

Geography

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
1	The student will use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective.		
1.1	Apply geographic representations and technologies to depict, analyze, explain and solve geographic problems.	Throughout the course. For example in Unit 5: Western Europe	Section E: Human Impact on the Environment of Western Europe
1.2	Demonstrate the use of mental maps to organize information about people, places, and environments in a spatial context.		
1.3	Analyze the spatial organization of people, places, and environments on earth's surface.	Throughout the course in the various units' Section A: Where is ____. For example: Unit 2: North America	Section A: Where is North America?
1.4	Design appropriate forms of maps incorporating elements of geographic information such as: relative/absolute location, direction, size, shape, elevation, and scale.	Students use a variety of maps with all of these features throughout the course, but do not design them. For example: Unit 1: Welcome to Geography	Section B: Locating Our Place in Space
1.5	Recognize the different map projections and explain the concept of distortion.	In Unit 1: Welcome to Geography And Throughout the course in the various units' Section A: Where is ____. For example: Unit 3: Central America	Section B: Locating Our Place in Space Section A: Where is Central America?
2	The student will use the concepts of places and regions as the basic units of geographic inquiry.		
2.1	Identify the human and physical characteristics of particular places and regions.	Throughout the course in the various units' Section B: Physical Systems and	

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		Processes of ____ and Section C: People and Culture of ____. For example: Unit 10: India and the Middle East	Section B: Physical Systems and Processes of India and the Middle East Section C: People and Culture of India and the Middle East
2.2	Conduct regional analysis of geographic issues and questions.	Throughout the course in the various Projects and Discussion Assignments as well as each unit's topic of Section E: Focus on ____. For example: Unit 4: South America	Section A: Where is South America? : Project – Landmarks of South America Section E: Focus on Deforestation
2.3	Explain how culture and experience influence people's perceptions of places and regions and how these perceptions change over time.	Throughout the course in the various units' Section C: People and Culture of ____. For example: Unit 8: Southeast Asia and the Pacific	Section C: People and Culture of Southeast Asia and the Pacific
3	The student will examine earth's physical processes (e.g., climate and landforms) and organize them into ecosystems.		
3.1	Identify and describe the components of the earth's physical system (e.g., atmosphere, lithosphere, biosphere, and hydrosphere).	Unit 1: Introduction to Geography	Section C: Physical Attributes of Earth's Landscape

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3.2	Explain how earth's physical systems and processes shape the patterns found on earth's surface.	Unit 1: Introduction to Geography	Section C: Physical Attributes of Earth's Landscape
3.3	Describe the characteristics and spatial distribution of ecosystems on earth's surface.	Unit 1: Introduction to Geography	Section C: Physical Attributes of Earth's Landscape
3.4	Analyze patterns of natural phenomena such as earthquakes, volcanic eruptions, tornadoes, and hurricanes.	Unit 1: Introduction to Geography	Section C: Physical Attributes of Earth's Landscape
4	The student will examine human cultures, populations and activities such as settlement, migration, commerce, conflict, and cooperation.		
4.1	Identify and describe the characteristics, distribution, and impact of migration of human populations on earth's surface and cultures.	Throughout the course in the various units' Section C: People and Culture of ____. For example: Unit 6: Eastern Europe	Section C: People and Culture of Eastern Europe
4.2	Interpret the patterns and networks of economic interdependence on earth's surface.	Throughout the course in the various units' Section C: People and Culture of ____ and Section D: Human Impact on the Environment of ____. For example: Unit 6: Eastern Europe	Section C: People and Culture of Eastern Europe Section D: Human

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			Impact on the Environment of Eastern Europe.
4.3	Explain how the processes, patterns, and functions of human settlement have changed over time.	Throughout the course in the various units' Section C: People and Culture of ___ and Section D: Human Impact on the Environment of ____. For example: Unit 3: Central America	Section C: People and Culture of Central America Section D: Human Impact on the Environment of Central America
4.4	Explain how the forces of cooperation and conflict among people influence the division and control of earth's surface.	Unit 9: Africa	Section C: People and Culture of Africa: The History of Apartheid, The Impact of Apartheid, and Discussion: The Legacy of Apartheid
5	The student will evaluate the interactions between humans and their environment.		
5.1	Explain how human actions modify the physical environment.	Throughout the course in the various units' Section D: Human Impact on the Environment of ____. For example: Unit 7: Eastern Asia	Section D: Human Impact on the Environment of Eastern Asia
5.2	Describe how physical systems affect human systems such as the impact of major natural hazards/disasters on humans.	Throughout the course in the various units' Section B: Physical Systems and Processes of Southeast Asia and the Pacific For example: Unit 8: Southeast Asia	Section B: Physical

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			Systems and Processes of Southeast Asia and the Pacific: Web quest: Burma Cyclone
5.3	Explain the changes that occur in the meaning, use, distribution, and importance of resources.	Throughout the course in the various units' Section D: Human Impact on the Environment of ____. For example: Unit 4: South America	Section D: Human Impact on the Environment of South America Section E: Focus on Deforestation
5.4	Observe and predict the possible economic effects and environmental changes resulting from natural phenomena (e.g., tornadoes, hurricanes, droughts, insect infestations, earthquakes, El Nino, and volcanoes).	Unit 8: Southeast Asia and the Pacific	Section E: Focus on Disaster Planning
6	The student will analyze problems and issues from a geographic perspective using the tools and skills of geography.		
6.1	Explain the fundamental role that geographical context has played in affecting events in history.	Unit 8: Southeast Asia and the Pacific	Section C: People and Culture of Southeast Asia and the Pacific: Discussion: The Vietnam Conflict

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6.2	Apply geography to examine contemporary issues in the context of spatial and environmental perspectives.	Unit 10: India and the Middle East	Section E: Focus on Outsourcing
6.3	Use geographic knowledge, skills, and perspectives to analyze problems and make decisions.	Throughout the course in the various project and discussions of each unit. For example: Unit 6: Eastern Europe	Section D: Human Impact on the Environment of Eastern Europe Section E: Focus on Nuclear Energy Final Project: Nuclear Energy Position