

## **World Geography**

The World Geography course provides students with an introduction to both physical and cultural geography. After an introduction to geography, students study each major region of the world. For each region, students learn about the importance of the physical geography and its impact on the region's development. Students study cultural aspects of each region and examine the influence of geography on the cultural development of each region.

### **SSWG1 The student will explain the physical aspects of geography.**

- Describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place.
- Explain how human characteristics, such as population settlement patterns, and human activities, such as agriculture and industry, can describe a place.
- Analyze the interrelationship between physical and human characteristics of a place.

### **SSWG2 The student will explain the cultural aspects of geography.**

- Describe the concept of place by explaining how the culture of a region is a product of the region's physical characteristics.
- Explain how cultural characteristics of a place can be used to describe a place.
- Analyze how physical factors such as mountains, climate, and bodies of water interact with the people of a region to produce a distinctive culture.
- Explain how the development of customs and traditions help to define a culture and a people.

### **SSWG3 The student will describe the interaction of physical and human systems that have shaped contemporary North Africa/Southwest Asia.**

- Describe the location of major physical features and their impact on North Africa/Southwest Asia.
- Describe the major climates of North Africa/Southwest Asia and how they have affected the development of North Africa/Southwest Asia.
- Analyze the impact natural resources, especially oil, have on North Africa/Southwest Asia.
- Analyze the impact of water supplies on the growth of population centers.
- Explain the impact of Judaism, Christianity, and Islam on the development of the region's culture.
- Explain why this region contains areas on two different continents.
- Describe the major ethnic and cultural groups in North Africa/Southwest Asia; include major customs and traditions.

### **SSWG4 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.**

- Describe the location of major physical features and their impact on Sub-Saharan Africa.
- Describe the major climates of Sub-Saharan Africa and how they have affected the development of Sub-Saharan Africa.
- Describe the pattern of population distribution in the countries of Sub-Saharan Africa in relation to urbanization and modernization.
- Explain how Sub-Saharan Africa's physical features have had an impact on the distribution of its population.
- Analyze how the migration of people such as the Bantu and Zulu has had an impact on the economic, cultural, and political aspects of Sub-Saharan Africa.

- f. Analyze strengths and weaknesses in the development of Sub-Saharan Africa; include factors such as linguistic, tribal, and religious diversity; literacy levels; and the colonial legacy.
- g. Describe the ethnic and religious groups in Sub-Saharan Africa; include major customs and traditions.
- h. Analyze the impact of drought and desertification on Sub-Saharan Africa.

**SSWG5 The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.**

- a. Describe the location of major physical features and their impact on the regions of Asia.
- b. Describe the major climates of each region and how they have affected each region's development.
- c. Analyze the impact of the topography and climate on population distribution in the regions.
- d. Describe the various ethnic and religious groups in the region and the effect of geography on their development and their major customs and traditions.
- e. Analyze the impact of population growth in the region on both the region and on other regions of the world; include China, India, and Japan.
- f. Explain the division of the Indian subcontinent into India and Pakistan and the eventual creation of Bangladesh.
- g. Describe the Pacific Rim and its cultural, political, and economic significance.

**SSWG6 The student will describe the interaction of physical and human systems that have shaped contemporary Europe.**

- a. Describe the location of major physical features and their impact on Europe.
- b. Describe the major climates of Europe and how they have affected Europe.
- c. Analyze the importance of Europe's coastal location, climatic characteristics, and river systems regarding population, economic development, and world influence.
- d. Describe the various ethnic and religious groups in Europe and the influence of geography on those groups and their major customs and traditions.
- e. Explain why Europe has a highly integrated network of highways, waterways, railroads, and airline linkages.
- f. Analyze the impact of geography on Russia in terms of population distribution, trade, and involvement in European affairs.
- g. Analyze the environmental issues associated with industrial and natural resource development in Europe, including Russia.

**SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.**

- a. Explain why the region is known as Latin America; include cultural reasons.
- b. Describe the location of major physical features and their impact on Latin America.
- c. Describe the major climates of Latin America and how they have affected Latin America.
- d. Explain how geographic features and climatic patterns affect population distribution.
- e. Analyze the impact of natural disasters and political instability on economic activity in Latin America.
- f. Describe the various ethnic and religious groups in Latin America; include South America, Central America and the Caribbean, as well as major customs and traditions.
- g. Analyze the impact of deforestation on Latin America and explain actions being taken.

- h. Explain how Latin American countries such as Brazil are developing their resources to compete in the global market and to improve industrial productivity.
- i. Analyze the impact illegal drug production and trade have on Latin America.

**SSWG8 The student will describe the interaction of physical and human systems that have shaped contemporary Canada and the United States.**

- a. Describe the location of major physical features and their impact on Canada and the United States.
- b. Describe the major climates of Canada and the United States and how they affect Canada and the United States.
- c. Explain the reasons for the population distribution in Canada and the United States.
- d. Explain how the physical geography of Canada and the United States contributed to regional growth and development.
- e. Describe the ethnic and religious groups in Canada and the United States; include major customs and traditions.
- f. Analyze how transportation and communications improvements led to the growth of industry in the United States and the consequences of such growth, especially environmentally, for both Canada and the United States.

**SSWG9 The student will describe the interaction of physical and human systems that have shaped contemporary Oceania, including Australia, New Zealand, and Antarctica.**

- a. Describe the location of major physical features and their impact on the region.
- b. Describe the major climates and their impact on the region.
- c. Analyze the impact isolation has had on the cultural and biological development of the region.
- d. Describe the various ethnic and religious groups; include major customs and traditions.
- e. Explain how the migration of diverse ethnic groups and available natural resources have affected the economic and political development.
- f. Explain why it was necessary for world governments involved in the exploration of Antarctica to develop and sign the Antarctic Treaty of 1961.

# Social Studies Skills Matrices

## MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

| Map and Globe Skills  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-12 |
|---|---|---|---|---|---|---|---|---|---|------|
| 1. Use cardinal directions  | I | M | A | A | A | A | A | A | A | A    |
| 2. Use intermediate directions  |   | I | M | A | A | A | A | A | A | A    |
| 3. Use a letter/number grid system to determine location  |   |   | I | M | A | A | A | A | A | A    |
| 4. Compare and contrast the categories of natural, cultural, and political features found on maps   |   |   | I | M | A | A | A | A | A | A    |
| 5. Use inch to inch map scale to determine distance on map  |   |   | I | M | A | A | A | A | A | A    |
| 6. Use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps   |   |   | I | D | M | A | A | A | A | A    |
| 7. Use a map to explain impact of geography on historical and current events  |   |   | I | D | M | A | A | A | A | A    |
| 8. Draw conclusions and make generalizations based on information from maps   |   |   |   | I | M | A | A | A | A | A    |
| 9. Use latitude and longitude to determine location   |   |   |   | I | D | D | D | M | A | A    |
| 10. Use graphic scales to determine distances on a map  |   |   |   |   | I | M | A | A | A | A    |
| 11. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities |   |   |   |   | I | M | A | A | A | A    |
| 12. Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations  |   |   |   |   | I | M | A | A | A | A    |

## INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

| Information Processing Skills   | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-12 |
|---|---|---|---|---|---|---|---|---|---|------|
| 1. Compare similarities and differences   | I | D | M | A | A | A | A | A | A | A    |
| 2. Organize items chronologically   | I | D | D | M | A | A | A | A | A | A    |
| 3. Identify issues and/or problems and alternative solutions  | I | D | D | D | D | M | A | A | A | A    |
| 4. Distinguish between fact and opinion   |   | I | D | M | A | A | A | A | A | A    |
| 5. Identify main idea, detail, sequence of events, and cause and effect in a social studies context |   | I | D | D | M | A | A | A | A | A    |
| 6. Identify and use primary and secondary sources   |   | I | D | D | M | A | A | A | A | A    |
| 7. Interpret timelines  |   | I | D | D | M | A | A | A | A | A    |
| 8. Identify social studies reference resources to use for a specific purpose                        |   |   | I | M | A | A | A | A | A | A    |
| 9. Construct charts and tables  |   |   | I | M | A | A | A | A | A | A    |
| 10. Analyze artifacts   |   |   | I | D | D | M | A | A | A | A    |
| 11. Draw conclusions and make generalizations   |   |   |   | I | M | A | A | A | A | A    |
| 12. Analyze graphs and diagrams   |   |   |   | I | D | M | A | A | A | A    |
| 13. Translate dates into centuries, eras, or ages   |   |   |   | I | D | M | A | A | A | A    |
| 14. Formulate appropriate research questions  |   |   |   |   | I | M | A | A | A | A    |
| 15. Determine adequacy and/or relevancy of information  |   |   |   |   | I | M | A | A | A | A    |
| 16. Check for consistency of information  |   |   |   |   | I | M | A | A | A | A    |
| 17. Interpret political cartoons  |   |   |   |   | I | D | D | D | M | A    |

Clarification:

Grades 9-10 social studies courses incorporate the grades 9-10 Reading/Writing Standards for Literacy in History/Social Studies.

Grades 11-12 social studies courses incorporate the grades 11-12 Reading/Writing Standards for Literacy in History/Social Studies.

| <b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH) GRADE 9-10</b> |  |
|---|--|
| <b>➤ Key Ideas and Details</b>  |  |
| <b>ELACC9-10RH1:</b>  | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.                       |
| <b>ELACC9-10RH2:</b>  | 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.         |
| <b>ELACC9-10RH3:</b>  | 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>  |  |
| <b>ELACC9-10RH4:</b>  | 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.         |
| <b>ELACC9-10RH5:</b>  | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis  |
| <b>ELACC9-10RH6:</b>  | 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>                                     |  |
| <b>ELACC9-10RH7:</b>  | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.   |
| <b>ELACC9-10RH8:</b>  | Assess the extent to which the reasoning and evidence in a text support the author's claims.   |
| <b>ELACC9-10RH9:</b>  | Compare and contrast treatments of the same topic in several primary and secondary sources.  |
| <b>➤ Range of Reading and Level of Text Complexity</b>                          |  |
| <b>ELACC9-10RH10:</b>   | By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.                                 |

| <b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 9-10 (WHST)</b>  |  |
|--|--|
| <b>➤ Text Types and Purposes</b>   |  |
| <b>ELACC9-10WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .   |  |
| a. 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.   |  |
| b. 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.  |  |
| c. 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.  |  |
| d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  |  |
| e. Provide a concluding statement or section that follows from or supports the argument presented.   |  |
| <b>ELACC9-10WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.   |  |
| a. 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.  |  |
| b. 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.   |  |
| c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.   |  |
| d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.   |  |
| e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  |  |
| f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).   |  |
| <b>ELACC9-10WHST3:</b> (See note; not applicable as a separate requirement)  |  |
| <b>➤ Production and Distribution of Writing</b>  |  |
| <b>ELACC9-10WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |  |
| <b>ELACC9-10WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |  |
| <b>ELACC9-10WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  |  |
| <b>➤ Research to Build and Present Knowledge</b>   |  |
| <b>ELACC9-10WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |  |
| <b>ELACC9-10WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |  |
| <b>ELACC9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.   |  |
| <b>➤ Range of Writing</b>  |  |
| <b>ELACC9-10WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |  |



| READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RH) GRADE 11-12 |   |
|---|---|
| ➤ <b>Key Ideas and Details</b>  |   |
| <b>ELACC11-12RH1:</b>   | Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.   |
| <b>ELACC11-12RH2:</b>   | Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  |
| <b>ELACC11-12RH3:</b>   | Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  |
| ➤ <b>Craft and Structure</b>  |   |
| <b>ELACC11-12RH4:</b>   | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10). |
| <b>ELACC11-12RH5:</b>   | Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.   |
| <b>ELACC11-12RH6:</b>   | Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.   |
| ➤ <b>Integration of Knowledge and Ideas</b>                               |   |
| <b>ELACC11-12RH7:</b>   | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.  |
| <b>ELACC11-12RH8:</b>   | Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information   |
| <b>ELACC11-12RH9:</b>   | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  |
| ➤ <b>Range of Reading and Level of Text Complexity</b>                    |   |
| <b>ELACC11-12RH10:</b>  | By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently  |



| <b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 11-12 (WHST)</b>  |  |
|---|--|
| <b>➤ Text Types and Purposes</b>  |  |
| <b>ELACC11-12WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .   |  |
| a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.   |  |
| b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.  |  |
| c. Use words, phrases, and clauses as well as varied syntax 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.  |  |
| d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   |  |
| e. Provide a concluding statement or section that follows from or supports the argument presented.  |  |
| <b>ELACC11-12WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  |  |
| a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  |  |
| b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.   |  |
| c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  |  |
| d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.   |  |
| e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).   |  |
| <b>ELACC11-12WHST3:</b> (See note; not applicable as a separate requirement)  |  |
| <b>➤ Production and Distribution of Writing</b>   |  |
| <b>ELACC11-12WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |  |
| <b>ELACC11-12WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  |  |
| <b>ELACC11-12WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  |  |
| <b>➤ Research to Build and Present Knowledge</b>  |  |
| <b>ELACC11-12WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  |  |
| <b>ELACC11-12WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |  |
| <b>ELACC11-12WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.   |  |
| <b>➤ Range of Writing</b>   |  |
| <b>ELACC11-12WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |  |