



HENRY COUNTY SCHOOLS

Better Together.



WORLD GEOGRAPHY

| SOCIAL STUDIES |

 **HENRY**
Teaching & Learning Standards



Teaching & Learning Standards

Social Studies

World Geography

Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards

HCS Graduate
Learner Outcome

As a Henry County graduate, I will analyze the physical and political geography of various local, national, and global regions to understand their impact on societies of the past, present and future.

GA Standard Code

SSWG1 Explain why physical characteristics of place such as landforms, bodies of water, climate, and natural resources act as contributing factors to world settlement patterns.

- SSWG1a As a Henry County graduate, I will analyze the physical and political geography of various local, national, and global regions to understand their impact on societies of the past, present and future.
- SSWG1b Identify and describe climates and locations of major physical features of Central and South America. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Andes Mountains, Amazon Basin, Atacama Desert, and the Pampas.
- SSWG1c Identify and describe climates and locations of major physical features of Europe. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Alps, Pyrenees, and Ural Mountains, and the Rhine, Danube, and Seine Rivers.
- SSWG1d Identify and describe climates and locations of major physical features of Africa. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Nile River Valley, the Sahara, the Kalahari Desert, the Sahel, and the Congo River Basin.
- SSWG1e Identify and describe climates and locations of major physical features of Central and Southwest Asia. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Zagros Mountains, Tigris and Euphrates Rivers, Persian Gulf and the Caspian Sea.
- SSWG1f Identify and describe climates and locations of major physical features of South Asia, Southeastern Asia, and Eastern Asia. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Himalayan Mountains and Tibetan Plateau, Gobi Desert, Ganges, Indus, Huang He, and Yangtze Rivers.
- SSWG1g Identify and describe climates and locations of major physical features of Oceania, including Australia, New Zealand, and Antarctica. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Great Dividing Range and Great Victoria Desert.
- SSWG1h Describe the spatial distribution of natural resources, including, but not limited to, fuel and energy, agricultural, and mineral sources. Predict how distribution of natural resources continues to impact global settlement patterns.

SSWG2 Evaluate how the physical and human characteristics of places and regions are connected to human identities and cultures.

- SSWG2a Examine how ethnic compositions of various groups has led to diversified cultural landscapes, including, but not limited to, architecture, traditions, food, art, and music.
- SSWG2b Examine how language can be central to identity and a unifying or a divisive force (e.g., Bantu, French-Canadians (Quebecois), and Basques).
- SSWG2c Examine the effects of universalizing and ethnic religions on local populations, including, but not limited to, Christianity, Judaism, Islam, Hinduism and Buddhism.
- SSWG2d Examine the impact of cultural beliefs on gender roles and perceptions of race and ethnicity as they vary from one region to another (e.g., the caste system, apartheid, and legal rights for women).
- SSWG2e Explain the processes of culture diffusion and convergence through the effects of various media norms, transnational corporations, and technological advancements in transportation infrastructure (e.g., Coca-Cola and American fast food restaurants, social media networks, and universalized clothing choices).

SSWG3 Evaluate how cooperation and conflict among people influence the division and control of the earth's surface.

- SSWG3a Explain why political boundaries are created and why they change (e.g., nation, state vs. nation-state; political vs. ethnic sovereignty; the unrecognized states of Palestine, Kosovo, and Taiwan).
- SSWG3b Explain how geography (size, shape, and relative location) can be an advantage or disadvantage to participation in global exchange (e.g., Chile, Indonesia, Russia, Canada, South Africa/Lesotho, Turkey, and Switzerland).
- SSWG3c Explain the causes of external and internal conflicts among cultural groups, including but not limited to ongoing border disputes and separatist movements (e.g., partition of India, post-colonial Africa, and independence movements of the Scots, Kurds, and Basques).
- SSWG3d Explain how political, economic, and social networks and organizations of global power influence places, countries, and regions (e.g., United Nations, NAFTA, African Union, the European Union, the Association of Southeast Asian Nations, 1961 Antarctica Treaty, Non-Governmental Organizations, and social media).

SSWG4 Assess the characteristics, spatial distribution, and migration of human populations on the earth's surface.

- SSWG4a Assess demographic patterns of population using graphs, maps, and other models (e.g., Demographic Transition Model, population density maps, and global migration patterns).
- SSWG4b Analyze population issues in reference to pro and anti-natal policies of different countries and their effects on population characteristics (e.g., China's natalist policy, maternity/paternity leave policies, and child subsidies).

- SSWG4c Explain how push and pull factors contribute to human migration patterns and evaluate the impact of migration on the use of resources and provision of services (e.g., guest workers, refugees, and evacuees).
- SSWG4d Compare the response of different groups and governments to migration, including national migration policies and differing responses by local communities (e.g., quotas, amnesty, resettlement programs, and official language laws).

SSWG5 Analyze human interactions with the world's environments.

- SSWG5a Describe how and why agricultural techniques and technology have changed over time (e.g., irrigation, crop rotation, green revolution, and GMO's).
- SSWG5b Analyze the impact of water insecurity around the world (e.g., drought, desertification, water rights, and depletion of the Aral Sea).
- SSWG5c Analyze the economic, political and environmental impacts associated with industrialization and natural resource management around the world (e.g., fracking, strip mining, building of dams and reservoirs, deforestation, sustainable development, and renewable vs. non renewable resources).
- SSWG5d Analyze international and varied local governmental responses to natural disasters in countries around the world (e.g., hurricanes, earthquakes, and tsunamis).
- SSWG5e Evaluate how global trade systems impact environmental sustainability in both importing and exporting countries (e.g., plantation farming in Africa and Central/South America, overfishing of global waterways, and international lumber trade).

SSWG6 Examine the spatial distribution of major economic systems and analyze the role geography plays in economic development.

- SSWG6a Compare the levels of economic development of countries in terms of Gross Domestic Product (GDP) per capita and key demographic and social indicators (e.g., literacy rate, life expectancy, gender, access to healthcare, and UN Sustainable Development Goals for 2030).
- SSWG6b Explain the relationship between levels of development and economic activity in terms of primary, secondary, and tertiary activities (e.g., resource extraction, manufacturing, and services).
- SSWG6c Describe the factors that influence the location and spatial distribution of economic activities, including the factors of site and situation (e.g., river systems, transportation hubs, research triangles, deep seaports).
- SSWG6d Describe and explain causes and consequences of the worldwide trend towards urbanization in terms of development (e.g., changing employment patterns, urban sprawl, squatter settlements, and gentrification).
- SSWG6e Analyze the impact of trade across international borders and its impact on government relationships among countries (e.g., legal trade: NAFTA, EU, and OPEC; illegal trade: human trafficking, drug trade, and counterfeiting/black market goods).

**Map and
Globe Skills**

The student will use maps to retrieve social studies information.

Map and
Globe Skills

Use geographic technology and software to determine changes, identify trends, and generalize about human activities

HCS Graduate
Learner Outcome

As a Henry County graduate, I will question, research, communicate and defend discipline-based processes and knowledge.

GA Standard Code

**Information
Processing Skills**

Locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

Reading Standards for
Literacy in
History/Social Studies
(RHSS)

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.

Reading Standards for
Literacy in
History/Social Studies
(RHSS)

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.

Reading Standards for
Literacy in
History/Social Studies
(RHSS)

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Reading Standards for
Literacy in
History/Social Studies
(RHSS)

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.

Reading Standards for
Literacy in
History/Social Studies
(RHSS)

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.