

HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING
CURRICULUM FRAMEWORK 2008



World Geography

Board of Education
Commonwealth of Virginia

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INTRODUCTION

The *History and Social Science Standards of Learning Curriculum Framework 2008*, approved by the Board of Education on July 17, 2008, is a companion document to the 2008 *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 Curriculum Framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers in their lesson planning by identifying the essential content understandings, knowledge, and intellectual skills that should be the focus of instruction for each standard. Hence, the framework delineates with greater specificity the content that all teachers should teach and all students should learn.

The Curriculum Framework consists of at least one framework page for every Standard of Learning. Each of these pages is divided into four columns, as described below:

Essential Understandings

This column includes the fundamental background information necessary for answering the essential questions and acquiring the essential knowledge. Teachers should use these understandings as a basis for lesson planning.

Essential Questions

In this column are found questions that teachers may use to stimulate student thinking and classroom discussion. The questions are based on the standard and the essential understandings, but may use different vocabulary and may go beyond them.

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.

Essential Skills

This column enumerates the fundamental intellectual abilities that students should have—what they should be able to do—to be successful in accomplishing historical and geographical analysis and achieving responsible citizenship.

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 use maps, globes, satellite images, photographs, or diagrams to

a) obtain geographical information about the world's countries, cities, and environments.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Geographic information may be acquired from a variety of sources. Geographic information supports the process of inquiry into the nature of countries, cities, and environments. Using a variety of sources supports the process of geographic inquiry.	How does using a variety of sources support the process of geographic inquiry?	Variety of sources • GIS (Geographic Information Systems) • Field work • Satellite images • Photographs • Maps, globes • Databases • Primary sources • Diagrams	Gather, classify, and interpret information. Select the appropriate geographic information sources to draw conclusions.

STANDARD WG.1b

The student will use maps, globes, satellite images, photographs, or diagrams to
b) apply the concepts of location, scale, map projection, or orientation.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Latitude and longitude define absolute location. Relative location describes the spatial relationships between and among places. Areas can be represented using a variety of scales. The amount of detail shown on a map is dependent on the scale used. A directional indicator (e.g., compass rose) identifies map orientation. Maps, unlike the globe, distort spatial relationships.	What are some uses of latitude and longitude? How is relative location used to describe places? Why are different scales necessary for developing map representations? Why is a directional indicator (e.g., compass rose) necessary on a map? How do maps distort spatial relationships when compared with the globe?	Concepts • Scale • Absolute location – Latitude – Longitude • Relative location • Orientation • Map distortion • Map projections – Mercator – Robinson – Polar	Use a compass rose to identify and use cardinal directions. Locate places, using latitude/longitude, on maps and globes. Compare maps of different scales. Gather, classify, and interpret information.

STANDARD WG.1c

The student will use maps, globes, satellite images, photographs, or diagrams to
c) develop and refine mental maps of world regions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Mental maps are based on objective knowledge and subjective perceptions. People develop and refine their mental maps through both personal experience and learning. Mental maps serve as indicators of how well people know the spatial characteristics of certain places.	How do people use mental maps to organize information? How are perceptions reflected in mental maps? How can mental maps be developed and refined?	Uses of mental maps • Carry out daily activities (e.g., route to school, for shopping) • Give directions to others • Understand world events Ways mental maps can be developed and refined • Comparing sketch maps to maps in atlases or other resources • Describing the location of places in terms of reference points (e.g., the equator, prime meridian) • Describing the location of places in terms of geographic features and land forms (e.g., west of the Mississippi River, north of the Gulf of Mexico) • Describing the location of places in terms of the human characteristics of a place (e.g., languages; types of housing, dress, recreation, customs and traditions)	Locate places on maps and globes. Interpret maps and globes. Draw maps from memory. Evaluate information.

STANDARD WG.1d

The student will use maps, globes, satellite images, photographs, or diagrams to
d) create and compare political, physical, and thematic maps.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
A map is a visual representation of geographic information.	What are ways that maps show information? What are the major types of thematic maps?	Standard ways that maps show information • Symbols • Color • Lines • Boundaries • Contours Types of thematic maps • Population (e.g., distribution and density) • Economic activity • Resource • Language • Ethnicity • Climate • Precipitation • Vegetation • Physical • Political	Select the appropriate geographic resource to draw conclusions. Compare and contrast information found on different types of maps. Compare maps and make inferences. Draw conclusions and make inferences about data. Identify and interpret regional patterns on maps.

STANDARD WG.1e

The student will use maps, globes, satellite images, photographs, or diagrams to

e) analyze and explain how different cultures use maps and other visual images to reflect their own interests and ambitions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Maps and other visual images reflect changes over time.	How do maps reflect changes over time? How are maps and other visual images used to present a particular bias (positive or negative) about an area of the Earth's surface?	Knowledge • Map of Columbus's time • Map of the world today • GIS (Geographic Information Systems) Place names • Formosa, Taiwan, Republic of China • Palestine, Israel, West Bank, Gaza Boundaries • Africa: In 1914; in the 1990s • Europe: Before World War II; after World War II; since 1990 • Russia and the former Soviet Union • Middle East: Before 1948; after 1967 Perspectives of place names • Arabian Gulf vs. Persian Gulf • Sea of Japan vs. East Sea • Middle East vs. North Africa and Southwest Asia Disputed areas • Korea • Western Sahara • Former Yugoslavia • Kashmir	Compare maps and make inferences. Interpret the idea, concepts, or events expressed by a cartoon, picture, or other graphic media. Compare and contrast information found on different types of maps.

STANDARD WG.2a

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

a) identifying regional climatic patterns and weather phenomena and their effects on people and places.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Climate is defined by certain characteristics. Climate patterns result from the interplay of common elements. Climatic regions have distinctive vegetation. Certain weather phenomena are unique to specific regions. Climate and weather phenomena affect how people live in different regions.	What are the common characteristics that define climate? What are the elements that influence regional climatic patterns? What vegetation is characteristic of key climatic zones? Where do specific types of weather phenomena occur? What effects do climate and weather phenomena have on people living in different regions?	Climatic characteristics • Temperature • Precipitation • Seasons (hot/cold, wet/dry) Climatic elements • Influence of latitude • Influence of winds • Influence of elevation • Proximity to water • Influence of ocean currents World climatic regions • Low latitudes (e.g., tropical wet, tropical wet and dry, arid, semiarid, highland) • Middle latitudes (e.g., semiarid, arid, Mediterranean [dry summer subtropical], humid continental, marine west coast, highland) • High latitudes (e.g., subarctic, tundra, icecap) Vegetation regions • Rain forest • Savanna • Desert • Steppe • Middle latitude forests • Taiga • Tundra	Compare maps and make inferences. Interpret the idea, concepts, or events expressed by a cartoon, picture, or other graphic media. Apply latitude to identify climate zones. Interpret charts, diagrams, and climographs. Select the appropriate geographic resource to draw conclusions.

STANDARD WG.2a (continued)

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

a) identifying regional climatic patterns and weather phenomena and their effects on people and places.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		Weather phenomena • Monsoons: South and Southeast Asia • Typhoons: Pacific Ocean • Hurricanes: Atlantic Ocean • Tornadoes: United States Climate has an effect on • crops • clothing • housing • natural hazards.	

STANDARD WG.2b

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Physical and ecological processes shape the Earth's surface. Humans both influence and are influenced by their environment.	How have physical and ecological processes shaped the Earth's surface? What are some ways humans influence their environment? How are humans influenced by their environment?	Physical and ecological processes • Earthquakes • Floods • Volcanic eruptions • Erosion • Deposition Human impact on environment • Water diversion/management – Aral Sea – Colorado River – Aswan High Dam – Canals – Reservoirs – Irrigation • Landscape changes – Agricultural terracing (e.g., in China, Southeast Asia) – Polders (e.g., in The Netherlands) – Deforestation (e.g., in Nepal, Brazil, Malaysia) – Desertification (e.g., in Africa, Asia) • Environmental changes – Acid rain (e.g., forests in Germany, Scandinavia, China, Eastern North America) – Pollution (e.g., in Mexico City, Chernobyl; oil spills)	Gather, classify, and interpret information. Draw conclusions and make inferences about data. Explain cause-and-effect relationships. Identify and interpret regional patterns on maps.

STANDARD WG.2c

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

c) explaining how technology affects one's ability to modify the environment and adapt to it.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Technology has expanded people's ability to modify and adapt to their physical environment.	How has the use of technology expanded the ability of people to modify and adapt to their environment?	Influence of technology • Agriculture (e.g., fertilizers, mechanization) • Energy usage (e.g., fossil fuels, nuclear) • Transportation (e.g., road building, railways) • Automobiles (e.g., parking lots, suburbs) • Airplanes (e.g., airport expansion, noise) Environmental impact on humans • Settlement patterns • Housing materials • Agricultural activity • Types of recreation • Transportation patterns	Draw conclusions and make inferences about data. Gather, classify, and interpret information. Explain cause-and-effect relationships. Identify and interpret regional patterns on maps.

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 Questions	Essential Knowledge	Essential Skills
Regions are areas of Earth's surface that share unifying characteristics. Regions may be defined by physical or cultural characteristics. Regional labels may reflect changes in people's perceptions.	Why do geographers create and use regions as organizing concepts? What are some examples of physical and cultural regions? What are some examples of regional labels that reflect changes in perceptions?	Regions are used to simplify study and understanding of the world. Physical regions • Sahara • Taiga • Rain forest • Great Plains • Low Countries Cultural regions • Language – Latin America – Francophone world • Ethnic – Chinatowns – Kurdistan • Religion – Islam – Buddhism • Economic – Wheat Belts – European Union (EU) • Political – North Atlantic Treaty Organization (NATO) – African Union (AU) Regional labels reflecting changes in perceptions • Middle East • Sun Belt • Rust Belt	Locate areas (regions) on maps and globes. Interpret regional patterns on maps and globes. Draw conclusions and make inferences about data. Explain cause-and-effect relationships.

STANDARD WG.3b

The student will apply the concept of a region by

b) explaining how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Regional landscapes are influenced by climate and underlying geology. Regional landscapes are influenced by the cultural, economic, and political characteristics of their inhabitants.	How does the regional landscape reflect the physical environment? How does the regional landscape reflect the characteristics of the inhabitants?	Physical characteristics • Climate affects types of natural vegetation. • Landforms affect transportation, population distribution, and the locations of cities. Cultural characteristics • Architectural structures – Religious buildings (e.g., mosques, churches, synagogues, temples, pagodas) – Dwellings (e.g., tiled roofs in Mediterranean, chalets in Switzerland, thatched roofs in Pacific Islands, tents and yurts in Central and Southwest Asia, castles in Europe) • Statues and monuments of local, national, or global significance – Taj Mahal (India) – Kaaba (Mecca) – Western Wall (Jerusalem) – Dome of the Rock (Jerusalem) – Church of the Holy Sepulcher (Jerusalem) – Pyramids (Egypt) – Kremlin (Moscow) – Eiffel Tower (Paris) – Virginia State Capitol Building – Washington Monument – White House – Lincoln Memorial – Statue of Liberty	Gather, classify, and interpret information. Analyze photographs and pictures and make inferences. Draw conclusions and make inferences about data.

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 Questions	Essential Knowledge	Essential Skills
Cultural difference and similarities can link or divide regions.	How can cultural characteristics link or divide regions?	Language • Arab world: Arabic • Hispanic America: Spanish • Brazil: Portuguese • Canada: French and English • Switzerland: Multiple languages • English: International language Ethnic heritage • Former Yugoslavia: Serbs, Croats, Bosnians, Albanians • Burundi and Rwanda: Hutus and Tutsis • United States, Switzerland: Multiple ethnicities united in one country • Korea, Japan: Predominantly single ethnicity • Cyprus: Greeks and Turks Religion as a unifying force • Hinduism • Buddhism • Judaism • Christianity • Islam Religion as a divisive force • Conflicts between Hindus and Muslims in Pakistan and India • Conflicts between Catholics and Protestants in Northern Ireland • Jews, Christians, and Muslims all claiming Jerusalem as their religious heritage site • Conflicts between Sunni and Shi'a	Identify and interpret regional patterns on maps. Explain cause-and-effect relationships. Compare and contrast differing sets of ideas, beliefs, and behaviors. Draw conclusions and make inferences about data.

STANDARD WG.4

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The development of a region is influenced by many factors, including physical, economic, and cultural characteristics. The interaction of humans with their environment affects the development of a region. Different criteria may be used to determine a country's relative importance. Elements of the physical environment, such as major bodies of water and mountains, influence the economic and cultural characteristics of regions.	In what ways do physical, economic, and cultural characteristics influence regional development? What are some ways that human interaction with the environment affects the development of a region? What are some criteria that may be used to determine a country's relative importance? What impact do elements of the physical environment, such as major bodies of water and mountains, have on countries in a region?	(See charts on the following 11 pages for specific information concerning physical, economic, and cultural characteristics of world regions.) Human interaction with environment - Deforestation: Amazon Basin, Nepal, Malaysia - Acid rain: Black Forest - Decreased soil fertility: Aswan High Dam Criteria for determining relative importance - GDP (Gross Domestic Product) - Land size - Population size - Resources Impact of physical elements - Example: Major bodies of water - Rio Grande: Forms boundary - Ob River: Flows northward into Arctic Ocean - Zambezi River: Provides water power - Ganges and Brahmaputra rivers: Are flood hazards - Example: Mountains - Rocky Mountains: Create rain shadows on leeward slopes - Himalayas: Block moisture, creating steppes and deserts in Central Asia	Explain charts comparing two or more concepts. Identify primary ideas expressed in graphic data. Gather, classify, and interpret information. Draw conclusions and make inferences about data. Explain cause-and-effect relationships. Identify and locate regions, continents, oceans, and major features on maps and globes.

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
Latin America and the Caribbean • Mexico and Central America – Mexico – Belize – Guatemala – El Salvador – Honduras – Nicaragua – Costa Rica – Panama • South America – Colombia – Venezuela – Guyana – Suriname – French Guiana – Ecuador – Peru – Bolivia – Brazil – Paraguay – Argentina – Uruguay – Chile • Caribbean – Cuba – Haiti – Jamaica – Dominican Republic – Puerto Rico (U.S.)	Latin America and the Caribbean • Major mountain ranges: Andes, Sierra Madres • Wildlife migration patterns (e.g., Monarch butterflies) • Rain forests • Coastal desert: Atacama • Reversed seasons south of the equator • Amazon River Basin • Grasslands: <i>pampas</i>, <i>llanos</i> • Tropical climates predominate. • Volcanoes and earthquakes • Archipelagoes • Vertical zonation (<i>tierra caliente</i>, <i>tierra templada</i>, <i>tierra fria</i>)	Latin America and the Caribbean • Diverse economies • Subsistence farming • Plantation agriculture • Slash-and-burn agriculture • Cash crops and food crops • Haciendas • Cattle ranges, gauchos • Deforestation • Destruction of rain forests • Oil resources: Ecuador, Venezuela, and Mexico • Heavy smog, pollution: Mexico City • Disparity of income distribution • North American Free Trade Agreement (NAFTA): Mexico, Canada, United States. • Diverse mineral resources (e.g., copper in Chile, iron ore in Venezuela and Brazil)	Latin America and the Caribbean • Indian civilizations • African traditions • Influence of European colonization • Predominance of Roman Catholic religion • Rigid social structure • Mestizos • Location of settlements: coastal in South America • Megacities, squatter settlements • Rapid population growth • Out-migration Cultural heritage • Music: African influences, calypso, steel drum bands, reggae • Traditional dances • Spanish, Portuguese languages Cultural landscape • Pyramids, cathedrals • Haciendas, <i>ejidos</i> (communal land) • Machu Picchu • Tikal Cities as centers of culture and trade • Mexico City • Rio de Janeiro • Buenos Aires • Santiago

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
Europe Location of countries, with particular emphasis on the countries listed below (selected on the basis of their per capita GDP, land size, and population) • GDP – Norway – Switzerland – Luxembourg • Land size – Ukraine – France – Spain • Population – Germany – United Kingdom – Italy – France	Europe Part of large landmass called Eurasia • Peninsulas – Iberian – Italian – Scandinavian – Jutland – Balkan • Islands – Great Britain – Ireland – Sicily – Iceland • Fjords • Mountains – Alps – Pyrenees • North European plain • Rivers – Danube – Rhine – Seine – Volga • Seas – Adriatic – Aegean – Mediterranean – Baltic – Black – North • Oceans – Atlantic – Arctic	Europe • Mountain regions: Tourism, recreation, mineral resources • Areas threatened by air and water pollution – Forests (Black Forest) – Cities (Venice) – Rivers (Rhine, Danube, Seine) • Development of industrial and transportation centers near mineral deposits (e.g., coal and iron ore) – Ruhr valley – Po valley • Rivers and canals serving as major transportation links • Oil reserves in the North Sea • Well-educated work force: Industrial and technological societies, banking in Switzerland • Advanced farming techniques, high crop yields, fertile soils, black earth (<i>chernozem</i>) • Well-developed infrastructure • The Chunnel • Differences in Western and Eastern European industrial development due to differing economic systems in prior years • European Union • Trade important; interdependence • Large role of government in some economies (Sweden, Denmark)	Europe • Birthplace of Industrial Revolution • Many ethnic groups with different languages, religions, customs • Sporadic conflict among groups (wars, revolutions) • Birthplace of western culture: Greece and Rome • Spread of European culture to many other parts of the world (exploration, colonization, imperialism) • Highly urbanized • One of the world's most densely populated areas • North Atlantic Treaty Organization (NATO) Cultural landscape • Notre Dame, Arc de Triomphe, Louvre, Eiffel Tower • Colosseum, Leaning Tower of Pisa, St. Peter's Basilica • Parthenon • Westminster Abbey, Big Ben • Windmills • Castles

STANDARD WG.4 (continued)

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Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
	Europe (continued) • Strait of Gibraltar • Varied climate regions: Tundra to Mediterranean • Effects of the North Atlantic Drift and prevailing westerlies on Europe's climates	Europe (continued) • Replacement of communism with capitalism in Eastern Europe • Reclaimed land: Polders in The Netherlands • Demographics typical of developed economies – High per capita GDP – High life expectancy – Low population growth rate – Low infant mortality rate – Small percentage of population under age 15 – High literacy rate	Europe (continued) <i>Cities as centers of culture and trade</i> • Berlin • London • Paris • Madrid • Rome • Athens • Warsaw

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
United States and Canada - United States - Canada	United States and Canada - Abundant natural resources - Continental Divide - Rivers - Mississippi - St. Lawrence - Colorado - Columbia - Rio Grande - Other water features - Gulf of Mexico - Great Lakes - Arctic Ocean - Pacific Ocean - Atlantic Ocean - Hudson Bay - Land forms - Appalachian Mountains - Pacific Coastal Ranges - Basin and Range - Rocky Mountains - Great Plains - Interior lowlands - Atlantic and Gulf Coastal Plains - Canadian Shield - Grand Canyon - Columbia Plateau - Colorado Plateau - Varied climatic regions: Ranging from tundra in Alaska to tropical wet in Hawaii	United States and Canada - Major exporters of technology, information systems, and foodstuff - Highly developed infrastructures - Highly diversified economies - Rich supply of mineral, energy, and forest resources - North American Free Trade Agreement (NAFTA) - Multinational corporations - Center of world financial markets (New York Stock Exchange) - Sustained economic growth - Widening gap between rich and poor - Export of U.S. culture via the global marketplace (e.g., McDonald's, Coca-Cola, music, blue jeans)	United States and Canada - Colonized by the Europeans - Multicultural societies - Increasingly diverse populations - High literacy rate - High standards of living - Highly urbanized - Canada's struggle to maintain a national identity - Highly mobile populations - World's longest unfortified border between the United States and Canada - Democratic forms of government - Arts that reflect the cultural heritage of multicultural societies - North Atlantic Treaty Organization (NATO) Cultural landscape - U.S. Capitol - Golden Gate Bridge - Independence Hall - St. Louis Gateway Arch - Wheat fields - Skyscrapers, shopping malls - Bilingual signs - Influence of the automobile (e.g., gas stations, motels, interstate highways, drive-up services)

STANDARD WG.4 (continued)

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Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
			United States and Canada (continued) <i>Cities as centers of culture and trade</i> • Toronto • Montreal • Ottawa • Québec • Vancouver, British Columbia • Washington, D.C. • Chicago • New York City • Los Angeles • Houston

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
North Africa and Southwest Asia (Middle East) Location of countries, with particular emphasis on the countries listed below (selected on the basis of their per capita GDP, land size, and population) • GDP – Kuwait – United Arab Emirates – Qatar – Israel • Land size – Algeria – Saudi Arabia – Libya • Population – Iran – Turkey – Egypt	North Africa and Southwest Asia (Middle East) • Crossroads of Europe, Africa, and Asia • Desert and semiarid climates: Sahara, <i>sahel</i>, steppes • Mountains – Atlas – Taurus – Zagros • Water features – Mediterranean Sea – Red Sea – Black Sea – Arabian Sea – Persian/Arabian Gulf – Strait of Hormuz – Bosphorus Strait – Dardanelles Strait – Nile River – Tigris River – Euphrates River – Jordan River • Seasonal flooding, alluvial soils, delta regions, oases, wadis	North Africa and Southwest Asia (Middle East) • Heavy reliance on primary economic activity (oil drilling, agriculture, pastoralism) • Major producer of world's oil • Oil revenues: Positive and negative effects • Water: The region's most precious resource • Great variation in standards of living, ranging from very high to poverty-stricken • Regional conflicts, political unrest that affects tourism • Aswan High Dam: Positive and negative effects • Suez Canal: Enhanced shipping routes in the region • Guest workers • Trade important to region from earliest time • Wide range of per capita incomes and levels of development • Contemporary trade routes (sea lanes) • Organization of Petroleum Exporting Countries (OPEC)	North Africa and Southwest Asia (Middle East) • Rapid urbanization • Modernization centered in urban areas while traditional life continues in rural areas • Large percentage of population under age 15 • Population unevenly distributed • Arab countries and Arabic language • Non-Arab countries: Turkey, Iran, Israel • Birthplace of three major monotheistic religions—Judaism, Christianity, and Islam • Conflict over Palestine • Nomadic lifestyles • Art that reflects the diversity of religions (stained glass, geometric tiles, calligraphy, mosaics, prayer rugs) Cultural landscape • Mosques, minarets • Church of the Holy Sepulcher • Hagia Sophia • Bazaars, <i>sucs</i> • Western Wall • Dome of the Rock • Kaaba • Pyramids • Oil rigs • Walled cities

STANDARD WG.4 (continued)

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Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
			North Africa and Southwest Asia (Middle East) (continued) <i>Cities as centers of culture and trade</i> • Baghdad • Cairo • Istanbul • Jerusalem • Mecca • Tehran

STANDARD WG.4 (continued)

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Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
Sub-Saharan Africa Location of countries, with particular emphasis on the countries listed below (selected on the basis of their per capita GDP, land size, and population) • GDP – South Africa – Gabon – Botswana • Land size – Democratic Republic of Congo – Sudan – Chad – Mozambique – Madagascar • Population – Nigeria – Ethiopia – Democratic Republic of Congo – South Africa – Tanzania – Kenya	Sub-Saharan Africa • Continent composed of a huge plateau, escarpments • River transportation impeded by waterfalls and rapids • Location of equator through middle of region; similar climatic patterns north and south of the equator • Smooth coastline; few harbors • Large number of landlocked countries • Storehouse of mineral wealth • Limited fertility of rain forest soils • Kalahari and Namib Deserts • Bodies of water – Nile River – Zambezi River – Niger River – Congo River – Atlantic Ocean – Indian Ocean – Red Sea – Lake Victoria – Lake Tanganyika • Nature preserves and national parks	Sub-Saharan Africa • Large percentage of population engaged in agriculture (primary activity) • Subsistence agriculture • Nomadic herding • Slash-and-burn agriculture • Plantation agriculture • Cash crops and food crops • Poorly developed infrastructure • Large number of landlocked countries • Substantial mineral wealth (diamonds, gold and other metals) • Major exporters of raw materials • Wide range of per capita incomes • Productivity that lags behind population growth • Desertification • Demographics typical of developing economies – Low per capita GDP – Low life expectancy – High population growth rate – High infant mortality rate – Large percentage of population under age 15 – Low literacy rate	Sub-Saharan Africa • Uneven population distribution • Many ethnic groups, languages, customs • Large numbers of refugees • Knowledge of history through oral tradition • Country names related to historical empires: Mali, Ghana, Zimbabwe Cultural heritage • Masks • Sculpture • Dance • Music • Colorful dress • Jewelry Cultural landscape • Markets • Churches • Mosques, minarets • Villages • Modern city cores Cities as centers of culture and trade • Lagos • Dakar • Johannesburg

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
Russia and Central Asia Location of countries, with particular emphasis on the countries listed below (selected on the basis of their per capita GDP, land size, and population) • GDP – Kazakhstan – Russia – Turkmenistan • Land size – Russia – Kazakhstan – Turkmenistan • Population – Russia – Kazakhstan – Uzbekistan	Russia and Central Asia • Vast land area: Spans two continents, Europe and Asia (covers 11 time zones) • Vast areas of tundra, permafrost, taiga, and steppe • Varied climatic regions • Black earth belt (rich <i>chernozem</i> soil) • Mountains (e.g., Ural Mountains, which divide Europe from Asia) • Caucasus • Siberia (the sleeping land), located east of the Urals • Major oil, natural gas, and mineral resources • Water features – Volga River – Ob River – Amur River – Lake Baikal – Caspian Sea – Aral Sea – Bering Strait – Pacific Ocean – Arctic Ocean • Some rivers flow northward to the Arctic Ocean	Russia and Central Asia • Transition from communist to free market economy • Farming and industry concentrated in the Fertile Triangle region, rich <i>chernozem</i> soils (wheat farming) • Infrastructure: Trans-Siberian Railroad, systems of rivers, canals, and railroads • Energy resources: Hydroelectric power, oil, natural gas • Russian natural resources not fully developed due to climate, limited transportation links, and vastness of the country • Foreign competition for investment in the region (oil pipelines) • Widespread pollution • Shrinking of the Aral Sea • Political and economic difficulties after the breakup of the Soviet Union • Cotton production in Central Asia	Russia and Central Asia • Diverse ethnic groups, customs, and traditions (many people of Turkic and Mongol heritage) Cultural heritage • Ballet • Fabergé eggs • Music • Icons • <i>Matryoshka</i> dolls • Oriental carpets • Samovars Cultural landscape • Russian Orthodox churches (e.g., St. Basil's Cathedral, Moscow) • Red Square • Kremlin • Mosques, minarets • Siberian villages • Soviet-style apartment blocks Cities as centers of culture and trade • Moscow • St. Petersburg • Novosibirsk

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
South, Southeast, and East Asia • South Asia – Afghanistan – Pakistan – Nepal – Bhutan – Bangladesh – India – Sri Lanka • Southeast Asia – Philippines – Indonesia – Malaysia – Thailand – Cambodia – Burma (Myanmar) – Laos – Vietnam – Singapore – Brunei • East Asia – Mongolia – China (People’s Republic of China) – Japan – Taiwan (Republic of China) – North Korea – South Korea	South, Southeast, and East Asia • Influence of mountains on population, settlements, movement, climate • Mountains – Himalayas – Western and Eastern Ghats – Mount Fuji • Varied climatic regions ranging from tropical wet to humid continental • Natural hazards: Monsoons, typhoons, volcanic eruptions, earthquakes • Influence of water (rivers, seas, and ocean currents) on agriculture, trade, and transportation • Bodies of water – Arabian Sea – Indian Ocean – Bay of Bengal – Ganges River – Indus River – Brahmaputra River – Pacific Ocean – Yangtze River (Chang Jiang) – Mekong River – Yellow River (Huang He) • Abundant arable land • Loess • Plateau of Tibet • Gobi Desert	South, Southeast, and East Asia • Varied economies in the region, ranging from subsistence/ commercial agriculture to high-tech industrial manufacturing • Participation in global markets • Newly industrialized countries: South Korea, Taiwan, Singapore • Japan: Economic leader • China in transition from a centrally planned economy • Agricultural advancements and technology, enabling greater food production: “Green Revolution” • Environmental degradation • Deforestation • Fishing • ASEAN (Association of Southeast Asian Nations) • Rice, tropical crops	South, Southeast, and East Asia • Areas of extremely dense and of sparse population • Contrast between rural and urban areas • Religious diversity: Hinduism, Islam, Buddhism, Christianity, Taoism, Shinto, Confucianism • Respect for ancestors • Religious conflicts (Hindu vs. Muslim) Cultural heritage • Silks • Batik • Wood and ivory carvings • Ideograms, unique alphabets • Jewels Cultural landscape • Taj Mahal • Angkor Wat • Great Wall of China • Floating markets • Mosques, minarets • Pagodas • Temples and shrines • Terraced rice fields Cities as centers of culture and trade • Tokyo • Beijing • New Delhi

STANDARD WG.4 (continued)

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
Australia, Pacific Islands, and Antarctica • Australia • New Zealand • Papua New Guinea • Hawaiian archipelago (U.S.)	Australia, Pacific Islands, and Antarctica • Wide range of vegetation, from tropical rain forests to desert scrub • Australia, mostly desert • The Great Dividing Range • The Great Barrier Reef • Australia's isolation, resulting in unique animal life • Antarctica, the world's coldest, driest, windiest continent; icecap • Pacific Islands: Volcanic, coral, or continental	Australia, Pacific Islands, and Antarctica • Air and water travel that bring goods and services to remote areas • Dry areas of Australia well suited to cattle and sheep ranching • Upset of environmental balance, caused by the introduction of non-native plants and animals • Ranching, mining (primary activities) • Communication and financial services (tertiary activities)	Australia, Pacific Islands, and Antarctica • Pacific Islands are sparsely populated. • Most of Australia's population lives near the coasts. • Traditional culture continues to shape life in the Pacific Islands. • Lifestyles range from subsistence farming to modern city living. • Cultures reflect the mix of European and indigenous cultures (e.g., Maori and aborigines). • Antarctica has no permanent residents. Cultural landscape • Sydney Opera House • Cattle and sheep stations (Australia) • Research stations (Antarctica) • Thatched-roof dwellings (Pacific Islands) Cities as centers of culture and trade • Canberra, A.C.T. (Australian Capital Territory) • Sydney • Auckland

STANDARD WG.5

The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Population distribution is described according to location and density. Characteristics of human populations differ over time and from region to region. Population growth rates are influenced by human, environmental, economic, and political factors.	What human, environmental, economic, and political factors influence population distribution? What are some characteristics of human populations? How do human, environmental, economic, and political factors influence population growth rates?	Factors that influence population distribution • Natural resources (e.g., oil, arable land, water) • Climate (hot/cold; wet/dry) • Economic development • Government policy • Rural/urban settlement patterns • Capital resources (transportation, technology) • Conflicts (refugees) Characteristics of human populations • Birth and death rates (war, disease, migration) • Age distribution • Male/female distribution • Life expectancy • Infant mortality rate • Urban/rural distribution • GDP • Ethnicities • Language • Religion • Education Factors that influence population growth rates • Modern medicine and hygiene • Education • Industrialization and urbanization • Economic development • Government policy • Role of women in society	Compare maps and make inferences. Identify and interpret regional patterns on maps. Draw conclusions and make inferences about data. Explain cause-and-effect relationships. Interpret charts and graphs. Interpret population pyramids. Analyze data to determine patterns.

STANDARD WG.6

The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Migrations occur because of social, political, and environmental factors. Migrations have influenced cultural landscapes. Modern transportation and communication encourage higher levels of cultural interaction worldwide.	How have social, economic, political, and environmental factors influenced migration? How has migration influenced cultural landscapes? How and why do improvements in transportation and communication technology lead to cultural interaction?	Push factors • Overpopulation • Religious persecution • Lack of job opportunities • Agricultural decline • Conflict • Political persecution • Natural hazards (e.g., droughts, floods, famines, volcanic eruptions) • Limits on personal freedom • Environmental degradation Pull factors • Religion • Economic opportunity • Land availability • Political freedom • Ethnic and family ties • Arable land Impact of migrations on regions • Language • Religion and religious freedom • Customs and traditions • Cultural landscape Evidence of cultural interaction • Diffusion of U.S. culture to other regions • Popularization of other cultural traditions in the U.S.	Identify and interpret regional patterns on maps. Identify primary ideas expressed in graphic data. Draw conclusions and make inferences about data. Explain cause-and-effect relationships.

STANDARD WG.7a

The student will identify types of natural, human, and capital resources and explain their significance by

a) showing their influence on patterns of economic activity and land use.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Natural materials become resources if and when they become useful to humans. The value of resources has changed over time. Natural, human, and capital resources influence human activity in regions. Economic activity can be classified as primary, secondary, or tertiary. Resources are not distributed equally. The location of resources influences economic activity and patterns of land use.	How do human needs and availability of technology affect the value of natural resources? How has the value of resources changed over time? How do natural, human, and capital resources influence patterns of economic activity and land use in regions? What are some examples of primary, secondary, and tertiary economic activities?	Changes in use of energy resources and technology over time • Wood (deforestation) • Coal (pollution, mining problems, competition with oil and gas) • Petroleum (transportation, environmental considerations) • Nuclear (contamination, waste) • Solar, wind (cost, aesthetics) Natural resources • Renewable: Soil, water, forests • Nonrenewable: Fossil fuels (oil, coal, natural gas) and metals (gold, iron, copper, bauxite) Human resources • Level of education • Skilled and unskilled laborers • Entrepreneurial and managerial abilities Capital resources • Availability of money for investment • Level of infrastructure • Availability and use of tools, machines, and technologies Levels of economic activity • Primary: Dealing directly with resources (e.g., fishing, farming, forestry, mining) • Secondary: Manufacturing and processing (e.g., steel mills, automobile assembly, sawmills) • Tertiary: Services (e.g., transportation, retail trade, information technology services)	Compare maps and globes and make inferences. Interpret regional patterns on maps and globes. Identify primary ideas expressed in graphic data. Gather, classify, and interpret information. Draw conclusions and make inferences about data. Analyze and evaluate information. Explain cause-and-effect relationships. Sequence information.

STANDARD WG.7a (continued)

The student will identify types of natural, human, and capital resources and explain their significance by
a) showing their influence on patterns of economic activity and land use.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		Effects of unequal distribution of resources • Interdependence of nations, trading in goods, services, and capital resources • Uneven economic development • Energy producers and consumers • Imperialism • Conflict over control of resources Patterns of land use • Economic activities that require extensive areas of land (e.g., agriculture) vs. those that require a limited areas (e.g., manufacturing) • Land uses that are compatible with each other (open spaces and residential) vs. land uses that are not compatible (e.g., landfills and residential)	

STANDARD WG.7b

The student will identify types of natural, human, and capital resources and explain their significance by
b) evaluating perspectives and consequences regarding the use of resources.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The use of a resource depends on a nation's culture, values, access to technology, and governmental priorities as they change over time.	How and why do different cultures develop different perspectives on the use of resources? What are some costs and benefits of the use of resources?	Social and economic priorities that influence a culture's perspective on resources • Economic development priorities • Environmental conservation priorities • Priorities of indigenous minorities Examples of technologies that have created demand for particular resources • Steam engine: demand for coal • Internal combustion engine (cars and trucks): demand for gasoline (oil) • Computer chips: demand for skilled labor Costs • Resource depletion • Environmental degradation • Health problems Benefits • Production of goods and services • Employment opportunities • Development of technologies	Gather, classify, and interpret information. Draw conclusions and make inferences about data.

STANDARD WG.8

The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Levels of economic development vary from country to country and from place to place within countries. Many criteria are used to assess the standard of living and quality of life. Availability of resources and technology influence economic development and quality of life.	How and why does the level of economic development vary from one part of the world to another? What factors influence the standards of living and quality of life? How does the availability of resources and technology influence economic development and quality of life?	Differences between developed and developing nations • Access to natural resources • Access to capital resources (investment in technology and infrastructure) • Number and skills of human resources • Levels of economic development • Standards of living and quality of life • Relationships between economic development and quality of life Indicators of economic development • Urban-rural ratio • Labor force characteristics (primary, secondary, tertiary sectors) • GDP per capita • Educational achievement Indicators of standards of living and quality of life • Population growth rate (natural increase) • Population age distribution • Literacy rate • Life expectancy • Infant mortality rate • Percentage of urban population	Explain charts comparing two or more concepts. Identify primary ideas expressed in graphic data. Gather, classify, and interpret information. Draw conclusions and make inferences about data. Explain cause-and-effect relationships. Interpret population pyramids.

STANDARD WG.9a

The student will analyze the global patterns and networks of economic interdependence by
a) identifying factors, including comparative advantage, that influence economic activities and trade.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Resources are not equally distributed. Economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services. No country has all the resources it needs to survive and grow. Nations participate in those economic activities compatible with their human, natural, and capital resources. International trade fosters interdependence.	What are some factors that influence economic activities and trade? What is comparative advantage? What are the effects of unequal distribution of resources? How do nations use their resources to engage in economic activities and trade? Why do countries engage in trade? What is the relationship between comparative advantage and international trade?	Factors that influence economic activity - Access to human, natural, and capital resources, such as - skills of the work force - natural resources - new technologies - transportation and communication networks - investment capital - Location and ability to exchange goods - Landlocked countries - Coastal and island countries - Proximity to shipping lanes - Access to communication networks - Membership in political and economic alliances that provide access to markets (e.g., European Union [EU], North American Free Trade Agreement [NAFTA]) Terms to know - 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. Effects of unequal distribution of resources - Specialization in goods and services that a country can market for profit - Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably)	Compare maps and globes and make inferences. Identify regional patterns on maps and globes. Identify primary ideas expressed in graphic data. Gather, classify, and interpret information. Explain cause-and-effect relationships. Draw conclusions and make inferences about data.

STANDARD WG.9a (continued)

The student will analyze the global patterns and networks of economic interdependence by

a) identifying factors, including comparative advantage, that influence economic activities and trade.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		Some countries' use of resources • Japan: Highly industrialized nation despite limited natural resources • Russia: Numerous resources, many of which are not economically profitable to develop • United States: Diversified economy, abundant natural resources, specialized industries • Côte d'Ivoire: Limited natural resources, cash crops exchanged for manufactured goods • Switzerland: Limited natural resources, production of services on a global scale Reasons why countries engage in trade • To import goods and services that they need • To export goods and services that they can market for profit Effects of comparative advantage on international trade • Enables nations to produce goods and services that they can market for profit • Influences development of industries (e.g., steel, aircraft, automobile, clothing) • Supports specialization and efficient use of human resources	

STANDARD WG.9b

The student will analyze the global patterns and networks of economic interdependence by
b) describing ways that economic and social interactions have changed over time.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Economic, social, and, therefore, spatial relationships change over time. Improvements in transportation and communication have promoted globalization.	How have economic and social interactions changed over time? How do spatial patterns reflect economic and social changes over time? How have improvements in transportation and communication promoted globalization?	Changes over time • Industrial labor systems (e.g., cottage industry, factory, office, telecommunications) • Migration from rural to urban areas • Industrialized countries export labor-intensive work to developing nations • Growth of trade alliances • Growth of service (tertiary) industries • Growth of financial services networks and international banks • Internationalization of product assembly (e.g., vehicles, electronic equipment) • Technology that allows instant communication among people in different countries • Modern transportation networks that allow rapid and efficient exchange of goods and materials (e.g., Federal Express, United Parcel Service, U. S. Postal Service) • Widespread marketing of products (e.g., Fuji film, Nike, United Colors of Benetton)	Compare maps and globes and make inferences. Identify regional patterns on maps and globes. Identify primary ideas expressed in graphic data. Gather, classify, and interpret information. Explain cause-and-effect relationships. Draw conclusions and make inferences about data.

STANDARD WG.9c

The student will analyze the global patterns and networks of economic interdependence by
c) mapping, describing, and evaluating the formation of economic unions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
As a global society, the world is increasingly interdependent. Economic interdependence fosters the formation of economic unions.	What are some ways that global patterns and networks of economic interdependence can be depicted on maps? What are some examples of economic unions? What are the advantages and disadvantages of economic unions?	Economic interdependence can be depicted through trade, resource, or transportation maps. Examples of economic unions • EU: European Union • NAFTA: North American Free Trade Agreement • ASEAN: Association of Southeast Asian Nations • OPEC: Organization of Petroleum Exporting Countries Advantages of economic unions • More efficient industries • Access to larger markets • Access to natural, human, and capital resources without restrictions • Greater influence on world market Disadvantages of economic unions • Closing of some industries • Concentration of some industries in certain countries, leaving peripheral areas behind • Agribusiness replacing family farms • Difficulty in agreeing on common economic policies	Compare maps and globes and make inferences. Identify regional patterns on maps and globes. Identify primary ideas expressed in graphic data. Gather, classify, and interpret information. Explain cause-and-effect relationships. Draw conclusions and make inferences about data.

STANDARD WG.10a

The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by
a) explaining and analyzing reasons for the creation of different political divisions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Political divisions or jurisdictions are regions of the Earth's surface over which groups of people establish social, economic, and political control. Political divisions may generate conflict. Political divisions may generate cooperation.	What are some examples of political divisions at the local and regional levels? What are some reasons for political divisions at the local and regional levels? How do political divisions generate conflict? Why do political divisions cooperate?	Examples of political divisions • Neighborhoods • Election districts • School districts • Regional districts (e.g., waste disposal, conservation districts, planning districts, zip code zones) • Cities • Counties • States Reasons for political divisions • Desire for government closer to home • Need to solve local problems • Need to administer resources more efficiently Reasons for conflict • Boundary disputes • Cultural differences • Economic differences • Competition for scarce resources • Political advantages (e.g., gerrymandering) Reasons for cooperation • Natural disasters • Economic advantages (attract new businesses) • Cultural similarities, ethnic neighborhoods • Addressing regional issues (e.g., waste management, magnet schools, transportation)	Compare maps and make inferences. Identify regional patterns. Gather, classify, and interpret information. Explain cause-and-effect relationships. Participate in problem solving. Draw conclusions and make inferences about data.

STANDARD WG.10b

The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by
b) analyzing ways cooperation among political jurisdictions is used to solve problems and settle disputes.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Political divisions or jurisdictions are regions of the Earth's surface over which groups of people establish social, economic, and political control. Political divisions may generate conflict. Cooperation may eliminate the need for the division and control of the Earth's surface.	What are some examples of political divisions at the national and international levels? What are some reasons for political divisions at the local, national, and international (regional) levels? How do political divisions generate conflict? How do political divisions cooperate to solve problems and settle disputes?	Examples of political divisions • Countries • Alliances: economic and political – North Atlantic Treaty Organization (NATO) – European Union (EU) – Organization of Petroleum Exporting Countries (OPEC) – North American Free Trade Agreement (NAFTA) – United Nations – Organization of American States (OAS) – League of Arab States – Association of Southeast Asian Nations (ASEAN) – African Union (AU) Reasons for political divisions • Differences in culture, language, religion • Retention of historical boundaries • Imperial conquest and control • Economic similarities and differences Reasons for conflict • Boundary and territorial disputes (Syria-Israel, Western Sahara-Morocco, China-Taiwan, India-Pakistan) • Cultural differences (language, religion) – Indonesia – Canada (Québec) – Sudan • Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies) • Ethnic differences – Balkans – Cyprus – Kashmir • Nationalism	Compare maps and make inferences. Identify regional patterns. Gather, classify, and interpret information. Explain cause-and-effect relationships. Participate in problem solving. Draw conclusions and make inferences about data.

STANDARD WG.10b (continued)

The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by
b) analyzing ways cooperation among political jurisdictions is used to solve problems and settle disputes.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
		Examples of cooperation • Humanitarian initiatives (e.g., Red Cross and Red Crescent) • Economic alliances (e.g., Law of Sea, China and United States, multinational corporations, North American Free Trade Agreement [NAFTA], Organization of Petroleum Exporting Countries [OPEC]) • Cultural alliances (e.g., Francophone world, Commonwealth of Nations) • Military alliances (e.g., North Atlantic Treaty Organization [NATO]) • Problem-solving alliances (e.g., Antarctica Treaty, United Nations [UN] peacekeepers) • Programs to promote international understanding (e.g., Peace Corps) • Alliances for environmental preservation • Alliances for foreign aid	

STANDARD WG.11a

The student will analyze the patterns of urban development by

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

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Site and situation are important geographic concepts when studying the growth of cities. Patterns of urban development occur according to site and situation.	What is meant by site? What is meant by situation? In what ways may site and/or situation affect urban development?	Terms to know • site: the actual location of a city • situation: relative location, e.g., the location of a city with respect to other geographic features, regions, resources, and transport routes Examples of site (local characteristics) • Harbor sites: New York City; Alexandria, Egypt; Istanbul, Turkey • Island sites: Paris (originally located on an island in the Seine River), Hong Kong, Singapore • Fall line sites: Richmond, Virginia • Confluence sites: Khartoum, Sudan; Pittsburgh, Pennsylvania • Hilltop sites: Rome, Athens, Jerusalem • Oasis sites: Damascus, Syria; Siwa, Egypt • Sites where rivers narrow: London, Québec City Examples of situation (regional/global connections) • Baghdad: Command of land between the Tigris and Euphrates rivers • Istanbul: Command of straits and land bridge to Europe • Mecca, Saudi Arabia; Varanasi (Benares), India: Focal point of pilgrimage • Samarkand, Uzbekistan; Xi'an, China; Timbuktu, Mali; Singapore: Cities that grew up around trade routes (the Silk Road, Trans-Sahara trade, maritime trade) • Cape Town, South Africa: Supply station for ships • Omaha, Nebraska; Sacramento, California: Cities that grew up along the U.S. Transcontinental Railroad • Novosibirsk, Vladivostok: Cities that grew up along the Trans-Siberian Railroad	Gather, classify, and interpret information. Draw conclusions and make inferences about data. Explain cause-and-effect relationships. Identify and interpret regional patterns on maps. Locate area on maps and globes. Sequence events.

STANDARD WG.11b

The student will analyze the patterns of urban development by

b) explaining how the functions of towns and cities have changed over time.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
The functions of towns and cities change over time.	What are the functions of towns and cities? How do the functions of towns and cities change over time?	Functions of towns and cities • Security, defense • Religious centers • Trade centers (local and long distance) • Government administration • Manufacturing centers • Service centers Examples of cities whose functions have changed over time • Rio de Janeiro: Move of Brazil's capital from Rio de Janeiro to Brasilia • Pittsburgh, Pennsylvania: Early function connected to defense, then became steel manufacturing center, later shifted to diverse services (financial, light manufacturing) • New York City: Changes in trade patterns—coastal and transatlantic trade, trade from Great Lakes via Erie Canal, worldwide trade and finances • Mining towns, “ghost” towns: Resource depletion, changes in the environment	Gather, classify, and interpret information. Draw conclusions and make inferences about data. Explain cause-and-effect relationships. Identify and interpret regional patterns on maps. Locate places on maps and globes.

STANDARD WG.11c

The student will analyze the patterns of urban development by

c) describing the unique influence of urban areas and some challenges they face.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Urban populations exercise a powerful influence in shaping the world's cultural, political, and economic ideas and systems. Urban development may lead to problems related to human mobility, social structure, and the environment.	How do urban areas influence the world's cultural, political, and economic ideas and systems? What are some problems that may occur as a result of urban development?	Influences of urban areas on their regions and countries • Nation-building (monuments, symbols) • Transportation/communication hubs • Magnets for migration • Seed beds of new ideas and technologies • Diversity, leading to creativity in the arts • Universities, educational opportunities • Corporate headquarters/regional offices • Media centers (news, entertainment) Problems associated with growth of urban areas • Transportation problems emerge, especially as automobile travel increases. • Rich and poor neighborhoods exist in different areas isolated from one another. • Providing essential services (fresh water, sewage disposal, electricity, schools, clinics) becomes a problem (e.g., cities in Latin America, Africa, and Asia). • Air, water, and noise pollution increase. • Sprawl results in conversion of agricultural land to urban uses, especially in North America. • In developing countries, major cities are connected more to regions outside the country than to regions within the country.	Gather, classify, and interpret information. Draw conclusions and make inferences about data. Explain cause-and-effect relationships. Identify and interpret regional patterns on maps. Locate places on maps and globes.

STANDARD WG.12a

The student will apply geography to interpret the past, understand the present, and plan for the future by

a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
An understanding of the practical applications of geography enables students to be informed, active citizens in their communities.	What are some practical applications of geography?	Practical applications of geography at local and regional levels • Air- and water-quality monitoring and management • Recycling programs • Land-use and transportation planning • Selection of locations for residential and commercial development	Organize and interpret information. Use maps and other geographic resources to obtain information and draw conclusions. Participate in problem solving and decision making.

STANDARD WG.12b

The student will apply geography to interpret the past, understand the present, and plan for the future by
b) relating current events to the physical and human characteristics of places and regions.

Essential Understandings	Essential Questions	Essential Knowledge	Essential Skills
Current events are shaped by the physical and human characteristics of the places and regions where they occur.	How are current events connected to the geographical characteristics of places and regions?	Geographic relationships • Physical characteristics that influence current events: – Natural hazards (e.g, flooding, earthquakes, volcanoes, drought) – Climate, vegetation • Human characteristics that influence current events: – Population distribution – Geographic patterns of ethnic diversity – A sense of place (emotional attachment to specific locations) – Geographic patterns of trade and interdependence (e.g., oil) – Geographic patterns of wealth and poverty (developed and developing nations)	Compare maps and make inferences. Identify and interpret regional patterns on maps. Identify primary ideas expressed in graphic data. Gather, classify, and interpret information. Draw conclusions and make inferences about data. Examine cause-and-effect relationships.