

SOCIAL STUDIES

High School Standards

WORLD GEOGRAPHY

In World Geography Studies, students examine the world at local, national, and international levels from the spatial and ecological perspectives of geography. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major land forms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems throughout the world. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

General requirements: Students shall be awarded one unit of credit for successful completion of this course.

CONTENT STANDARD 1

1. Culture

Performance Indicators

- 1.HS.1 Analyze various cultural patterns and explain how many of these customs have been influenced by the environment.
- 1.HS.2 Explain how language, religion, and political philosophy influence the development of culture regions.
- 1.HS.3 Show appreciation of the cultural values, languages, life-style, and heritage of different ethnic groups.
- 1.HS.4 Relate human activities to climate conditions throughout the year.
- 1.HS.5 Compare life in a variety of cities and nations in the world to evaluate the relationships involved in political, economic, social, and environmental changes.
- 1.HS.6 Describe and compare patterns of culture such as language, religion, land use, systems of education, and customs that make specific regions of the world distinctive.
- 1.HS.7 Compare economic opportunities for women and religious minorities in selected regions of the world.

- 1.HS.8 Describe the impact of general processes on cultural change (e.g., migration, war, trade).
- 1.HS.9 Analyze cultural changes in specific regions.
- 1.HS.10 Analyze examples of cultures that maintain traditional ways.
- 1.HS.11 Evaluate case studies of the spread of cultural traits to find examples of cultural convergence and divergence (e.g., the spread of democratic ideas, U. S. based fast-food franchises in Russia and Eastern Europe, the English language as a major medium of international communication for scientists and business people).

CONTENT STANDARD 2

2. History

Performance Indicators

- 2.HS.1 Analyze international conflicts, both contemporary and historical, and explain them in terms of the factors that contribute to tension and conflict within and between nations (e.g., tension in the Middle East).
- 2.HS.2 Research and analyze geographic factors related to historical events, or vice versa (e.g., Hannibal crossing Alps, geographic factors which helped cause the U.S. Civil War and later contributed to the South's defeat).
- 2.HS.3 Identify and explain criteria which gave regions their identities in different periods of world history (e.g., the Nile Valley, Mesopotamia).
- 2.HS.4 Provide an historical overview of selected culture areas to show the relationship between the past and the present (e.g., efforts for the development of a Palestine state)
- 2.HS.5 Identify changes overtime in the nature of international partnerships and alliances.
- 2.HS.6 Analyze the effects of physical and human geographic patterns and processes on events in the past and describe their effects on present conditions, including significant physical features and environmental conditions that influenced migration patterns in the past and shaped the distribution of culture groups today.
- 2.HS.7 Trace the spatial diffusion of a phenomenon and describe its effects on regions of contact (e.g., spread of bubonic plague, exchange of foods between the New and Old Worlds, the diffusion of American slang).
- 2.HS.8 Assess how people, places, and environments have changed over time and the effects of these changes on history (e.g., oil in the Middle East).

- 2.HS.9 Describe the human and physical characteristics of the same place at different periods of history (e.g., James Michener's *The Source*).

CONTENT STANDARD 3

3. Geography

Performance Indicators

- 3.HS.1 Locate significant features and places on earth.
- 3.HS.2 Recognize how the physical environment affects human settlement.
- 3.HS.3 Analyze the reasons for the development and existence of geographic patterns (e.g., vegetation zones, distribution of climates, sites where earthquakes occur).
- 3.HS.4 Demonstrate an understanding of how natural hazards and disasters have an effect on people's choices of where to live (e.g., tornadoes, hurricanes, floods, earthquakes, mountains).
- 3.HS.5 Recognize various map projections and how longitude/latitude patterns differ.
- 3.HS.6 Interpret a relief map.
- 3.HS.7 Describe habitats of endangered species and explain the various causes for their endangerment.
- 3.HS.8 Compare and interpret various types of maps (e.g., political, physical, special purpose).
- 3.HS.9 Construct and interpret graphs (e.g., divided circle, horizontal bar, cross-sectional diagram).
- 3.HS.10 Describe the seasons of the year at a location using a climograph grid (climate graph).
- 3.HS.11 Describe geographic phenomena, using appropriate units of measurements (e.g., distance, area, elevation, flow, temperature, rainfall).
- 3.HS.12 Describe and interpret the importance of processes in shaping landscapes (e.g., weathering, erosion, deposition).
- 3.HS.13 Discuss the effects of rapid population growth on the physical environment
- 3.HS.14 Attribute occurrences of weather phenomena and climate to annual changes in Earth-Sun relationships.

- 3.HS.15 Describe physical environment of regions and the physical processes that affect these regions (e.g., weather, tectonic forces, wave action, freezing and thawing, gravity, soil-building processes).
- 3.HS.16 Explain the distribution of different types of climate in terms of patterns of temperature, wind, and precipitation and the factors that influence climate (e.g., elevation, latitude, location near warm and cold ocean currents, position on a continent, mountain barriers).
- 3.HS.17 Explain the distribution of plants and animals in different regions of the world using the relationships among climate, vegetation, soil, and geology.
- 3.HS.18 Analyze how the character of a place is related to its political, economic, social, and cultural characteristics.
- 3.HS.19 Analyze political, economic, social, and demographic data to determine the level of development and standards of living in nations.
- 3.HS.20 Locate settlements and observe patterns in the size and distribution of cities using various resources (e.g., maps, graphics).
- 3.HS.21 Explain the processes that have caused cities to grow (e.g., location along transportation routes, availability of resources that have attracted settlers and economic activities, continued access to other cities and resources).
- 3.HS.22 Construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future growth trends.
- 3.HS.23 Explain the political, economic, social, and environmental factors that contribute to human migration (e.g., how physical geography affects the routes, flows, and destinations of migration).
- 3.HS.24 Describe trends in past world population growth and distribution.
- 3.HS.25 Develop and defend hypotheses on likely population patterns for the future
- 3.HS.26 Explain the interrelationships among physical and human processes that shape the geographic characteristics of places (e.g., connections among economic development, urbanization, population growth, environmental change).
- 3.HS.27 Compare ways that humans depend on, adapt to, and modify the physical environment. Use island, U.S., and international human activities in a variety of cultural and technological contexts (e.g., building dams).

- 3.HS.28 Describe the impact of and analyze the reaction of the environment to abnormal and/or hazardous environmental conditions (e.g., El Nino, floods, droughts, typhoons).
- 3.HS.29 Analyze statistical and other data to infer the effects of physical and human processes on patterns of settlement, (e.g., population distribution, economic and political conditions, resource distribution).
- 3.HS.30 Identify physical or human factors that constitute a region (e.g., soils, climate, vegetation, language, trade network, river systems, religion).

CONTENT STANDARD 4

4. Government

Performance Indicators

- 4.HS.1 Identify the political causes of boundary conflicts and other examples of tension between culture groups and evaluate different alternatives for resolving them.
- 4.HS.2 Explain the relationship between government and the economic system.
- 4.HS.3 Discuss the government's role on the effects of the environment.
- 4.HS.4 Identify and discuss laws and policies that effect the environment.
- 4.HS.5 Discuss the role of international interest groups on the environment.
- 4.HS.6 Prepare maps that illustrate a variety of political entities (e.g., city maps showing precincts, country maps showing states, continental maps showing countries).
- 4.HS.7 Compare maps of voting patterns of political boundaries to make inferences about the distribution of political power.
- 4.HS.8 Analyze current events to infer the physical and human processes that lead to the formation of boundaries and other political divisions.
- 4.HS.9 Explain how forces of conflict and cooperation influence the allocation of control of Earth's surface (e.g., formation of congressional voting districts, free trade zones).
- 4.HS.10 Explain the geographic factors that influence a nation's power to control territory and that shape the foreign policies and international political relations of selected nations (e.g., Iraq, Israel, Japan, the United States).
- 4.HS.11 Identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels.

- 4.HS.12 Explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs.

CONTENT STANDARD 5

5. Economics

Performance Indicators

- 5.HS.1 Analyze how the alteration of the balance of nature can bring about economic prosperity or create environmental dilemmas and crisis (e.g., irrigation, as in Israel's Negrev Desert).
- 5.HS.2 Evaluate the comparative success of competing regions of the world economy.
- 5.HS.3 Analyze reasons for the relative economic prosperity of regions.
- 5.HS.4 Describe the economic base of a country and explain how this affects its culture, growth pattern, and future.
- 5.HS.5 Compare urban areas in developed nations with those of developing nations.
- 5.HS.6 Illustrate the interconnections between different systems (e.g., population growth, food supply).
- 5.HS.7 Describe the characteristics of traditional, command, and market economies and how they operate in specific countries.
- 5.HS.8 Compare the ways people satisfy their basic needs through the production of goods and services (e.g., subsistence agriculture vs. market-oriented agriculture, cottage industries vs. commercial industries).
- 5.HS.9 Identify factors affecting the location of different types of economic activities and map their locations.
- 5.HS.10 Describe how changes in technology, transportation, and communication affect the location and patterns of economic activities.
- 5.HS.11 Compare global trade patterns at different periods of time and develop hypotheses to explain changes that have occurred in world trade and implications of these changes.
- 5.HS.12 Analyze how the creation and distribution of resources affect the location and patterns of movements of products, capital, and people.
- 5.HS.13 Evaluate the geographic and economic impact of policies related to the use of resources (e.g., regulations for water use, policies related to the development of scarce material resources).

CONTENT STANDARD 6**6. Technology****Performance Indicators**

- 6.HS.1 Demonstrate understanding of the relationship between technology and the effects of accessibility on previously inaccessible regions (e.g., rain forests).
- 6.HS.2 Describe and map changes brought about in urban population distribution patterns as a result of the automobile (e.g., road networks, suburban growth, shopping malls).
- 6.HS.3 Predict the impact computers will have on where people will live and work in the future.
- 6.HS.4 Evaluate the significance of major technological innovations that have been used to modify the physical environment (e.g., fire, steam engine, diesel machinery, electricity).
- 6.HS.5 Analyze ways technological innovations have allowed humans to adapt to places shaped by physical processes such as floods, earthquakes, and typhoons.
- 6.HS.6 Describe the impact of new technologies, new markets, and revised perceptions of resources.
- 6.HS.7 Analyze the role of technology in agriculture and other primary economic activities and identify the environmental consequences of the changes that have taken place.