atlas Activity * Unit 5 Map Test * Computer * Chapter 19 Worksheet * Chapter 19 Quiz * Computer * Chapter 20 Worksheet * Chapter 20 Quiz * Computer * “Catherine the Great” PBS Documentary * “Catherine the Great” Quiz * “Sunken Treasure” Power Point Review Game * “Connect Four” Power Point Review Game * “Toss It” Board Review Game * Unit 5 Study Guide * Unit 5 Test * Chapter 21 Worksheet * Chapter 21 Quiz * Chapter 21 Power Point * Unit 6 World Atlas Activity * Unit 6 Map Test * Computer * Chapter 22 Worksheet * Chapter 22 Quiz * Chapter 22 Power Point * Computer * Chapter 23Worksheet * Chapter 23 Quiz * Chapter 23 Power Point * Computer * “Sunken Treasure” Power Point Review Game * “Connect Four” Power Point Review Game * “Toss It” Board Review Game * Unit 6 Study Guide * Unit 6 Test * Chapter 24 Worksheet * Chapter 24 Quiz * Chapter 24 Power Point * Unit 7 World Atlas Activity * Unit 7 Map Test * Computer * Chapter 25 Worksheet * Chapter 25 Quiz * Chapter 25 Power Point * Computer * Egyptian Pyramid Video “Modern Marvels” * Chapter 26 Worksheet * Chapter 26 Quiz * Chapter 26 Power Point * Computer * “Sunken Treasure” PowerPoint Review Game * “Connect Four” PowerPoint Review Game * Amazing Race Game * Unit 7Study Guide * Unit 7 Test |

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.