

## Geography

| State Standard Number | State Standard Area/Description  | Unit Name   | Course Topic Description               |
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| V                     | Geography  |   |  |
| V.B                   | Essential Skills   |   |  |
| V.B.1                 | The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.                 |   |  |
| V.B.1.1               | Students will demonstrate the ability to obtain geographic information from a variety of print and electronic sources.   | Throughout the course in the various units. For example:<br>Unit 3: Central America           | Section A: Where is Central America?   |
| V.B.1.2               | Students will make inferences and draw conclusions about the character of places based on a comparison of maps, aerial photos, and other images.                                   | Throughout the course in the various units. For example:<br>Unit 1: Introduction to Geography | Section B: Locating Our Place in Space |
| V.B.1.3               | Students will demonstrate the ability to use geographic information from a variety of sources to determine feasible locations for economic activities and examine voting behavior. |   |  |
| V.C                   | Spatial Organization   |   |  |
| V.C.1                 | The student will understand the regional distribution of the human population at local to global scales and its patterns of change.  |   |  |

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| V.C.1.1   | Students will describe the pattern of human population density in the United States and major regions of the world.  | Unit 10: India and the Middle East<br><br>Unit 2: North America   | Section D: Human Impact on the Environment of India and the Middle East<br><br>Section D; Human Impact on the Environment |
| V.C.1.2   | Students will provide examples that illustrate the impact changing birth and death rates have on the growth of the human population in the major regions of the world.   | Unit 7: Eastern Asia  | Section C: Human Impact on the Environment  |
| V.C.1.3   | Students will use population pyramids and birth and death rates to compare and contrast the characteristics of regional populations at various scales.   |   |   |
| V.C.1.4   | Students will use the concepts of push and pull factors to explain the general patterns of human movement in the modern era, including international migration, migration within the United States and major migrations in other parts of the world. | Unit 2: North America   | Section C: Human Culture of North America   |
| V.C.2     | The student will describe and provide examples of the primary factors behind the regional pattern of culture groups in the United States and the world.  |   |   |
| V.C.2.1   | Students will use regions to analyze the locational patterns of culture groups at various scales.  | Throughout the course there is a section in every unit about culture groups. For example:<br><br>In Unit 4: South America | Section C: People and Culture of South America  |
| V.C.2.2   | Students will use concepts and models of the process of diffusion to interpret the spread of culture traits.   | Unit 2: North America   | Section C: Human Culture of North America   |
| VII.B.2.3 | Students will describe the regional distribution of the major culture groups of the United States (as defined by the U.S. census) and recent patterns of change.   | Unit 2: North America   | Section B: Tutorial: Regions of North America<br>Section C: Human Culture of North America                                |

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| VII.B.2.4 | Students will cite a variety of examples that illustrate how landscapes reflect the cultural characteristics of their inhabitants.  | Throughout the course there is a section in every unit about the physical characteristics of the land as well as the culture of the inhabitants. For example:<br><br>Unit 3: Central America | Section B: Physical Characteristics and Processes of Central America<br>Section C: People and Culture of Central America  |
| VII.B.3   | The student will explain how the regionalization of space into political units affects human behavior.  |  |   |
| VII.B.3.1 | Students will understand the concept of nationalism and of sovereign political states and how sovereignty is impacted by international agreements.  | Unit 8: Southeast Asia   | Section C: People and Culture of Southeast Asia and the Pacific   |
| VII.B.3.2 | Students will provide examples of the impact of political boundaries on human behavior and economic activities.   | Unit 9: Africa   | Section C: People and Culture of Africa -- Discussion   |
| VII.B.3.3 | Students will understand the patterns of colonialism and how its legacy affects emergence of independent states in Africa, Asia, and Latin America as well as the tensions that arise when boundaries of political units do not correspond to nationalities of people living within them. | Unit 3: Central America<br><br>Unit 7: Eastern Asia<br><br>Unit 8: Southeast Asia<br><br>Unit 9: Africa  | Section C: People and Culture of Central America<br><br>Section C: People and Culture of Eastern Asia<br><br>Section C: People and Culture of Southeast Asia<br><br>Section C: People and Culture of Africa |
| VII.B.3.4 | Students will evaluate a map of proposed voting districts according to the criteria of clarity, size, and compactness that districts are supposed to meet.  |  |   |

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| VII.C     | The student will analyze the patterns of location, functions, structure, and characteristics of local to global settlement patterns and the processes that affect the location of cities. |                       |   |
| VII.C.1   | Students will describe the contemporary patterns of large cities.   | Unit 7: Eastern Asia  | Section A: Where is Eastern Asia?<br>Section C: People and Culture of Eastern Asia<br>Section D: Human Impact on the Environment of Eastern Asia  |
| VII.C.1.1 | Students will describe the processes that have produced this pattern of cities.   | Unit7: Eastern Asia   | Section A: Where is Eastern Asia?<br>Section C: People and Culture of Eastern Asia<br>Section D: Human Impact on the Environment of Eastern Asia  |
| VII.C.1.2 | Students will describe how changes in transportation and communication technologies affected the urbanization of the United States.   | Unit 2: North America | Section C: Human Culture of North America   |
| VII.C.1.3 | Students will describe how changes in transportation technology, government policies, lifestyles, and cycles in economic activity impact the suburbanization of the United States.        | Unit 2: North America | Section B: Physical Characteristics and Systems of North America<br>Section C: People and Culture of North America<br>Section D: Human Impact on the Environment<br>Section E: Immigration in North America |
| VII.C.1.4 | Students will explain the internal spatial structure of cities in the United States.  | Unit 2: North America | Section D: Human Impact on the Environment  |
| VII.C.2   | Students will provide examples of how the internal structure of cities varies around the world.   |                       |   |

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| VII.C.2.1 | The student will use regions and the interaction among them to analyze the present patterns of economic activity in the United States and around the world at various scales.               | Throughout the various units of the course in the Sections C and D of the lessons. For example:<br><br>Unit 6: Eastern Europe<br>and<br>Unit 2: North America | Section C: Human Culture of Eastern Europe<br>Section D: Human Impact on the Environment<br>Section B: Physical Characteristics and Systems of North America: Regions Project |
| VII.C.2.2 | Students will describe and provide examples of the primary factors behind the regional pattern of economic activity in the United States.   | Unit 2: North America   | Section B: Physical Characteristics and Systems of North America: Regions Project<br>Section C: Human Culture of North America<br>Section D: Human Impact on the Environment  |
| VII.C.3   | Students will describe and provide examples of the primary factors behind the regional pattern of economic activity in the primary industrial regions of the world.                         |   |   |
| VII.C.3.1 | Students will describe how the technological and managerial changes associated with the third agricultural revolution have impacted the regional patterns of crop and livestock production. | Unit 2: North America<br><br>Unit 9: Africa   | Section D: Human Impact on the Environment<br><br>Section B: Physical Systems and Processes of Africa   |
| VII.C.3.2 | Students will understand how the transportation and communication systems have impacted the development of regions.   | Unit 2: North America   | Section D: Human Impact on the Environment  |
| VII.C.4   | Students will describe patterns of consumption and production of the agricultural commodities that are traded among nations.  |   |   |

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| VII.C.4.1 | Students will describe patterns of consumption and production of fossil fuels that are traded among nations.   | Unit 2: North America   | Section B: Physical Characteristics and Systems of North America  |
| VII.C.4.2 | Students will describe how geographic models can help to explain the location of commercial activities and land use patterns in the United States and the world.   | Unit 2: North America<br><br>Throughout the course in the various units in the Sections B and D. For example:<br><br>Unit 6: Eastern Europe | Section B: Physical Characteristics and Systems of North America<br><br>Section B: Physical Systems and Processes of Eastern Europe<br>Section D: Human Impact on the Environment of Eastern Europe |
| VII.C.4.3 | Students will explain the variations in economic activity and land use within the state of Minnesota analyze issues related to land use and reach conclusions about the potential for change in various regions. |   |   |
| VII.D     | Students will describe changes in common statistical measures of population or economy that occur as countries develop economically.   |   |   |
| VII.D.1   | Students will cite a variety of examples of how economic or political changes in other parts of the world can affect their lifestyle.  | Unit 2: North America   | Section D: Human Impact on the Environment<br>Section E: Immigration in North America   |
| VII.D.1.1 | Interconnections   | Unit 2: North America   | Section D: Human Impact on the Environment<br>Section E: Immigration in North America   |

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| VII.D.1.2 | The student will describe how humans influence the environment and in turn are influenced by it.   | Throughout the course in the various units in the Section D: Human Impact on the Environment. For example:<br><br>Unit 5: Western Europe | Section D: Human Impact on the Environment |
| VII.D.1.3 | Students will provide a range of examples illustrating how types of government systems and technology impact the ability to change the environment or adapt to it. | Throughout the course in the various units in the Section D: Human Impact on the Environment. For example:<br><br>Unit 5: Western Europe | Section D: Human Impact on the Environment |