

GRADE LEVEL: 9-12

SUBJECT: GEOGRAPHY AND HISTORY OF THE WORLD

DATE: 2017-2018

GRADING PERIOD: QUARTER 1

MASTER 2-8-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>CULTURE HEARTHES</p> <p>Examine the Physical and Human Geographic Factors Associated with the Origin and Development of Culture Hearths in Various Regions of the World</p> <ul style="list-style-type: none"> • Culture Hearths <ul style="list-style-type: none"> – Asia – Mesoamerica – North Africa 	<p>GHW.1.1: Use maps, timelines and/or other graphic representations to identify and describe the location, distribution and main events in the development of culture hearths in Asia, Mesoamerica and North Africa.</p>	<ul style="list-style-type: none"> • Use maps, timelines and/or other graphic representations to identify the location, distribution and main events in the development of culture hearths in Asia, Mesoamerica and North Africa. • Use maps, timelines and/or other graphic representations to describe the location, distribution and main events in the development of culture hearths in Asia, Mesoamerica and North Africa. 	<ul style="list-style-type: none"> • Unit 3 Test • Chapter 7 Partner Packet • Chapter 9 Partner Packet 	<ul style="list-style-type: none"> • Uneven Development • Monoculture • Irrigation • Amazon Basin • First Nations • Inuit • Mestizos 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Locations of Culture Hearths • Growth of Culture Hearths 	<p>GHW.1.2: Ask and answer geographic and historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared.</p>	<ul style="list-style-type: none"> • Ask and answer geographic and historical questions about the locations and growth of culture hearths. • Assess why some of these culture hearths have endured to this day, while others have declined or disappeared. 		<ul style="list-style-type: none"> • Population Pressure 	CRITICAL
<ul style="list-style-type: none"> • Agricultural Hearths • Impact of Agriculture 	<p>GHW.1.3: Analyze agricultural hearths and exchanges of crops among regions. Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world.</p>	<ul style="list-style-type: none"> • Analyze agricultural hearths and exchanges of crops among regions. • Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world. 	<ul style="list-style-type: none"> • Chapter 8 Partner Packet • 8-3 Lesson Quiz 	<ul style="list-style-type: none"> • Latifundia • Minifundia • Dry Farming • Clear-Cutting • Overfishing • Aquaculture 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Culture Hearth Modification <ul style="list-style-type: none"> – Urban Development – Agricultural Activities 	<p>GHW.1.4: Identify and describe the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities.</p>	<ul style="list-style-type: none"> • Identify the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities. • Describe the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities. 	<ul style="list-style-type: none"> • Unit 2 Mini-Test • Chapter 5 Partner Packet 	<ul style="list-style-type: none"> • Manufacturing Belt 	CRITICAL
WORLD RELIGIONS					
<p>Students Examine the Physical and Human Geographic Factors Associated with the Origins, Spread and Impact of Major World Religions in Different Regions of the World</p>	<p>GHW.2.1: Map the development over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration.</p>	<ul style="list-style-type: none"> • Map the development over time of world religions from their points of origin. • Identify those that exhibit a high degree of local and/or international concentration. 	<ul style="list-style-type: none"> • World Religion Chart • Latin American Travel Brochure 	<ul style="list-style-type: none"> •Christianity •Islam •Judaism •Buddhism •Sikhism •Hinduism •Syncretism 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Effects of World Religions 	<p>GHW.2.2: Differentiate among selected countries in terms of how their identities, cultural and physical environments, and functions and forms of government are affected by world religions.</p>	<ul style="list-style-type: none"> • Differentiate among selected countries in terms of how the following are affected by world religions: <ul style="list-style-type: none"> – their identities – cultural and physical environments – functions and forms of government 			CRITICAL
<ul style="list-style-type: none"> • Religious Perspectives <ul style="list-style-type: none"> – Environment – Attitudes Toward Resource Use – Past – Present 	<p>GHW.2.3: Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past.</p>	<ul style="list-style-type: none"> • Compare different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past. • Contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past. 	<ul style="list-style-type: none"> • Chapter 6 Partner Packet 		CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Fundamentalist Movements in the World's Major Religions – Fundamentalism – Secularism – Modernism 	<p>GHW.2.4: Analyze and assess the rise of fundamentalist movements in the world's major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition.</p>	<ul style="list-style-type: none"> • Analyze and assess the rise of fundamentalist movements in the world's major religions during contemporary times (1980–present). • Describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition. 		<ul style="list-style-type: none"> • Fundamentalism • Secularism • Modernism 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>POPULATION CHARACTERISTICS, DISTRIBUTION AND MIGRATION</p>					
<p>The Physical and Human Geographic Factors Associated with Population Characteristics, Distribution and Migration in the World and the Causes and Consequences Associated with Them.</p> <ul style="list-style-type: none"> • Population Distribution 	<p>GHW.3.1: Map and analyze the distribution of the world’s human population for different time periods noting the population characteristics and population density for specific regions.</p>	<ul style="list-style-type: none"> • Map the distribution of the world’s human population for different time periods noting the population characteristics and population density for specific regions. • Analyze the distribution of the world’s human population for different time periods noting the population characteristics and population density for specific regions. 		<ul style="list-style-type: none"> • Population Density • Emigrate • Immigrate • Land Bridge • Brain Drain • Megalopolis 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Migration of Human Population 	<p>GHW.3.2: Identify and describe the push-pull factors that resulted in the migration of human population over time and detect changes in these factors.</p>	<ul style="list-style-type: none"> • Identify the push-pull factors that resulted in the migration of human population over time. • Describe the push-pull factors that resulted in the migration of human population over time. • Detect changes in these factors. 			CRITICAL
<ul style="list-style-type: none"> • Population Characteristic Changes • Migration of People Throughout the World 	<p>GHW.3.3: Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions.</p>	<ul style="list-style-type: none"> • Analyze the changes in population characteristics that resulted from the migration of peoples within, between, and among world regions. • Analyze the changes in the physical and human environments that resulted from the migration of peoples within, between, and among world regions. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Physical and Human Environmental Change Due to Population Change 	<p>GHW.3.4: Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.</p>	<ul style="list-style-type: none"> • Give examples of how the physical and human environments in different regions have changed over time due to significant population growth or decline. • Evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline 			CRITICAL
<ul style="list-style-type: none"> • Population Trends <ul style="list-style-type: none"> – Development – Employment – Health – Political Representation – Sanitation 	<p>GHW.3.5: Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation.</p>	<ul style="list-style-type: none"> • Analyze population trends in the local community. • Suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
EXPLORATION, CONQUEST, IMPERIALISM AND POST-COLONIALISM					
<p>The Physical and Human Geographic Factors Associated with the Origins, Major Players and Events, and Consequences of Worldwide Exploration, Conquest and Imperialism.</p> <ul style="list-style-type: none"> • Exploration • Discovery • Conquest 	<p>GHW.4.1: Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. Identify the countries involved. Provide examples of how people modified their view of world regions as a consequence of these voyages.</p>	<ul style="list-style-type: none"> • Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. • Identify the countries involved. • Provide examples of how people modified their view of world regions as a consequence of these voyages. 	<ul style="list-style-type: none"> • Unit 2 Mini-Test • Unit 3 Test 	<ul style="list-style-type: none"> • Conflict • Dominion • Separatism • Loyalists • Conquistador • Mestizo 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Worldwide Spread During Exploration <ul style="list-style-type: none"> – Flora – Fauna – Pathogens 	<p>GHW.4.2: Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the movement, spread and changes in the worldwide exchange of flora, fauna and pathogens that resulted from transoceanic voyages of exploration and exchanges between peoples in different regions. Assess the consequences of these encounters for the people and environments involved.</p>	<ul style="list-style-type: none"> • Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the movement, spread and changes in the worldwide exchange of flora, fauna and pathogens that resulted from transoceanic voyages of exploration and exchanges between peoples in different regions. • Assess the consequences of these encounters for the people and environments involved. 		<ul style="list-style-type: none"> • Flora • Fauna • Invasive Species 	CRITICAL
<ul style="list-style-type: none"> • Imperialism 	<p>GHW.4.3: Identify and compare the main causes, players, and events of imperialism during different time periods. Examine the global extent of imperialism using a series of political maps</p>	<ul style="list-style-type: none"> • Identify the main causes, players, and events of imperialism. • Compare the main causes, players, and events of imperialism. • Examine the global extent of imperialism using a series of political maps. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Change Caused by Imperialist and Colonial Policies 	<p>GHW.4.4: Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies.</p>	<ul style="list-style-type: none"> • Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies. • Assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies. 		<ul style="list-style-type: none"> • Imperialism • Colonialism • Dialects • Patois 	CRITICAL
<ul style="list-style-type: none"> • Contemporary Colonialism and Imperialism 	<p>GHW.4.5: Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world.</p>	<ul style="list-style-type: none"> • Analyze ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world. • Assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>URBAN GROWTH</p>					
<p>The Physical and Human Geographic Factors Associated with the Origin and Growth of Towns and Cities in Different Regions of the World and With the Internal Spatial Structure of Those Urban Centers.</p> <ul style="list-style-type: none"> • Growth of Towns and Cities During Different Time Periods 	<p>GHW.5.1: Ask and answer geographic and historic questions about the origin and growth of towns and cities in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods.</p>	<ul style="list-style-type: none"> • Ask and answer geographic and historic questions about the origin and growth of towns and cities in different regions of the world and in different time periods. • Compare the factors involved in the location and growth of towns and cities for different time periods. • Contrast the factors involved in the location and growth of towns and cities for different time periods. 		<ul style="list-style-type: none"> • Urbanization • Industrialization • Cottage Industry 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Urbanization <ul style="list-style-type: none"> – Advantages – Disadvantages – Transportation Technologies – Population Growth – Agricultural Production – Demands of Industry 	<p>GHW.5.2: Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend.</p>	<ul style="list-style-type: none"> • Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. • Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend. 		<ul style="list-style-type: none"> • Manufacturing Belt • Industrial Capitalism 	CRITICAL
<ul style="list-style-type: none"> • Similarities and Differences in the Structure of Cities 	<p>GHW.5.3: Describe how the internal structure of cities is similar and different in various regions of the world. Analyze and explain why these similarities and differences in structure exist.</p>	<ul style="list-style-type: none"> • Describe how the internal structure of cities is similar and different in various regions of the world. • Analyze and explain why these similarities and differences in structure exist. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Impact of Urbanization <ul style="list-style-type: none"> Physical Environment Human Environment 	<p>GHW.5.4: Analyze and assess the impact of urbanization on the physical and human environments in various parts of the world.</p>	<ul style="list-style-type: none"> Analyze the impact of urbanization on the physical and human environments in various parts of the world. Assess the impact of urbanization on the physical and human environments in various parts of the world. 			CRITICAL
<p>INNOVATIONS AND REVOLUTIONS</p>					
<p>The Physical and Human Geographic Factors that Influenced the Origins, Major Events, Diffusion and Global Consequences of New Ideas in Agriculture, Science, Culture, Politics, Industry and Technology.</p> <ul style="list-style-type: none"> Violent vs. Non-violent Revolution 	<p>GHW.6.1: Distinguish between violent and non-violent revolution. Describe the causes and events of political revolutions in two distinct regions of the world and use maps, timelines and/or other graphic representations to document the spread of political ideas that resulted from those events to other regions of the world.</p>	<ul style="list-style-type: none"> Distinguish between violent and non-violent revolution. Describe the causes and events of political revolutions in two distinct regions of the world and use maps, timelines and/or other graphic representations to document the spread of political ideas that resulted from those events to other regions of the world. 		<ul style="list-style-type: none"> Revolution 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Origin and Spread of Innovations • Impact of Innovation on Human and Physical Environment 	<p>GHW.6.2: Prepare maps, timelines and/or other graphic representations showing the origin and spread of specific innovations (e.g. Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology) . Assess the impact of these innovations on the human and physical environments of the regions to which they spread.</p>	<ul style="list-style-type: none"> • Prepare maps, timelines and/or other graphic representations showing the origin and spread of specific innovations (e.g. Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology) • Assess the impact of these innovations on the human and physical environments of the regions to which they spread. 		<ul style="list-style-type: none"> • Pasteurization • Computer Technology • Digital Technology 	CRITICAL
<ul style="list-style-type: none"> • Spread and Influence of Art and Scientific Thought 	<p>GHW.6.3: Map the spread of innovative art forms and scientific thought from their origins to other world regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world.</p>	<ul style="list-style-type: none"> • Map the spread of innovative art forms and scientific thought from their origins to other world regions. • Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world. 		<ul style="list-style-type: none"> • Jazz 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Transportation and Communication Change <ul style="list-style-type: none"> – Cultural Convergence – Cultural Divergence 	<p>GHW.6.4: Analyze how transportation and communication changes (e.g. Railroads; Automobiles and Airplanes; Computer Technology; Television; Cell Phones; Satellite Communications) have led to both cultural convergence and divergence in the world.</p>	<ul style="list-style-type: none"> • Analyze how transportation and communication changes (e.g. Railroads; Automobiles and Airplanes; Computer Technology; Television; Cell Phones; Satellite Communications) have led to cultural convergence in the world. • Analyze how transportation and communication changes have led to cultural divergence in the world. 			IMPORTANT
<ul style="list-style-type: none"> • Agricultural Revolutions <ul style="list-style-type: none"> – Fire to Alter Vegetation – Domestication of Plants – Mechanization and Industrialization – Genetic Manipulation 	<p>GHW.6.5: Analyze and assess the impact of the four major agricultural revolutions* on the world's human and physical environments.</p>	<ul style="list-style-type: none"> • Analyze the impact of the four major agricultural revolutions* on the world's human and physical environments. • Assess the impact of the four major agricultural revolutions* on the world's human and physical environments. 		<ul style="list-style-type: none"> • Domesticate • GMOs 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Industrial Revolution <ul style="list-style-type: none"> – Developed Countries – Developing Countries 	<p>GHW.6.6: Compare and contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed, and developing, countries in the contemporary world.</p>	<ul style="list-style-type: none"> • Compare the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed, and developing, countries in the contemporary world. • Contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed, and developing, countries in the contemporary world. 		<ul style="list-style-type: none"> • Industrial Revolution 	CRITICAL
CONFLICT AND COOPERATION					
<p>The Physical and Human Geographic Factors Affecting the Origins and the Local, Regional and Supranational* Consequences of Conflict and Cooperation Between and Among Groups of People.</p>	<p>GHW.7.1: Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist, racial, ethnic, religious, political, economic and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface.</p>	<ul style="list-style-type: none"> • Recognize that conflict and cooperation among groups of people occur for a variety of reasons. <ul style="list-style-type: none"> – Nationalist – Racial – Ethnic – Religious – Political – Economic – Resource 		<ul style="list-style-type: none"> •Ethnic Cleansing •Cold War 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Physical and Human Factors in Conflicts and Violence <ul style="list-style-type: none"> – Nationalist – Racial – Ethnic – Political – Resource Issues 	<p>GHW.7.2: Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.</p>	<ul style="list-style-type: none"> • Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. • Assess the human and physical environmental consequences of the conflicts identified for study. 		<ul style="list-style-type: none"> • Shatter Belt 	IMPORTANT
<ul style="list-style-type: none"> • Independence Achieved <ul style="list-style-type: none"> – Peacefully – Armed Struggle or War 	<p>GHW.7.3: Analyze and explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars.</p>	<ul style="list-style-type: none"> • Analyze why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars. • Explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars. 		<ul style="list-style-type: none"> • Independence 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Global Cooperative Organizations <ul style="list-style-type: none"> – Establishment – Success or Lack of – Consequences for Citizens 	<p>GHW.7.4: Prepare a variety of text (writing, maps, timelines and/or other graphic representations) to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. Describe their establishment and assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish.</p>	<ul style="list-style-type: none"> • Prepare a variety of text (writing, maps, timelines and/or other graphic representations) to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. • Describe their establishment and assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish. 		<ul style="list-style-type: none"> •NAFTA •NATO •WTO •WHO •United Nations 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
TRADE AND COMMERCE					
The Physical and Human Geographic Factors that Encourage or Impede Economic Interdependence Between and/or Among Countries and the Local, Regional and Global Consequences of Those Exchanges.	GHW.8.1: Use maps to show the location and distribution of Earth's resources and analyze how this distribution affects trade between and among countries and regions.	<ul style="list-style-type: none"> • Use maps to show the location and distribution of Earth's resources • Analyze how this distribution affects trade between and among countries and regions. 	<ul style="list-style-type: none"> • World Maps 	<ul style="list-style-type: none"> • Subsistence Farming • Maquiladoras • Free Trade Zones 	CRITICAL
<ul style="list-style-type: none"> • Global Movement of Goods and Services 	GHW.8.2: Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence that result.	<ul style="list-style-type: none"> • Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. • Analyze and assess the patterns and networks of economic interdependence or lack of interdependence that result. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Global Patterns of Trade and Commerce <ul style="list-style-type: none"> Current and Future Impact 	<p>GHW.8.3: Analyze the impact of changing global patterns of trade and commerce on the state and local community and predict the impact of these patterns in the future.</p>	<ul style="list-style-type: none"> Analyze the impact of changing global patterns of trade and commerce on the state and local community. Predict the impact of these patterns in the future. 			IMPORTANT
<p>HUMAN AND ENVIRONMENTAL INTERACTIONS: RESOURCES, HAZARDS AND HEALTH</p>					
<p>The Physical and Human Geographic Factors Associated with Examples of How Humans Interact with the Environment, Such as Deforestation, Natural Hazards and the Spread of Diseases, and the Regional and Global Consequences of These Interactions.</p> <ul style="list-style-type: none"> Natural Disasters 	<p>GHW.9.1: Use maps to identify regions in the world where particular natural disasters occur frequently and analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters.</p>	<ul style="list-style-type: none"> Use maps to identify regions in the world where particular natural disasters occur frequently. Analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters. 		<ul style="list-style-type: none"> Hurricane Earthquake Seismic Deforestation Overgrazing Avalanche 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Regional Resource Issues that Impede: <ul style="list-style-type: none"> – Sustainability – Economic Expansion – Diversification 	<p>GHW.9.2: Identify regional resource issues that may impede sustainability, economic expansion and/or diversification and assess the impact of these issues on the physical and human environments of specific regions.</p>	<ul style="list-style-type: none"> • Identify regional resource issues that may impede sustainability, economic expansion and/or diversification. • Assess the impact of these issues on the physical and human environments of specific regions. 		<ul style="list-style-type: none"> • Tributary • Headwaters • Divide • Fall Line • Llanos • Pampas 	IMPORTANT
<ul style="list-style-type: none"> • Modifying the Physical Environment Using Technology 	<p>GHW.9.3: Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions and evaluate the impact of these technologies on the physical and human environments affected.</p>	<ul style="list-style-type: none"> • Describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions. • Identify ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions. • Evaluate the impact of these technologies on the physical and human environments affected. 		<ul style="list-style-type: none"> • Dam • Dike • Polder • Aqueducts 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Epidemics and Pandemics <ul style="list-style-type: none"> – Bubonic Plague – Smallpox – Influenza 	<p>GHW.9.4: Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time.</p>	<ul style="list-style-type: none"> • Distinguish the human and physical factors associated with the spread of selected epidemics and/or pandemics over time • Assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time. 		<ul style="list-style-type: none"> • Smallpox • Influenza • Cholera 	<p>IMPORTANT</p>
<p>STATES, NATIONS AND NATION-STATES</p>					
<p>The Physical and Human Geographic Factors that Contribute to the Formation of States (Countries) and the Forces that Function to Either Unite and Bind a Country Together or to Divide a Country.</p> <ul style="list-style-type: none"> • State vs. Nation • Foreign Affairs 	<p>GHW.10.1: Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs and analyze the relationship between nations and the states in which they lie.</p>	<ul style="list-style-type: none"> • Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs. • Analyze the relationship between nations and the states in which they lie. 		<ul style="list-style-type: none"> • State • Nation 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • State Formation <ul style="list-style-type: none"> – Nationalism as a Contributing Factor 	<p>GHW.10.2: Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism, in their formation.</p>	<ul style="list-style-type: none"> • Analyze the formation of states (countries) in selected regions. • Identify and appraise the contribution of factors, such as nationalism, in their formation. 		<ul style="list-style-type: none"> • Nationalism 	CRITICAL
<ul style="list-style-type: none"> • Impact of Imperialistic Policies 	<p>GHW.10.4: Investigate and assess the impact of imperialistic policies on the formation of new countries in various regions of the world.</p>	<ul style="list-style-type: none"> • Investigate the impact of imperialistic policies on the formation of new countries in various regions of the world. • Assess the impact of imperialistic policies on the formation of new countries in various regions of the world. 		<ul style="list-style-type: none"> • Imperialism 	CRITICAL
<p>SPORTS, RECREATION AND TOURISM</p>					
<p>The Physical and Human Geographic Factors Associated with Sports, Recreation and Tourism Along with the Local and Global Consequences of These Activities.</p>	<p>GHW.11.2: Analyze the ways in which people’s changing views of particular places and regions as recreation and/or tourist destinations reflect cultural changes.</p>	<ul style="list-style-type: none"> • Analyze the ways in which people’s changing views of particular places and regions as recreation and/or tourist destinations reflect cultural changes. 		<ul style="list-style-type: none"> • Ecotourism 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Impact of Sports and Recreation 	<p>GHW.11.3: Identify and assess the impact of sports and recreation on the human and physical environments in selected countries.</p>	<ul style="list-style-type: none"> • Identify the impact of sports and recreation on the human and physical environments in selected countries. • Assess the impact of sports and recreation on the human and physical environments in selected countries. 			IMPORTANT
<ul style="list-style-type: none"> • Space Devoted to Sports in Indiana 	<p>GHW.11.4: Analyze and predict the changing patterns of space devoted to sports and recreation in the local community and region.</p>	<ul style="list-style-type: none"> • Analyze the changing patterns of space devoted to sports and recreation in the local community and region. • Predict the changing patterns of space devoted to sports and recreation in the local community and region. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
GLOBAL CHANGE					
The Human Causes of Change to the Environment on a Global Scale Along with the Impact of These Changes on the Lives of Humans.	GHW.12.1: Analyze global climate change (sometimes called “global warming”) and assess the validity of this idea, the variable climate changes it forecasts for different parts of Earth, and the implications of these changes for humans.	<ul style="list-style-type: none"> Analyze global climate change (sometimes called “global warming”). Assess the validity of this idea, the variable climate changes it forecasts for different parts of Earth, and the implications of these changes for humans. 		<ul style="list-style-type: none"> Global Warming Timberline Chinook Old-Growth Forest Vertical Climate Zones Isthmus Archipelago Biodiversity Sedimentation Reforestation 	CRITICAL
<ul style="list-style-type: none"> Linear and Exponential Growth Consequence of Human Response 	GHW.12.2: Explain the concepts of linear and exponential growth, and apply these concepts to geographical themes while analyzing the consequences of various human responses.	<ul style="list-style-type: none"> Explain the concepts of linear and exponential growth. Apply these concepts to geographical themes while analyzing the consequences of various human responses. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES					
Read and Comprehend <ul style="list-style-type: none"> • History/Social Studies Texts • Write Effectively For a Variety of Discipline-Specific Tasks 	LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.	<ul style="list-style-type: none"> • Read history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. • Comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. 			CRITICAL
<ul style="list-style-type: none"> • Write Routinely • Variety of Time Frames • Range of Discipline-Specific Tasks, Purposes, and Audiences 	LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences. 			CRITICAL

GRADE LEVEL: 9-12

SUBJECT: GEOGRAPHY AND HISTORY OF THE WORLD

DATE: 2017-2018

GRADING PERIOD: QUARTER 2

MASTER 2-22-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>CULTURE HEARTHES</p> <p>Examine the Physical and Human Geographic Factors Associated with the Origin and Development of Culture Hearths in Various Regions of the World</p> <ul style="list-style-type: none"> • Agricultural Hearths • Impact of Agriculture 	<p>GHW.1.3: Analyze agricultural hearths and exchanges of crops among regions. Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world.</p>	<ul style="list-style-type: none"> • Analyze agricultural hearths and exchanges of crops among regions. • Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world. 	<ul style="list-style-type: none"> • Mid Unit 4 Mini Test • Chapter 10 Partner Packet • Chapter 11 Partner Packet • Chapter 12 Partner Packet • Chapter 13 Partner Packet • Chapter 14 Partner Packet • Unit 4 Test 	<ul style="list-style-type: none"> • Dry Farming • Clear-Cutting • Overfishing • Aquaculture • Pesticide 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Culture Hearth Modification <ul style="list-style-type: none"> – Urban Development – Agricultural Activities 	<p>GHW.1.4: Identify and describe the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities.</p>	<ul style="list-style-type: none"> • Identify the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities. • Describe the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities. 		<ul style="list-style-type: none"> • Manufacturing Belt 	CRITICAL
WORLD RELIGIONS					
<p>Students Examine the Physical and Human Geographic Factors Associated with the Origins, Spread and Impact of Major World Religions in Different Regions of the World</p>	<p>GHW.2.1: Map the development over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration.</p>	<ul style="list-style-type: none"> • Map the development over time of world religions from their points of origin. • Identify those that exhibit a high degree of local and/or international concentration. 	<ul style="list-style-type: none"> • World Religion Chart 	<ul style="list-style-type: none"> •Christianity •Islam •Judaism •Buddhism •Sikhism •Hinduism •Syncretism 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Effects of World Religions 	<p>GHW.2.2: Differentiate among selected countries in terms of how their identities, cultural and physical environments, and functions and forms of government are affected by world religions.</p>	<ul style="list-style-type: none"> • Differentiate among selected countries in terms of how the following are affected by world religions: <ul style="list-style-type: none"> – their identities – cultural and physical environments – functions and forms of government 			CRITICAL
<ul style="list-style-type: none"> • Religious Perspectives <ul style="list-style-type: none"> – Environment – Attitudes Toward Resource Use – Past – Present 	<p>GHW.2.3: Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past.</p>	<ul style="list-style-type: none"> • Compare different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past. • Contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Fundamentalist Movements in the World's Major Religions – Fundamentalism – Secularism – Modernism 	<p>GHW.2.4: Analyze and assess the rise of fundamentalist movements in the world's major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition.</p>	<ul style="list-style-type: none"> • Analyze and assess the rise of fundamentalist movements in the world's major religions during contemporary times (1980–present). • Describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition. 		<ul style="list-style-type: none"> • Fundamentalism • Secularism • Modernism 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
POPULATION CHARACTERISTICS, DISTRIBUTION AND MIGRATION					
The Physical and Human Geographic Factors Associated with Population Characteristics, Distribution and Migration in the World and the Causes and Consequences Associated with Them. <ul style="list-style-type: none"> • Population Distribution 	GHW.3.1: Map and analyze the distribution of the world's human population for different time periods noting the population characteristics and population density for specific regions.	<ul style="list-style-type: none"> • Map the distribution of the world's human population for different time periods noting the population characteristics and population density for specific regions. • Analyze the distribution of the world's human population for different time periods noting the population characteristics and population density for specific regions. 	<ul style="list-style-type: none"> • Unit 4 Maps 	<ul style="list-style-type: none"> • Population Density • Emigrate • Immigrate • Land Bridge • Brain Drain • Guest Worker • Megalopolis 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Migration of Human Population 	<p>GHW.3.2: Identify and describe the push-pull factors that resulted in the migration of human population over time and detect changes in these factors.</p>	<ul style="list-style-type: none"> • Identify the push-pull factors that resulted in the migration of human population over time. • Describe the push-pull factors that resulted in the migration of human population over time. • Detect changes in these factors. 			CRITICAL
<ul style="list-style-type: none"> • Population Characteristic Changes • Migration of People Throughout the World 	<p>GHW.3.3: Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions.</p>	<ul style="list-style-type: none"> • Analyze the changes in population characteristics that resulted from the migration of peoples within, between, and among world regions. • Analyze the changes in the physical and human environments that resulted from the migration of peoples within, between, and among world regions. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Physical and Human Environmental Change Due to Population Change 	<p>GHW.3.4: Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.</p>	<ul style="list-style-type: none"> • Give examples of how the physical and human environments in different regions have changed over time due to significant population growth or decline. • Evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline 			CRITICAL
<ul style="list-style-type: none"> • Population Trends <ul style="list-style-type: none"> – Development – Employment – Health – Political Representation – Sanitation 	<p>GHW.3.5: Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation.</p>	<ul style="list-style-type: none"> • Analyze population trends in the local community. • Suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
EXPLORATION, CONQUEST, IMPERIALISM AND POST-COLONIALISM					
The Physical and Human Geographic Factors Associated with the Origins, Major Players and Events, and Consequences of Worldwide Exploration, Conquest and Imperialism. <ul style="list-style-type: none"> • Exploration • Discovery • Conquest 	GHW.4.1: Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. Identify the countries involved. Provide examples of how people modified their view of world regions as a consequence of these voyages.	<ul style="list-style-type: none"> • Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. • Identify the countries involved. • Provide examples of how people modified their view of world regions as a consequence of these voyages. 		<ul style="list-style-type: none"> • Conflict • Balkanization • Invasive Species 	CRITICAL
<ul style="list-style-type: none"> • Imperialism 	GHW.4.3: Identify and compare the main causes, players, and events of imperialism during different time periods. Examine the global extent of imperialism using a series of political maps	<ul style="list-style-type: none"> • Identify the main causes, players, and events of imperialism. • Compare the main causes, players, and events of imperialism. • Examine the global extent of imperialism using a series of political maps. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Change Caused by Imperialist and Colonial Policies 	<p>GHW.4.4: Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies.</p>	<ul style="list-style-type: none"> • Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies. • Assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies. 		<ul style="list-style-type: none"> • Imperialism • Colonialism • Dialects • Patois 	CRITICAL
<ul style="list-style-type: none"> • Contemporary Colonialism and Imperialism 	<p>GHW.4.5: Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world.</p>	<ul style="list-style-type: none"> • Analyze ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world. • Assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
URBAN GROWTH					
<p>The Physical and Human Geographic Factors Associated with the Origin and Growth of Towns and Cities in Different Regions of the World and With the Internal Spatial Structure of Those Urban Centers.</p> <ul style="list-style-type: none"> • Growth of Towns and Cities During Different Time Periods 	<p>GHW.5.1: Ask and answer geographic and historic questions about the origin and growth of towns and cities in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods.</p>	<ul style="list-style-type: none"> • Ask and answer geographic and historic questions about the origin and growth of towns and cities in different regions of the world and in different time periods. • Compare the factors involved in the location and growth of towns and cities for different time periods. • Contrast the factors involved in the location and growth of towns and cities for different time periods. 		<ul style="list-style-type: none"> • Urbanization • Industrialization • Cottage Industry 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Urbanization <ul style="list-style-type: none"> – Advantages – Disadvantages – Transportation Technologies – Population Growth – Agricultural Production – Demands of Industry 	<p>GHW.5.2: Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend.</p>	<ul style="list-style-type: none"> • Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. • Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend. 		<ul style="list-style-type: none"> • Manufacturing Belt • Industrial Capitalism 	CRITICAL
<ul style="list-style-type: none"> • Similarities and Differences in the Structure of Cities 	<p>GHW.5.3: Describe how the internal structure of cities is similar and different in various regions of the world. Analyze and explain why these similarities and differences in structure exist.</p>	<ul style="list-style-type: none"> • Describe how the internal structure of cities is similar and different in various regions of the world. • Analyze and explain why these similarities and differences in structure exist. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Impact of Urbanization <ul style="list-style-type: none"> Physical Environment Human Environment 	<p>GHW.5.4: Analyze and assess the impact of urbanization on the physical and human environments in various parts of the world.</p>	<ul style="list-style-type: none"> Analyze the impact of urbanization on the physical and human environments in various parts of the world. Assess the impact of urbanization on the physical and human environments in various parts of the world. 			CRITICAL
<p>INNOVATIONS AND REVOLUTIONS</p>					
<p>The Physical and Human Geographic Factors that Influenced the Origins, Major Events, Diffusion and Global Consequences of New Ideas in Agriculture, Science, Culture, Politics, Industry and Technology.</p> <ul style="list-style-type: none"> Violent vs. Non-violent Revolution 	<p>GHW.6.1: Distinguish between violent and non-violent revolution. Describe the causes and events of political revolutions in two distinct regions of the world and use maps, timelines and/or other graphic representations to document the spread of political ideas that resulted from those events to other regions of the world.</p>	<ul style="list-style-type: none"> Distinguish between violent and non-violent revolution. Describe the causes and events of political revolutions in two distinct regions of the world and use maps, timelines and/or other graphic representations to document the spread of political ideas that resulted from those events to other regions of the world. 		<ul style="list-style-type: none"> Revolution 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Origin and Spread of Innovations • Impact of Innovation on Human and Physical Environment 	<p>GHW.6.2: Prepare maps, timelines and/or other graphic representations showing the origin and spread of specific innovations (e.g. Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology) . Assess the impact of these innovations on the human and physical environments of the regions to which they spread.</p>	<ul style="list-style-type: none"> • Prepare maps, timelines and/or other graphic representations showing the origin and spread of specific innovations (e.g. Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology) • Assess the impact of these innovations on the human and physical environments of the regions to which they spread. 		<ul style="list-style-type: none"> • Pasteurization • Computer Technology • Digital Technology 	CRITICAL
<ul style="list-style-type: none"> • Spread and Influence of Art and Scientific Thought 	<p>GHW.6.3: Map the spread of innovative art forms and scientific thought from their origins to other world regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world.</p>	<ul style="list-style-type: none"> • Map the spread of innovative art forms and scientific thought from their origins to other world regions. • Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world. 		<ul style="list-style-type: none"> • Renaissance • Realism • Jazz 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Transportation and Communication Change <ul style="list-style-type: none"> – Cultural Convergence – Cultural Divergence 	<p>GHW.6.4: Analyze how transportation and communication changes (e.g. Railroads; Automobiles and Airplanes; Computer Technology; Television; Cell Phones; Satellite Communications) have led to both cultural convergence and divergence in the world.</p>	<ul style="list-style-type: none"> • Analyze how transportation and communication changes (e.g. Railroads; Automobiles and Airplanes; Computer Technology; Television; Cell Phones; Satellite Communications) have led to cultural convergence in the world. • Analyze how transportation and communication changes have led to cultural divergence in the world. 			IMPORTANT
<ul style="list-style-type: none"> • Agricultural Revolutions <ul style="list-style-type: none"> – Fire to Alter Vegetation – Domestication of Plants – Mechanization and Industrialization – Genetic Manipulation 	<p>GHW.6.5: Analyze and assess the impact of the four major agricultural revolutions* on the world's human and physical environments.</p>	<ul style="list-style-type: none"> • Analyze the impact of the four major agricultural revolutions* on the world's human and physical environments. • Assess the impact of the four major agricultural revolutions* on the world's human and physical environments. 		<ul style="list-style-type: none"> • Domesticate • GMOs • Agribusiness 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Industrial Revolution <ul style="list-style-type: none"> – Developed Countries – Developing Countries 	<p>GHW.6.6: Compare and contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed, and developing, countries in the contemporary world.</p>	<ul style="list-style-type: none"> • Compare the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed, and developing, countries in the contemporary world. • Contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed, and developing, countries in the contemporary world. 		<ul style="list-style-type: none"> • Industrial Revolution 	CRITICAL
CONFLICT AND COOPERATION					
<p>The Physical and Human Geographic Factors Affecting the Origins and the Local, Regional and Supranational* Consequences of Conflict and Cooperation Between and Among Groups of People.</p>	<p>GHW.7.1: Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist, racial, ethnic, religious, political, economic and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface.</p>	<ul style="list-style-type: none"> • Recognize that conflict and cooperation among groups of people occur for a variety of reasons. <ul style="list-style-type: none"> – Nationalist – Racial – Ethnic – Religious – Political – Economic – Resource 		<ul style="list-style-type: none"> •Ethnic Cleansing •Holocaust •Cold War •Russification •Perestroika •Glanost •Privatization 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Physical and Human Factors in Conflicts and Violence <ul style="list-style-type: none"> – Nationalist – Racial – Ethnic – Political – Resource Issues 	<p>GHW.7.2: Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.</p>	<ul style="list-style-type: none"> • Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. • Assess the human and physical environmental consequences of the conflicts identified for study. 		<ul style="list-style-type: none"> • Shatter Belt • Nuclear Wastes • Radioactive Material 	IMPORTANT
<ul style="list-style-type: none"> • Independence Achieved <ul style="list-style-type: none"> – Peacefully – Armed Struggle or War 	<p>GHW.7.3: Analyze and explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars.</p>	<ul style="list-style-type: none"> • Analyze why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars. • Explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars. 		<ul style="list-style-type: none"> • Independence • Devolution 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Global Cooperative Organizations <ul style="list-style-type: none"> – Establishment – Success or Lack of – Consequences for Citizens 	<p>GHW.7.4: Prepare a variety of text (writing, maps, timelines and/or other graphic representations) to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. Describe their establishment and assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish.</p>	<ul style="list-style-type: none"> • Prepare a variety of text (writing, maps, timelines and/or other graphic representations) to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. • Describe their establishment and assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish. 		<ul style="list-style-type: none"> •European Union •Kyoto Protocol •NAFTA •NATO •WTO •WHO •United Nations •Cap-And-Trade 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>TRADE AND COMMERCE</p>					
<p>The Physical and Human Geographic Factors that Encourage or Impede Economic Interdependence Between and/or Among Countries and the Local, Regional and Global Consequences of Those Exchanges.</p>	<p>GHW.8.1: Use maps to show the location and distribution of Earth’s resources and analyze how this distribution affects trade between and among countries and regions.</p>	<ul style="list-style-type: none"> • Use maps to show the location and distribution of Earth’s resources • Analyze how this distribution affects trade between and among countries and regions. 	<ul style="list-style-type: none"> • World Maps 	<ul style="list-style-type: none"> • Subsistence Farming • Trans-Siberian Railroad • Free Trade Zones • Continental • Entrepot • Break-of-Bulk • Complementarity 	<p>CRITICAL</p>
<ul style="list-style-type: none"> • Global Movement of Goods and Services 	<p>GHW.8.2: Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence that result.</p>	<ul style="list-style-type: none"> • Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. • Analyze and assess the patterns and networks of economic interdependence or lack of interdependence that result. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Global Patterns of Trade and Commerce <ul style="list-style-type: none"> – Current and Future Impact 	<p>GHW.8.3: Analyze the impact of changing global patterns of trade and commerce on the state and local community and predict the impact of these patterns in the future.</p>	<ul style="list-style-type: none"> • Analyze the impact of changing global patterns of trade and commerce on the state and local community. • Predict the impact of these patterns in the future. 			IMPORTANT
<p>HUMAN AND ENVIRONMENTAL INTERACTIONS: RESOURCES, HAZARDS AND HEALTH</p>					
<p>The Physical and Human Geographic Factors Associated with Examples of How Humans Interact with the Environment, Such as Deforestation, Natural Hazards and the Spread of Diseases, and the Regional and Global Consequences of These Interactions.</p> <ul style="list-style-type: none"> • Natural Disasters 	<p>GHW.9.1: Use maps to identify regions in the world where particular natural disasters occur frequently and analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters.</p>	<ul style="list-style-type: none"> • Use maps to identify regions in the world where particular natural disasters occur frequently. • Analyze how the physical and human environments have been modified over time in response to environmental threats. • Assess the success of international aid to these disasters. 		<ul style="list-style-type: none"> • Hurricane • Earthquake • Seismic • Deforestation • Overgrazing • Avalanche • Massif 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Regional Resource Issues that Impede: <ul style="list-style-type: none"> – Sustainability – Economic Expansion – Diversification 	<p>GHW.9.2: Identify regional resource issues that may impede sustainability, economic expansion and/or diversification and assess the impact of these issues on the physical and human environments of specific regions.</p>	<ul style="list-style-type: none"> • Identify regional resource issues that may impede sustainability, economic expansion and/or diversification. • Assess the impact of these issues on the physical and human environments of specific regions. 		<ul style="list-style-type: none"> • Tributary • Headwaters • Divide • Fall Line 	IMPORTANT
<ul style="list-style-type: none"> • Modifying the Physical Environment Using Technology 	<p>GHW.9.3: Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions and evaluate the impact of these technologies on the physical and human environments affected.</p>	<ul style="list-style-type: none"> • Describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions. • Identify ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions. • Evaluate the impact of these technologies on the physical and human environments affected. 		<ul style="list-style-type: none"> • Dam • Dike • Polder • Aqueducts 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Epidemics and Pandemics <ul style="list-style-type: none"> – Bubonic Plague – Smallpox – Influenza 	<p>GHW.9.4: Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time.</p>	<ul style="list-style-type: none"> • Distinguish the human and physical factors associated with the spread of selected epidemics and/or pandemics over time • Assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time. 		<ul style="list-style-type: none"> • Bubonic Plague • Smallpox • Influenza • Cholera 	IMPORTANT
<p>STATES, NATIONS AND NATION-STATES</p>					
<p>The Physical and Human Geographic Factors that Contribute to the Formation of States (Countries) and the Forces that Function to Either Unite and Bind a Country Together or to Divide a Country.</p> <ul style="list-style-type: none"> • State vs. Nation • Foreign Affairs 	<p>GHW.10.1: Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs and analyze the relationship between nations and the states in which they lie.</p>	<ul style="list-style-type: none"> • Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs. • Analyze the relationship between nations and the states in which they lie. 		<ul style="list-style-type: none"> • State • Nation • Welfare State 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • State Formation <ul style="list-style-type: none"> – Nationalism as a Contributing Factor 	<p>GHW.10.2: Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism, in their formation.</p>	<ul style="list-style-type: none"> • Analyze the formation of states (countries) in selected regions. • Identify and appraise the contribution of factors, such as nationalism, in their formation. 		<ul style="list-style-type: none"> • Nationalism 	CRITICAL
<ul style="list-style-type: none"> • Democratic Reform 	<p>GHW.10.3: Evaluate and predict the successes and failures of democratic reform movements in challenging authoritarian or despotic regimes in different countries.</p>	<ul style="list-style-type: none"> • Evaluate the successes and failures of democratic reform movements in challenging authoritarian or despotic regimes in different countries. • Predict the successes and failures of democratic reform movements in challenging authoritarian or despotic regimes in different countries. 		<ul style="list-style-type: none"> • Democracy • Communism 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Impact of Imperialistic Policies 	<p>GHW.10.4: Investigate and assess the impact of imperialistic policies on the formation of new countries in various regions of the world.</p>	<ul style="list-style-type: none"> Investigate the impact of imperialistic policies on the formation of new countries in various regions of the world. Assess the impact of imperialistic policies on the formation of new countries in various regions of the world. 		<ul style="list-style-type: none"> Imperialism 	CRITICAL
<ul style="list-style-type: none"> Nation-States 	<p>GHW.10.5: Use a variety of sources, such as atlases, written materials and statistical source materials, to identify countries of the world that are true nation-states and draw conclusions about why certain regions of the world contain more nation-states than others.</p>	<ul style="list-style-type: none"> Use a variety of sources, such as atlases, written materials and statistical source materials, to identify countries of the world that are true nation-states. Draw conclusions about why certain regions of the world contain more nation-states than others. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<p>GHW.10.6: Analyze the human and physical geographic forces that either bind and unite (centripetal forces) or divide (centrifugal forces) a country or countries. Predict the impact of these forces on the future of these countries and analyze possible strategies that could be implemented to overcome the impact of centrifugal forces.</p>	<ul style="list-style-type: none"> • Analyze the human and physical geographic forces that either bind and unite (centripetal forces) or divide (centrifugal forces) a country or countries. • Predict the impact of these forces on the future of these countries and analyze possible strategies that could be implemented to overcome the impact of centrifugal forces. 			
SPORTS, RECREATION AND TOURISM					
<p>The Physical and Human Geographic Factors Associated with Sports, Recreation and Tourism Along with the Local and Global Consequences of These Activities.</p>	<p>GHW.11.1: Use graphic representations, such as maps and timelines, to describe the spread of specific sports and/or sporting events from their geographic origins and analyze the spatial patterns that emerge.</p>	<ul style="list-style-type: none"> • Use graphic representations, such as maps and timelines, to describe the spread of specific sports and/or sporting events from their geographic origins. • Analyze the spatial patterns that emerge. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	GHW.11.2: Analyze the ways in which people’s changing views of particular places and regions as recreation and/or tourist destinations reflect cultural changes.	<ul style="list-style-type: none"> • Analyze the ways in which people’s changing views of particular places and regions as recreation and/or tourist destinations reflect cultural changes. 		<ul style="list-style-type: none"> • Ecotourism 	
<ul style="list-style-type: none"> • Impact of Sports and Recreation 	GHW.11.3: Identify and assess the impact of sports and recreation on the human and physical environments in selected countries.	<ul style="list-style-type: none"> • Identify the impact of sports and recreation on the human and physical environments in selected countries. • Assess the impact of sports and recreation on the human and physical environments in selected countries. 			IMPORTANT
<ul style="list-style-type: none"> • Impact of Tourism 	GHW.11.5: Analyze the impact of tourism on the physical and human environments of selected world regions. Predict the environmental impact of a continued growth in tourism in these regions.	<ul style="list-style-type: none"> • Analyze the impact of tourism on the physical and human environments of selected world regions. • Predict the environmental impact of a continued growth in tourism in these regions. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<p>GHW.11.6: Use geographical and historical knowledge and skills to analyze problems related to tourism and to propose solutions related to these problems.</p>	<ul style="list-style-type: none"> • Use geographical and historical knowledge and skills to analyze problems related to tourism and to propose solutions related to these problems. 			
<p>GLOBAL CHANGE</p>					
<p>The Human Causes of Change to the Environment on a Global Scale Along with the Impact of These Changes on the Lives of Humans.</p>	<p>GHW.12.1: Analyze global climate change (sometimes called “global warming”) and assess the validity of this idea, the variable climate changes it forecasts for different parts of Earth, and the implications of these changes for humans.</p>	<ul style="list-style-type: none"> • Analyze global climate change (sometimes called “global warming”). • Assess the validity of this idea, the variable climate changes it forecasts for different parts of Earth, and the implications of these changes for humans. 		<ul style="list-style-type: none"> •Global Warming •Timberline •Chinook •Old-Growth Forest •Isthmus •Archipelago •Biodiversity •Sedimentation •Reforestation •Glaciation •Fjord •Geothermal Energy •Hot Spring •Geyser •Mistral •Foehn •Avalanche •Acid Deposition •Pollution Hotspot •Meltwater •Chernozem •Permafrost 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Linear and Exponential Growth • Consequence of Human Response 	<p>GHW.12.2: Explain the concepts of linear and exponential growth, and apply these concepts to geographical themes while analyzing the consequences of various human responses.</p>	<ul style="list-style-type: none"> • Explain the concepts of linear and exponential growth. • Apply these concepts to geographical themes while analyzing the consequences of various human responses. 			IMPORTANT
<p>LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES</p>					
<p>Read and Comprehend</p> <ul style="list-style-type: none"> • History/Social Studies Texts • Write Effectively For a Variety of Discipline-Specific Tasks 	<p>LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</p>	<ul style="list-style-type: none"> • Read history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. • Comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. 			CRITICAL

<ul style="list-style-type: none">• Write Routinely• Variety of Time Frames• Range of Discipline-Specific Tasks, Purposes, and Audiences	LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none">• Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.			CRITICAL
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GRADE LEVEL: 9-12

SUBJECT: GEOGRAPHY AND HISTORY OF THE WORLD

DATE: 2017-2018

GRADING PERIOD: QUARTER 3

MASTER 3-15-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>CULTURE HEARTHES</p> <p>Examine the Physical and Human Geographic Factors Associated with the Origin and Development of Culture Hearths in Various Regions of the World</p> <ul style="list-style-type: none"> • Culture Hearths <ul style="list-style-type: none"> – Asia – Mesoamerica – North Africa 	<p>GHW.1.1: Use maps, timelines and/or other graphic representations to identify and describe the location, distribution and main events in the development of culture hearths in Asia, Mesoamerica and North Africa.</p>	<ul style="list-style-type: none"> • Use maps, timelines and/or other graphic representations to identify the location, distribution and main events in the development of culture hearths in Asia, Mesoamerica and North Africa. • Use maps, timelines and/or other graphic representations to describe the location, distribution and main events in the development of culture hearths in Asia, Mesoamerica and North Africa. 	<ul style="list-style-type: none"> • Unit 5 Test • Unit 5 Maps • Unit 6 Test • Unit 6 Maps 	<ul style="list-style-type: none"> • Indigenous 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Locations of Culture Hearths • Growth of Culture Hearths 	<p>GHW.1.2: Ask and answer geographic and historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared.</p>	<ul style="list-style-type: none"> • Ask and answer geographic and historical questions about the locations and growth of culture hearths. • Assess why some of these culture hearths have endured to this day, while others have declined or disappeared. 	<ul style="list-style-type: none"> • Chapter 15 Partner Packet • Chapter 16 Partner Packet • Chapter 17 Partner Packet • Chapter 18 Partner Packet • Chapter 19 Partner Packet • Chapter 20 Partner Packet • Chapter 21 Partner Packet • Chapter 22 Partner Packet • Chapter 23 Partner Packet • Chapter 24 Partner Packet 	<ul style="list-style-type: none"> • Hieroglyphics • Pastoralism • Culture Hearth • Cuneiform • Qanat 	CRITICAL
<ul style="list-style-type: none"> • Agricultural Hearths • Impact of Agriculture 	<p>GHW.1.3: Analyze agricultural hearths and exchanges of crops among regions. Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world.</p>	<ul style="list-style-type: none"> • Analyze agricultural hearths and exchanges of crops among regions. • Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world. 		<ul style="list-style-type: none"> • Fertilizer • Pesticide • Domesticate • Subsistence Farming • Overfarming • Poaching • Commercial Farming • Shifting Cultivation 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Culture Hearth Modification <ul style="list-style-type: none"> – Urban Development – Agricultural Activities 	<p>GHW.1.4: Identify and describe the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities.</p>	<ul style="list-style-type: none"> • Identify the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities. • Describe the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities. 		<ul style="list-style-type: none"> • Cash Crop • Plantation • Ground Water 	CRITICAL
WORLD RELIGIONS					
<p>Students Examine the Physical and Human Geographic Factors Associated with the Origins, Spread and Impact of Major World Religions in Different Regions of the World</p>	<p>GHW.2.1: Map the development over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration.</p>	<ul style="list-style-type: none"> • Map the development over time of world religions from their points of origin. • Identify those that exhibit a high degree of local and/or international concentration. 		<ul style="list-style-type: none"> •Christianity •Islam •Judaism •Buddhism •Sikhism •Hinduism •Syncretism •Monotheism •Animist 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Effects of World Religions 	<p>GHW.2.2: Differentiate among selected countries in terms of how their identities, cultural and physical environments, and functions and forms of government are affected by world religions.</p>	<ul style="list-style-type: none"> • Differentiate among selected countries in terms of how the following are affected by world religions: <ul style="list-style-type: none"> – their identities – cultural and physical environments – functions and forms of government 		<ul style="list-style-type: none"> •Sunni •Shia •Ibadhism •Shari’ah •Hajj •Mujahideen •Taliban 	CRITICAL
<ul style="list-style-type: none"> • Religious Perspectives <ul style="list-style-type: none"> – Environment – Attitudes Toward Resource Use – Past – Present 	<p>GHW.2.3: Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past.</p>	<ul style="list-style-type: none"> • Compare different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past. • Contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past. 		<ul style="list-style-type: none"> •Prophet •Mosque •Ziggurat 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Fundamentalist Movements in the World's Major Religions – Fundamentalism – Secularism – Modernism 	<p>GHW.2.4: Analyze and assess the rise of fundamentalist movements in the world's major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition.</p>	<ul style="list-style-type: none"> • Analyze and assess the rise of fundamentalist movements in the world's major religions during contemporary times (1980–present). • Describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
POPULATION CHARACTERISTICS, DISTRIBUTION AND MIGRATION					
The Physical and Human Geographic Factors Associated with Population Characteristics, Distribution and Migration in the World and the Causes and Consequences Associated with Them. <ul style="list-style-type: none"> • Population Distribution 	GHW.3.1: Map and analyze the distribution of the world's human population for different time periods noting the population characteristics and population density for specific regions.	<ul style="list-style-type: none"> • Map the distribution of the world's human population for different time periods noting the population characteristics and population density for specific regions. • Analyze the distribution of the world's human population for different time periods noting the population characteristics and population density for specific regions. 		<ul style="list-style-type: none"> • Nomad • Bedouin • Kibbutz • Moshav • Stateless Nation • Internally Displaced Person 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Migration of Human Population 	<p>GHW.3.2: Identify and describe the push-pull factors that resulted in the migration of human population over time and detect changes in these factors.</p>	<ul style="list-style-type: none"> • Identify the push-pull factors that resulted in the migration of human population over time. • Describe the push-pull factors that resulted in the migration of human population over time. • Detect changes in these factors. 			CRITICAL
<ul style="list-style-type: none"> • Population Characteristic Changes • Migration of People Throughout the World 	<p>GHW.3.3: Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions.</p>	<ul style="list-style-type: none"> • Analyze the changes in population characteristics that resulted from the migration of peoples within, between, and among world regions. • Analyze the changes in the physical and human environments that resulted from the migration of peoples within, between, and among world regions. 		<ul style="list-style-type: none"> • Habitat • Carrying Capacity 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Physical and Human Environmental Change Due to Population Change 	<p>GHW.3.4: Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.</p>	<ul style="list-style-type: none"> • Give examples of how the physical and human environments in different regions have changed over time due to significant population growth or decline. • Evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline 			<p>CRITICAL</p>
<ul style="list-style-type: none"> • Population Trends <ul style="list-style-type: none"> – Development – Employment – Health – Political Representation – Sanitation 	<p>GHW.3.5: Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation.</p>	<ul style="list-style-type: none"> • Analyze population trends in the local community. • Suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation. 		<ul style="list-style-type: none"> • Patriarchal • Clan • Nuclear Family • Oral Tradition 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
EXPLORATION, CONQUEST, IMPERIALISM AND POST-COLONIALISM					
The Physical and Human Geographic Factors Associated with the Origins, Major Players and Events, and Consequences of Worldwide Exploration, Conquest and Imperialism. <ul style="list-style-type: none"> • Exploration • Discovery • Conquest 	GHW.4.1: Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. Identify the countries involved. Provide examples of how people modified their view of world regions as a consequence of these voyages.	<ul style="list-style-type: none"> • Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. • Identify the countries involved. • Provide examples of how people modified their view of world regions as a consequence of these voyages. 		<ul style="list-style-type: none"> • Geometric Boundary • Nationalism 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Worldwide Spread During Exploration <ul style="list-style-type: none"> – Flora – Fauna – Pathogens 	<p>GHW.4.2: Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the movement, spread and changes in the worldwide exchange of flora, fauna and pathogens that resulted from transoceanic voyages of exploration and exchanges between peoples in different regions. Assess the consequences of these encounters for the people and environments involved.</p>	<ul style="list-style-type: none"> • Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the movement, spread and changes in the worldwide exchange of flora, fauna and pathogens that resulted from transoceanic voyages of exploration and exchanges between peoples in different regions. • Assess the consequences of these encounters for the people and environments involved. 			CRITICAL
<ul style="list-style-type: none"> • Imperialism 	<p>GHW.4.3: Identify and compare the main causes, players, and events of imperialism during different time periods. Examine the global extent of imperialism using a series of political maps</p>	<ul style="list-style-type: none"> • Identify the main causes, players, and events of imperialism. • Compare the main causes, players, and events of imperialism. • Examine the global extent of imperialism using a series of political maps. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Change Caused by Imperialist and Colonial Policies 	<p>GHW.4.4: Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies.</p>	<ul style="list-style-type: none"> • Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies. • Assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies. 		<ul style="list-style-type: none"> • Lingua Franca 	CRITICAL
<ul style="list-style-type: none"> • Contemporary Colonialism and Imperialism 	<p>GHW.4.5: Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world.</p>	<ul style="list-style-type: none"> • Analyze ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world. • Assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
URBAN GROWTH					
<p>The Physical and Human Geographic Factors Associated with the Origin and Growth of Towns and Cities in Different Regions of the World and With the Internal Spatial Structure of Those Urban Centers.</p> <ul style="list-style-type: none"> • Growth of Towns and Cities During Different Time Periods 	<p>GHW.5.1: Ask and answer geographic and historic questions about the origin and growth of towns and cities in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods.</p>	<ul style="list-style-type: none"> • Ask and answer geographic and historic questions about the origin and growth of towns and cities in different regions of the world and in different time periods. • Compare the factors involved in the location and growth of towns and cities for different time periods. • Contrast the factors involved in the location and growth of towns and cities for different time periods. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Urbanization <ul style="list-style-type: none"> – Advantages – Disadvantages – Transportation Technologies – Population Growth – Agricultural Production – Demands of Industry 	<p>GHW.5.2: Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend.</p>	<ul style="list-style-type: none"> • Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. • Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend. 		<ul style="list-style-type: none"> •Infrastructure •Urbanization 	CRITICAL
<ul style="list-style-type: none"> • Similarities and Differences in the Structure of Cities 	<p>GHW.5.3: Describe how the internal structure of cities is similar and different in various regions of the world. Analyze and explain why these similarities and differences in structure exist.</p>	<ul style="list-style-type: none"> • Describe how the internal structure of cities is similar and different in various regions of the world. • Analyze and explain why these similarities and differences in structure exist. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Impact of Urbanization <ul style="list-style-type: none"> Physical Environment Human Environment 	<p>GHW.5.4: Analyze and assess the impact of urbanization on the physical and human environments in various parts of the world.</p>	<ul style="list-style-type: none"> Analyze the impact of urbanization on the physical and human environments in various parts of the world. Assess the impact of urbanization on the physical and human environments in various parts of the world. 			CRITICAL
INNOVATIONS AND REVOLUTIONS					
<p>The Physical and Human Geographic Factors that Influenced the Origins, Major Events, Diffusion and Global Consequences of New Ideas in Agriculture, Science, Culture, Politics, Industry and Technology.</p> <ul style="list-style-type: none"> Violent vs. Non-violent Revolution 	<p>GHW.6.1: Distinguish between violent and non-violent revolution. Describe the causes and events of political revolutions in two distinct regions of the world and use maps, timelines and/or other graphic representations to document the spread of political ideas that resulted from those events to other regions of the world.</p>	<ul style="list-style-type: none"> Distinguish between violent and non-violent revolution. Describe the causes and events of political revolutions in two distinct regions of the world and use maps, timelines and/or other graphic representations to document the spread of political ideas that resulted from those events to other regions of the world. 		<ul style="list-style-type: none"> Domestication Subsistence Farming 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Origin and Spread of Innovations • Impact of Innovation on Human and Physical Environment 	<p>GHW.6.2: Prepare maps, timelines and/or other graphic representations showing the origin and spread of specific innovations (e.g. Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology) . Assess the impact of these innovations on the human and physical environments of the regions to which they spread.</p>	<ul style="list-style-type: none"> • Prepare maps, timelines and/or other graphic representations showing the origin and spread of specific innovations (e.g. Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology) • Assess the impact of these innovations on the human and physical environments of the regions to which they spread. 		<ul style="list-style-type: none"> • Biofuels 	CRITICAL
<ul style="list-style-type: none"> • Spread and Influence of Art and Scientific Thought 	<p>GHW.6.3: Map the spread of innovative art forms and scientific thought from their origins to other world regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world.</p>	<ul style="list-style-type: none"> • Map the spread of innovative art forms and scientific thought from their origins to other world regions. • Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world. 		<ul style="list-style-type: none"> • Griot 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Transportation and Communication Change <ul style="list-style-type: none"> – Cultural Convergence – Cultural Divergence 	<p>GHW.6.4: Analyze how transportation and communication changes (e.g. Railroads; Automobiles and Airplanes; Computer Technology; Television; Cell Phones; Satellite Communications) have led to both cultural convergence and divergence in the world.</p>	<ul style="list-style-type: none"> • Analyze how transportation and communication changes (e.g. Railroads; Automobiles and Airplanes; Computer Technology; Television; Cell Phones; Satellite Communications) have led to cultural convergence in the world. • Analyze how transportation and communication changes have led to cultural divergence in the world. 			IMPORTANT
<ul style="list-style-type: none"> • Agricultural Revolutions <ul style="list-style-type: none"> – Fire to Alter Vegetation – Domestication of Plants – Mechanization and Industrialization – Genetic Manipulation 	<p>GHW.6.5: Analyze and assess the impact of the four major agricultural revolutions* on the world’s human and physical environments.</p>	<ul style="list-style-type: none"> • Analyze the impact of the four major agricultural revolutions* on the world’s human and physical environments. • Assess the impact of the four major agricultural revolutions* on the world’s human and physical environments. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Industrial Revolution <ul style="list-style-type: none"> – Developed Countries – Developing Countries 	<p>GHW.6.6: Compare and contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed, and developing, countries in the contemporary world.</p>	<ul style="list-style-type: none"> • Compare the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed, and developing, countries in the contemporary world. • Contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed, and developing, countries in the contemporary world. 			CRITICAL
CONFLICT AND COOPERATION					
<p>The Physical and Human Geographic Factors Affecting the Origins and the Local, Regional and Supranational* Consequences of Conflict and Cooperation Between and Among Groups of People.</p>	<p>GHW.7.1: Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist, racial, ethnic, religious, political, economic and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface.</p>	<ul style="list-style-type: none"> • Recognize that conflict and cooperation among groups of people occur for a variety of reasons. <ul style="list-style-type: none"> – Nationalist – Racial – Ethnic – Religious – Political – Economic – Resource 		<ul style="list-style-type: none"> •Exclave •Enclave •Conflict Diamonds 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Physical and Human Factors in Conflicts and Violence <ul style="list-style-type: none"> – Nationalist – Racial – Ethnic – Political – Resource Issues 	<p>GHW.7.2: Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.</p>	<ul style="list-style-type: none"> • Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. • Assess the human and physical environmental consequences of the conflicts identified for study. 			IMPORTANT
<ul style="list-style-type: none"> • Independence Achieved <ul style="list-style-type: none"> – Peacefully – Armed Struggle or War 	<p>GHW.7.3: Analyze and explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars.</p>	<ul style="list-style-type: none"> • Analyze why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars. • Explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars. 		<ul style="list-style-type: none"> • Independence 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Global Cooperative Organizations <ul style="list-style-type: none"> – Establishment – Success or Lack of – Consequences for Citizens 	<p>GHW.7.4: Prepare a variety of text (writing, maps, timelines and/or other graphic representations) to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. Describe their establishment and assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish.</p>	<ul style="list-style-type: none"> • Prepare a variety of text (writing, maps, timelines and/or other graphic representations) to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. • Describe their establishment and assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish. 			<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>TRADE AND COMMERCE</p>					
<p>The Physical and Human Geographic Factors that Encourage or Impede Economic Interdependence Between and/or Among Countries and the Local, Regional and Global Consequences of Those Exchanges.</p>	<p>GHW.8.1: Use maps to show the location and distribution of Earth’s resources and analyze how this distribution affects trade between and among countries and regions.</p>	<ul style="list-style-type: none"> • Use maps to show the location and distribution of Earth’s resources • Analyze how this distribution affects trade between and among countries and regions. 			<p>CRITICAL</p>
<ul style="list-style-type: none"> • Global Movement of Goods and Services 	<p>GHW.8.2: Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence that result.</p>	<ul style="list-style-type: none"> • Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. • Analyze and assess the patterns and networks of economic interdependence or lack of interdependence that result. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Global Patterns of Trade and Commerce <ul style="list-style-type: none"> Current and Future Impact 	<p>GHW.8.3: Analyze the impact of changing global patterns of trade and commerce on the state and local community and predict the impact of these patterns in the future.</p>	<ul style="list-style-type: none"> Analyze the impact of changing global patterns of trade and commerce on the state and local community. Predict the impact of these patterns in the future. 		<ul style="list-style-type: none"> Embargo E-Commerce 	<p>IMPORTANT</p>
<p>HUMAN AND ENVIRONMENTAL INTERACTIONS: RESOURCES, HAZARDS AND HEALTH</p>					
<p>The Physical and Human Geographic Factors Associated with Examples of How Humans Interact with the Environment, Such as Deforestation, Natural Hazards and the Spread of Diseases, and the Regional and Global Consequences of These Interactions.</p> <ul style="list-style-type: none"> Natural Disasters 	<p>GHW.9.1: Use maps to identify regions in the world where particular natural disasters occur frequently and analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters.</p>	<ul style="list-style-type: none"> Use maps to identify regions in the world where particular natural disasters occur frequently. Analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters. 			<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Regional Resource Issues that Impede: <ul style="list-style-type: none"> – Sustainability – Economic Expansion – Diversification 	<p>GHW.9.2: Identify regional resource issues that may impede sustainability, economic expansion and/or diversification and assess the impact of these issues on the physical and human environments of specific regions.</p>	<ul style="list-style-type: none"> • Identify regional resource issues that may impede sustainability, economic expansion and/or diversification. • Assess the impact of these issues on the physical and human environments of specific regions. 		<ul style="list-style-type: none"> • Desertification • Overgrazing 	IMPORTANT
<ul style="list-style-type: none"> • Modifying the Physical Environment Using Technology 	<p>GHW.9.3: Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions and evaluate the impact of these technologies on the physical and human environments affected.</p>	<ul style="list-style-type: none"> • Describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions. • Identify ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions. • Evaluate the impact of these technologies on the physical and human environments affected. 		<ul style="list-style-type: none"> • Phosphates 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Epidemics and Pandemics <ul style="list-style-type: none"> – Bubonic Plague – Smallpox – Influenza 	<p>GHW.9.4: Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time.</p>	<ul style="list-style-type: none"> • Distinguish the human and physical factors associated with the spread of selected epidemics and/or pandemics over time • Assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time. 		<ul style="list-style-type: none"> • HIV • AIDS 	IMPORTANT
<p>STATES, NATIONS AND NATION-STATES</p>					
<p>The Physical and Human Geographic Factors that Contribute to the Formation of States (Countries) and the Forces that Function to Either Unite and Bind a Country Together or to Divide a Country.</p> <ul style="list-style-type: none"> • State vs. Nation • Foreign Affairs 	<p>GHW.10.1: Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs and analyze the relationship between nations and the states in which they lie.</p>	<ul style="list-style-type: none"> • Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs. • Analyze the relationship between nations and the states in which they lie. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • State Formation <ul style="list-style-type: none"> – Nationalism as a Contributing Factor 	<p>GHW.10.2: Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism, in their formation.</p>	<ul style="list-style-type: none"> • Analyze the formation of states (countries) in selected regions. • Identify and appraise the contribution of factors, such as nationalism, in their formation. 			CRITICAL
<ul style="list-style-type: none"> • Democratic Reform 	<p>GHW.10.3: Evaluate and predict the successes and failures of democratic reform movements in challenging authoritarian or despotic regimes in different countries.</p>	<ul style="list-style-type: none"> • Evaluate the successes and failures of democratic reform movements in challenging authoritarian or despotic regimes in different countries. • Predict the successes and failures of democratic reform movements in challenging authoritarian or despotic regimes in different countries. 		<ul style="list-style-type: none"> • Sheikdom 	

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Impact of Imperialistic Policies 	<p>GHW.10.4: Investigate and assess the impact of imperialistic policies on the formation of new countries in various regions of the world.</p>	<ul style="list-style-type: none"> Investigate the impact of imperialistic policies on the formation of new countries in various regions of the world. Assess the impact of imperialistic policies on the formation of new countries in various regions of the world. 			CRITICAL
<ul style="list-style-type: none"> Nation-States 	<p>GHW.10.5: Use a variety of sources, such as atlases, written materials and statistical source materials, to identify countries of the world that are true nation-states and draw conclusions about why certain regions of the world contain more nation-states than others.</p>	<ul style="list-style-type: none"> Use a variety of sources, such as atlases, written materials and statistical source materials, to identify countries of the world that are true nation-states. Draw conclusions about why certain regions of the world contain more nation-states than others. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<p>GHW.10.6: Analyze the human and physical geographic forces that either bind and unite (centripetal forces) or divide (centrifugal forces) a country or countries. Predict the impact of these forces on the future of these countries and analyze possible strategies that could be implemented to overcome the impact of centrifugal forces.</p>	<ul style="list-style-type: none"> • Analyze the human and physical geographic forces that either bind and unite (centripetal forces) or divide (centrifugal forces) a country or countries. • Predict the impact of these forces on the future of these countries and analyze possible strategies that could be implemented to overcome the impact of centrifugal forces. 			
SPORTS, RECREATION AND TOURISM					
<p>The Physical and Human Geographic Factors Associated with Sports, Recreation and Tourism Along with the Local and Global Consequences of These Activities.</p>	<p>GHW.11.2: Analyze the ways in which people’s changing views of particular places and regions as recreation and/or tourist destinations reflect cultural changes.</p>	<ul style="list-style-type: none"> • Analyze the ways in which people’s changing views of particular places and regions as recreation and/or tourist destinations reflect cultural changes. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Impact of Sports and Recreation 	<p>GHW.11.3: Identify and assess the impact of sports and recreation on the human and physical environments in selected countries.</p>	<ul style="list-style-type: none"> • Identify the impact of sports and recreation on the human and physical environments in selected countries. • Assess the impact of sports and recreation on the human and physical environments in selected countries. 			IMPORTANT
<ul style="list-style-type: none"> • Impact of Tourism 	<p>GHW.11.5: Analyze the impact of tourism on the physical and human environments of selected world regions. Predict the environmental impact of a continued growth in tourism in these regions.</p>	<ul style="list-style-type: none"> • Analyze the impact of tourism on the physical and human environments of selected world regions. • Predict the environmental impact of a continued growth in tourism in these regions. 			IMPORTANT
	<p>GHW.11.6: Use geographical and historical knowledge and skills to analyze problems related to tourism and to propose solutions related to these problems.</p>	<ul style="list-style-type: none"> • Use geographical and historical knowledge and skills to analyze problems related to tourism and to propose solutions related to these problems. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
GLOBAL CHANGE					
<p>The Human Causes of Change to the Environment on a Global Scale Along with the Impact of These Changes on the Lives of Humans.</p>	<p>GHW.12.1: Analyze global climate change (sometimes called “global warming”) and assess the validity of this idea, the variable climate changes it forecasts for different parts of Earth, and the implications of these changes for humans.</p>	<ul style="list-style-type: none"> • Analyze global climate change (sometimes called “global warming”). • Assess the validity of this idea, the variable climate changes it forecasts for different parts of Earth, and the implications of these changes for humans. 		<ul style="list-style-type: none"> • Alluvial Soil • Wadi • Aquifer • Rift Valley • Feeder Stream • Marsh • Peninsula • Arid • Dune • Monsoon • Simoom • Shamal • Desalination • Steppe • Cereal • Rift Valley • Fault • Escarpment • Cataract • Reservoir • River Plain • Erosion • Fishery • Montane • Canopy • Understory 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Linear and Exponential Growth • Consequence of Human Response 	<p>GHW.12.2: Explain the concepts of linear and exponential growth, and apply these concepts to geographical themes while analyzing the consequences of various human responses.</p>	<ul style="list-style-type: none"> • Explain the concepts of linear and exponential growth. • Apply these concepts to geographical themes while analyzing the consequences of various human responses. 		<ul style="list-style-type: none"> • Radioactive Material • Transition Zone • Sahel • Delta • Harmattan • Sanitation • Escarpment • Delta • Rain Shadow • Mediterranean Climate 	<p>IMPORTANT</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES</p>					
<p>Read and Comprehend</p> <ul style="list-style-type: none"> • History/Social Studies Texts • Write Effectively For a Variety of Discipline-Specific Tasks 	<p>LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.</p>	<ul style="list-style-type: none"> • Read history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. • Comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. 			<p>CRITICAL</p>
<ul style="list-style-type: none"> • Write Routinely • Variety of Time Frames • Range of Discipline-Specific Tasks, Purposes, and Audiences 	<p>LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences. 			<p>CRITICAL</p>

GRADE LEVEL: 9-12

SUBJECT: GEOGRAPHY AND HISTORY OF THE WORLD

DATE: 2017-2018

GRADING PERIOD: QUARTER 4

MASTER 4-5-18

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>CULTURE HEARTHES</p> <p>Examine the Physical and Human Geographic Factors Associated with the Origin and Development of Culture Hearths in Various Regions of the World</p> <ul style="list-style-type: none"> • Culture Hearths <ul style="list-style-type: none"> – Asia – Mesoamerica – North Africa 	<p>GHW.1.1: Use maps, timelines and/or other graphic representations to identify and describe the location, distribution and main events in the development of culture hearths in Asia, Mesoamerica and North Africa.</p>	<ul style="list-style-type: none"> • Use maps, timelines and/or other graphic representations to identify the location, distribution and main events in the development of culture hearths in Asia, Mesoamerica and North Africa. • Use maps, timelines and/or other graphic representations to describe the location, distribution and main events in the development of culture hearths in Asia, Mesoamerica and North Africa. 	<ul style="list-style-type: none"> • Unit 8 Test • Unit 9 Test • Unit 8 Maps • Unit 9 Maps 	<ul style="list-style-type: none"> • Dynasty • Acculturation • Cultural Divergence 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Locations of Culture Hearths • Growth of Culture Hearths 	<p>GHW.1.2: Ask and answer geographic and historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared.</p>	<ul style="list-style-type: none"> • Ask and answer geographic and historical questions about the locations and growth of culture hearths. • Assess why some of these culture hearths have endured to this day, while others have declined or disappeared. 	<ul style="list-style-type: none"> • Chapter 28 Partner Packet • Chapter 29 Partner Packet • Chapter 30 Partner Packet • Chapter 31 Partner Packet • Chapter 32 Partner Packet • Chapter 33 Partner Packet 	<ul style="list-style-type: none"> • Clan • Samurai • Boomerang • Maori • Dominion • National Identity 	CRITICAL
<ul style="list-style-type: none"> • Agricultural Hearths • Impact of Agriculture 	<p>GHW.1.3: Analyze agricultural hearths and exchanges of crops among regions. Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world.</p>	<ul style="list-style-type: none"> • Analyze agricultural hearths and exchanges of crops among regions. • Evaluate the impact of agriculture on the subsequent development of culture hearths in various regions of the world. 		<ul style="list-style-type: none"> • Shifting Cultivation 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Culture Hearth Modification <ul style="list-style-type: none"> – Urban Development – Agricultural Activities 	<p>GHW.1.4: Identify and describe the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities.</p>	<ul style="list-style-type: none"> • Identify the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities. • Describe the factors that explain how the local and regional human and physical environments of selected culture hearths were modified over time in terms of such features as urban development and agricultural activities. 			CRITICAL
WORLD RELIGIONS					
<p>Students Examine the Physical and Human Geographic Factors Associated with the Origins, Spread and Impact of Major World Religions in Different Regions of the World</p>	<p>GHW.2.1: Map the development over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration.</p>	<ul style="list-style-type: none"> • Map the development over time of world religions from their points of origin. • Identify those that exhibit a high degree of local and/or international concentration. 		<ul style="list-style-type: none"> •Christianity •Islam •Judaism •Buddhism •Shintoism •Monotheism •Atheist 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Effects of World Religions 	<p>GHW.2.2: Differentiate among selected countries in terms of how their identities, cultural and physical environments, and functions and forms of government are affected by world religions.</p>	<ul style="list-style-type: none"> • Differentiate among selected countries in terms of how the following are affected by world religions: <ul style="list-style-type: none"> – their identities – cultural and physical environments – functions and forms of government 		<ul style="list-style-type: none"> •Dissident 	CRITICAL
<ul style="list-style-type: none"> • Religious Perspectives <ul style="list-style-type: none"> – Environment – Attitudes Toward Resource Use – Past – Present 	<p>GHW.2.3: Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past.</p>	<ul style="list-style-type: none"> • Compare different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past. • Contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Fundamentalist Movements in the World's Major Religions – Fundamentalism – Secularism – Modernism 	<p>GHW.2.4: Analyze and assess the rise of fundamentalist movements in the world's major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition.</p>	<ul style="list-style-type: none"> • Analyze and assess the rise of fundamentalist movements in the world's major religions during contemporary times (1980–present). • Describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<p>POPULATION CHARACTERISTICS, DISTRIBUTION AND MIGRATION</p>					
<p>The Physical and Human Geographic Factors Associated with Population Characteristics, Distribution and Migration in the World and the Causes and Consequences Associated with Them.</p> <ul style="list-style-type: none"> • Population Distribution 	<p>GHW.3.1: Map and analyze the distribution of the world’s human population for different time periods noting the population characteristics and population density for specific regions.</p>	<ul style="list-style-type: none"> • Map the distribution of the world’s human population for different time periods noting the population characteristics and population density for specific regions. • Analyze the distribution of the world’s human population for different time periods noting the population characteristics and population density for specific regions. 			<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Migration of Human Population 	<p>GHW.3.2: Identify and describe the push-pull factors that resulted in the migration of human population over time and detect changes in these factors.</p>	<ul style="list-style-type: none"> • Identify the push-pull factors that resulted in the migration of human population over time. • Describe the push-pull factors that resulted in the migration of human population over time. • Detect changes in these factors. 			CRITICAL
<ul style="list-style-type: none"> • Population Characteristic Changes • Migration of People Throughout the World 	<p>GHW.3.3: Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions.</p>	<ul style="list-style-type: none"> • Analyze the changes in population characteristics that resulted from the migration of peoples within, between, and among world regions. • Analyze the changes in the physical and human environments that resulted from the migration of peoples within, between, and among world regions. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Physical and Human Environmental Change Due to Population Change 	<p>GHW.3.4: Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.</p>	<ul style="list-style-type: none"> • Give examples of how the physical and human environments in different regions have changed over time due to significant population growth or decline. • Evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline 			CRITICAL
<ul style="list-style-type: none"> • Population Trends <ul style="list-style-type: none"> – Development – Employment – Health – Political Representation – Sanitation 	<p>GHW.3.5: Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation.</p>	<ul style="list-style-type: none"> • Analyze population trends in the local community. • Suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
EXPLORATION, CONQUEST, IMPERIALISM AND POST-COLONIALISM					
<p>The Physical and Human Geographic Factors Associated with the Origins, Major Players and Events, and Consequences of Worldwide Exploration, Conquest and Imperialism.</p> <ul style="list-style-type: none"> • Exploration • Discovery • Conquest 	<p>GHW.4.1: Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. Identify the countries involved. Provide examples of how people modified their view of world regions as a consequence of these voyages.</p>	<ul style="list-style-type: none"> • Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. • Identify the countries involved. • Provide examples of how people modified their view of world regions as a consequence of these voyages. 		<ul style="list-style-type: none"> • Aborigine • Merchant Marine • Coup • Kinship Territory • Trust Territory 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Worldwide Spread During Exploration <ul style="list-style-type: none"> Flora Fauna Pathogens 	<p>GHW.4.2: Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the movement, spread and changes in the worldwide exchange of flora, fauna and pathogens that resulted from transoceanic voyages of exploration and exchanges between peoples in different regions. Assess the consequences of these encounters for the people and environments involved.</p>	<ul style="list-style-type: none"> Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the movement, spread and changes in the worldwide exchange of flora, fauna and pathogens that resulted from transoceanic voyages of exploration and exchanges between peoples in different regions. Assess the consequences of these encounters for the people and environments involved. 			CRITICAL
<ul style="list-style-type: none"> Imperialism 	<p>GHW.4.3: Identify and compare the main causes, players, and events of imperialism during different time periods. Examine the global extent of imperialism using a series of political maps</p>	<ul style="list-style-type: none"> Identify the main causes, players, and events of imperialism. Compare the main causes, players, and events of imperialism. Examine the global extent of imperialism using a series of political maps. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Change Caused by Imperialist and Colonial Policies 	<p>GHW.4.4: Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies.</p>	<ul style="list-style-type: none"> • Analyze and assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies. • Assess how the physical and human environments (including languages used) of places and regions changed as the result of differing imperialist and colonial policies. 		<ul style="list-style-type: none"> • Ideogram • Strine • Pidgin 	CRITICAL
<ul style="list-style-type: none"> • Contemporary Colonialism and Imperialism 	<p>GHW.4.5: Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world.</p>	<ul style="list-style-type: none"> • Analyze ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world. • Assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
URBAN GROWTH					
<p>The Physical and Human Geographic Factors Associated with the Origin and Growth of Towns and Cities in Different Regions of the World and With the Internal Spatial Structure of Those Urban Centers.</p> <ul style="list-style-type: none"> • Growth of Towns and Cities During Different Time Periods 	<p>GHW.5.1: Ask and answer geographic and historic questions about the origin and growth of towns and cities in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods.</p>	<ul style="list-style-type: none"> • Ask and answer geographic and historic questions about the origin and growth of towns and cities in different regions of the world and in different time periods. • Compare the factors involved in the location and growth of towns and cities for different time periods. • Contrast the factors involved in the location and growth of towns and cities for different time periods. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Urbanization <ul style="list-style-type: none"> – Advantages – Disadvantages – Transportation Technologies – Population Growth – Agricultural Production – Demands of Industry 	<p>GHW.5.2: Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend.</p>	<ul style="list-style-type: none"> • Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. • Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend. 			CRITICAL
<ul style="list-style-type: none"> • Similarities and Differences in the Structure of Cities 	<p>GHW.5.3: Describe how the internal structure of cities is similar and different in various regions of the world. Analyze and explain why these similarities and differences in structure exist.</p>	<ul style="list-style-type: none"> • Describe how the internal structure of cities is similar and different in various regions of the world. • Analyze and explain why these similarities and differences in structure exist. 			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Impact of Urbanization <ul style="list-style-type: none"> Physical Environment Human Environment 	<p>GHW.5.4: Analyze and assess the impact of urbanization on the physical and human environments in various parts of the world.</p>	<ul style="list-style-type: none"> Analyze the impact of urbanization on the physical and human environments in various parts of the world. Assess the impact of urbanization on the physical and human environments in various parts of the world. 			CRITICAL
INNOVATIONS AND REVOLUTIONS					
<p>The Physical and Human Geographic Factors that Influenced the Origins, Major Events, Diffusion and Global Consequences of New Ideas in Agriculture, Science, Culture, Politics, Industry and Technology.</p> <ul style="list-style-type: none"> Violent vs. Non-violent Revolution 	<p>GHW.6.1: Distinguish between violent and non-violent revolution. Describe the causes and events of political revolutions in two distinct regions of the world and use maps, timelines and/or other graphic representations to document the spread of political ideas that resulted from those events to other regions of the world.</p>	<ul style="list-style-type: none"> Distinguish between violent and non-violent revolution. Describe the causes and events of political revolutions in two distinct regions of the world and use maps, timelines and/or other graphic representations to document the spread of political ideas that resulted from those events to other regions of the world. 		<ul style="list-style-type: none"> Commune Fertilizer 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Origin and Spread of Innovations • Impact of Innovation on Human and Physical Environment 	<p>GHW.6.2: Prepare maps, timelines and/or other graphic representations showing the origin and spread of specific innovations (e.g. Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology) . Assess the impact of these innovations on the human and physical environments of the regions to which they spread.</p>	<ul style="list-style-type: none"> • Prepare maps, timelines and/or other graphic representations showing the origin and spread of specific innovations (e.g. Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology) • Assess the impact of these innovations on the human and physical environments of the regions to which they spread. 			CRITICAL
<ul style="list-style-type: none"> • Spread and Influence of Art and Scientific Thought 	<p>GHW.6.3: Map the spread of innovative art forms and scientific thought from their origins to other world regions. Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world.</p>	<ul style="list-style-type: none"> • Map the spread of innovative art forms and scientific thought from their origins to other world regions. • Analyze how the spread of these ideas influenced developments in art and science for different places and regions of the world. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Transportation and Communication Change <ul style="list-style-type: none"> – Cultural Convergence – Cultural Divergence 	<p>GHW.6.4: Analyze how transportation and communication changes (e.g. Railroads; Automobiles and Airplanes; Computer Technology; Television; Cell Phones; Satellite Communications) have led to both cultural convergence and divergence in the world.</p>	<ul style="list-style-type: none"> • Analyze how transportation and communication changes (e.g. Railroads; Automobiles and Airplanes; Computer Technology; Television; Cell Phones; Satellite Communications) have led to cultural convergence in the world. • Analyze how transportation and communication changes have led to cultural divergence in the world. 			IMPORTANT
<ul style="list-style-type: none"> • Agricultural Revolutions <ul style="list-style-type: none"> – Fire to Alter Vegetation – Domestication of Plants – Mechanization and Industrialization – Genetic Manipulation 	<p>GHW.6.5: Analyze and assess the impact of the four major agricultural revolutions* on the world’s human and physical environments.</p>	<ul style="list-style-type: none"> • Analyze the impact of the four major agricultural revolutions* on the world’s human and physical environments. • Assess the impact of the four major agricultural revolutions* on the world’s human and physical environments. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Industrial Revolution <ul style="list-style-type: none"> – Developed Countries – Developing Countries 	<p>GHW.6.6: Compare and contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed, and developing, countries in the contemporary world.</p>	<ul style="list-style-type: none"> • Compare the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed, and developing, countries in the contemporary world. • Contrast the impact of the Industrial Revolution on developed countries with the economic processes acting upon less developed, and developing, countries in the contemporary world. 			CRITICAL
CONFLICT AND COOPERATION					
<p>The Physical and Human Geographic Factors Affecting the Origins and the Local, Regional and Supranational* Consequences of Conflict and Cooperation Between and Among Groups of People.</p>	<p>GHW.7.1: Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist, racial, ethnic, religious, political, economic and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface.</p>	<ul style="list-style-type: none"> • Recognize that conflict and cooperation among groups of people occur for a variety of reasons. <ul style="list-style-type: none"> – Nationalist – Racial – Ethnic – Religious – Political – Economic – Resource 		<ul style="list-style-type: none"> •Shatter Belt •Buffer Zone 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Physical and Human Factors in Conflicts and Violence <ul style="list-style-type: none"> – Nationalist – Racial – Ethnic – Political – Resource Issues 	<p>GHW.7.2: Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.</p>	<ul style="list-style-type: none"> • Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. • Assess the human and physical environmental consequences of the conflicts identified for study. 			IMPORTANT
<ul style="list-style-type: none"> • Independence Achieved <ul style="list-style-type: none"> – Peacefully – Armed Struggle or War 	<p>GHW.7.3: Analyze and explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars.</p>	<ul style="list-style-type: none"> • Analyze why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars. • Explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Global Cooperative Organizations <ul style="list-style-type: none"> – Establishment – Success or Lack of – Consequences for Citizens 	<p>GHW.7.4: Prepare a variety of text (writing, maps, timelines and/or other graphic representations) to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. Describe their establishment and assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish.</p>	<ul style="list-style-type: none"> • Prepare a variety of text (writing, maps, timelines and/or other graphic representations) to trace the development and geographic extent of a variety of regional and global cooperative organizations for different time periods. • Describe their establishment and assess their success or lack of success, consequences for citizens, and the role of particular countries in achieving the goals the organizations were established to accomplish. 			<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
TRADE AND COMMERCE					
The Physical and Human Geographic Factors that Encourage or Impede Economic Interdependence Between and/or Among Countries and the Local, Regional and Global Consequences of Those Exchanges.	GHW.8.1: Use maps to show the location and distribution of Earth's resources and analyze how this distribution affects trade between and among countries and regions.	<ul style="list-style-type: none"> • Use maps to show the location and distribution of Earth's resources • Analyze how this distribution affects trade between and among countries and regions. 		<ul style="list-style-type: none"> • Economic Sanctions • Special Economic Zone • Trade Surplus • Emerging Market • Free Port 	CRITICAL
<ul style="list-style-type: none"> • Global Movement of Goods and Services 	GHW.8.2: Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence that result.	<ul style="list-style-type: none"> • Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. • Analyze and assess the patterns and networks of economic interdependence or lack of interdependence that result. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Global Patterns of Trade and Commerce <ul style="list-style-type: none"> Current and Future Impact 	<p>GHW.8.3: Analyze the impact of changing global patterns of trade and commerce on the state and local community and predict the impact of these patterns in the future.</p>	<ul style="list-style-type: none"> Analyze the impact of changing global patterns of trade and commerce on the state and local community. Predict the impact of these patterns in the future. 			IMPORTANT
<p>HUMAN AND ENVIRONMENTAL INTERACTIONS: RESOURCES, HAZARDS AND HEALTH</p>					
<p>The Physical and Human Geographic Factors Associated with Examples of How Humans Interact with the Environment, Such as Deforestation, Natural Hazards and the Spread of Diseases, and the Regional and Global Consequences of These Interactions.</p> <ul style="list-style-type: none"> Natural Disasters 	<p>GHW.9.1: Use maps to identify regions in the world where particular natural disasters occur frequently and analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters.</p>	<ul style="list-style-type: none"> Use maps to identify regions in the world where particular natural disasters occur frequently. Analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters. 		<ul style="list-style-type: none"> Deforestation Drift-net Fishing Cyclone Typhoon Tsunami Reforestation 	CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Regional Resource Issues that Impede: <ul style="list-style-type: none"> – Sustainability – Economic Expansion – Diversification 	<p>GHW.9.2: Identify regional resource issues that may impede sustainability, economic expansion and/or diversification and assess the impact of these issues on the physical and human environments of specific regions.</p>	<ul style="list-style-type: none"> • Identify regional resource issues that may impede sustainability, economic expansion and/or diversification. • Assess the impact of these issues on the physical and human environments of specific regions. 			IMPORTANT
<ul style="list-style-type: none"> • Modifying the Physical Environment Using Technology 	<p>GHW.9.3: Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions and evaluate the impact of these technologies on the physical and human environments affected.</p>	<ul style="list-style-type: none"> • Describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions. • Identify ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions. • Evaluate the impact of these technologies on the physical and human environments affected. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Epidemics and Pandemics <ul style="list-style-type: none"> – Bubonic Plague – Smallpox – Influenza 	<p>GHW.9.4: Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time.</p>	<ul style="list-style-type: none"> • Distinguish the human and physical factors associated with the spread of selected epidemics and/or pandemics over time • Assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time. 			IMPORTANT
<p>STATES, NATIONS AND NATION-STATES</p>					
<p>The Physical and Human Geographic Factors that Contribute to the Formation of States (Countries) and the Forces that Function to Either Unite and Bind a Country Together or to Divide a Country.</p> <ul style="list-style-type: none"> • State vs. Nation • Foreign Affairs 	<p>GHW.10.1: Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs and analyze the relationship between nations and the states in which they lie.</p>	<ul style="list-style-type: none"> • Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs. • Analyze the relationship between nations and the states in which they lie. 			CRITICAL

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • State Formation <ul style="list-style-type: none"> – Nationalism as a Contributing Factor 	<p>GHW.10.2: Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism, in their formation.</p>	<ul style="list-style-type: none"> • Analyze the formation of states (countries) in selected regions. • Identify and appraise the contribution of factors, such as nationalism, in their formation. 			CRITICAL
<ul style="list-style-type: none"> • Democratic Reform 	<p>GHW.10.3: Evaluate and predict the successes and failures of democratic reform movements in challenging authoritarian or despotic regimes in different countries.</p>	<ul style="list-style-type: none"> • Evaluate the successes and failures of democratic reform movements in challenging authoritarian or despotic regimes in different countries. • Predict the successes and failures of democratic reform movements in challenging authoritarian or despotic regimes in different countries. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> Impact of Imperialistic Policies 	<p>GHW.10.4: Investigate and assess the impact of imperialistic policies on the formation of new countries in various regions of the world.</p>	<ul style="list-style-type: none"> Investigate the impact of imperialistic policies on the formation of new countries in various regions of the world. Assess the impact of imperialistic policies on the formation of new countries in various regions of the world. 			CRITICAL
<ul style="list-style-type: none"> Nation-States 	<p>GHW.10.5: Use a variety of sources, such as atlases, written materials and statistical source materials, to identify countries of the world that are true nation-states and draw conclusions about why certain regions of the world contain more nation-states than others.</p>	<ul style="list-style-type: none"> Use a variety of sources, such as atlases, written materials and statistical source materials, to identify countries of the world that are true nation-states. Draw conclusions about why certain regions of the world contain more nation-states than others. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
	<p>GHW.10.6: Analyze the human and physical geographic forces that either bind and unite (centripetal forces) or divide (centrifugal forces) a country or countries. Predict the impact of these forces on the future of these countries and analyze possible strategies that could be implemented to overcome the impact of centrifugal forces.</p>	<ul style="list-style-type: none"> Analyze the human and physical geographic forces that either bind and unite (centripetal forces) or divide (centrifugal forces) a country or countries. Predict the impact of these forces on the future of these countries and analyze possible strategies that could be implemented to overcome the impact of centrifugal forces. 			
SPORTS, RECREATION AND TOURISM					
<p>The Physical and Human Geographic Factors Associated with Sports, Recreation and Tourism Along with the Local and Global Consequences of These Activities.</p>	<p>GHW.11.2: Analyze the ways in which people’s changing views of particular places and regions as recreation and/or tourist destinations reflect cultural changes.</p>	<ul style="list-style-type: none"> Analyze the ways in which people’s changing views of particular places and regions as recreation and/or tourist destinations reflect cultural changes. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none"> • Impact of Sports and Recreation 	<p>GHW.11.3: Identify and assess the impact of sports and recreation on the human and physical environments in selected countries.</p>	<ul style="list-style-type: none"> • Identify the impact of sports and recreation on the human and physical environments in selected countries. • Assess the impact of sports and recreation on the human and physical environments in selected countries. 			IMPORTANT
<ul style="list-style-type: none"> • Impact of Tourism 	<p>GHW.11.5: Analyze the impact of tourism on the physical and human environments of selected world regions. Predict the environmental impact of a continued growth in tourism in these regions.</p>	<ul style="list-style-type: none"> • Analyze the impact of tourism on the physical and human environments of selected world regions. • Predict the environmental impact of a continued growth in tourism in these regions. 			IMPORTANT
	<p>GHW.11.6: Use geographical and historical knowledge and skills to analyze problems related to tourism and to propose solutions related to these problems.</p>	<ul style="list-style-type: none"> • Use geographical and historical knowledge and skills to analyze problems related to tourism and to propose solutions related to these problems. 			

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
GLOBAL CHANGE					
<p>The Human Causes of Change to the Environment on a Global Scale Along with the Impact of These Changes on the Lives of Humans.</p>	<p>GHW.12.1: Analyze global climate change (sometimes called “global warming”) and assess the validity of this idea, the variable climate changes it forecasts for different parts of Earth, and the implications of these changes for humans.</p>	<ul style="list-style-type: none"> • Analyze global climate change (sometimes called “global warming”). • Assess the validity of this idea, the variable climate changes it forecasts for different parts of Earth, and the implications of these changes for humans. 		<ul style="list-style-type: none"> • Range • Loess • Monsoon • Archipelago • Aquaculture • Supertrawler • Chlorofluorocarbon • Islet • Bush • Atoll • Caldera • Lagoon • Artesian Well • Coral • Climate Change • Ocean Warming 	<p>CRITICAL</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
<ul style="list-style-type: none">• Linear and Exponential Growth• Consequence of Human Response	GHW.12.2: Explain the concepts of linear and exponential growth, and apply these concepts to geographical themes while analyzing the consequences of various human responses.	<ul style="list-style-type: none">• Explain the concepts of linear and exponential growth.• Apply these concepts to geographical themes while analyzing the consequences of various human responses.			IMPORTANT

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	PRIORITY
LH.1: LEARNING OUTCOME FOR LITERACY IN HISTORY/SOCIAL STUDIES					
Read and Comprehend <ul style="list-style-type: none"> • History/Social Studies Texts • Write Effectively For a Variety of Discipline-Specific Tasks 	LH.1.1: Read and comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12.	<ul style="list-style-type: none"> • Read history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. • Comprehend history/social studies texts within a range of complexity appropriate for grades 11-CCR independently and proficiently by the end of grade 12. 			CRITICAL
<ul style="list-style-type: none"> • Write Routinely • Variety of Time Frames • Range of Discipline-Specific Tasks, Purposes, and Audiences 	LH.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences. 			CRITICAL