

READINESS STANDARDS - World Geography

(WG.1) **History.** The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to

(A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today

Diffusion, Physical factors, Human factors

(B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact

Exchange, Phenomena, Popular culture, Region

(WG.2) **History.** The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to

(A) describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions

Environments, Characteristics, Physical, Human, Change

(WG.3) **Geography.** The student understands how physical processes shape patterns in the physical environment. The student is expected to

(B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes

Physical processes, Weathering, Plate tectonics, Erosion

(WG.4) **Geography.** The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to

(A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions

Ecosystem, Climate, Temperature, Precipitation

(WG.5) **Geography.** The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to

(A) analyze how the character of a place is related to its political, economic, social, and cultural elements

Economic, Social, Cultural, Political, Systems

(WG.6) **Geography.** The student understands the types, patterns, and processes of settlement. The student is expected to

(B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities

Urbanization, Modes of transportation, Settlement pattern, Resources

READINESS STANDARDS - World Geography

(WG.7) **Geography.** The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to

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| (B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration | Push/pull factors, Migration, Routes/flows, Population distribution, ESPN [Economic, Social/Cultural, Political, Environmental] factors |
| (C) describe trends in world population growth and distribution | Trend, Growth, Distribution (pattern), Dense/sparse |

(WG.8) **Geography.** The student understands how people, places, and environments are connected and interdependent. The student is expected to

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| (A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology | Modify, Adapt to, Depend on, Physical environment, Technology, Interdependence |
| (B) describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes | Extreme weather (examples: El Niño, floods, tsunamis, volcanoes, etc), Natural disasters, ESPN consequences |

(WG.9) **Geography.** The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to

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| (A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region | Human factors, Physical factors, Climate, Vegetation, Trade networks,
• Political units |
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(WG.10) **Economics.** The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to

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| (C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries | Subsistence agriculture, Commercial agriculture, Cottage industry, Commercial industry, Economic system |
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(WG.11) **Economics.** The student understands how geography influences economic activities. The student is expected to

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| (C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities | Assess, Economic activities, Infrastructure, Resources |
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(WG.12) **Economics.** The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to

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| (A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people | Analyze, Natural resources, Management, Products, Patterns |
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READINESS STANDARDS - World Geography

(WG.14) **Government.** The student understands the processes that influence political divisions, relationships, and policies. The student is expected to

(C) analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU)

Sovereign nation, Organized nation group, Power, National, International

(WG.16) **Culture.** The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to

(B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies

Culture, Characteristic, Institutions, Technology, Region

(WG.17) **Culture.** The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to

(A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive

Culture, Cultural characteristics, Distinctive, Compare

(WG.18) **Culture.** The student understands the ways in which cultures change and maintain continuity. The student is expected to

(A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion

Cultural change, Region, Migration, Innovation, Diffusion

(WG.19) **Science, technology, and society.** The student understands the impact of technology and human modifications on the physical environment. The student is expected to

(A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment

Evaluate, Significance, Technological innovation, Transportation, Energy, Modification, Physical environment

(C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources

Examine, Technological advances, Agriculture, Natural resources

SUPPORTING STANDARDS - World Geography

(2) **History.** The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to

(B) explain how changes in societies have led to diverse uses of physical features

Explain, Change (over time), Diverse use, Physical features

(3) **Geography.** The student understands how physical processes shape patterns in the physical environment. The student is expected to

(A) explain weather conditions and climate in relation to annual changes in Earth-Sun relationships

Physical processes, Weather, Climate, Earth's axis, Tilt, Relationship

(C) examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere

Physical processes, Atmosphere, Lithosphere, Hydrosphere, Biosphere

(4) **Geography.** The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to

(B) describe different landforms and the physical processes that cause their development

Landforms [mountains, plains, valleys, islands, etc.], Bodies of water [oceans, lakes, river systems, etc.], Physical processes

(C) explain the influence of climate on the distribution of biomes in different regions

Biomes, Climate, Ecosystems, Distribution patterns

(5) **Geography.** The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to

(B) interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the terms Human Development Index, less developed, newly industrialized, and more developed

Indicators, Economic, Social/cultural, Political, Demographic, Development [less developed/more developed], Industrialized [newly industrializing]

(6) **Geography.** The student understands the types, patterns, and processes of settlement. The student is expected to

(A) locate and describe human and physical features that influence the size and distribution of settlements

Settlement patterns, Location, Human features, Physical features, Distribution

(7) **Geography.** The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to

(A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends

Population pyramid, Analyze, Trend, Growth, Distribution

(D) examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture

Globalization, Pandemics, Push-pull factors, Standard of living, Benefits/challenges

SUPPORTING STANDARDS - World Geography

(8) **Geography.** The student understands how people, places, and environments are connected and interdependent. The student is expected to

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| (C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources | Sustainable development, Renewable/non-renewable resources, Human-environment interaction |
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(9) **Geography.** The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to

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| (B) describe different types of regions, including formal, functional, and perceptual regions | Formal regions, Functional regions, Perceptual regions |
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(10) **Economics.** The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to

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| (A) describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems | Goods, Services, Production, Free enterprise, Socialist, Communist |
| (B) classify where specific countries fall along the economic spectrum between free enterprise and communism | Economic system, Free enterprise, Communism, Classify |
| (D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones | Trade, Globalization, Outsourcing, Free trade zones |

(11) **Economics.** The student understands how geography influences economic activities. The student is expected to

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| (A) understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary) | Primary economic activity, Secondary economic activity, Tertiary economic activity, Quaternary economic activity, Level of development, Connection/cause and effect relationship |
| (B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries | Factors, Economic activity, Subsistence agriculture, Commercial agriculture, Manufacturing, Service industry |

(12) **Economics.** The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to

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| (B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water | Geographic impact, Economic impact, Policy, Scarcity, Natural resource |
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(13) **Government.** The student understands the spatial characteristics of a variety of global political units. The student is expected to

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| (B) compare maps of voting patterns or political boundaries to make inferences about the distribution of political power | Political power, Boundary, Patterns |
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SUPPORTING STANDARDS - World Geography

(14) Government. The student understands the processes that influence political divisions, relationships, and policies. The student is expected to	
(B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries	Power, Democracy, Dictatorship, Monarchy, Republic, Theocracy, Totalitarian
(15) Citizenship. The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to	
(A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels	Point of view, Public policy, Decision-making, Local, State, National, International
(B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism	Citizenship, Public policy, Decision-making, Belief, Nationalism, Patriotism
(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to	
(A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion	Cultural patterns, Innovation, Diffusion
(C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently	Characteristics of culture, Perception, Point of view
(D) compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes	Compare, Urban, Rural, ESPN change
(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to	
(B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution	Religion, Spatial distribution
(C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations	ESP opportunity, Ethnic, Minority, Underrepresented
(D) evaluate the experiences and contributions of diverse groups to multicultural societies	Contributions, Diverse groups, Multicultural
(18) Culture. The student understands the ways in which cultures change and maintain continuity. The student is expected to	
(B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism	Assess, Cause, Effect, Perception, Genocide, Terrorism

SUPPORTING STANDARDS - World Geography

(18) **Culture.** The student understands the ways in which cultures change and maintain continuity. The student is expected to

(C) identify examples of cultures that maintain traditional ways, including traditional economies

Tradition, Traditional economy, Continuity

(D) evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises, the English language, technology, or global sports

Cultural traits, Cultural convergence, Cultural divergence

(19) **Science, technology, and society.** The student understands the impact of technology and human modifications on the physical environment. The student is expected to

(B) analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places

Technology, Innovation, Modify, Adapt

(20) **Science, technology, and society.** The student understands how current technology affects human interaction. The student is expected to

(A) describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS)

Information technology, Global Positioning Systems [GPS], Geographic Information Systems [GIS]

(B) examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development

Economic effects, Environmental effects, Social effects, Levels of development