

**Core High School Geography
Standards, Supporting Skills, Assessments, and Resources**

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Bloom's Taxonomy Level	Standard	Supporting Skills	Resources	Assessments
Application	9-12.G.1.1. Students are able to use resources, data services, and geographic tools that generate and interpret information.	<ul style="list-style-type: none"> • Use geographic tools to represent and interpret the Earth's physical and human characteristics. • Use maps, globes, and other geographic tools to acquire, process, and report information. • Given verbal or written geographical cues, use a mental map to solve a problem. • Select and interpret map projections and other representations to analyze geographic problems. 		
(Application)	9-12.G.1.2. Students are able to interpret geographic representations when given information about places and events.	<ul style="list-style-type: none"> • Bar graph, circle graph, line graph, pictographs 		

Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
Analysis	9-12.G.2.1. Students are able to identify and explain the impact of the natural environment on human settlement patterns.	<ul style="list-style-type: none"> The characteristics, location, distribution, and migration of human populations <p>Examples: reasons for variation in population distribution, reasons for human migration and its effects on places</p> <p>Examples: trends and effects of world population and patterns</p> <p>Examples: causes and effects of urbanization</p>		
(Comprehension)	9-12.G.2.2. Students are able to explain how humans interact with their environment.	<ul style="list-style-type: none"> Human actions depend upon, adapt to, and modify the physical environment. Ways in which technology has expanded human capacity to modify the physical environment The impact of physical geography on human interaction How place characteristics have affected locations 		

		<p>Examples: land usage (New Orleans being below sea level); staple diets (Japanese-fish, Irish-potatoes); man-made accommodations (Great Wall of China, Netherlands polders, canals)</p> <ul style="list-style-type: none"> Identify viewpoints that influence the management of Earth's resources. <p>Example: Greenpeace, OPEC, Sierra Club versus Lumber industry, PETA</p>		
(Analysis)	<p>9-12.G.2.3. Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.</p>	<ul style="list-style-type: none"> The differing characteristics in developing and developed countries How cooperation and conflict among people influence the division and control of the Earth's resources <p>Examples: nations of Western Europe joined together in the European Union; cartels.</p> <ul style="list-style-type: none"> Know the geographic factors that affect economic interdependence. <p>Examples: transportation routes , movement patterns, market areas</p>		

(Knowledge)	9-12.G.2.4. Students are able to identify the main characteristics of cultural geography.	Examples: spatial distribution, cultural diffusion, acculturation, institutions, language, religions		
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**Core High School Geography
Performance Descriptors**

Advanced	High school students performing at the advanced level: <ul style="list-style-type: none">• evaluate the use and limitations of map projections;• evaluate and select resources, data services, and geographic tools to generate, manipulate, and interpret information;• analyze and explain the fundamental role that place characteristics and environments have played in history;• compare and contrast how humans interact with their environment;• analyze how past and present trends of human migration impacts politics, environment, economies and societies;• articulate the impact of cultural geography on societies and regions.
Proficient	High school students performing at the proficient level: <ul style="list-style-type: none">• use resources, data services, and geographic tools that generate and interpret information;• explain how humans depend on, modify, and interact with their environment;• explain how human migration impacts local and global politics, environment, economies, societies and regions;• identify the main characteristics of cultural geography.
Basic	High school students performing at the basic level: <ul style="list-style-type: none">• given a map, identify location, direction, scale, key and type of map;• given verbal or written geographical cues, use a mental map to solve a problem;• given a list of cultural geography characteristics, match terms to characteristics;• list three ways people interact with their environment.