



# ***World Geography***

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## INTRODUCTION

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The *History and Social Science Standards of Learning Curriculum Framework 2015*, approved by the Board of Education on January 28, 2016, is a companion document to the 2015 *History and Social Science Standards of Learning for Virginia Public Schools*. The Curriculum Framework amplifies the Standards of Learning by defining the content understandings, knowledge, and skills that are measured by the Standards of Learning assessments.

The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course, nor to prescribe how the content should be taught. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Additional details such as the names of historical figures whose study further enriches the standards and clarifies the concepts under investigation will be found in the Curriculum Framework.

The Curriculum Framework facilitates teacher planning by identifying essential understandings, knowledge, and skills. Together, these key elements provide the focus of instruction for each standard. The purpose of each section is explained below:

### **Standard of Learning Statement**

Each page begins with a Standard of Learning statement as a focus for teaching and learning. Students will apply social science skills to understand the interrelationships between the history, geography, economics, and civics content, as well as become actively engaged in their learning.

### **Essential Skills (Standard 1)**

The essential history and social science skills are outlined in Standard 1 for each grade level or course. Students use these skills to increase understanding of the history and social sciences content, including historical, geographic, political, and economic events or trends. The development of these skills is important in order for students to become better-informed citizens.

The first column for Standard 1 contains “Essential Understandings,” which are described below. The second column contains examples of how the skill may be applied in the classroom.

Note: The skills will not be assessed in isolation; rather, they will be assessed as part of the content in the *History and Social Science Standards of Learning*.

**Essential Understandings**

This column includes the fundamental background information necessary to acquire and apply the essential knowledge. The understandings should help students develop a sense of context, including why the essential knowledge is relevant to the standard; thus, teachers should use these understandings as a basis for lesson planning.

**Essential Knowledge**

This column delineates the key content facts, concepts, and ideas that students should grasp in order to demonstrate understanding of the standard. This information is not meant to be exhaustive or a limitation on what is taught in the classroom. Rather, it is meant to be the principal knowledge defining the standard.

The Curriculum Framework serves as a guide for Standards of Learning assessment development; however, assessment items may not and should not be verbatim reflections of the information presented in the Curriculum Framework.

## STANDARD WG.1a

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world's countries, cities, and environments;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Synthesizing involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.</p> <p>Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.</p> <p>An artifact is an object or tool that tells us about the people from the past.</p> <p>A primary source is an artifact, document, image, or other source of information that was created during the time under study.</p> <p>A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.</p>	<ul style="list-style-type: none"><li>• Use a variety of sources to collect information about a location. Describe the impact of the location's geography on its social and cultural development. Tools and sources to consider for data collection may include the following:<ul style="list-style-type: none"><li>○ GIS (Geographic Information Systems)</li><li>○ Field work</li><li>○ Satellite images</li><li>○ Photographs</li><li>○ Maps, globes</li><li>○ Databases</li><li>○ Primary sources</li><li>○ Diagrams</li></ul></li><li>• Examine and analyze information about cities, countries, regions, and environments. Use the information gathered to gain a new and deeper understanding of inhabitants, resources, land and water usage, transportation methods, and communications.</li><li>• Examine and analyze geographic information and demographic data. Use the information gathered to gain a new and deeper understanding of economic development.</li></ul>

## **STANDARD WG.1b**

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**The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by**  
**b) using geographic information to determine patterns and trends to understand world regions;**

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing and interpreting involves identifying the important elements of geographic sources in order to make inferences and generalizations and draw conclusions.</p> <p>Knowledge of geography and application of geographic skills enable us to understand relationships between people, their behavior, places, and the environment for problem solving and historical understanding.</p> <p>The physical geography of a location had a direct impact on the lives of people in world regions and how they adapted to their environment.</p> <p>Five Themes of Geography</p> <ul style="list-style-type: none"> <li>• Location: Defined according to its position on the earth’s surface; where is it?</li> <li>• Place: Locations having distinctive features that give them meaning and character that differ from other locations; what is it like?</li> <li>• Region: A unit on the earth's surface that has unifying characteristics; how are places similar or different?</li> <li>• Movement: The way people, products, and information move from one place to another; how do people, goods, and ideas move from one location to another?</li> <li>• Human-Environment Interaction: The relationship between people and their environment; how do people relate to the physical world?</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of sources to collect information about a location. Describe how people have adapted to the earth’s features. Tools and sources to consider for data collection may include the following: <ul style="list-style-type: none"> <li>○ GIS (Geographic Information Systems)</li> <li>○ Field work</li> <li>○ Satellite images</li> <li>○ Photographs</li> <li>○ Maps, globes</li> <li>○ Charts and graphs</li> <li>○ Databases</li> <li>○ Primary sources</li> <li>○ Diagrams</li> </ul> </li> <li>• Analyze the relationship between physical and human geography.</li> <li>• Analyze geographic information related to the movement of people, products, resources, ideas, and language to determine patterns and trends.</li> <li>• Examine maps of a location before and after a major conflict to discuss how the conflict influenced the social, political, and economic landscapes of the region.</li> <li>• Use maps to explain how the location of resources influences the patterns, trends, and migration of the population.</li> </ul>

## STANDARD WG.1c

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
c) creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Interpreting involves the process of explaining or translating information.</p> <p>Interpreting begins with observation of data and then requires students to extract significant information embedded within data in order to draw conclusions.</p>	<ul style="list-style-type: none"><li>• Interpret a variety of thematic maps to draw conclusions about a region or country.</li><li>• Gather information from a variety of sources to create a chart or graph depicting characteristics of a world region.</li><li>• Gather information about the push and pull factors of a region. Create a chart differentiating between economic, political, and social factors.</li></ul>

## STANDARD WG.1d

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
d) evaluating sources for accuracy, credibility, bias, and propaganda;

Essential Understandings	Experiences may include but are not limited to the following:
<p>It is critical to determine the accuracy and validity of information and recognize bias to draw informed conclusions, solve problems, and make informed decisions.</p> <p>The context from the time period of a primary or secondary source can influence the information included.</p> <p>Facts can be verified with evidence while opinions cannot.</p> <p>Bias is partiality in favor of or against one thing, person, or group compared with another.</p>	<ul style="list-style-type: none"><li>• Develop criteria or questions to evaluate a source. Consider the following when evaluating a source:<ul style="list-style-type: none"><li>○ Timeliness of the information</li><li>○ Importance of the information</li><li>○ Source of the information</li><li>○ Reliability, truthfulness, and correctness of the content</li><li>○ Reason the information exists</li></ul></li><li>• Select a current issue or regional concern. Explore multiple sources that report the same event, issue, or concern. Examine the information to determine the accuracy and validity of the sources. Events, issues, or concerns may include the following:<ul style="list-style-type: none"><li>○ War conflict</li><li>○ Immigration</li><li>○ Environmental issues</li><li>○ Geographic boundaries</li></ul></li></ul>

## STANDARD WG.1e

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
e) using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives;

Essential Understandings	Experiences may include but are not limited to the following:
<p>The skill of comparing and contrasting perspectives involves breaking down information and then categorizing it into similar and dissimilar pieces.</p>	<ul style="list-style-type: none"><li>• Select an environmental issue (e.g., recycling, air pollution, water scarcity). Gather information from a variety of sources (e.g., executive orders; foreign policy outlines; political, business, or environmental Web sites; social or political blogs with an environmental focus). Compare and contrast varying perspectives on the issue to gain an understanding of historical, cultural, political, and regional perspectives, including the following:<ul style="list-style-type: none"><li>○ The impact on the inhabitants of the region</li><li>○ Policies to regulate, encourage, or discontinue activities</li></ul></li><li>• Create a post for a social media platform highlighting an issue of environmental concern or benefit.</li></ul>

## STANDARD WG.1f

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
f) explaining indirect cause-and-effect relationships to understand geospatial connections;

Essential Understandings	Experiences may include but are not limited to the following:
<p>A cause-and-effect relationship is a relationship in which one event (the cause) makes another event (the effect) happen. There can be multiple causes and effects.</p> <p>An indirect cause-and-effect relationship usually takes time to establish. Such relationships are often unforeseen, unplanned, or connected to the main causes and effects.</p> <p>Explaining includes justifying why the evidence credibly supports the claim.</p> <p>Diversity creates a variety of perspectives, contributions, and challenges.</p>	<ul style="list-style-type: none"><li>• Apply a process for explaining indirect cause-and-effect relationships, such as the following:<ul style="list-style-type: none"><li>○ Choose an established effect and brainstorm causes.</li><li>○ Categorize the causes into direct or indirect causes.</li><li>○ Describe direct and indirect items separately.</li><li>○ Compare and contrast direct and indirect causes.</li><li>○ Identify the most important difference between the direct and indirect causes.</li><li>○ Draw conclusions about the impact on people, places, and events.</li><li>○ Discuss, defend, and refine conclusions.</li></ul></li><li>• Compare charts, graphs, and/or maps to determine the role diversity played in affecting the social, economic, and political structures of<ul style="list-style-type: none"><li>○ a region</li><li>○ standard of living/quality of life</li><li>○ developing/developed countries.</li></ul></li><li>• Create flow charts, storyboards, and timelines to explore multiple causes and effects.</li><li>• Determine how the choices of selected people/groups influence<ul style="list-style-type: none"><li>○ a region</li><li>○ standard of living/quality of life</li><li>○ developing/developed countries.</li></ul></li><li>• Examine both intended and unintended consequences of an event, including the following questions:<ul style="list-style-type: none"><li>○ What was the context for the event to take place?</li><li>○ What actions were taken?</li><li>○ What was the result of these actions?</li></ul></li></ul>

## STANDARD WG.1g

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
g) analyzing multiple connections across time and place;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Analyzing includes identifying the important elements of a topic.</p> <p>Analytical thinking is further strengthened when connections are made between two or more topics.</p>	<ul style="list-style-type: none"><li>• Research a regional issue. Create a timeline or graphic organizer to illustrate how that issue has changed over time. Organize significant historical events and people that have influenced the issue. Issues may include the following:<ul style="list-style-type: none"><li>○ Movement</li><li>○ Region</li><li>○ Human-environment interactions</li><li>○ Location and place</li></ul></li><li>• Identify how cultures change to reflect the following:<ul style="list-style-type: none"><li>○ Advancements</li><li>○ Conflicts</li><li>○ Diversity</li><li>○ Movements and migrations</li><li>○ Human-environment interactions</li></ul></li></ul>

## STANDARD WG.1h

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
 h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made;

Essential Understandings	Experiences may include but are not limited to the following:																																												
<p>Decision-making models serve several purposes. They can help us</p> <ul style="list-style-type: none"> <li>• make decisions for the future</li> <li>• better understand the choices people faced in the past</li> <li>• analyze the outcomes of the decisions that people already made.</li> </ul> <p>Decision making involves determining relevant and irrelevant information.</p> <p>Effective decision-making models</p> <ul style="list-style-type: none"> <li>• compare the expected costs and benefits of alternative choices</li> <li>• identify the costs and benefits of specific choices made.</li> </ul> <p>Incentives are actions or rewards that encourage people to act. When incentives change, behavior changes in predictable ways.</p>	<ul style="list-style-type: none"> <li>• Use a PACED (Problem, Alternatives, Criteria, Evaluate, Decision) decision grid:           <table border="1" data-bbox="611 456 1906 777"> <tr> <td colspan="4"><b>Problem:</b> Rural Brazilian residents making a choice to migrate</td> </tr> <tr> <td><b>Criteria</b></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td><b>Alternatives</b></td> <td>Income</td> <td>Family impact</td> </tr> <tr> <td></td> <td>Remain in the countryside</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Move to megacities</td> <td></td> <td></td> </tr> <tr> <td></td> <td>Remain in the countryside and commute to megacities</td> <td></td> <td></td> </tr> <tr> <td colspan="4"><b>Decision:</b></td> </tr> </table> </li> <li>• Use a cost-benefit analysis chart:           <table border="1" data-bbox="611 862 1906 1362"> <tr> <td colspan="2">What are the consequences of ethanol fuel subsidies?</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>BEFORE THE CHOICE WAS MADE</b></td> </tr> <tr> <td><b>Expected Costs</b></td> <td><b>Expected Benefits</b></td> </tr> <tr> <td>Higher monetary costs</td> <td>Lower carbon dioxide emissions</td> </tr> <tr> <td colspan="2" style="text-align: center;"><b>AFTER THE CHOICE WAS MADE—OUTCOME</b></td> </tr> <tr> <td><b>Unintended Consequences</b></td> <td><b>Intended Consequences</b></td> </tr> <tr> <td>Since ethanol is made from corn (in the United States), using it for fuel increased food prices, especially the price of food for livestock. Furthermore, using more resources to grow corn leads to negative consequences for the environment, such as soil erosion, deforestation, and loss of biodiversity.</td> <td>In Brazil and the United States, gasoline for cars now typically contains a certain percentage of ethanol. This decreases the emission of carbon dioxide from motor vehicles.</td> </tr> <tr> <td colspan="2"><b>Decision:</b></td> </tr> </table> </li> </ul>	<b>Problem:</b> Rural Brazilian residents making a choice to migrate				<b>Criteria</b>					<b>Alternatives</b>	Income	Family impact		Remain in the countryside				Move to megacities				Remain in the countryside and commute to megacities			<b>Decision:</b>				What are the consequences of ethanol fuel subsidies?		<b>BEFORE THE CHOICE WAS MADE</b>		<b>Expected Costs</b>	<b>Expected Benefits</b>	Higher monetary costs	Lower carbon dioxide emissions	<b>AFTER THE CHOICE WAS MADE—OUTCOME</b>		<b>Unintended Consequences</b>	<b>Intended Consequences</b>	Since ethanol is made from corn (in the United States), using it for fuel increased food prices, especially the price of food for livestock. Furthermore, using more resources to grow corn leads to negative consequences for the environment, such as soil erosion, deforestation, and loss of biodiversity.	In Brazil and the United States, gasoline for cars now typically contains a certain percentage of ethanol. This decreases the emission of carbon dioxide from motor vehicles.	<b>Decision:</b>	
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## STANDARD WG.1i

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by

i) identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property;

Essential Understandings	Experiences may include but are not limited to the following:
<p>Plagiarism is the unauthorized use or theft of intellectual property.</p> <p>There are consequences of plagiarism, according to the guidelines established by local school divisions and the law.</p>	<ul style="list-style-type: none"><li>• Promote collaboration with others both inside and outside the classroom. Examples of collaboration may include the following:<ul style="list-style-type: none"><li>○ Socratic Seminar</li><li>○ Two-way journaling</li><li>○ Digital media (e.g., videoconferences)</li></ul></li><li>• Explore the ethical and legal issues related to the access and use of information by<ul style="list-style-type: none"><li>○ properly citing authors and sources used in research</li><li>○ validating Web sites</li><li>○ reviewing written drafts so that the language and/or thoughts of others are given credit.</li></ul></li><li>• Provide other students with constructive feedback on written assignments via the peer-editing process.</li><li>• Include the use of proper reference citations and distinguish one’s own ideas from information created or discovered by others.</li></ul>

## STANDARD WG.1j

The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by  
j) investigating and researching to develop products orally and in writing.

Essential Understandings	Experiences may include but are not limited to the following:
<p>Experiences in the classroom provide opportunities for students to read, think, speak, and write about social science content.</p> <p>The skill of investigating involves acting like a detective—formulating questions and proactively setting out to try to answer them.</p> <p>The skill of researching works in tandem with investigating in that students need to uncover material in order to adequately answer questions formulated when investigating.</p> <p>Students take more ownership over investigating and researching when they are able to choose the type of product to produce.</p> <p>Student inquiry drives the design process. Specifically, students</p> <ul style="list-style-type: none"><li>• formulate a question to investigate</li><li>• create a goal/hypothesis</li><li>• conduct research and collaborate with teacher and peers</li><li>• revisit and revise the goal/hypothesis, if necessary</li><li>• create a product</li><li>• write a reflection on the process involved to arrive at the product.</li></ul>	<ul style="list-style-type: none"><li>• Write a college admission essay for an archaeology program. Provide details in the essay about a specific region of interest. Discuss how the practice of archaeology has changed over time.</li><li>• Create an online video presentation describing the interactions of humans with weather within a specific region at a specific point in time.</li><li>• Create a gallery exhibit for the National Gallery of Art that illustrates the geography of a specific region at a specific point in time. Make recommendations for artifacts, documents, or displays to be included. Provide a justification for each item.</li><li>• Write a letter of support on behalf of the United States for a U.S. ambassador of a region in turmoil due to movement and increases in the refugee population. The letter should acknowledge the social, political, economic, and geographic conditions of the region, how the region has been affected by the recent population increase, and the support the United States would be willing to provide.</li><li>• Use interactive maps and satellite/aerial imagery of a region to write a proposal for an organization that will work to provide clean water to residents of an impoverished region. The proposal should highlight the rights and responsibilities of the citizens and the changes the region has experienced over time that have affected its clean water.</li></ul>

## STANDARD WG.2a

The student will analyze how physical and ecological processes shape Earth's surface by

a) explaining regional climatic patterns and weather phenomena and their effects on people and places;

Essential Understandings	Essential Knowledge
<p>Climate is defined by certain characteristics.</p> <p>Climate patterns result from the interplay of common elements.</p> <p>Climatic regions have distinctive vegetation.</p> <p>Certain weather phenomena are unique to specific regions.</p> <p>Climate and weather phenomena affect how people live in different regions.</p>	<p><b>Climatic characteristics</b></p> <ul style="list-style-type: none"><li>• Temperature</li><li>• Precipitation</li><li>• Seasons (hot/cold, wet/dry)</li></ul> <p><b>Climatic elements</b></p> <ul style="list-style-type: none"><li>• Influence of latitude</li><li>• Influence of winds</li><li>• Influence of elevation</li><li>• Proximity to water</li><li>• Influence of ocean currents</li></ul> <p><b>World climatic regions</b></p> <ul style="list-style-type: none"><li>• Low latitudes (e.g., tropical wet, tropical wet and dry, arid, semiarid, highland)</li><li>• Middle latitudes (e.g., semiarid, arid, humid continental)</li><li>• High latitudes (e.g., subarctic, tundra, icecap)</li></ul> <p><b>Vegetation regions</b></p> <ul style="list-style-type: none"><li>• Rain forest</li><li>• Savanna</li><li>• Desert</li><li>• Steppe</li><li>• Middle-latitude forest</li><li>• Taiga</li><li>• Tundra</li></ul>

**STANDARD WG.2a (continued)**

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The student will analyze how physical and ecological processes shape Earth's surface by

a) explaining regional climatic patterns and weather phenomena and their effects on people and places;

Essential Understandings	Essential Knowledge
	<p><b>Weather phenomena</b></p> <ul style="list-style-type: none"><li>• Monsoons: South and Southeast Asia</li><li>• Typhoons: Western Pacific Ocean</li><li>• Hurricanes: Atlantic Ocean and Eastern Pacific Ocean</li><li>• Tornadoes: United States</li></ul> <p>Climate has an effect on</p> <ul style="list-style-type: none"><li>• crops</li><li>• clothing</li><li>• housing</li><li>• natural hazards.</li></ul>

## STANDARD WG.2b

The student will analyze how physical and ecological processes shape Earth's surface by  
b) describing how humans influence the environment and are influenced by it;

Essential Understandings	Essential Knowledge
<p>Physical and ecological processes shape Earth's surface.</p> <p>Humans both influence and are influenced by their environment.</p>	<p><b>Physical and ecological processes</b></p> <ul style="list-style-type: none"><li>• Earthquakes</li><li>• Floods</li><li>• Volcanic eruptions</li><li>• Erosion</li><li>• Deposition</li></ul> <p><b>Human impact on environment</b></p> <ul style="list-style-type: none"><li>• Water diversion/management<ul style="list-style-type: none"><li>○ Aral Sea</li><li>○ Colorado River</li><li>○ Dams (e.g., Aswan High Dam, Three Gorges Dam, Itaipu Dam)</li><li>○ Canals</li><li>○ Reservoirs</li><li>○ Irrigation</li></ul></li><li>• Landscape changes<ul style="list-style-type: none"><li>○ Agricultural terracing (e.g., in China, Southeast Asia)</li><li>○ Polders (e.g., in the Netherlands)</li><li>○ Deforestation (e.g., in Nepal, Brazil, Malaysia)</li><li>○ Desertification (e.g., in Africa, Asia)</li></ul></li><li>• Environmental changes<ul style="list-style-type: none"><li>○ Acid rain (e.g., forests in Germany, Scandinavia, China, Eastern North America)</li><li>○ Pollution (e.g., in Mexico City, Chernobyl; oil spills)</li><li>○ Potential climate change (e.g., changes in sea level, temperature, and weather patterns)</li></ul></li></ul>

**STANDARD WG.2c**

The student will analyze how physical and ecological processes shape Earth's surface by  
c) explaining how technology affects one's ability to modify and adapt to the environment.

Essential Understandings	Essential Knowledge
<p>Technology has expanded people's ability to modify and adapt to their physical environment.</p>	<p><b>Influence of technology</b></p> <ul style="list-style-type: none"><li>• Agriculture (e.g., fertilizers, mechanization)</li><li>• Energy usage (e.g., fossil fuels, nuclear, hydroelectric, wind, solar)</li><li>• Transportation (e.g., road building, railways, suburbs, mass/rapid transit, airport expansion)</li></ul> <p><b>Environmental impact on humans</b></p> <ul style="list-style-type: none"><li>• Settlement patterns</li><li>• Housing materials</li><li>• Agricultural activity</li><li>• Types of recreation</li></ul> <p><b>Transportation patterns</b></p> <ul style="list-style-type: none"><li>• Need for disaster planning</li></ul>

## STANDARD WG.3a

The student will apply the concept of a region by

a) explaining how characteristics of regions have led to regional labels;

Essential Understandings	Essential Knowledge
<p>Regions are areas of Earth's surface that share unifying characteristics.</p> <p>Regions may be defined by physical or cultural characteristics.</p> <p>Regional labels may reflect changes in people's perceptions.</p>	<p>Regions are used to simplify the study and understanding of the world.</p> <p><b>Physical regions</b></p> <ul style="list-style-type: none"> <li>• Sahara</li> <li>• Taiga</li> <li>• Rain forest</li> <li>• Great Plains</li> <li>• Low Countries (Belgium, the Netherlands, and Luxembourg)</li> </ul> <p><b>Examples of cultural regions</b></p> <ul style="list-style-type: none"> <li>• Language               <ul style="list-style-type: none"> <li>○ Latin America</li> <li>○ Francophone world</li> </ul> </li> <li>• Ethnic               <ul style="list-style-type: none"> <li>○ Chinatowns</li> <li>○ Kurdistan</li> <li>○ Arab region</li> </ul> </li> <li>• Religion               <ul style="list-style-type: none"> <li>○ Islam</li> <li>○ Buddhism</li> <li>○ Roman Catholicism</li> </ul> </li> <li>• Economic               <ul style="list-style-type: none"> <li>○ Wheat belts</li> <li>○ European Union (EU)</li> </ul> </li> <li>• Political               <ul style="list-style-type: none"> <li>○ North Atlantic Treaty Organization (NATO)</li> <li>○ African Union (AU)</li> </ul> </li> </ul> <p><b>Regional labels reflecting changes in perceptions</b></p> <ul style="list-style-type: none"> <li>• Middle East</li> <li>• Sun Belt</li> <li>• Rust Belt</li> </ul>

## STANDARD WG.3b

The student will apply the concept of a region by

b) describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants;

Essential Understandings	Essential Knowledge
<p>Regional landscapes are influenced by climate and underlying geology.</p> <p>Regional landscapes are influenced by the cultural and political characteristics of their inhabitants.</p> <p>Regional landscapes are influenced by human-environment interactions.</p> <p>Elements of the physical environment, such as major bodies of water and mountains, influence the economic and cultural characteristics of regions.</p>	<p><b>Physical characteristics</b></p> <ul style="list-style-type: none"><li>• Landforms affect transportation, population distribution, and the locations of cities.</li><li>• Water features and mountains act as natural political boundaries (e.g., Rio Grande, Pyrenees).</li></ul> <p><b>Cultural characteristics</b></p> <ul style="list-style-type: none"><li>• Architectural structures<ul style="list-style-type: none"><li>○ Religious buildings (e.g., mosques, churches, synagogues, temples, pagodas)</li><li>○ Dwellings/housing</li></ul></li></ul> <p><b>Human interactions with environment</b></p> <ul style="list-style-type: none"><li>• Deforestation: Amazon Basin, Nepal, Malaysia</li><li>• Acid rain: Black Forest</li><li>• Decreased soil fertility: Aswan High Dam</li><li>• Desertification: Africa, Asia</li></ul> <p><b>Impact of physical elements</b></p> <ul style="list-style-type: none"><li>• Example: Major bodies of water<ul style="list-style-type: none"><li>○ Rio Grande: Forms boundary</li><li>○ Ob River: Flows northward into the Arctic Ocean</li><li>○ Zambezi River: Provides water power</li><li>○ Ganges and Brahmaputra rivers: Are flood hazards</li></ul></li><li>• Example: Mountains<ul style="list-style-type: none"><li>○ Rocky Mountains: Create rain shadows on leeward slopes</li><li>○ Himalayas: Block moisture, creating steppes and deserts in Central Asia</li></ul></li></ul>

## STANDARD WG.3c

The student will apply the concept of a region by

c) analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions;

Essential Understandings	Essential Knowledge
<p>Cultural difference and similarities can link or divide regions.</p> <p>People closely identify with the cultural characteristics of their region of origin.</p>	<p><b>Language</b></p> <ul style="list-style-type: none"><li>• Arab world: Arabic</li><li>• Hispanic America: Spanish</li><li>• Brazil: Portuguese</li><li>• Canada: French and English</li><li>• Switzerland: Multiple languages</li><li>• English: International language</li></ul> <p><b>Ethnic heritage</b></p> <ul style="list-style-type: none"><li>• Former Yugoslavia: Serbs, Croats, Bosnians, Albanians</li><li>• Burundi and Rwanda: Hutus and Tutsis</li><li>• United States, Switzerland: Multiple ethnicities united in one country</li><li>• Korea, Japan: Predominantly single ethnicity</li><li>• Cyprus: Greeks and Turks</li></ul> <p><b>Religion as a unifying force</b></p> <ul style="list-style-type: none"><li>• Hinduism</li><li>• Buddhism</li><li>• Judaism</li><li>• Christianity</li><li>• Islam</li></ul> <p><b>Religion as a divisive force</b></p> <ul style="list-style-type: none"><li>• Conflicts between Hindus and Muslims in Pakistan and India</li><li>• Conflicts between Catholics and Protestants in Northern Ireland</li><li>• Jews, Christians, and Muslims all claiming Jerusalem as their religious heritage site</li><li>• Conflicts between Sunni and Shi'a</li></ul>

## STANDARD WG.3d

The student will apply the concept of a region by

d) explaining how different cultures use maps and place names to reflect their regional perspectives;

Essential Understandings	Essential Knowledge
<p>Maps and other visual images reflect changes in perspective over time.</p> <p>People use maps to illustrate their perspectives of the world.</p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"><li>• Map of Columbus’s time</li><li>• Map of the world today</li><li>• GIS (Geographic Information Systems)</li></ul> <p><b>Perspectives of the world</b></p> <ul style="list-style-type: none"><li>• Australians putting the South Pole at the top of the map</li><li>• Asian maps centered on the Pacific Ocean</li><li>• European and American maps centered on the Atlantic Ocean</li></ul> <p><b>Place names</b></p> <ul style="list-style-type: none"><li>• Taiwan, Republic of China</li><li>• Palestine, Israel, West Bank, Gaza</li><li>• Arabian Gulf vs. Persian Gulf</li><li>• Sea of Japan vs. East Sea</li><li>• Middle East vs. North Africa and Southwest Asia</li></ul> <p><b>Boundaries</b></p> <ul style="list-style-type: none"><li>• Africa: In 1914; in present day after independence in the late twentieth century</li><li>• Europe: Before World War II; after World War II; since 1990</li><li>• Russia and the former Soviet Union</li><li>• Middle East: Before 1948; after 1967</li></ul>

## STANDARD WG.3e

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The student will apply the concept of a region by

e) developing and refining mental maps of world regions.

Essential Understandings	Essential Knowledge
<p>Mental maps are based on objective knowledge and subjective perceptions.</p> <p>Mental maps help us carry out daily activities, give directions to others, and understand world events.</p> <p>People develop and refine their mental maps through both personal experience and learning.</p> <p>Mental maps serve as indicators of how well people know the spatial characteristics of certain places.</p>	<p><b>Term to Know</b></p> <ul style="list-style-type: none"><li>• mental map: An individual’s internalized representation of aspects of Earth’s surface</li></ul> <p><b>Ways mental maps can be developed and refined</b></p> <ul style="list-style-type: none"><li>• Comparing sketch maps to maps in atlases or other resources</li><li>• Describing the location of places in terms of reference points (e.g., the equator, prime meridian)</li><li>• Describing the location of places in terms of geographic features and landforms (e.g., west of the Mississippi River, north of the Gulf of Mexico)</li><li>• Describing the location of places in terms of their human characteristics (e.g., languages; types of housing, dress, recreation; customs and traditions)</li></ul>

## STANDARD WG.4a

The student will apply social science skills to evaluate the significance of natural, human, and capital resources by

a) comparing the distribution of major natural resources throughout world regions;

Essential Understandings	Essential Knowledge
<p>Economic activity can be classified as primary, secondary, tertiary, or quaternary.</p> <p>Natural, human, and capital resources influence human activity in regions.</p> <p>Resources are not distributed equally.</p> <p>The availability of natural resources is directly connected to the economic activity and culture of a region.</p>	<p><b>Natural resources</b></p> <ul style="list-style-type: none"> <li>• Renewable: Soil, water, forests</li> <li>• Nonrenewable: Fossil fuels (oil, coal, natural gas) and metals (gold, iron, copper, bauxite)</li> </ul> <p><b>Human resources</b></p> <ul style="list-style-type: none"> <li>• Level of education</li> <li>• Skilled and unskilled laborers</li> <li>• Entrepreneurial and managerial abilities</li> </ul> <p><b>Capital resources</b></p> <ul style="list-style-type: none"> <li>• Level of infrastructure</li> <li>• Availability and use of tools, machines, and technologies</li> </ul> <p><b>Levels of economic activity</b></p> <ul style="list-style-type: none"> <li>• Primary: Dealing directly with resources (e.g., fishing, farming, forestry, mining)</li> <li>• Secondary: Manufacturing and processing (e.g., steel mills, automobile assembly, sawmills)</li> <li>• Tertiary: Services (e.g., transportation, retail trade, information technology services)</li> <li>• Quaternary: Service sector concerned with collection, processing, and manipulation of information and capital (e.g., finance, administration, insurance, legal services)</li> </ul> <p><b>Effects of unequal distribution of resources</b></p> <ul style="list-style-type: none"> <li>• Interdependence of nations, trading in goods, services, and capital resources</li> <li>• Uneven economic development; dependence on outside assistance</li> <li>• Energy producers and consumers</li> <li>• Imperialism/Colonialism</li> <li>• Conflict over control of resources</li> </ul> <p><b>Influence of natural resources on economic activity</b></p> <ul style="list-style-type: none"> <li>• Fertile soil and availability of water lead to agriculture.</li> <li>• Natural resources and availability of human resources lead to industry.</li> <li>• High levels of human resources and capital investment can overcome a lack of natural resources (e.g., as in Japan).</li> </ul>

**STANDARD WG.4b**

The student will apply social science skills to evaluate the significance of natural, human, and capital resources by  
b) showing the influence of resources on patterns of economic activity and land use;

Essential Understandings	Essential Knowledge
<p>The location of resources influences economic activity and patterns of land use.</p>	<p><b>Patterns of land use</b></p> <ul style="list-style-type: none"><li>• Economic activities that require extensive areas of land (e.g., commercial agriculture) vs. those that require limited areas (e.g., subsistence farming)</li><li>• Land uses that are compatible with each other (e.g., open spaces and residential) vs. land uses that are not compatible (e.g., landfills and residential)</li></ul>

**STANDARD WG.4c**

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The student will apply social science skills to evaluate the significance of natural, human, and capital resources by  
c) evaluating perspectives regarding the use of resources.

Essential Understandings	Essential Knowledge
<p>The value of resources has changed over time.</p> <p>Technology has a great impact on the availability and the value of resources.</p>	<p><b>Changes in the use of energy resources and technology over time</b></p> <ul style="list-style-type: none"><li>• Wood (deforestation)</li><li>• Coal (pollution, mining problems, competition with oil and gas)</li><li>• Petroleum (transportation, environmental considerations)</li><li>• Nuclear (contamination, waste)</li><li>• Solar, wind (cost, aesthetics)</li></ul>

## STANDARD WG.5a

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The student will analyze the characteristics of the regions of the United States and Canada by

a) identifying and analyzing the location of major geographic regions and major cities on maps and globes;

Essential Understandings	Essential Knowledge
<p>The United States and Canada are located on the North American continent.</p> <p>Canada is located north of the United States of America.</p> <p>North America includes a variety of geographic regions.</p>	<p><b>Major regions of the United States</b></p> <ul style="list-style-type: none"><li>• Northeastern United States</li><li>• Midwest</li><li>• South</li><li>• West</li></ul> <p><b>Major regions of Canada</b></p> <ul style="list-style-type: none"><li>• Atlantic Provinces</li><li>• Core Provinces</li><li>• Prairie Provinces</li><li>• Pacific Provinces and territories</li></ul> <p><b>Major cities of the United States</b></p> <ul style="list-style-type: none"><li>• Washington, D.C.</li><li>• Chicago</li><li>• New York City</li><li>• Los Angeles</li><li>• Houston</li></ul> <p><b>Major cities of Canada</b></p> <ul style="list-style-type: none"><li>• Toronto</li><li>• Montreal</li><li>• Ottawa</li><li>• Québec City</li><li>• Vancouver</li></ul>

## STANDARD WG.5b

The student will analyze the characteristics of the regions of the United States and Canada by  
b) describing major physical and environmental features;

Essential Understandings	Essential Knowledge
<p>The United States and Canada contain many of the major physical features in North America.</p> <p>The physical features of North America have influenced the development of the United States and Canada.</p>	<p><b>Major physical and environmental features</b></p> <ul style="list-style-type: none"><li>• Rivers<ul style="list-style-type: none"><li>○ St. Lawrence</li><li>○ Mackenzie</li><li>○ Mississippi</li><li>○ Colorado</li><li>○ Rio Grande</li></ul></li><li>• Other water features<ul style="list-style-type: none"><li>○ Gulf of Mexico</li><li>○ Great Lakes</li><li>○ Arctic Ocean</li><li>○ Pacific Ocean</li><li>○ Atlantic Ocean</li><li>○ Hudson Bay</li><li>○ Niagara Falls</li></ul></li><li>• Land forms<ul style="list-style-type: none"><li>○ Appalachian Mountains</li><li>○ Pacific Coastal Ranges</li><li>○ Rocky Mountains</li><li>○ Canadian Shield</li><li>○ Great Plains</li><li>○ Interior Lowlands</li><li>○ Atlantic Coastal Plain</li></ul></li><li>• Continental Divide<ul style="list-style-type: none"><li>○ Varied climatic regions</li></ul></li></ul>

## STANDARD WG.5c

The student will analyze the characteristics of the regions of the United States and Canada by

c) explaining important economic characteristics;

Essential Understandings	Essential Knowledge
<p>The United States and Canada have a wide variety of natural resources.</p> <p>The abundance of natural resources helped the United States and Canada develop diversified economies.</p>	<p><b>Economic characteristics</b></p> <ul style="list-style-type: none"><li>• Major exporters of technology, information systems, and foodstuff</li><li>• Highly developed infrastructures</li><li>• Highly diversified economies</li><li>• Rich supply of mineral, energy, and forest resources</li><li>• North American Free Trade Agreement (NAFTA)</li><li>• Multinational corporations</li><li>• A key center of world financial markets (New York Stock Exchange)</li><li>• Economic growth</li><li>• Disparity of income distribution</li><li>• Export of culture via the global marketplace (e.g., McDonald's, Coca-Cola, entertainment, fashion)</li><li>• High literacy rate</li><li>• High standard of living</li></ul> <p><b>Major natural resources</b></p> <ul style="list-style-type: none"><li>• Forestry</li><li>• Petroleum</li><li>• Minerals</li><li>• Fertile soil</li><li>• Water</li></ul>

## STANDARD WG.5d

The student will analyze the characteristics of the regions of the United States and Canada by  
d) recognizing cultural influences and landscapes.

Essential Understandings	Essential Knowledge
<p>Europeans exerted the major cultural influences on the United States and Canada.</p> <p>Canada was initially settled primarily by the French and British.</p> <p>Western Europeans (from Britain, France, Spain, and Germany) settled in the United States.</p> <p>Every country has cultural landscapes that help define the national identity.</p>	<p><b>Cultural influences</b></p> <ul style="list-style-type: none"><li>• Colonized by the Europeans</li><li>• Multicultural societies</li><li>• Increasingly diverse populations through immigration</li><li>• Canada’s struggle to maintain a national identity</li><li>• World’s longest unfortified border divides the United States and Canada</li><li>• Democratic forms of government</li><li>• Arts that reflect the cultural heritage of multicultural societies</li><li>• North Atlantic Treaty Organization (NATO)</li></ul> <p><b>Cultural landscape</b></p> <ul style="list-style-type: none"><li>• Parliament Hill</li><li>• CN Tower</li><li>• U.S. Capitol</li><li>• Golden Gate Bridge</li><li>• Washington Monument</li><li>• Rural, suburban, and urban landscapes</li><li>• Diverse ethnic settlements (urban neighborhoods)</li><li>• Bilingual signs</li><li>• Influence of the automobile (e.g., gas stations, motels, interstate highways, drive-up services)</li></ul>

## STANDARD WG.6a

The student will analyze the characteristics of the Latin American and Caribbean regions by

a) identifying and analyzing the location of major geographic regions and major cities on maps and globes;

Essential Understandings	Essential Knowledge
<p>Mexico, the Caribbean region, and Central America are located on the North American continent but are culturally tied to South America.</p>	<p><b>Major regions and countries</b></p> <ul style="list-style-type: none"><li>• North America<ul style="list-style-type: none"><li>○ Mexico</li><li>○ Central America<ul style="list-style-type: none"><li>– Guatemala</li><li>– Honduras</li><li>– Nicaragua</li><li>– Costa Rica</li><li>– Panama</li></ul></li><li>○ Caribbean<ul style="list-style-type: none"><li>– Cuba</li><li>– Haiti</li><li>– Dominican Republic</li><li>– Jamaica</li></ul></li></ul></li><li>• South America<ul style="list-style-type: none"><li>○ Venezuela</li><li>○ Colombia</li><li>○ Brazil</li><li>○ Peru</li><li>○ Argentina</li><li>○ Chile</li></ul></li></ul> <p><b>Major cities</b></p> <ul style="list-style-type: none"><li>• Caracas</li><li>• Sao Paulo</li><li>• Rio de Janeiro</li><li>• Mexico City</li><li>• Lima</li><li>• Santiago</li></ul>

## STANDARD WG.6b

The student will analyze the characteristics of the Latin American and Caribbean regions by  
b) describing major physical and environmental features;

Essential Understandings	Essential Knowledge
<p>The physical features of Latin America and the Caribbean have influenced their settlement and development.</p>	<p><b>Major physical and environmental features</b></p> <ul style="list-style-type: none"><li>• Major mountain ranges: Andes, Sierra Madres</li><li>• Isthmus of Panama</li><li>• Rain forests</li><li>• Altiplano</li><li>• Coastal desert: Atacama</li><li>• Reversed seasons south of the equator</li><li>• Amazon River Basin</li><li>• Orinoco and Paraguay/Paraná rivers</li><li>• Grasslands: Pampas, llanos</li><li>• Tropical climates predominate</li><li>• Volcanoes and earthquakes</li><li>• Archipelagoes</li><li>• Vertical zonation (<i>tierra caliente, tierra templada, tierra fría</i>)</li></ul>

**STANDARD WG.6c**

The student will analyze the characteristics of the Latin American and Caribbean regions by  
c) explaining important economic characteristics;

Essential Understandings	Essential Knowledge
<p>The Latin American and Caribbean regions have a wide variety of natural resources.</p> <p>The abundance of natural resources helped the Latin American and Caribbean countries develop diversified economies.</p>	<p><b>Economic characteristics</b></p> <ul style="list-style-type: none"><li>• Diverse economies</li><li>• Subsistence farming</li><li>• Plantation agriculture</li><li>• Slash-and-burn agriculture</li><li>• Cash crops and food crops</li><li>• Cattle ranches, gauchos</li><li>• Deforestation, especially in rain forests</li><li>• Heavy smog, pollution: Mexico City</li><li>• Disparity of income distribution</li><li>• Panama Canal</li><li>• North American Free Trade Agreement (NAFTA): Mexico, Canada, United States</li></ul> <p><b>Major natural resources</b></p> <ul style="list-style-type: none"><li>• Forestry</li><li>• Minerals</li><li>• Fertile soil</li><li>• Water</li></ul>

## STANDARD WG.6d

The student will analyze the characteristics of the Latin American and Caribbean regions by  
d) recognizing cultural influences and landscapes.

Essential Understandings	Essential Knowledge
<p>The major cultural influences on the Latin American and Caribbean regions were from indigenous (native) peoples' influences.</p> <p>Europeans exerted major cultural influences on the Latin American and Caribbean regions.</p> <p>Mexico and most of Central and South America were initially settled primarily by the Spanish. There was some settlement by Britain and France. Brazil was primarily settled by Portugal.</p> <p>Africans who were brought to the area had a strong cultural impact on the regions.</p> <p>Every country has cultural landscapes that help define its national identity.</p>	<p><b>Cultural influences</b></p> <ul style="list-style-type: none"><li>• Indigenous civilizations</li><li>• African traditions</li><li>• Influence of European colonization</li><li>• Predominance of Roman Catholic religion</li><li>• Rigid social structure</li><li>• Location of settlements: coastal in South America</li><li>• Megacities, squatter settlements</li><li>• Rapid population growth</li><li>• Out-migration</li></ul> <p><b>Cultural heritage</b></p> <ul style="list-style-type: none"><li>• Music: African influences, calypso, steel drum bands, reggae</li><li>• Spanish, Portuguese languages</li></ul> <p><b>Cultural landscape</b></p> <ul style="list-style-type: none"><li>• Pyramids</li><li>• Cathedrals</li><li>• Machu Picchu</li><li>• Tikal</li><li>• Christ the Redeemer statue</li><li>• Itaipu Dam</li></ul>

## STANDARD WG.7a

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The student will analyze the characteristics of the European region by

a) identifying and analyzing the location of major geographic regions and major cities on maps and globes;

Essential Understandings	Essential Knowledge
<p>Europe, considered the third-smallest continent, is the western peninsula of Eurasia and is located in the Northern Hemisphere.</p>	<p><b>Major regions and countries</b></p> <ul style="list-style-type: none"><li>• Northern Europe<ul style="list-style-type: none"><li>○ Ireland, United Kingdom, Norway, Sweden, Denmark, Baltic states</li></ul></li><li>• Low Countries<ul style="list-style-type: none"><li>○ Belgium, Netherlands, Luxembourg</li></ul></li><li>• Central Europe<ul style="list-style-type: none"><li>○ France, Germany, Switzerland, Austria</li></ul></li><li>• Mediterranean Europe<ul style="list-style-type: none"><li>○ Portugal, Spain, Italy, Greece, Balkan states</li></ul></li><li>• Eastern Europe<ul style="list-style-type: none"><li>○ Poland, Hungary, Czech Republic, Romania, Ukraine</li></ul></li></ul> <p><b>Major cities</b></p> <ul style="list-style-type: none"><li>• London</li><li>• Paris</li><li>• Berlin</li><li>• Rome</li><li>• Athens</li><li>• Kiev</li><li>• Vienna</li><li>• Budapest</li></ul>

## STANDARD WG.7b

The student will analyze the characteristics of the European region by  
b) describing major physical and environmental features;

Essential Understandings	Essential Knowledge
<p>Europe is composed of many peninsulas, islands, large plains, and mountains.</p>	<p><b>Major physical and environmental features</b></p> <ul style="list-style-type: none"><li>• Part of large landmass called Eurasia</li><li>• Peninsulas: Iberian, Italian, Scandinavian, Balkan</li><li>• Islands: Great Britain, Ireland, Sicily, Iceland</li><li>• Mountains: Alps, Pyrenees</li><li>• North European Plain</li><li>• Fjords</li><li>• Water features<ul style="list-style-type: none"><li>○ Rivers: Danube, Rhine, Seine</li><li>○ Seas: Mediterranean, Baltic, Black, North</li><li>○ Oceans: Atlantic, Arctic</li><li>○ Strait of Gibraltar</li></ul></li><li>• Varied climatic regions: middle to high latitudes</li><li>• Effects of the North Atlantic Drift and prevailing westerlies on Europe's climates</li><li>• Reclaimed land: Polders in the Netherlands</li></ul>

**STANDARD WG.7c**

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The student will analyze the characteristics of the European region by

c) explaining important economic characteristics;

Essential Understandings	Essential Knowledge
<p>Europe's abundance of natural resources has helped to develop and shape lifestyles and the economy.</p>	<p><b>Economic characteristics</b></p> <ul style="list-style-type: none"><li>• Mountain regions: Tourism, recreation, mineral resources</li><li>• Areas threatened by air and water pollution because of industry<ul style="list-style-type: none"><li>○ Rivers and canals serving as major transportation links</li><li>○ Oil reserves in the North Sea</li></ul></li><li>• Well-educated work force: Industrial and technological societies</li><li>• Advanced farming techniques, high crop yields, fertile soils, black earth (chernozem)</li><li>• Well-developed infrastructure (e.g., the Chunnel)</li><li>• Differences in Western and Eastern European industrial development due to differing economic systems in prior years</li><li>• Replacement of communism with capitalism in Eastern Europe</li><li>• European Union; trade interdependence</li><li>• Large role of government in some economies</li></ul>

## STANDARD WG.7d

The student will analyze the characteristics of the European region by  
d) recognizing cultural influences and landscapes.

Essential Understandings	Essential Knowledge
<p>Europe's cultural landscape has been and is currently being changed by its settlers and by global, religious, and ethnic conflicts. As a result, diversity has increased.</p>	<p><b>Cultural influences</b></p> <ul style="list-style-type: none"><li>• Birthplace of western culture: Greece and Rome</li><li>• Spread of European culture to many other parts of the world (through exploration, colonization, imperialism)</li><li>• Birthplace of the Industrial Revolution</li><li>• Highly urbanized</li><li>• Many ethnic groups with different languages, religions, and customs</li><li>• Sporadic conflict among groups (wars, revolutions)</li><li>• One of the world's most densely populated areas</li><li>• North Atlantic Treaty Organization (NATO)</li></ul> <p><b>Cultural landscape</b></p> <ul style="list-style-type: none"><li>• Westminster Abbey, Big Ben, Tower of London</li><li>• Notre Dame, Arc de Triomphe, Louvre, Eiffel Tower</li><li>• Colosseum, Leaning Tower of Pisa, St. Peter's Basilica</li><li>• Parthenon</li><li>• Windmills</li><li>• Neuschwanstein Castle</li></ul>

## STANDARD WG.8a

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The student will analyze the characteristics of the Russian and Central Asian regions by

a) identifying and analyzing the location of major geographic regions and major cities on maps and globes;

Essential Understandings	Essential Knowledge
<p>Asia is the largest continent, covering one-third of Earth's land area.</p> <p>Russia and Central Asia occupy flat plains that stretch across the western and central areas, while the southern and eastern areas are mountainous.</p>	<p><b>Major countries</b></p> <ul style="list-style-type: none"><li>• Russia</li><li>• Kazakhstan</li><li>• Uzbekistan</li><li>• Turkmenistan</li></ul> <p><b>Major cities</b></p> <ul style="list-style-type: none"><li>• Moscow</li><li>• St. Petersburg</li><li>• Novosibirsk</li><li>• Vladivostok</li></ul>

## STANDARD WG.8b

The student will analyze the characteristics of the Russian and Central Asian regions by  
b) describing major physical and environmental features;

Essential Understandings	Essential Knowledge
<p>Asia makes up the eastern portion of Eurasia.</p> <p>Varied physical and environmental features greatly influence the abundance and use of Asia's natural resources.</p>	<p><b>Major physical and environmental features</b></p> <ul style="list-style-type: none"><li>• Vast land area: Spans two continents (Europe and Asia)</li><li>• Vast areas of tundra, taiga, and steppe</li><li>• Varied climatic regions</li><li>• Permafrost found in high latitudes</li><li>• Black earth belt (rich chernozem soil)</li><li>• Mountains (e.g., Ural Mountains, which divide Europe from Asia, Caucasus)</li><li>• Siberia (“the sleeping land”), located east of the Urals</li><li>• Water features<ul style="list-style-type: none"><li>○ Volga River</li><li>○ Ob River</li><li>○ Amur River</li><li>○ Lake Baikal</li><li>○ Caspian Sea</li><li>○ Aral Sea</li><li>○ Pacific Ocean</li><li>○ Arctic Ocean</li></ul></li><li>• Some rivers flow northward to the Arctic Ocean</li></ul>

## STANDARD WG.8c

The student will analyze the characteristics of the Russian and Central Asian regions by

c) explaining important economic characteristics;

Essential Understandings	Essential Knowledge
<p>Within the past 100 years, Russia and Central Asia have experienced long periods of economic and political change.</p>	<p><b>Economic characteristics</b></p> <ul style="list-style-type: none"><li>• Transition from command economy to a limited market economy</li><li>• Farming and industry concentrated in the Fertile Triangle region, rich chernozem soils (wheat farming)</li><li>• Infrastructure: Trans-Siberian Railway, systems of rivers, canals, and railroads</li><li>• Energy resources: Hydroelectric power, oil, natural gas</li><li>• Exporters of oil, natural gas, and mineral resources</li><li>• Russian natural resources not fully developed due to climate, limited transportation links, and vastness of the country</li><li>• Foreign competition for investment in the region (oil pipelines)</li><li>• Widespread pollution due to growth in industry</li><li>• Shrinking of the Aral Sea, declining cotton production in Central Asia</li><li>• Political and economic difficulties after the breakup of the Soviet Union</li></ul>

## STANDARD WG.8d

The student will analyze the characteristics of the Russian and Central Asian regions by  
d) recognizing cultural influences and landscapes.

Essential Understandings	Essential Knowledge
<p>A massive area, extremes in climate, and historic events have created a diverse cultural landscape that combines the customs and traditions of various ethnic groups.</p>	<p><b>Cultural influences</b></p> <ul style="list-style-type: none"><li>• Diverse ethnic groups, customs, and traditions (many people of Turkic and Mongol heritage)</li></ul> <p><b>Cultural heritage</b></p> <ul style="list-style-type: none"><li>• Ballet</li><li>• Fabergé eggs</li><li>• Music</li><li>• Icons</li><li>• <i>Matryoshka</i> dolls</li></ul> <p><b>Cultural landscape</b></p> <ul style="list-style-type: none"><li>• Russian Orthodox churches (e.g., St. Basil’s Cathedral, Moscow)</li><li>• Red Square</li><li>• The Kremlin</li><li>• Mosques, minarets</li><li>• Siberian villages</li><li>• Soviet-style apartment blocks</li></ul>

## STANDARD WG.9a

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The student will analyze the characteristics of the Sub-Saharan African region by

a) identifying and analyzing the location of major geographic regions and major cities on maps and globes;

Essential Understandings	Essential Knowledge
<p>Africa is the second-largest continent and is situated over both sides of the equator, which provides for the variation in its vegetation, climate, and population structures.</p> <p>Sub-Saharan Africa's economic and political development has been influenced by colonialism, local African cultures, and changes in the gold-trading empires.</p>	<p><b>Major regions and countries</b></p> <ul style="list-style-type: none"><li>• West Africa: Senegal, Mali, Niger, Nigeria, Côte d'Ivoire</li><li>• Horn of Africa: Ethiopia, Somalia, Kenya</li><li>• Central Africa: Tanzania, Rwanda, Democratic Republic of Congo, Gabon</li><li>• Southern Africa: Botswana, South Africa, Mozambique, Madagascar, Namibia</li></ul> <p><b>Major cities</b></p> <ul style="list-style-type: none"><li>• Lagos</li><li>• Dakar</li><li>• Johannesburg</li><li>• Nairobi</li></ul>

## STANDARD WG.9b

The student will analyze the characteristics of the Sub-Saharan African region by  
b) describing major physical and environmental features;

Essential Understandings	Essential Knowledge
<p>Although the continent of Africa is covered by an enormous plateau, the Sub-Saharan African region contains very distinctive landforms, water features, and landlocked countries.</p>	<p><b>Major physical and environmental features</b></p> <ul style="list-style-type: none"><li>• Continent composed of a huge plateau, escarpments</li><li>• River transportation impeded by waterfalls, rapids, and cataracts</li><li>• Location of equator through middle of region; similar climatic patterns north and south of the equator</li><li>• Smooth coastline; few harbors</li><li>• Large number of landlocked countries</li><li>• Limited fertility of rain-forest soils</li><li>• Limited water resources</li><li>• Kalahari, Namib, and Sahara Deserts</li><li>• Sahel</li><li>• Desertification</li><li>• Bodies of water<ul style="list-style-type: none"><li>○ Nile River</li><li>○ Zambezi River</li><li>○ Niger River</li><li>○ Congo River</li><li>○ Atlantic Ocean</li><li>○ Indian Ocean</li><li>○ Red Sea</li><li>○ Lake Victoria</li></ul></li><li>• Nature preserves and national parks</li><li>• Great Rift valley<ul style="list-style-type: none"><li>○ Mt. Kilimanjaro</li><li>○ Victoria Falls</li></ul></li></ul>

## STANDARD WG.9c

The student will analyze the characteristics of the Sub-Saharan African region by  
c) explaining important economic characteristics;

Essential Understandings	Essential Knowledge
<p>The limited economic development of the Sub-Saharan economy can be traced to many historical factors. Colonial governments, for example, structured many national economies to become mineral or commodity exporters.</p> <p>These economies are dependent on imports for equipment, capital goods, consumer goods, and technology.</p>	<p><b>Economic characteristics</b></p> <ul style="list-style-type: none"><li>• Large percentage of population engaged in agriculture (primary activity)</li><li>• Subsistence agriculture</li><li>• Nomadic herding</li><li>• Slash-and-burn agriculture</li><li>• Plantation agriculture</li><li>• Cash crops and food crops</li><li>• Poorly developed infrastructure</li><li>• Substantial mineral wealth (diamonds, gold, and other metals)</li><li>• Major exporters of raw materials</li><li>• Wide range of per capita incomes</li><li>• Productivity that lags behind population growth</li></ul>

## STANDARD WG.9d

The student will analyze the characteristics of the Sub-Saharan African region by

d) recognizing cultural influences and landscapes.

Essential Understandings	Essential Knowledge
<p>A variety of cultural traditions exist as a result of the diversity of ethnicities and populations throughout the region. This range of ethnicity can be found both from state to state and within states.</p>	<p><b>Cultural characteristics</b></p> <ul style="list-style-type: none"><li>• Uneven population distribution</li><li>• Many ethnic groups, languages, and customs</li><li>• Large numbers of refugees as a result of political, ethnic, and environmental crises</li><li>• Knowledge of history through oral tradition (i.e., through griots)</li></ul> <p><b>Cultural heritage</b></p> <ul style="list-style-type: none"><li>• Masks</li><li>• Sculpture</li><li>• Dance</li><li>• Music, drumming</li><li>• Colorful traditional dress</li><li>• Jewelry</li><li>• Griots</li></ul> <p><b>Cultural influences</b></p> <ul style="list-style-type: none"><li>• European influences from colonization and decolonization have greatly influenced the region.</li></ul> <p><b>Cultural landscape</b></p> <ul style="list-style-type: none"><li>• Markets</li><li>• Churches</li><li>• Mosques, minarets</li><li>• Villages</li><li>• Modern city cores and schools</li></ul>

## STANDARD WG.10a

The student will analyze the characteristics of the North African and Southwest Asian regions by  
a) identifying and analyzing the location of major geographic regions and major cities on maps and globes;

Essential Understandings	Essential Knowledge
<p>Known also as the Middle East, the North African and Southwest Asian regions are comprised of various countries on two continents.</p>	<p><b>Major regions and countries</b></p> <ul style="list-style-type: none"><li>• North Africa<ul style="list-style-type: none"><li>○ Morocco, Libya, Egypt, Sudan</li></ul></li><li>• Southwest Asia<ul style="list-style-type: none"><li>○ Turkey, Syria, Israel, Saudi Arabia, Kuwait, Qatar, United Arab Emirates (UAE), Iraq, Iran, Afghanistan</li></ul></li></ul> <p><b>Major cities</b></p> <ul style="list-style-type: none"><li>• Baghdad</li><li>• Cairo</li><li>• Istanbul</li><li>• Jerusalem</li><li>• Mecca</li><li>• Tehran</li><li>• Dubai</li><li>• Rabat</li></ul>

**STANDARD WG.10b**

**The student will analyze the characteristics of the North African and Southwest Asian regions by  
b) describing major physical and environmental features;**

Essential Understandings	Essential Knowledge
<p>Physical and environmental features such as peninsulas, mountains, rivers, seas, and deserts have created borders, influenced interactions, and led to isolation.</p>	<p><b>Major physical and environmental features</b></p> <ul style="list-style-type: none"><li>• Crossroads of Europe, Africa, and Asia</li><li>• Desert and semiarid climates: Sahara, steppes</li><li>• Mountains<ul style="list-style-type: none"><li>○ Atlas</li><li>○ Taurus</li><li>○ Zagros</li></ul></li><li>• Water features<ul style="list-style-type: none"><li>○ Mediterranean Sea</li><li>○ Red Sea</li><li>○ Black Sea</li><li>○ Persian/Arabian Gulf</li><li>○ Strait of Hormuz</li><li>○ Bosphorus Strait</li><li>○ Dardanelles Strait</li><li>○ Nile River</li><li>○ Tigris River</li><li>○ Euphrates River</li></ul></li><li>• Seasonal flooding, alluvial soils, delta regions, oases, wadis</li><li>• Peninsulas<ul style="list-style-type: none"><li>○ Sinai</li><li>○ Arabian</li></ul></li></ul>

**STANDARD WG.10c**

The student will analyze the characteristics of the North African and Southwest Asian regions by  
c) explaining important economic characteristics;

Essential Understandings	Essential Knowledge
<p>Most of the economies in North Africa and Southwest Asia are dominated by the petroleum industry.</p>	<p><b>Economic characteristics</b></p> <ul style="list-style-type: none"><li>• Heavy reliance on primary economic activity (oil drilling, agriculture, pastoralism)</li><li>• Major producer of the world’s oil</li><li>• Oil revenues: Positive and negative effects</li><li>• Organization of the Petroleum Exporting Countries (OPEC)</li><li>• Water: The region’s most precious resource</li><li>• Great variation in standard of living, ranging from very high to poverty-stricken</li><li>• Regional conflicts; political unrest that affects tourism</li><li>• Aswan High Dam: Positive and negative effects</li><li>• Suez Canal: Enhanced shipping routes in the region</li><li>• Guest workers</li><li>• Wide range of per capita incomes and levels of development</li><li>• Contemporary trade routes (sea lanes)</li></ul>

## STANDARD WG.10d

The student will analyze the characteristics of the North African and Southwest Asian regions by  
d) recognizing cultural influences and landscapes.

Essential Understandings	Essential Knowledge
<p>The cultural landscapes of the North African and Southwest Asian regions are influenced by religious traditions and ongoing modern conflicts.</p>	<p><b>Cultural influences</b></p> <ul style="list-style-type: none"><li>• Rapid urbanization</li><li>• Modernization centered in urban areas while traditional life continues in rural areas</li><li>• Population unevenly distributed</li><li>• Arab countries and Arabic language</li><li>• Non-Arab countries: Turkey, Iran, and Israel</li><li>• Birthplace of three major monotheistic religions: Judaism, Christianity, and Islam</li><li>• Conflict over Israel/Palestine</li><li>• Nomadic lifestyles</li><li>• Art that reflects the diversity of religions (e.g., stained glass, geometric tiles, calligraphy, mosaics, prayer rugs)</li></ul> <p><b>Cultural landscape</b></p> <ul style="list-style-type: none"><li>• Mosques, minarets</li><li>• Church of the Holy Sepulcher</li><li>• Hagia Sophia</li><li>• Bazaars, suqs (souks)</li><li>• Western Wall</li><li>• Dome of the Rock</li><li>• Kaaba</li><li>• Pyramids</li><li>• Walled cities</li></ul>

## STANDARD WG.11a

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The student will analyze the characteristics of the South Asian and Southeast Asian regions by

a) identifying and analyzing the location of major geographic regions and major cities on maps and globes;

Essential Understandings	Essential Knowledge
<p>South Asia consists of countries that reach from eastern India to China. Southeast Asian island nations in the Pacific, South Asia, and Southeast Asia are extensions of the Asian continent.</p>	<p><b>Major regions and countries</b></p> <ul style="list-style-type: none"><li>• South Asia<ul style="list-style-type: none"><li>○ Pakistan</li><li>○ Nepal</li><li>○ Bangladesh</li><li>○ India</li></ul></li><li>• Southeast Asia<ul style="list-style-type: none"><li>○ Philippines</li><li>○ Indonesia</li><li>○ Thailand</li><li>○ Cambodia</li><li>○ Myanmar (Burma)</li><li>○ Vietnam</li><li>○ Singapore</li></ul></li></ul> <p><b>Major cities</b></p> <ul style="list-style-type: none"><li>• New Delhi</li><li>• Mumbai</li><li>• Bangkok</li><li>• Islamabad</li><li>• Manila</li></ul>

## STANDARD WG.11b

The student will analyze the characteristics of the South Asian and Southeast Asian regions by  
b) describing major physical and environmental features.

Essential Understandings	Essential Knowledge
<p>There are varying physical features that distinguish the mainland from the islands of the South Asian and Southeast Asian regions.</p> <p>The region lies between the tropics, with temperatures that are generally warm.</p>	<p><b>Major physical and environmental features</b></p> <ul style="list-style-type: none"><li>• Influence of mountains on population, settlements, movement, and climate</li><li>• Mountains<ul style="list-style-type: none"><li>○ Himalayas</li><li>○ Western and Eastern Ghats</li><li>○ Hindu Kush</li></ul></li><li>• Varied climatic regions, ranging from low- to middle-latitude climates</li><li>• Natural hazards: Flooding, typhoons, volcanic eruptions, earthquakes, and tsunamis</li><li>• Influence of wind and water (rivers, seas, ocean currents, and monsoons) on agriculture, trade, and transportation</li><li>• Bodies of water<ul style="list-style-type: none"><li>○ Arabian Sea</li><li>○ Indian Ocean</li><li>○ Bay of Bengal</li><li>○ Ganges River</li><li>○ Indus River</li><li>○ Brahmaputra River</li><li>○ Mekong River</li><li>○ Straits of Malacca</li></ul></li><li>• Abundant arable land</li></ul>

**STANDARD WG.11c**

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The student will analyze the characteristics of the South Asian and Southeast Asian regions by  
c) explaining important economic characteristics;

Essential Understandings	Essential Knowledge
<p>The economies of South and Southeast Asia have seen rapid integration into the global economy, which has led to many benefits and challenges.</p>	<p><b>Economic characteristics</b></p> <ul style="list-style-type: none"><li>• Varied economies in the region, ranging from subsistence and commercial agriculture to high-tech industrial manufacturing and service industries</li><li>• Increased participation in global markets</li><li>• Environmental degradation</li><li>• Deforestation</li><li>• Fishing</li><li>• ASEAN (Association of Southeast Asian Nations)</li><li>• Rice, tropical crops, cotton, tea</li><li>• Green revolution</li></ul>

## STANDARD WG.11d

The student will analyze the characteristics of the South Asian and Southeast Asian regions by  
d) recognizing cultural influences and landscapes.

Essential Understandings	Essential Knowledge
<p>A distinctive feature of the region is its cultural diversity.</p> <p>In the past, differences in the physical environment have enabled various areas to develop in isolation and adapt to the environment. Over the years, external influences have given way to a blend of different customs and traditions.</p>	<p><b>Cultural influences</b></p> <ul style="list-style-type: none"><li>• Areas of extremely dense and sparse population</li><li>• Contrast between rural and urban areas</li><li>• Religious diversity: Hinduism, Islam, Buddhism, Christianity</li><li>• Religious conflicts (Hindu vs. Muslim)</li></ul> <p><b>Cultural heritage</b></p> <ul style="list-style-type: none"><li>• Silks</li><li>• Batik</li><li>• Jewels</li></ul> <p><b>Cultural landscape</b></p> <ul style="list-style-type: none"><li>• Taj Mahal</li><li>• Angkor Wat</li><li>• Mosques, minarets</li><li>• Pagodas</li><li>• Temples and shrines</li><li>• Terraced rice fields</li><li>• Stupas</li></ul>

**STANDARD WG.12a**

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The student will analyze the characteristics of the East Asian region by

a) identifying and analyzing the location of major geographic regions and major cities on maps and globes;

Essential Understandings	Essential Knowledge
The physical landscape of East Asia includes peninsulas and archipelagos.	<p><b>Major countries</b></p> <ul style="list-style-type: none"><li>• Mongolia</li><li>• China (People’s Republic of China)</li><li>• Japan</li><li>• Taiwan (Republic of China)</li><li>• North Korea</li><li>• South Korea</li></ul> <p><b>Major cities</b></p> <ul style="list-style-type: none"><li>• Tokyo</li><li>• Beijing</li><li>• Shanghai</li><li>• Hong Kong</li><li>• Seoul</li></ul>

## STANDARD WG.12b

The student will analyze the characteristics of the East Asian region by  
b) describing major physical and environmental features;

Essential Understandings	Essential Knowledge
<p>The vast land expanses of East Asia include plateaus, plains, basins, foothills, mountains, and varied waterways.</p>	<p><b>Major physical and environmental features</b></p> <ul style="list-style-type: none"><li>• Influence of mountains on population, settlements, movement, and climate<ul style="list-style-type: none"><li>○ Mountains: Himalayas and Mount Fuji</li><li>○ Flooding and wind</li></ul></li><li>• Varied climatic regions, ranging from low- to middle-latitude climates</li><li>• Natural hazards: Typhoons, volcanic eruptions, earthquakes, and tsunamis</li><li>• Bodies of water<ul style="list-style-type: none"><li>○ Pacific Ocean</li><li>○ Sea of Japan/East Sea</li><li>○ Yangtze River (Chang Jiang)</li><li>○ Yellow River (Huang He)</li><li>○ South China Sea</li></ul></li><li>• Abundant arable land<ul style="list-style-type: none"><li>○ Loess</li><li>○ Plateau of Tibet</li><li>○ Gobi Desert</li></ul></li></ul>

**STANDARD WG.12c**

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The student will analyze the characteristics of the East Asian region by

c) explaining important economic characteristics;

Essential Understandings	Essential Knowledge
<p>Many East Asian countries are a crucial link in the production network and are under competitive pressure. Their cooperative relations with neighboring countries put them in a position to upgrade their industrial capabilities from low-tech to high-tech.</p>	<p><b>Economic characteristics</b></p> <ul style="list-style-type: none"><li>• Varied economies in the region, ranging from subsistence and commercial agriculture, to high-tech industrial manufacturing, to service jobs</li><li>• Strong participation in global markets</li><li>• Automotive</li><li>• Electronics</li><li>• Shipping magnates</li><li>• China is in transition from a centrally planned economy</li><li>• Environmental degradation</li><li>• Deforestation</li><li>• Fishing</li><li>• Rice</li></ul>

## STANDARD WG.12d

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The student will analyze the characteristics of the East Asian region by  
d) recognizing cultural influences and landscapes.

Essential Understandings	Essential Knowledge
<p>The East Asian region traces its cultural landscape back to ancient civilizations that arose in China and influenced the region.</p>	<p><b>Cultural influences</b></p> <ul style="list-style-type: none"><li>• Areas of both extremely dense and sparse population</li><li>• Contrast between rural and urban areas</li><li>• Religious diversity: Buddhism, Christianity, Taoism, Shintoism, Confucianism</li><li>• Respect for ancestors</li></ul> <p><b>Cultural heritage</b></p> <ul style="list-style-type: none"><li>• Silks</li><li>• Wood and ivory carvings</li><li>• Ideograms, unique alphabets</li></ul> <p><b>Cultural landscape</b></p> <ul style="list-style-type: none"><li>• Great Wall of China</li><li>• Pagodas</li><li>• Temples and shrines</li><li>• Terraced rice fields</li></ul>

## STANDARD WG.13a

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The student will analyze the characteristics of the Australian and Pacific Islands regions by

a) identifying and analyzing the location of major geographic regions and major cities on maps and globes;

Essential Understandings	Essential Knowledge
<p>The Australian and Pacific Islands regions have vast and diverse landforms, resources, people, cultures, and economies.</p>	<p><b>Major countries</b></p> <ul style="list-style-type: none"><li>• Australia</li><li>• New Zealand</li></ul> <p><b>Major cities</b></p> <ul style="list-style-type: none"><li>• Canberra and the Australian Capital Territory (ACT)</li><li>• Sydney</li><li>• Auckland</li></ul>

**STANDARD WG.13b**

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The student will analyze the characteristics of the Australian and Pacific Islands regions by  
b) describing major physical and environmental features;

Essential Understandings	Essential Knowledge
<p>The Australian and Pacific Islands regions contain peninsulas, volcanoes, coral reefs, and an abundance of islands.</p>	<p><b>Major physical and environmental features</b></p> <ul style="list-style-type: none"><li>• Wide range of vegetation, from tropical rain forests to desert shrubs (Australia is mostly desert)</li><li>• The Great Dividing Range</li><li>• The Great Barrier Reef</li><li>• Australia: Isolation, resulting in unique animal life</li><li>• Pacific Islands: Volcanic, coral, or continental</li></ul>

**STANDARD WG.13c**

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The student will analyze the characteristics of the Australian and Pacific Islands regions by  
c) explaining important economic characteristics;

Essential Understandings	Essential Knowledge
<p>The physical environment of the region influences the distribution of economic activities.</p>	<p><b>Economic characteristics</b></p> <ul style="list-style-type: none"><li>• Air and water travel bring goods and services to remote areas</li><li>• Arid areas of Australia well suited to cattle and sheep ranching</li><li>• Consequences of introducing nonnative plants and animals</li><li>• Ranching, mining (primary activities)</li><li>• Communication and financial services (tertiary and quaternary activities)</li><li>• Tourism and traditional economies in the Pacific Islands</li></ul>

## STANDARD WG.13d

The student will analyze the characteristics of the Australian and Pacific Islands regions by  
d) recognizing cultural influences and landscapes.

Essential Understandings	Essential Knowledge
<p>Although many locations are isolated and populations are small, the vast ocean environment of the region influences contemporary culture.</p>	<p><b>Cultural influences</b></p> <ul style="list-style-type: none"><li>• Pacific Islands are sparsely populated.</li><li>• Most of Australia’s population lives near the coasts.</li><li>• Traditional culture continues to shape life in the Pacific Islands.</li><li>• Lifestyles range from subsistence farming to modern city living.</li><li>• Cultures reflect the interaction of European and indigenous cultures (e.g., Maori, Aboriginal people).</li></ul> <p><b>Cultural landscape</b></p> <ul style="list-style-type: none"><li>• Sydney Opera House</li><li>• Cattle and sheep stations (Australia)</li><li>• Thatched-roof dwellings (Pacific Islands)</li></ul>

**STANDARD WG.14a**

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The student will apply social science skills to compare and contrast the distribution, growth rates, and characteristics of human population by  
a) examining demographic data to determine the relative level of development;

Essential Understandings	Essential Knowledge
<p>Levels of economic development vary from country to country and from place to place within countries.</p>	<p><b>Indicators of economic development</b></p> <ul style="list-style-type: none"><li>• Urban–rural ratio</li><li>• Labor force characteristics (primary, secondary, tertiary, and quaternary sectors)</li><li>• Gross Domestic Product (GDP) per capita</li><li>• Educational achievement</li></ul>

**STANDARD WG.14b**

The student will apply social science skills to compare and contrast the distribution, growth rates, and characteristics of human population by  
b) distinguishing between developed and developing countries;

Essential Understandings	Essential Knowledge
<p>Many criteria are used to assess the standard of living and quality of life.</p>	<p><b>Demographics typical of developed economies</b></p> <ul style="list-style-type: none"><li>• High per capita Gross Domestic Product (GDP)</li><li>• High life expectancy</li><li>• Low population growth rate</li><li>• Low infant mortality rate</li><li>• High literacy rate</li></ul> <p><b>Demographics typical of developing economies</b></p> <ul style="list-style-type: none"><li>• Low per capita Gross Domestic Product (GDP)</li><li>• Low life expectancy</li><li>• High population growth rate</li><li>• High infant mortality rate</li><li>• Low literacy rate</li></ul> <p><b>Differences between developed and developing nations</b></p> <ul style="list-style-type: none"><li>• Access to natural resources</li><li>• Access to capital resources (investment in technology and infrastructure)</li><li>• Number and skills of human resources</li><li>• Levels of economic development</li><li>• Standard of living and quality of life</li><li>• Relationships between economic development and quality of life</li></ul>

**STANDARD WG.14c**

The student will apply social science skills to compare and contrast the distribution, growth rates, and characteristics of human population by  
c) comparing and contrasting the level of economic development to the standard of living and quality of life.

Essential Understandings	Essential Knowledge
Availability of resources and technology influences economic development and quality of life.	<p><b>Characteristics of human populations</b></p> <ul style="list-style-type: none"><li>• Birth and death rates (war, disease, migration)</li><li>• Age distribution</li><li>• Male/female distribution</li><li>• Life expectancy</li><li>• Infant mortality rate</li><li>• Urban/rural distribution</li><li>• Gross Domestic Product (GDP)</li><li>• Education</li></ul> <p><b>Factors that influence population growth rates</b></p> <ul style="list-style-type: none"><li>• Modern medicine and hygiene</li><li>• Education</li><li>• Industrialization and urbanization</li><li>• Economic development</li><li>• Government policy</li><li>• Role of women in society</li></ul>

## STANDARD WG.15a

The student will apply social science skills to analyze past and present trends in human migration and cultural diffusion by  
a) determining how human migration and cultural diffusion are influenced by social, economic, political, and environmental factors;

Essential Understandings	Essential Knowledge
<p>Migrations occur because of social, economic, political, and environmental factors.</p> <p>Migrations have influenced cultural landscapes.</p> <p>Modern transportation and communication encourage higher levels of cultural interaction worldwide.</p>	<p><b>Push factors</b></p> <ul style="list-style-type: none"><li>• Overpopulation</li><li>• Religious persecution</li><li>• Lack of job opportunities</li><li>• Agricultural decline</li><li>• Conflict</li><li>• Political persecution</li><li>• Natural hazards (e.g., droughts, floods, famines, volcanic eruptions)</li><li>• Limits on personal freedom</li><li>• Environmental degradation</li></ul> <p><b>Pull factors</b></p> <ul style="list-style-type: none"><li>• Religious freedom and/or religious unity</li><li>• Economic opportunity</li><li>• Land availability</li><li>• Political freedom and stability</li><li>• Ethnic and family ties</li><li>• Arable land</li></ul> <p><b>Impact of migrations on regions</b></p> <ul style="list-style-type: none"><li>• Language</li><li>• Religion and religious freedom</li><li>• Customs and traditions</li><li>• Cultural landscape</li></ul>

**STANDARD WG.15b**

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The student will apply social science skills to analyze past and present trends in human migration and cultural diffusion by  
b) determining how human migration and cultural diffusion influence the current human characteristics of places and regions.

Essential Understandings	Essential Knowledge
<p>Various technological and digital platforms increase the capacity for cultural diffusion and global interactions to occur.</p>	<p><b>Evidence of cultural interaction</b></p> <ul style="list-style-type: none"><li>• Diffusion of United States culture to other regions</li><li>• Popularization of other cultural traditions in the United States</li><li>• Refugee crises around the world due to conflict or oppression</li></ul>

## STANDARD WG.16a

The student will apply social science skills to analyze the patterns of urban development by

a) applying the concepts of site and situation to major cities in each region;

Essential Understandings	Essential Knowledge
<p>Site and situation are important geographic concepts when studying the growth of cities.</p> <p>Patterns of urban development occur according to site and situation.</p>	<p><b>Terms to know</b></p> <ul style="list-style-type: none"><li>• site: The actual location of a city</li><li>• situation: Relative location (i.e., the location of a city with respect to other geographic features, regions, resources, and transport routes)</li></ul> <p><b>Examples of site (local characteristics)</b></p> <ul style="list-style-type: none"><li>• Harbor sites: New York City; Istanbul, Turkey</li><li>• Island sites: Hong Kong; Singapore</li><li>• Fall line site: Richmond, Virginia</li><li>• Confluence sites: Khartoum, Sudan; Pittsburgh, Pennsylvania</li><li>• Hilltop sites: Rome; Athens</li><li>• Oasis site: Damascus, Syria</li><li>• Sites where rivers narrow: London; Québec City</li></ul> <p><b>Examples of situation (regional/global connections)</b></p> <ul style="list-style-type: none"><li>• Baghdad: Command of land between the Tigris and Euphrates rivers</li><li>• Istanbul: Command of straits and land bridge to Europe</li><li>• Mecca, Saudi Arabia; Varanasi (Benares), India: Focal point of pilgrimage</li><li>• Cape Town, South Africa; Hawaii, United States: Supply station for ships</li><li>• Novosibirsk, Vladivostok: Cities that grew up along the Trans-Siberian Railway</li></ul>

## STANDARD WG.16b

The student will apply social science skills to analyze the patterns of urban development by  
b) explaining how the functions of towns and cities have changed over time;

Essential Understandings	Essential Knowledge
The functions of towns and cities change over time.	<p><b>Functions of towns and cities</b></p> <ul style="list-style-type: none"><li>• Security, defense</li><li>• Religious centers</li><li>• Trade centers (local and long distance)</li><li>• Government administration</li><li>• Manufacturing centers</li><li>• Service centers</li><li>• Education centers</li></ul> <p><b>Examples of cities whose functions have changed over time</b></p> <ul style="list-style-type: none"><li>• Rio de Janeiro: Move of Brazil’s capital from Rio de Janeiro to Brasilia</li><li>• Pittsburgh, Pennsylvania: Early function connected to defense, then became steel-manufacturing center, later shifted to diverse services (financial, light manufacturing)</li><li>• New York City: Changes in trade patterns—coastal and transatlantic trade, trade from the Great Lakes via the Erie Canal, worldwide trade and finances</li><li>• Mining towns, “ghost” towns: Resource depletion, changes in the environment</li></ul>

## STANDARD WG.16c

The student will apply social science skills to analyze the patterns of urban development by  
c) describing the unique influence of urban areas and challenges they face.

Essential Understandings	Essential Knowledge
<p>Urban populations exercise a powerful influence in shaping the world's cultural, political, and economic ideas and systems.</p> <p>Urban development may lead to problems related to human mobility, social structure, and the environment.</p>	<p><b>Influences of urban areas on their regions and countries</b></p> <ul style="list-style-type: none"><li>• Nation-building (monuments, symbols)</li><li>• Transportation/communication hubs</li><li>• Magnets for migration</li><li>• Seedbeds of new ideas and technologies</li><li>• Diversity, leading to creativity in the arts</li><li>• Universities, educational opportunities</li><li>• Corporate headquarters, regional offices</li><li>• Media centers (news, entertainment)</li></ul> <p><b>Problems associated with growth of urban areas</b></p> <ul style="list-style-type: none"><li>• Transportation problems emerge, especially as automobile travel increases.</li><li>• Rich and poor neighborhoods exist in different areas, isolated from one another.</li><li>• Providing essential services (e.g., fresh water, sewage disposal, electricity, schools, clinics) becomes a problem (e.g., for cities in Latin America, Africa, and Asia).</li><li>• Air, water, and noise pollution increase.</li><li>• Sprawl results in conversion of agricultural land to urban uses, especially in North America.</li></ul> <p>In developing countries, major cities are connected more to regions outside the country than to regions within the country.</p>

## STANDARD WG.17a

The student will apply social science skills to analyze impact of globalization by

a) identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;

Essential Understandings	Essential Knowledge
<p>Resources are not equally distributed.</p> <p>Economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services.</p> <p>No country has all the resources it needs to survive and grow.</p> <p>Nations participate in those economic activities compatible with their human, natural, and capital resources.</p> <p>International trade fosters interdependence.</p>	<p><b>Term to know</b></p> <ul style="list-style-type: none"> <li>• comparative advantage: The ability of countries to produce goods and services at lower relative costs than other countries, resulting in exports of goods and services</li> </ul> <p><b>Factors that influence economic activity</b></p> <ul style="list-style-type: none"> <li>• Access to human, natural, and capital resources, such as               <ul style="list-style-type: none"> <li>○ skills of the work force</li> <li>○ natural resources</li> <li>○ new technologies</li> <li>○ transportation and communication networks.</li> </ul> </li> <li>• Access to funds (investment capital) to purchase capital resources</li> <li>• Location and ability to exchange goods               <ul style="list-style-type: none"> <li>○ Landlocked countries</li> <li>○ Coastal and island countries</li> <li>○ Proximity to shipping lanes</li> <li>○ Access to communication networks</li> </ul> </li> <li>• Membership in political and economic alliances that provide access to markets (e.g., European Union [EU], North American Free Trade Agreement [NAFTA])</li> </ul> <p><b>Effects of unequal distribution of resources</b></p> <ul style="list-style-type: none"> <li>• Specialization in goods and services that a country can market for profit</li> <li>• Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably)</li> </ul> <p><b>Some countries' use of resources</b></p> <ul style="list-style-type: none"> <li>• Japan: Highly industrialized nation despite limited natural resources</li> <li>• Russia: Numerous resources, many of which are not economically profitable to develop</li> <li>• United States: Diversified economy, abundant natural resources, specialized industries</li> <li>• Côte d'Ivoire: Limited natural resources, cash crops exchanged for manufactured goods</li> <li>• Switzerland: Limited natural resources, production of services on a global scale</li> </ul>

**STANDARD WG.17a (continued)**

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The student will apply social science skills to analyze the impact of globalization by

a) identifying factors, including comparative advantage, that influence the distribution of economic activities and trade;

Essential Understandings	Essential Knowledge
	<p><b>Reasons why countries engage in trade</b></p> <ul style="list-style-type: none"><li>• To import goods and services that they need</li><li>• To export goods and services that they can market for profit</li></ul> <p><b>Effects of comparative advantage on international trade</b></p> <ul style="list-style-type: none"><li>• Enables nations to efficiently produce goods and services that they can trade, increasing total output</li><li>• Supports specialization and efficient use of resources</li></ul>

## STANDARD WG.17b

The student will apply social science skills to analyze the impact of globalization by

b) describing ways that economic and social interactions change over time;

Essential Understandings	Essential Knowledge
<p>Economic, social, and, therefore, spatial relationships change over time.</p> <p>Improvements in transportation and communication have promoted globalization.</p>	<p><b>Changes over time</b></p> <ul style="list-style-type: none"><li>• Industrial labor systems (e.g., cottage industry, factory, office, telecommunications)</li><li>• Migration from rural to urban areas</li><li>• Industrialized countries export labor-intensive work to developing nations</li><li>• Growth of trade alliances</li><li>• Growth of service (tertiary) industries</li><li>• Growth of financial services networks and international banks (quaternary)</li><li>• Internationalization of product assembly (e.g., vehicles, electronic equipment)</li><li>• Technology that allows instant communication among people in different countries</li><li>• Modern transportation networks that allow rapid and efficient exchange of goods and materials (e.g., Federal Express, United Parcel Service, U.S. Postal Service)</li><li>• Widespread marketing of products</li><li>• Globalization of markets, using technology (e.g., e-commerce, containerized shipping)</li><li>• Agribusiness replacing family farms</li></ul>

**STANDARD WG.17c**

The student will apply social science skills to analyze the impact of globalization by  
c) mapping, describing, and evaluating economic unions.

Essential Understandings	Essential Knowledge
<p>As a global society, the world is increasingly interdependent.</p> <p>Economic interdependence fosters the formation of economic unions.</p>	<p>Economic interdependence can be depicted through trade, resource, or transportation maps.</p> <p><b>Examples of economic unions</b></p> <ul style="list-style-type: none"><li>• EU: European Union</li><li>• NAFTA: North American Free Trade Agreement</li><li>• ASEAN: Association of Southeast Asian Nations</li><li>• OPEC: Organization of the Petroleum Exporting Countries</li></ul> <p><b>Advantages of economic unions</b></p> <ul style="list-style-type: none"><li>• More efficient industries</li><li>• Access to larger markets</li><li>• Access to natural, human, and capital resources without restrictions</li><li>• Greater influence on the world market</li></ul> <p><b>Disadvantages of economic unions</b></p> <ul style="list-style-type: none"><li>• Closing of some industries</li><li>• Concentration of some industries in certain countries, leaving peripheral areas behind</li><li>• Difficulty in agreeing on common economic policies</li></ul>

## STANDARD WG.18a

The student will apply social science skills to analyze how forces of conflict and cooperation affect the division and control of Earth's surface by  
a) explaining and evaluating reasons for the creation of different political divisions;

Essential Understandings	Essential Knowledge
<p>Political divisions or jurisdictions are regions of Earth's surface over which groups of people establish social, economic, and political control.</p> <p>Political divisions may generate conflict.</p> <p>Political divisions may generate cooperation.</p>	<p><b>Examples of political divisions</b></p> <ul style="list-style-type: none"><li>• Neighborhoods</li><li>• Election districts</li><li>• School districts</li><li>• Regional districts (e.g., waste disposal, conservation districts, planning districts, zip code zones)</li><li>• Cities</li><li>• Counties</li><li>• States</li></ul> <p><b>Reasons for political divisions</b></p> <ul style="list-style-type: none"><li>• Desire for government closer to home</li><li>• Need to solve local problems</li><li>• Need to administer resources more efficiently</li></ul> <p><b>Reasons for conflict</b></p> <ul style="list-style-type: none"><li>• Boundary disputes</li><li>• Cultural differences</li><li>• Economic differences</li><li>• Competition for scarce resources</li></ul> <p><b>Reasons for cooperation</b></p> <ul style="list-style-type: none"><li>• Natural disasters</li><li>• Economic advantages (attract new businesses)</li><li>• Cultural similarities, ethnic neighborhoods</li><li>• Addressing regional issues (e.g., waste management, magnet schools, transportation)</li></ul>

**STANDARD WG.18b**

The student will apply social science skills to analyze how forces of conflict and cooperation affect the division and control of Earth’s surface by  
**b) describing ways cooperation among political jurisdictions is used to solve problems and settle disputes.**

Essential Understandings	Essential Knowledge
<p>Political divisions or jurisdictions establish social, economic, and political relationships that may enhance cooperation or cause conflict.</p> <p>Cooperation may eliminate the need for the division and control of Earth’s surface.</p>	<p><b>Examples of political divisions</b></p> <ul style="list-style-type: none"> <li>• North Atlantic Treaty Organization (NATO)</li> <li>• European Union (EU)</li> <li>• United Nations (UN)</li> <li>• Organization of American States (OAS)</li> <li>• League of Arab States</li> <li>• African Union (AU)</li> </ul> <p><b>Reasons for political divisions</b></p> <ul style="list-style-type: none"> <li>• Differences in culture, language, religion</li> <li>• Retention of historical boundaries</li> <li>• Imperial conquest and control</li> <li>• Economic similarities and differences</li> </ul> <p><b>Reasons for conflict</b></p> <ul style="list-style-type: none"> <li>• Boundary and territorial disputes (Syria–Israel, Western Sahara–Morocco, China–Taiwan, India–Pakistan)</li> <li>• Cultural differences: Canada (Québec)</li> <li>• Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies)</li> <li>• Ethnic differences (Kurds)</li> </ul> <p><b>Examples of cooperation</b></p> <ul style="list-style-type: none"> <li>• Humanitarian initiatives (e.g., Red Cross and Red Crescent)</li> <li>• Cultural alliances (e.g., Francophone world, Commonwealth of Nations)</li> <li>• Problem-solving alliances (e.g., Antarctica Treaty, United Nations [UN] peacekeepers)</li> <li>• Programs to promote international understanding (e.g., Peace Corps)</li> </ul>