

Course/Grade Level: World Geography (High School .5 credit)

Focus: Students will determine and distinguish how different people live, and interact with other people and places.

Reading indicators should be used with each outcome of Social Studies: context clues, word structure, text features, inferences/draw conclusions, compare and contrast, cause and effect, retell/paraphrase, topic/main idea/supporting idea, author's purpose, author's position, fact and opinion.

SS.WG.1 ▲Students will locate major *political and physical features* of earth from memory and compares the *relative locations* of those features. *Locations* will be included in indicator at each grade level (e.g. ▲ Beijing, ▲ English Channel, ▲ India, ▲ Iraq, ▲ Moscow, ▲ Sahara Desert, ▲ South Africa, ▲ Venezuela, Balkan Peninsula, Berlin, Black Sea, Bosphorus Strait, Euphrates River, Geneva, Hong Kong, Israel, Libya, North Korea, Pakistan, Saudi Arabia, Singapore, South Korea, Suez Canal, Tigris River, Tokyo, Yangtze River). (GHSB111)

Students will...

SS.WG.1.1 distinguish major political and physical features of the earth.

SS.WG.1.2 compare and contrast different geographic regions of the earth.

Embedded concepts:

cardinal directions
latitude/longitude
spatial relationships
hemispheres.

SS.WG.2 ▲Students will analyze the factors that contribute to human changes in regions (e.g. , technology alters use of place, *migration*, changes in *cultural characteristics*, political factors). (GHSB212)

Students will...

SS.WG.2.1 evaluate the impact of human environment interaction.

SS.WG.2.2 interpret cultural and political factors and their impact.

Embedded concepts:

five themes of geography
technology
pollution/recycling

SS.WG.3 ▲Students will give examples of how cultural cooperation and conflict are involved in shaping the *distribution* of and connections between cultural, political, and economic spaces on Earth (e.g., cultural: Hindu vs. Muslims in India; political: International Court of Justice and Hong Kong; economic: World Trade Organization). (GHSB4I5)

Students will...

SS.WG.3.1 interpret how conflict and cooperation shape the environment.

SS.WG.3.2 evaluate different cultural, political, and economic connections that impact our world.

Embedded concepts:
technological advancements
cultural differences
governmental differences
religion

SS.WG.4 ▲Students will examine the impact that *technology* has on human modification of the physical environment (e.g., over-fishing, logging and mining, construction on floodplains, internal combustion engine, toxic waste). (GHSB5I1).

Students will...

SS.WG.4.1 analyze the human impact of modification of the environment.

SS.WG.4.2 determine how technology impacts the earth.

Embedded concepts:
industrialization
rural vs. urban

SS.WG.5. ▲Students will examine alternative strategies to respond to constraints placed on *human systems* by the physical environment (e.g., irrigation, terracing, sustainable agriculture, water diversion, natural disaster-resistant construction). (GHSB5I2).

Students will...

SS.WG.5.1 evaluate alternatives taken by humans to adapt the environment.

SS.WG.5.2 determine positive and negative results in human interaction.

Embedded concepts:

world agricultural output

trade routes

EPA policies

economic relationships