

## Course Standards for World Geography

### Domestic Affairs

1. Understand the role of the United States in the world geo-political system.
  - a. Recognize the effects of U.S. public opinion and U.S. policies on other peoples and countries around the world.
  - b. Analyze the ways that public policy makers in the United States manage post Cold War tensions between the U.S. as a world superpower and other countries and organizations as emerging powers.

### Global Affairs

2. Understand the physical environments in the United States and the world along with the processes that shape them and the problems they present to human occupation and use.
  - a. Identify and explain the concepts and processes that effect physical environments around the world and explain the subsequent patterns and distributions of natural resources and physical environmental changes that result from those processes.
  - b. Recognize problems associated with the complex interactions between human activity and the physical environments around the world (e.g., natural hazards, drought and redistribution of water, agricultural production and food security, movement of air and water pollution).
3. Understand how population, migration, culture, economics, urbanization, and political factors produce complex networks and systems of human activity around the world.
  - a. Recognize and explain the concepts and processes (e.g., location, space, economy, development of a —nation-state , etc.) that shape the patterns and distributions of human activity around the world.
  - b. Identify the characteristics of human settlements around the world, sort them into categories (e.g., urban, suburban, rural, gentrified, slums, etc.), and analyze how each type of settlement develops and is sustained through time.
  - c. Recognize and explain how the human forces of contact, cooperation, and conflict influence the division and control of earth’s land and resources.

### Civil Rights/Human Rights

4. Understand civil rights and human rights in the contemporary world.
  - a. Identify and describe the social and economic circumstances of the world’s indigenous peoples and assess the causes and effects of those circumstances.
  - b. Describe how processes of structural racism (e.g., social justice, environmental racism, power relations, the gap between rich and poor, migration streams) operate in diverse places and with various groups of people around the world.

### Economics

5. Understand economic development, economic globalization and global resource use.
  - a. Use maps and other geographic representations, tools, and technologies to explain the geographic reasons of economic interactions among people, places, and environments of the world.
  - b. Identify world patterns of resource distribution and utilization and evaluate the impacts of global economic interdependence (e.g., regional trade agreements, outsourcing, global division of labor).
  - c. Categorize human livelihoods (agriculture, manufacturing, services, etc.) and distinguish between wage-earning and subsistence economies.
  - d. Identify and analyze the ways in which innovations in transportation and communication networks impact the world.

### Culture

6. Understand the characteristics, distribution, and complexity of Earth’s cultural mosaics.
  - a. Identify processes of divergence and convergence of cultures.
  - b. Assess the ways in which places and regions contribute to the creation of individual and social identity.
  - c. Identify major culture regions of the world and explain how the characteristics of each give it a distinctiveness that sets it apart from the others.

Reading in History/Social Studies	
Key Ideas and Details	
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
<b>Craft and Structure</b>	
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
<b>Integration of Knowledge and Ideas</b>	
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
<b>Range of Reading and Level of Text Complexity</b>	
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

## Writing

### Text Types and Purposes

<u>WHST.9-10.1</u>	Write arguments focused on discipline-specific content.
<u>WHST.9-10.1a</u>	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
<u>WHST.9-10.1b</u>	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
<u>WHST.9-10.1c</u>	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
<u>WHST.9-10.1d</u>	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
WHST.9-10.1e	Provide a concluding statement or section that follows from or supports the argument presented.
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
<u>WHST.9-10.2a</u>	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
<u>WHST.9-10.2b</u>	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.