

Geography CR

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
SG	Spatial Geography		
SG.1.WG	Students shall analyze information about people, places, and the environment using maps, globes, atlases, and available technology.		
SG.1.WG.1	Explain the importance of the Earth's grid system	GEO A CR: Unit 1: Introduction to Geography	Section B: Locating Our Place in Space (Tutorial)
SG.1.WG.2	Develop an Earth grid system using major lines of latitude and longitude and the north and south poles		
SG.1.WG.3	Compute the difference in time around the world using lines of longitude		
SG.1.WG.4	Interpret a variety of maps and images (e.g., topographical map, physical, climate, political, highway, thematic map)	GEO A CR: Unit 1: Introduction to Geography and then throughout the course in the various units in Section A: Where is ___? and Section B: Physical Systems and Processes of ____. For example: GEO A CR: Unit 3: Central America	Section B: Locating Our Place in Space Section C: Physical Attributes of Earth's Landscape Section A: Where is Central America? Section B: Physical Characteristics and Processes of Central America
SG.1.WG.5	Evaluate reasons for choosing a specific technology (e.g., aerial photography, satellite-produced imagery, Landsat, Geographic Information System) to analyze		

Geography CR

	selected geographic problems (e.g., pollution, deforestation, overpopulation)		
SG.1.WG.6	Critique maps that illustrate biased points of view (e.g., political, military, historical)	GEO A CR: Unit 1: Introduction to Geography	Section B: Locating Our Place in Space
SG.1.WG.7	Analyze factors that shape a person's mental map (e.g., mass media, geographic education, prejudices, travel experience, literature)		
SG.1.WG.8	Identify ways in which mental maps influence human decisions about location, settlement, and public policy		
SG.1.WG.9	Create maps, graphs, or charts to illustrate information about people, places, and the environment using data collected from primary and secondary sources		
PR	Places and Regions		
PR.2.WG	Students shall investigate the physical characteristics of places and regions.		
PR.2.WG.1	Examine the physical characteristics that constitute a region (e.g., desert, rainforest, plateau, savanna, tundra)	GEO A CR: Unit 1: Introduction to Geography	Section B: Locating Our Place in Space Section C: Physical Attributes of Earth's Landscape
PR.2.WG.2	Explain the concept of region as a way of categorizing, interpreting, and ordering complex information about the Earth:		

Geography CR

PR.2.WG.2.a	climatic	GEO A CR: Unit 1: Introduction to Geography	Section C: Physical Attributes of Earth's Landscape
PR.2.WG.2.b	political	GEO A CR: Unit 1: Introduction to Geography	Section B: Locating Our Place in Space
PR.2.WG.2.c	agricultural	GEO A CR: Unit 1: Introduction to Geography	Section B: Locating Our Place in Space
PR.2.WG.2.d	economic	GEO A CR: Unit 1: Introduction to Geography	Section B: Locating Our Place in Space
PR.2.WG.2.e	perceptual	GEO A CR: Unit 1: Introduction to Geography	Section B: Locating Our Place in Space (and the Tutorial)
PR.2.WG.3	Analyze physical changes in regions and the factors that lead to those changes (e.g., Aral Sea, Three Gorges Dam, Dust Bowl)		
PR.2.WG.4	Research the physical characteristics of places/regions which must be considered before developing an area (e.g., floodplain, coastal flood zone, earthquake zone, river crossing, volcanic regions)		
PR.2.WG.5	Explain physical processes that create specific physical characteristics (e.g., climate, erosion, tectonics)	GEO A CR: Unit 1: Introduction to Geography	Section C: Physical Attributes of Earth's Landscape
PS	Physical Systems		

Geography CR

PS.3.WG	Students shall analyze the physical systems of the Earth.		
PS.3.WG.1	Categorize the features of the following physical system:		
PS.3.WG.1.a	lithosphere		
PS.3.WG.1.b	biosphere		
PS.3.WG.1.c	hydrosphere		
PS.3.WG.1.d	atmosphere		

Geography CR

PS.3.WG.2	Describe the effects of the tilt of the Earth's axis on the cycle of the seasons in the northern and southern hemispheres (e.g., equinox, solstice)	GEO A CR: Unit 1: Introduction to Geography	Section B: Locating Our Place in Space
PS.3.WG.3	Analyze the influence of weather and climate on the geography of a place (e.g., El Nino, Ice Age, tornado, hurricane)	GEO A CR: Unit 1: Introduction to Geography	Section C: Physical Attributes of Earth's Landscape
PS.3.WG.4	Explain the differences for the distribution pattern of the world's climates (e.g., ocean currents, wind currents, landforms)	GEO A CR: Unit 1: Introduction to Geography	Section C: Physical Attributes of Earth's Landscape
PS.3.WG.5	Investigate the major physical processes that produce landforms using available technology (e.g., erosion, earthquakes, fold, fault, volcanic eruptions)	GEO B CR: Unit 8: Southeast Asia and the Pacific	Section B: Physical Systems and Processes of Southeast Asia and the Pacific (volcanic eruptions) Section D: Human Impact on the Environment of Southeast Asia and the Pacific (volcanic eruptions)
HS	Human Systems		

Geography CR

HS.4.WG	Students shall analyze the influence of cooperation and conflict on the division of the Earth's surface.		
HS.4.WG.1	Discuss reasons for worldwide population trends (e.g., food supply, health care, disease control, employment)		
HS.4.WG.2	Analyze the push factors and pull factors that influenced human migration (e.g., political conditions, economic incentives, religion, and family ties)	GEO A CR: Unit 2: North America	Section D: Human Impact on the Environment (readings and Flashcard Activity)
HS.4.WG.3	Analyze the changing structure and functions of population centers over time (e.g., growth of suburbs, lack of housing, loss of farm land, city services)	GEO B CR: Unit 7: Eastern Asia	Section D: Human Impact on the Environment of Eastern Asia
HS.4.WG.4	Describe problems that arose in creating trade routes which were influenced by physical features (e.g., Silk Road, Suez Canal, Panama Canal)	GEO A CR: Unit 3: Central America	Section D: Human Impact on the Environment (Panama Canal)
HS.4.WG.5	Construct a distribution pattern of the world's races, religions, and languages to determine sources of geographic conflict		

Geography CR

HS.4.WG.6	Investigate cultural cooperation or conflict which can cause changes in a region (e.g., Crusades, creation of Israel and Pakistan, Balkans, Tibet, European Union)	GEO B CR: Unit 10: India and the Middle East	Section C: People and Culture of India and the Middle East Section D: Human Impact on the Environment of India and the Middle East
HS.5.WG	Students shall examine the role of culture on human systems.		
HS.5.WG.1	Examine the cultural changes introduced by various ethnic groups within regions	Throughout the various units in the Section C: People and Culture of _____. For example: GEO A CR: Unit 4: South America	Section C: People and Culture of South America
HS.5.WG.2	Compare and contrast cultural differences in religions, languages, gender roles, and political systems	Throughout the various units in the Section C: People and Culture of _____. For example: GEO B CR: Unit 10: India and the Middle East	Section C: People and Culture of South America
HS.5.WG.3	Evaluate the spread of cultural traits, which have contributed to cultural convergence (e.g., fast-food franchises, English language, fashion and music trends)	GEO B CR: Unit 5: Western Europe GEO B CR: Unit 10: India and the Middle East	Section E: Focus on Economic Systems Section E: Focus on Outsourcing
HS.5.WG.4	Describe transportation and communication technologies, which have contributed to cultural convergence (e.g., computers, jet aircraft, electronic media, satellite links)	GEO B CR: Unit 6: Eastern Europe GEO B CR: Unit 7: Eastern Asia	Section D: Human Impact on the Environment of Western Europe (computer hacking) Section D: Human Impact on the Environment of Eastern

Geography CR

			Asia (fossil fuel consumption, industrialization, pollution)
HS.5.WG.5	Examine the cultural characteristics that link regions (e.g., British Commonwealth, Latin America, Southeast Asia)	Throughout the various units in the Section C: People and Culture of _____. For example: GEO B CR: Unit 8: Southeast Asia and the Pacific	Section C: People and Culture of Southeast Asia
HS.5.WG.6	Examine the cultural factors that have promoted political change (e.g., break up of the Soviet Union, Sub-Saharan Africa, Balkan Crisis, Middle East, Northern Ireland, Asian revolutions)	In more than a few of various units in the Section C: People and Culture of _____. For example: GEO B CR: Unit 9: Africa	Section C: People and Culture of Africa Section D: Human Impact on the Environment of Africa
HS.6.WG	Students shall examine the role of geography on economic development.		
HS.6.WG.1	Compare and contrast the influences of major economic structures on human systems (e.g., barter economy, command economy, market economy, developed countries, developing countries)	GEO A CR: Unit 5: Western Europe	Section E: Economic Systems

Geography CR

HS.6.WG.2	Explain economic development in terms of primary economic, secondary economic, and tertiary economic activities as determined by geographic region		
HS.6.WG.3	Analyze the relationship between a country's infrastructure and its level of development	GEO A CR: Unit 2: North America	Section C: Human Culture of North America Section D: Human Impact on the Environment
HS.6.WG.4	Examine global trade routes before and after the development of major canals	GEO A CR: Unit 3: Central America	Section D: Human Impact on the Environment (Panama Canal)
HS.6.WG.5	Develop hypotheses to explain changes that occurred in world trade patterns over time	GEO B CR: Unit 10: India and the Middle East	Section E: Outsourcing
HS.6.WG.6	Investigate the economic interdependence of countries and regions over time (e.g., North American Free Trade Agreement, Organization of Petroleum Exporting Countries, European Union, outsourcing)	GEO A CR: Unit 2: North America GEO B CR: Unit 10: India and the Middle East	Section D: Human Impact on the Environment Section E: Outsourcing
ES	Environment and Society		

Geography CR

ES.7.WG	Students shall analyze human interaction with the physical environment.		
ES.7.WG.1	Survey ways that people have been influenced by the physical environment		
ES.7.WG.2	Research naturally occurring, hazardous events and their impact on humans using available technologies (e.g., tornadoes, fire, flood, earthquakes, hurricanes, volcanic eruptions)	GEO B CR: Unit 8: Southwest Asia and the Pacific	Section D: Human Impact on the Environment of Southeast Asia Section E: Focus on Disaster Planning
ES.7.WG.3	Evaluate human activities, which have a negative effect on the environment (e.g., pollution, deforestation, global warming, desertification, depletion of certain plant and animal species)	Throughout the course in the various Section D: Human Impact on the Environment of _____. For example: GEO B CR: Unit 7: Eastern Asia	Section D: Human Impact on the Environment of Eastern Asia Section E: Focus on Climate Change
ES.7.WG.4	Investigate ways in which technology has expanded the capacity of humans to modify the physical environment	Throughout the course in the various Section D: Human Impact on the Environment of _____. For example: GEO B CR: Unit 6: Eastern Europe	Section D: Human Impact on the Environment of Eastern Europe Section E: Focus on Nuclear Energy

Geography CR

ES.7.WG.5	Analyze the changes in the physical environment that have modified the capacity to support and feed humans	Throughout the course in the various Section D: Human Impact on the Environment of _____. For example: GEO A CR: Unit 4: South America	Section D: Human Impact on the Environment of South America Section E: Focus on Deforestation
ES.7.WG.6	Analyze different points of view on the use of renewable resources and non-renewable resources	GEO A CR: Unit 4: South America GEO B CR: Unit 6: Eastern Europe	Section D: Human Impact on the Environment of South America Section E: Focus on Deforestation Section D: Human Impact on the Environment of Eastern Europe Section E: Focus on Nuclear Energy
ES.7.WG.7	Investigate various energy management plans which emphasize conservation	GEO A CR: Unit 4: South America GEO B CR: Unit 6: Eastern Europe	Section D: Human Impact on the Environment of South America Section E: Focus on Deforestation Section D: Human Impact on the Environment of Eastern Europe Section E: Focus on Nuclear Energy
ES.7.WG.8	Examine human impact on the depletion of ocean and coastal resources	GEO B CR: Unit 8: Southeast Asia and the Pacific	Section B: Physical Systems and Processes of Southeast Asia and the Pacific Section D: Human Impact on the Environment of Southeast Asia and the Pacific Section E: Focus on

Geography CR

			Disaster Planning
AG	Application of Geography		
AG.8.WG	Students shall analyze local, regional, and international policies or phenomenon from a geographic perspective.		
AG.8.WG.1	Examine the diffusion of a phenomenon and the impact on regions of contact (e.g., spread of bubonic plague, use of tobacco, AIDS)	GEO B CR: Unit 9: Africa	Section D: Human Impact on the Environment of Africa Section E: Focus on Disease
AG.8.WG.2	Discuss different points of view on a particular geographic issue	GEO B CR: Unit 6: Eastern Europe	Section F: Focus on Nuclear Energy (Tutorials and chart of Pros/Cons)
AG.8.WG.3	Research various special interest groups and their environmental policies		

Geography CR

AG.8.WG.4	Evaluate the impact of tourism on developing countries	GEO B CR: Unit 9: Africa	Section D: Human Impact on the Environment of Africa (poaching and disease)
AG.8.WG.5	Explore the role of international political organizations in protecting the environment (e.g., United Nations, European Union, Organization for Petroleum Exporting Countries)	GEO B CR: Unit 8: Southeast Asia and the Pacific	Section D: Human Impact on the Environment of Southeast Asia and the Pacific (United Nations)
AG.8.WG.6	Investigate the possible consequences of a world temperature fluctuation on humans, other living things, and physical systems	Throughout the course in the various Section D: Human Impact on the Environment of _____. For example: GEO B CR: Unit 7: Eastern Asia	Section D: Human Impact on the Environment of Eastern Asia Section E: Focus on Climate Change
AG.8.WG.7	Explain various ways places are made distinctive and meaningful by altering physical features (e.g., terracing, interstate highway system, Trans-Siberian Railroad, dams, canals, irrigation systems)	GEO B CR: Unit 8: Southeast Asia and the Pacific	Section D: Human Impact on the Environment of Southeast Asia and the Pacific