

Geography

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
G.1	Students will understand the world in spatial terms.		
G.1.1	Use maps and other geographic tools to acquire information from a spatial perspective.		
G.1.1.a	Explain the differences between major types of map projections.	Unit 1: Introduction to Geography	Section B: Locating Our Place in Space (Tutorial p14)
G.1.1.b	Examine characteristics of maps and globes such as latitude, longitude, great circle routes, cardinal directions, compass rose, legend, scale, relief, grid system, and time zones.	Unit 1: Introduction to Geography	Section B: Locating Our Place in Space (particularly in the Tutorial p14)
G.1.1.c	Explain selected map concepts, including rotation, revolution, axis, seasons, solstice, equinox, and the earth/sun relationship of weather patterns.	Unit 1: Introduction to Geography	Section A: Welcome to Geography Section B: Locating Our Place in Space
G.1.1.d	Collect and interpret geographic data using maps, charts, population pyramids, cartograms, remote sensing, and Geographic Information Systems (GIS).		
G.1.2	Explore the concept of mental maps to organize information about people, places, and environments.		
G.1.2.a	Define mental mapping.		
G.1.2.b	Appraise mental maps, from simple to complex.		

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G.1.3	Analyze the spatial organization of people, places, and environments on the earth's surface.		
G.1.3.a	Describe the importance and role of location in geographic studies.	Unit 1: Introduction to Geography	Section B: Locating Our Place in Space
G.1.3.b	Apply the geographic mode of inquiry (What? Where? How? And So What?) to world regions.	Throughout the course in the various discussion and projects. For example: Unit 2: North America	Section B: Physical Characteristics and Systems of North America (Project: U.S. Regions Project)
G.1.3.c	Evaluate the locational importance of human and natural resources using maps, satellite images, and databases.	Maps, images, and databases are used throughout the course in various units. For example: Unit 2: North America Unit 7: Eastern Asia	Section B: Physical Characteristics and Systems of North America Section A: Where is Eastern Asia?
G.1.3.d	Define absolute and relative location recognizing political and physical boundaries.		
G.2	Students will understand the human and physical characteristics of places and regions.		

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G.2.1	Interpret place by its human and physical characteristics.		
G.2.1.a	Examine human characteristics, including language, religion, population, political and economic systems, and quality of life.	Throughout each unit in Sections C and D. For example: Unit 5: Western Europe	Section C: People and Culture of Western Europe Section D: Human Impact on the Environment of Western Europe
G.2.1.b	Investigate physical characteristics such as landforms, climates, water cycle, vegetation, and animal life.	Throughout each unit in Section B For example: Unit 10: India and the Middle East	Section B: Physical Systems and Processes of India and the Middle East
G.2.1.c	Recognize that places change over time.	Unit 4: South America	Section E: Focus on Deforestation
G.2.2	Assess how people create regions to interpret the earth's surface.		
G.2.2.a	Recognize how peoples create regions to understand a large, complex, and changing world.	Unit 1: Introduction to Geography	Section B: Locating Our Place in Space Section D: Human Impact

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G.2.2.b	Characterize the similarities and differences within and between regions.	Unit 2: North America	Section B: Physical Characteristics and Systems of North America: Project: U.S. Regions Project
G.2.3	Evaluate how culture and experience influence the way people live in places and regions.		
G.2.3.a	List and define components of culture; e.g., race, gender roles, education, religion.	Introduced in Unit 1: Introduction then throughout each unit in Section C. For example: Unit 3: Central America	Section D: Human Impact Section C: People and Culture of Central America
G.2.3.b	Explain the effects of cultural diffusion from country to country.	Unit 9: Africa	Section C: People and the Culture of Africa
G.3	Students will understand how physical processes shape the earth's surface .		
G.3.1	Examine the physical processes that shape the earth's surface.		
G.3.1.a	Examine the role of plate tectonics in shaping the earth's surface.	Unit 1: Introduction to Geography	Section C: Physical Attributes of Earth's Surface

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G.3.1.b	Assess the external forces of weathering and erosion.	Unit 1: Introduction to Geography	Section C: Physical Attributes of Earth's Surface
G.3.1.c	Explain the factors that combine to shape climatic and vegetation patterns on earth.	Unit 1: Introduction to Geography	Section C: Physical Attributes of Earth's Surface
G.3.2	Assess the characteristics and location of ecosystems.		
G.3.2.a	Identify the characteristics of ecosystems.	Unit 1: Introduction to Geography	Section C: Physical Attributes of Earth's Surface
G.3.2.b	Use geographic tools to identify the location and distribution of global ecosystems.		
G.3.2.c	Compare regions of the earth with similar physical features, such as semi-arid regions in Utah with other semiarid regions of the world.		
G.4	Students will understand how human activities shape the earth's surface.		
G.4.1	Analyze the characteristics, distribution, and migration of human populations on the earth's surface.		

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G.4.1.a	Describe how physical environments provide geographic advantage or disadvantage.	Unit 3: Central America	Section B: Physical Characteristics and Processes of Central America
G.4.1.b	Examine the importance of water to settlement patterns.	Unit 3: Central America	Section B: Physical Characteristics and Processes of Central America
G.4.1.c	Explain why people who modify their physical environment in one place cause change in other places.	Unit 4: South America	Unit 3: Focus on Deforestation
G.4.1.d	Investigate how people adapt to their environment.	Throughout the units in Section B: For example: Unit 4: South America	Section B: Physical Systems and Processes of South America
G.4.2	Analyze economic interdependence among regions and countries.		
G.4.2.a	Examine economic networks, from local to global.	Unit 5: Western Europe	Section E: Focus on Economic Systems
G.4.2.b	Assess how nations and cultures are linked through transportation, communication, language, currency, goods, and services.	Unit 7: Eastern Asia	Section C: People and Culture of Eastern Asia
G.4.3	Investigate various forms of governance and how they affect peoples and landscapes.	Unit 9: Africa	Section C: People and Culture of Africa

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G.4.3.a	Compare and contrast political systems within world regions.	Unit 6: Eastern Europe	Section C: People and Culture of Eastern Europe
G.4.3.b	Determine the role of government in contemporary and historical world issues.	Unit 7: Eastern Asia	Section C: People and Culture of Eastern Asia (Tiananmen Square)
G.5	Students will understand the interaction of physical and human systems.		
G.5.1	Explore how humans change the environment and how the environment changes humans.		
G.5.1.a	Evaluate the role of technology in modifying the physical environment.	Unit 7: Eastern Asia Unit 6: Eastern Europe	Section E: Focus on Climate Change Section E: Focus on Nuclear Energy
G.5.1.b	Explain how historical events affect physical and human systems.	Unit 7: Eastern Asia	Section C: People and Culture of Eastern Asia
G.5.1.c	Discuss regional issues; e.g., desertification, deforestation, pollution.	Unit 9: Africa Unit 4: South America Unit 7: Eastern Asia	Section B: Physical Systems and Processes of Africa Section E: Focus on Deforestation Section E: Focus on Climate Change

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G.5.1.d	Predict the potential effect of human modification on the physical environment.	Unit 4: South America	Section E: Focus on Deforestation
G.5.2	Assess the importance of natural and human resources.		
G.5.2.a	Describe the roles of natural and human resources in daily life.	Throughout the units in Section D: Human Impact on the Environment For example: Unit 8: Southeast Asia	Section D: Human Impact on the Environment of Southeast Asia
G.5.2.b	Identify worldwide distribution and use of human and natural resources.	Unit 10: India and the Middle East	Section E: Focus on Outsourcing
G.5.2.c	Compare and contrast the use of renewable and nonrenewable resources.		
G.5.2.d	Evaluate the role of energy resources as they are consumed, conserved, and recycled.	Unit 6: Eastern Europe	Section E: Focus on Nuclear Energy
G.6	Students will use geographic knowledge to connect to today's world.		

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G.6.1	Apply geographic concepts to interpret the past.		
G.6.1.a	Apply an understanding of cultures as an integrated whole including traditions, behavior patterns, and technologies.	Throughout the units in Section C. For example: Unit 10: India and the Middle East	Section C: People and Culture of India and the Middle East
G.6.1.b	Explain why and how individuals, groups, and institutions respond to continuity and change.	Throughout the units in Section C. For example: Unit 4: South America	Section C: People and Culture of South America
G.6.1.c	Relate economic development to the distribution of resources.	Unit 10: India and the Middle East	Section D: Human Impact on the Environment of India and the Middle East (Discussion: Slums of India)
G.6.1.d	Recognize that both human choices and natural events have consequences.	Unit 5: Western Europe Unit 6: Eastern Asia Unit 8: Southeast Asia and the Pacific	Section D: Human Impact on the Environment in Western Europe (Discussion p9) Section A: Where is Eastern Asia? Web quest: Three Gorges Dam Section B: Physical Systems and Processes of Southeast Asia and the Pacific: Web quest: Burma Cyclone
G.6.2	Apply geographic concepts to interpret the present and plan for the future.		

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G.6.2.a	Examine how the unequal distribution of resources effects economic development.	Unit 3: Central America	Section C: People and Culture of Central America (Discussion p11)
G.6.2.b	Investigate career opportunities available through the application of geography skills and concepts.	Unit 1: Introduction to Geography	Section E: Careers in Geography
G.6.2.c	Participate in community activities respecting the environment and personal property.	Unit 7: Eastern Asia	Section E: Focus on Climate Change (Project: Public Service Announcement for teenagers)