

**G1: Understands the physical characteristics, cultural significance, and location of places, regions, and spatial patterns on the Earth’s surface.**

**Enduring Understanding**

- ▶ The Earth’s physical characteristics have a profound effect on the development of human cultures. Cultural development depends, in a significant way, on the places and regions in which they are located.

**Components**

By the end of 9th/10th grade, students will:

- G1.9-10.1 Define the characteristics of each of the major world regions.
- G1.9-10.2 Explain the causes and effects of voluntary and involuntary migration in the world.
- G1.9-10.3 Create maps that employ geospatial and related technologies to display and explain the spatial patterns of culture and environment.
- G1.9-10.4 Explain relationships between the locations of places and regions, and their political, cultural, and economic dynamics, using maps, satellite images, photographs, and other representations.

By the end of 11th/12th grade, students will:

- G1.11-12.1 Analyze how differences in regions and spatial patterns have emerged in the United States from natural processes and human activities.
- G1.11-12.2 Analyze interactions and conflicts between various cultures in the United States.
- G1.11-12.3 Compare the causes and effects of voluntary and involuntary migration in the United States.
- G1.11-12.4 Analyze information from geographic tools, including computer-based mapping systems, to draw conclusions about an issue or event.
- G1.11-12.5 Evaluate the complexities of regions and the challenges involved in defining those regions.
- G1.11-12.6 Assess the social, economic, and political factors affecting cultural interactions.
- G1.11-12.7 Predict future opportunities and obstacles connected with international migration.

**Sample Questions**

- How have geographic factors caused cultures (including tribal cultures) to develop differently in regions across the world?
- What are the geographic causes of the partisan divide between Americans and immigrants in rural areas and in urban areas?
- How did Dust Bowl migrations during the 1930s alter cultural patterns of Oklahoma and California?
- What are the physical or cultural barriers that impact global human rights challenges?
- In what ways is northern Africa similar to and different from sub-Saharan Africa and in what ways is northern Africa really a part of the Middle East region?

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*Since Time Immemorial Connections*

High School Curriculum

G1.9-10.1-4 and G1.11-12.1-7: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

G1.11-12.1-7: U.S. History—11th Grade: Units 1, 2, and 4

G1.11-12.1-7: Contemporary World Problems—12th Grade: Units 2 and 3

**G2: Understands human interaction with the environment.**

**Enduring Understanding**

- ▶ There is an interconnectedness between humans, other living species, and our physical environment that can be understood by considering the role the ecosystem plays in shaping the development and interactions of human history, governments, cultures, resource use, and technologies on a local, national, regional, and global scale.

**Components**

By the end of 9th/10th grade, students will:

- G2.9-10.1 Analyze human interaction with the environment across the world in the past or present.
- G2.9-10.2 Explain how humans modify the environment with technology.
- G2.9-10.3 Explain that the environment is modified through agriculture, industry, settlement, lifestyles, and other forms of activity.
- G2.9-10.4 Explain that humans cope with and adapt to environmental conditions.

By the end of 11th/12th grade, students will:

- G2.11-12.1 Evaluate human interaction with the environment in the United States in the past or present.
- G2.11-12.2 Analyze how the United States balances protections of the environment and economic development.
- G2.11-12.3 Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
- G2.11-12.4 Evaluate how human interaction with the environment has affected economic growth and sustainability.
- G2.11-12.5 Evaluate how technology can create environmental problems and solutions.
- G2.11-12.6 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- G2.11-12.7 Evaluate current opportunities and obstacles connected with international migration.

**Sample Questions**

- How are human cultures (including tribal cultures) and governments shaped by geography locally, regionally, and globally?
- How do changes in climate and available resources cause changes in migration and immigration?
- How are economies built from geographic features such as place, location, and natural resources?
- What critical decision about land use has had the most significant impact on the geography of our region?
- How does geography shape international political and economic relations?
- How are the cultures of modernized nations being affected by immigration from less developed nations in the 21st century?

*Since Time Immemorial Connections*

**High School Curriculum**

- G2.9-10.1-4 and G2.11-12.1-7: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*
- G2.11-12.1-7: U.S. History—11th Grade: Units 1, 2, and 4
- G2.11-12.1-7: Contemporary World Problems—12th Grade: Units 2 and 3

**G3: Understands the geographic context of global issues and events.**

Enduring Understanding

- ▶ Geographic elements affect global issues such as the distribution of wealth and technology, the prevalence of war and disease, and the enforcement of human rights and environmental protection.

Components

By the end of 9th/10th grade, students will:

G3.9-10.1 Define how the geography of expansion and encounter have shaped global politics and economics in history.

G3.9-10.2 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

G3.9-10.3 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

By the end of 11th/12th grade, students will:

G3.11-12.1 Evaluate elements of geography to trace the emergence of the United States as a global economic and political force in the past or present.

G3.11-12.2 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions in the United States.

G3.11-12.3 Analyze how the geography of globalization affects local diversity.

G3.11-12.4 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

G3.11-12.5 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

Sample Questions

- How did the colonization of the Americas by the Spanish change the balance of power in Europe? How has colonization shifted the balance of power between groups of people?
- How has cultural exchange led to immigration?
- How did geographic elements lead the United States to become an economic and political power in the world after WWII?
- How have cultures of traditional societies been affected by economic modernization and globalization?
- How does economic globalization and the use of scarce resources cause conflict or cooperation among countries?

*Since Time Immemorial Connections*

High School Curriculum

G3.9-10.1-4 and G3.11-12.1-5: Native Knowledge 360 PNW Inquiries—9th–12th Grade: *PNW History and Cultures Inquiry: Why Do the Foods We Eat Matter?* and *PNW Fish Wars Inquiry: What Kinds of Actions Can Lead to Justice?*

G3.11-12.1-5: U.S. History—11th Grade: Units 1, 2, and 4

G3.11-12.1-5: Contemporary World Problems—12th Grade: Units 2 and 3