



DINWIDDIE COUNTY  
*Public Schools*

# World Geography

## Social Studies Curriculum Guide

*Dinwiddie County Public Schools provides each student the opportunity to become a productive citizen, engaging the entire community in the educational needs of our children.*

# World Geography Curriculum Guide

- The DCPS Curriculum Guide contains key concepts and SOL numbers for each week. These skill areas must be cross referenced with the DOE Enhanced Scope and Sequence and DOE Curriculum Framework.
- Grade Level(s): 9-12
- Prerequisite: Civics and Economics (8th grade)
- Course Description: This course is designed to give the students an opportunity to examine the physical features of the earth such as global, land, water forms, climates, natural resources, and the cultural and environmental relationship between the peoples of the major regions of the world.

[Virginia Department of Education Curriculum Framework](#)

[Virginia Department of Education Curriculum Standards](#)

Week(s)	Approximate Number of Days Taught	Topic	Targeted SOL
1-4	18	<p>The student will use maps, globes, satellite images, photographs, or diagrams to</p> <ul style="list-style-type: none"> <li>a) obtain geographical information about the world’s countries, cities, and environments;</li> <li>b) apply the concepts of location, scale, map projection, or orientation;</li> <li>c) develop and refine mental maps of world regions;</li> <li>d) create and compare political, physical, and thematic maps;</li> <li>e) analyze and explain how different cultures use maps and other visual images to reflect their own interests and ambitions.</li> </ul> <p>The student will analyze how selected physical and ecological processes shape the Earth’s surface by</p> <ul style="list-style-type: none"> <li>a) identifying regional climatic patterns and weather phenomena and their effects on people and places;</li> <li>b) describing how humans influence the environment and are influenced by it;</li> <li>c) explaining how technology affects one’s ability to modify the environment and adapt to it.</li> </ul> <p>The student will apply the concept of a region by</p> <ul style="list-style-type: none"> <li>a) explaining how characteristics of regions have led to regional labels;</li> <li>b) explaining how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants;</li> <li>c) analyzing how cultural characteristics, including the world’s major languages, ethnicities, and religions, link or divide regions</li> </ul>	<p>WG.1 a-e WG.2 a-c WG.3 a-c</p>

5-9	25	<p>The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.</p>	WG.4
10-14	25	<p>The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.</p> <p>The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.</p> <p>The student will identify types of natural, human, and capital resources and explain their significance by</p> <ul style="list-style-type: none"> <li>a) showing their influence on patterns of economic activity and land use;</li> <li>b) evaluating perspectives and consequences regarding the use of resources.</li> </ul> <p>The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.</p> <p>The student will analyze the global patterns and networks of economic interdependence by</p> <ul style="list-style-type: none"> <li>a) identifying factors, including comparative advantage, that influence economic activities and trade;</li> <li>b) describing ways that economic and social interactions have changed over time;</li> <li>c) mapping, describing, and evaluating the formation of economic unions.</li> </ul>	<p>WG.5 WG.6 WG.7 a,b WG.8 WG.9 a-c</p>

13-15	15	<p>The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth’s surface by</p> <ul style="list-style-type: none"> <li>a) explaining and analyzing reasons for the creation of different political divisions;</li> <li>b) analyzing ways cooperation among political jurisdictions is used to solve problems and settle disputes.</li> </ul> <p>The student will analyze the patterns of urban development by</p> <ul style="list-style-type: none"> <li>a) applying the concepts of site and situation to major cities in each region;</li> <li>b) explaining how the functions of towns and cities have changed over time;</li> <li>c) describing the unique influence of urban areas and some challenges they face.</li> </ul> <p>The student will apply geography to interpret the past, understand the present, and plan for the future by</p> <ul style="list-style-type: none"> <li>a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions;</li> <li>b) relating current events to the physical and human characteristics of places and regions.</li> </ul>	<p>WG.10 a, b WG.11 a-c WG.12 a,b</p>
16-18	15	SOL Review, EOC Assessment, and Enrichment Activities	All SOLs

# WORLD GEOGRAPHY

## WEEKS 1-4/ SOL 1-3

### STANDARD WG.1a

The student will use maps, globes, satellite images, photographs, or diagrams to

a) obtain geographical information about the world's countries, cities, and environments.

#### Variety of sources

- GIS (Geographic Information Systems)
- Field work
- Satellite images
- Photographs
- Maps, globes
- Databases
- Primary sources
- Diagrams

### STANDARD WG.1b

The student will use maps, globes, satellite images, photographs, or diagrams to

b) apply the concepts of location, scale, map projection, or orientation.

#### Concepts

- Scale
- Absolute location
  - Latitude
  - Longitude
- Relative location
- Orientation
- Map distortion
- Map projections
  - Mercator
  - Robinson
  - Polar

### STANDARD WG.1c

The student will use maps, globes, satellite images, photographs, or diagrams to

**c) develop and refine mental maps of world regions.**

**Uses of mental maps**

- Carry out daily activities (e.g., route to school, for shopping)
- Give directions to others
- Understand world events

**Ways mental maps can be developed and refined**

- Comparing sketch maps to maps in atlases or other resources
- Describing the location of places in terms of reference points (e.g., the equator, prime meridian)
- Describing the location of places in terms of geographic features and land forms (e.g., west of the Mississippi River, north of the Gulf of Mexico)
- Describing the location of places in terms of the human characteristics of a place (e.g., languages; types of housing, dress, recreation, customs and traditions)

**STANDARD WG.1d**

**The student will use maps, globes, satellite images, photographs, or diagrams to**

**d) create and compare political, physical, and thematic maps.**

**Standard ways that maps show information**

- Symbols
- Color
- Lines
- Boundaries
- Contours

**Types of thematic maps**

- Population (e.g., distribution and density)
- Economic activity
- Resource
- Language
- Ethnicity
- Climate
- Precipitation
- Vegetation
- Physical
- Political

## **STANDARD WG.1e**

**The student will use maps, globes, satellite images, photographs, or diagrams to**

**e) analyze and explain how different cultures use maps and other visual images to reflect their own interests and ambitions.**

### **Knowledge**

- Map of Columbus's time
- Map of the world today
- GIS (Geographic Information Systems)

### **Place names**

- Formosa, Taiwan, Republic of China
- Palestine, Israel, West Bank, Gaza

### **Boundaries**

- Africa: In 1914; in the 1990s
- Europe: Before World War II; after World War II; since 1990
- Russia and the former Soviet Union
- Middle East: Before 1948; after 1967

### **Perspectives of place names**

- Arabian Gulf vs. Persian Gulf
- Sea of Japan vs. East Sea
- Middle East vs. North Africa and Southwest Asia

### **Disputed areas**

- Korea
- Western Sahara
- Former Yugoslavia
- Kashmir

## **STANDARD WG.2a**

**The student will analyze how selected physical and ecological processes shape the Earth's surface by**

**a) identifying regional climatic patterns and weather phenomena and their effects on people and places.**

### **Climatic characteristics**

- Temperature

- Precipitation
- Seasons (hot/cold, wet/dry)

#### **Climatic elements**

- Influence of latitude
- Influence of winds
- Influence of elevation
- Proximity to water
- Influence of ocean currents

#### **World climatic regions**

- Low latitudes (e.g., tropical wet, tropical wet and dry, arid, semiarid, highland)
- Middle latitudes (e.g., semiarid, arid, Mediterranean [dry summer subtropical], humid continental, marine west coast, highland)
- High latitudes (e.g., subarctic, tundra, icecap)

#### **Vegetation regions**

- Rain forest
- Savanna
- Desert
- Steppe
- Middle latitude forests
- Taiga
- Tundra

#### **STANDARD WG.2a (continued)**

**The student will analyze how selected physical and ecological processes shape the Earth's surface by**

**a) identifying regional climatic patterns and weather phenomena and their effects on people and places.**

#### **Weather phenomena**

- Monsoons: South and Southeast Asia
- Typhoons: Pacific Ocean
- Hurricanes: Atlantic Ocean
- Tornadoes: United States

#### **Climate has an effect on**

- crops
- clothing
- housing
- natural hazards.

## **STANDARD WG.2b**

The student will analyze how selected physical and ecological processes shape the Earth's surface by  
b) describing how humans influence the environment and are influenced by it.

### **Physical and ecological processes**

- Earthquakes
- Floods
- Volcanic eruptions
- Erosion
- Deposition

### **Human impact on environment**

- Water diversion/management
  - Aral Sea
  - Colorado River
  - Aswan High Dam
  - Canals
  - Reservoirs
  - Irrigation
- Landscape changes
  - Agricultural terracing (e.g., in China, Southeast Asia)
  - Polders (e.g., in The Netherlands)
  - Deforestation (e.g., in Nepal, Brazil, Malaysia)
  - Desertification (e.g., in Africa, Asia)
- Environmental changes
  - Acid rain (e.g., forests in Germany, Scandinavia, China, Eastern North America)
  - Pollution (e.g., in Mexico City, Chernobyl; oil spills)

## **STANDARD WG.2c**

The student will analyze how selected physical and ecological processes shape the Earth's surface by  
c) explaining how technology affects one's ability to modify the environment and adapt to it.

### **Influence of technology**

- Agriculture (e.g., fertilizers, mechanization)
- Energy usage (e.g., fossil fuels, nuclear)
- Transportation (e.g., road building, railways)
- Automobiles (e.g., parking lots, suburbs)

- Airplanes (e.g., airport expansion, noise)

#### **Environmental impact on humans**

- Settlement patterns
- Housing materials
- Agricultural activity
- Types of recreation
- Transportation patterns

#### **STANDARD WG.3a**

**The student will apply the concept of a region by**

**a) explaining how characteristics of regions have led to regional labels.**

Regions are used to simplify study and understanding of the world.

#### **Physical regions**

- Sahara
- Taiga
- Rain forest
- Great Plains
- Low Countries

#### **Cultural regions**

- Language
  - Latin America
  - Francophone world
- Ethnic
  - Chinatowns
  - Kurdistan
- Religion
  - Islam
  - Buddhism
- Economic
  - Wheat Belts
  - European Union (EU)
- Political
  - North Atlantic Treaty Organization (NATO)
  - African Union (AU)

#### **Regional labels reflecting changes in perceptions**

- Middle East

- Sun Belt
- Rust Belt

### **STANDARD WG.3b**

**The student will apply the concept of a region by**

**b) explaining how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants.**

#### **Physical characteristics**

- Climate affects types of natural vegetation.
- Landforms affect transportation, population distribution, and the locations of cities.

#### **Cultural characteristics**

- Architectural structures
  - Religious buildings (e.g., mosques, churches, synagogues, temples, pagodas)
  - Dwellings (e.g., tiled roofs in Mediterranean, chalets in Switzerland, thatched roofs in Pacific Islands, tents and yurts in Central and Southwest Asia, castles in Europe)
- Statues and monuments of local, national, or global significance
  - Taj Mahal (India)
  - Kaaba (Mecca)
  - Western Wall (Jerusalem)
  - Dome of the Rock (Jerusalem)
  - Church of the Holy Sepulcher (Jerusalem)
  - Pyramids (Egypt)
  - Kremlin (Moscow)
  - Eiffel Tower (Paris)
  - Virginia State Capitol Building
  - Washington Monument
  - White House
  - Lincoln Memorial
  - Statue of Liberty

### **STANDARD WG.3c**

**The student will apply the concept of a region by**

**c) analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions.**

#### **Language**

- Arab world: Arabic
- Hispanic America: Spanish
- Brazil: Portuguese
- Canada: French and English
- Switzerland: Multiple languages
- English: International language

**Ethnic heritage**

- Former Yugoslavia: Serbs, Croats, Bosnians, Albanians
- Burundi and Rwanda: Hutus and Tutsis
- United States, Switzerland: Multiple ethnicities united in one country
- Korea, Japan: Predominantly single ethnicity
- Cyprus: Greeks and Turks

**Religion as a unifying force**

- Hinduism
- Buddhism
- Judaism
- Christianity
- Islam

**Religion as a divisive force**

- Conflicts between Hindus and Muslims in Pakistan and India
- Conflicts between Catholics and Protestants in Northern Ireland
- Jews, Christians, and Muslims all claiming Jerusalem as their religious heritage site
- Conflicts between Sunni and Shi'a

**WEEKS 5-9 / SOL 4****STANDARD WG.4**

**The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.**

**Human interaction with environment**

- Deforestation: Amazon Basin, Nepal, Malaysia
- Acid rain: Black Forest
- Decreased soil fertility: Aswan High Dam

**Criteria for determining relative importance**

- GDP (Gross Domestic Product)
- Land size
- Population size
- Resources

**Impact of physical elements**

- Example: Major bodies of water
  - Rio Grande: Forms boundary

- Ob River: Flows northward into Arctic Ocean
- Zambezi River: Provides water power
- Ganges and Brahmaputra rivers: Are flood hazards
- Example: Mountains
  - Rocky Mountains: Create rain shadows on leeward slopes
  - Himalayas: Block moisture, creating steppes and deserts in Central Asia

**STANDARD WG.4 (continued)**

**The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.**

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p><b>Latin America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>● Mexico and Central America <ul style="list-style-type: none"> <li>– Mexico</li> <li>– Belize</li> <li>– Guatemala</li> <li>– El Salvador</li> <li>– Honduras</li> <li>– Nicaragua</li> <li>– Costa Rica</li> <li>– Panama</li> </ul> </li> <li>● South America <ul style="list-style-type: none"> <li>– Colombia</li> <li>– Venezuela</li> <li>– Guyana</li> <li>– Suriname</li> <li>– French Guiana</li> <li>– Ecuador</li> <li>– Peru</li> <li>– Bolivia</li> <li>– Brazil</li> <li>– Paraguay</li> <li>– Argentina</li> <li>– Uruguay</li> <li>– Chile</li> </ul> </li> <li>● Caribbean <ul style="list-style-type: none"> <li>– Cuba</li> <li>– Haiti</li> <li>– Jamaica</li> <li>– Dominican Republic</li> <li>– Puerto Rico (U.S.)</li> </ul> </li> </ul>	<p><b>Latin America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>● Major mountain ranges: Andes, Sierra Madres</li> <li>● Wildlife migration patterns (e.g., Monarch butterflies)</li> <li>● Rain forests</li> <li>● Coastal desert: Atacama</li> <li>● Reversed seasons south of the equator</li> <li>● Amazon River Basin</li> <li>● Grasslands: <i>pampas</i>, <i>llanos</i></li> <li>● Tropical climates predominate.</li> <li>● Volcanoes and earthquakes</li> <li>● Archipelagoes</li> <li>● Vertical zonation (<i>tierra caliente</i>, <i>tierra templada</i>, <i>tierra fria</i>)</li> </ul>	<p><b>Latin America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>● Diverse economies</li> <li>● Subsistence farming</li> <li>● Plantation agriculture</li> <li>● Slash-and-burn agriculture</li> <li>● Cash crops and food crops</li> <li>● Haciendas</li> <li>● Cattle ranges, gauchos</li> <li>● Deforestation</li> <li>● Destruction of rain forests</li> <li>● Oil resources: Ecuador, Venezuela, and Mexico</li> <li>● Heavy smog, pollution: Mexico City</li> <li>● Disparity of income distribution</li> <li>● North American Free Trade Agreement (NAFTA): Mexico, Canada, United States.</li> <li>● Diverse mineral resources (e.g., copper in Chile, iron ore in Venezuela and Brazil)</li> </ul>	<p><b>Latin America and the Caribbean</b></p> <ul style="list-style-type: none"> <li>● Indian civilizations</li> <li>● African traditions</li> <li>● Influence of European colonization</li> <li>● Predominance of Roman Catholic religion</li> <li>● Rigid social structure</li> <li>● Mestizos</li> <li>● Location of settlements: coastal in South America</li> <li>● Megacities, squatter settlements</li> <li>● Rapid population growth</li> <li>● Out-migration</li> </ul> <p><i>Cultural heritage</i></p> <ul style="list-style-type: none"> <li>● Music: African influences, calypso, steel drum bands, reggae</li> <li>● Traditional dances</li> <li>● Spanish, Portuguese languages</li> </ul> <p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> <li>● Pyramids, cathedrals</li> <li>● Haciendas, <i>ejidos</i> (communal land)</li> <li>● Machu Picchu</li> <li>● Tikal</li> </ul> <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>● Mexico City</li> <li>● Rio de Janeiro</li> <li>● Buenos Aires</li> <li>● Santiago</li> </ul>

**STANDARD WG.4 (continued)**

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p><b>Europe</b> Location of countries, with particular emphasis on the countries listed below (selected on the basis of their per capita GDP, land size, and population)</p> <ul style="list-style-type: none"> <li>• GDP <ul style="list-style-type: none"> <li>– Norway</li> <li>– Switzerland</li> <li>– Luxembourg</li> </ul> </li> <li>• Land size <ul style="list-style-type: none"> <li>– Ukraine</li> <li>– France</li> <li>– Spain</li> </ul> </li> <li>• Population <ul style="list-style-type: none"> <li>– Germany</li> <li>– United Kingdom</li> <li>– Italy</li> <li>– France</li> </ul> </li> </ul>	<p><b>Europe</b> Part of large landmass called Eurasia</p> <ul style="list-style-type: none"> <li>• Peninsulas <ul style="list-style-type: none"> <li>– Iberian</li> <li>– Italian</li> <li>– Scandinavian</li> <li>– Jutland</li> <li>– Balkan</li> </ul> </li> <li>• Islands <ul style="list-style-type: none"> <li>– Great Britain</li> <li>– Ireland</li> <li>– Sicily</li> <li>– Iceland</li> </ul> </li> <li>• Fjords</li> <li>• Mountains <ul style="list-style-type: none"> <li>– Alps</li> <li>– Pyrenees</li> </ul> </li> <li>• North European plain</li> <li>• Rivers <ul style="list-style-type: none"> <li>– Danube</li> <li>– Rhine</li> <li>– Seine</li> <li>– Volga</li> </ul> </li> <li>• Seas <ul style="list-style-type: none"> <li>– Adriatic</li> <li>– Aegean</li> <li>– Mediterranean</li> <li>– Baltic</li> <li>– Black</li> <li>– North</li> </ul> </li> <li>• Oceans <ul style="list-style-type: none"> <li>– Atlantic</li> <li>– Arctic</li> </ul> </li> </ul>	<p><b>Europe</b></p> <ul style="list-style-type: none"> <li>• Mountain regions: Tourism, recreation, mineral resources</li> <li>• Areas threatened by air and water pollution <ul style="list-style-type: none"> <li>– Forests (Black Forest)</li> <li>– Cities (Venice)</li> <li>– Rivers (Rhine, Danube, Seine)</li> </ul> </li> <li>• Development of industrial and transportation centers near mineral deposits (e.g., coal and iron ore) <ul style="list-style-type: none"> <li>– Ruhr valley</li> <li>– Po valley</li> </ul> </li> <li>• Rivers and canals serving as major transportation links</li> <li>• Oil reserves in the North Sea</li> <li>• Well-educated work force: Industrial and technological societies, banking in Switzerland</li> <li>• Advanced farming techniques, high crop yields, fertile soils, black earth (<i>chernozem</i>)</li> <li>• Well-developed infrastructure</li> <li>• The Chunnel</li> <li>• Differences in Western and Eastern European industrial development due to differing economic systems in prior years</li> <li>• European Union</li> <li>• Trade important; interdependence</li> <li>• Large role of government in some economies (Sweden, Denmark)</li> </ul>	<p><b>Europe</b></p> <ul style="list-style-type: none"> <li>• Birthplace of Industrial Revolution</li> <li>• Many ethnic groups with different languages, religions, customs</li> <li>• Sporadic conflict among groups (wars, revolutions)</li> <li>• Birthplace of western culture: Greece and Rome</li> <li>• Spread of European culture to many other parts of the world (exploration, colonization, imperialism)</li> <li>• Highly urbanized</li> <li>• One of the world's most densely populated areas</li> <li>• North Atlantic Treaty Organization (NATO)</li> </ul> <p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> <li>• Notre Dame, Arc de Triomphe, Louvre, Eiffel Tower</li> <li>• Colosseum, Leaning Tower of Pisa, St. Peter's Basilica</li> <li>• Parthenon</li> <li>• Westminster Abbey, Big Ben</li> <li>• Windmills</li> <li>• Castles</li> </ul>

**STANDARD WG.4 (continued)**

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
	<p><b>Europe (continued)</b></p> <ul style="list-style-type: none"> <li>• Strait of Gibraltar</li> <li>• Varied climate regions: Tundra to Mediterranean</li> <li>• Effects of the North Atlantic Drift and prevailing westerlies on Europe's climates</li> </ul>	<p><b>Europe (continued)</b></p> <ul style="list-style-type: none"> <li>• Replacement of communism with capitalism in Eastern Europe</li> <li>• Reclaimed land: Polders in The Netherlands</li> <li>• Demographics typical of developed economies <ul style="list-style-type: none"> <li>– High per capita GDP</li> <li>– High life expectancy</li> <li>– Low population growth rate</li> <li>– Low infant mortality rate</li> <li>– Small percentage of population under age 15</li> <li>– High literacy rate</li> </ul> </li> </ul>	<p><b>Europe (continued)</b></p> <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>• Berlin</li> <li>• London</li> <li>• Paris</li> <li>• Madrid</li> <li>• Rome</li> <li>• Athens</li> <li>• Warsaw</li> </ul>

**STANDARD WG.4 (continued)**

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p><b>United States and Canada</b></p> <ul style="list-style-type: none"> <li>• United States</li> <li>• Canada</li> </ul>	<p><b>United States and Canada</b></p> <ul style="list-style-type: none"> <li>• Abundant natural resources</li> <li>• Continental Divide</li> <li>• Rivers <ul style="list-style-type: none"> <li>– Mississippi</li> <li>– St. Lawrence</li> <li>– Colorado</li> <li>– Columbia</li> <li>– Rio Grande</li> </ul> </li> <li>• Other water features <ul style="list-style-type: none"> <li>– Gulf of Mexico</li> <li>– Great Lakes</li> <li>– Arctic Ocean</li> <li>– Pacific Ocean</li> <li>– Atlantic Ocean</li> <li>– Hudson Bay</li> </ul> </li> <li>• Land forms <ul style="list-style-type: none"> <li>– Appalachian Mountains</li> <li>– Pacific Coastal Ranges</li> <li>– Basin and Range</li> <li>– Rocky Mountains</li> <li>– Great Plains</li> <li>– Interior lowlands</li> <li>– Atlantic and Gulf Coastal Plains</li> <li>– Canadian Shield</li> <li>– Grand Canyon</li> <li>– Columbia Plateau</li> <li>– Colorado Plateau</li> </ul> </li> <li>• Varied climatic regions: Ranging from tundra in Alaska to tropical wet in Hawaii</li> </ul>	<p><b>United States and Canada</b></p> <ul style="list-style-type: none"> <li>• Major exporters of technology, information systems, and foodstuff</li> <li>• Highly developed infrastructures</li> <li>• Highly diversified economies</li> <li>• Rich supply of mineral, energy, and forest resources</li> <li>• North American Free Trade Agreement (NAFTA)</li> <li>• Multinational corporations</li> <li>• Center of world financial markets (New York Stock Exchange)</li> <li>• Sustained economic growth</li> <li>• Widening gap between rich and poor</li> <li>• Export of U.S. culture via the global marketplace (e.g., McDonald's, Coca-Cola, music, blue jeans)</li> </ul>	<p><b>United States and Canada</b></p> <ul style="list-style-type: none"> <li>• Colonized by the Europeans</li> <li>• Multicultural societies</li> <li>• Increasingly diverse populations</li> <li>• High literacy rate</li> <li>• High standards of living</li> <li>• Highly urbanized</li> <li>• Canada's struggle to maintain a national identity</li> <li>• Highly mobile populations</li> <li>• World's longest unfortified border between the United States and Canada</li> <li>• Democratic forms of government</li> <li>• Arts that reflect the cultural heritage of multicultural societies</li> <li>• North Atlantic Treaty Organization (NATO)</li> </ul> <p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> <li>• U.S. Capitol</li> <li>• Golden Gate Bridge</li> <li>• Independence Hall</li> <li>• St. Louis Gateway Arch</li> <li>• Wheat fields</li> <li>• Skyscrapers, shopping malls</li> <li>• Bilingual signs</li> <li>• Influence of the automobile (e.g., gas stations, motels, interstate highways, drive-up services)</li> </ul>

**STANDARD WG.4 (continued)**

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
			<p><b>United States and Canada (continued)</b>  <i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>• Toronto</li> <li>• Montreal</li> <li>• Ottawa</li> <li>• Québec</li> <li>• Vancouver, British Columbia</li> <li>• Washington, D.C.</li> <li>• Chicago</li> <li>• New York City</li> <li>• Los Angeles</li> <li>• Houston</li> </ul>

**STANDARD WG.4 (continued)**

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p><b>North Africa and Southwest Asia (Middle East)</b>            Location of countries, with particular emphasis on the countries listed below (selected on the basis of their per capita GDP, land size, and population)</p> <ul style="list-style-type: none"> <li>• GDP               <ul style="list-style-type: none"> <li>– Kuwait</li> <li>– United Arab Emirates</li> <li>– Qatar</li> <li>– Israel</li> </ul> </li> <li>• Land size               <ul style="list-style-type: none"> <li>– Algeria</li> <li>– Saudi Arabia</li> <li>– Libya</li> </ul> </li> <li>• Population               <ul style="list-style-type: none"> <li>– Iran</li> <li>– Turkey</li> <li>– Egypt</li> </ul> </li> </ul>	<p><b>North Africa and Southwest Asia (Middle East)</b></p> <ul style="list-style-type: none"> <li>• Crossroads of Europe, Africa, and Asia</li> <li>• Desert and semiarid climates: Sahara, <i>sahel</i>, steppes</li> <li>• Mountains               <ul style="list-style-type: none"> <li>– Atlas</li> <li>– Taurus</li> <li>– Zagros</li> </ul> </li> <li>• Water features               <ul style="list-style-type: none"> <li>– Mediterranean Sea</li> <li>– Red Sea</li> <li>– Black Sea</li> <li>– Arabian Sea</li> <li>– Persian/Arabian Gulf</li> <li>– Strait of Hormuz</li> <li>– Bosphorus Strait</li> <li>– Dardanelles Strait</li> <li>– Nile River</li> <li>– Tigris River</li> <li>– Euphrates River</li> <li>– Jordan River</li> </ul> </li> <li>• Seasonal flooding, alluvial soils, delta regions, oases, wadis</li> </ul>	<p><b>North Africa and Southwest Asia (Middle East)</b></p> <ul style="list-style-type: none"> <li>• Heavy reliance on primary economic activity (oil drilling, agriculture, pastoralism)</li> <li>• Major producer of world’s oil</li> <li>• Oil revenues: Positive and negative effects</li> <li>• Water: The region’s most precious resource</li> <li>• Great variation in standards of living, ranging from very high to poverty-stricken</li> <li>• Regional conflicts, political unrest that affects tourism</li> <li>• Aswan High Dam: Positive and negative effects</li> <li>• Suez Canal: Enhanced shipping routes in the region</li> <li>• Guest workers</li> <li>• Trade important to region from earliest time</li> <li>• Wide range of per capita incomes and levels of development</li> <li>• Contemporary trade routes (sea lanes)</li> <li>• Organization of Petroleum Exporting Countries (OPEC)</li> </ul>	<p><b>North Africa and Southwest Asia (Middle East)</b></p> <ul style="list-style-type: none"> <li>• Rapid urbanization</li> <li>• Modernization centered in urban areas while traditional life continues in rural areas</li> <li>• Large percentage of population under age 15</li> <li>• Population unevenly distributed</li> <li>• Arab countries and Arabic language</li> <li>• Non-Arab countries: Turkey, Iran, Israel</li> <li>• Birthplace of three major monotheistic religions—Judaism, Christianity, and Islam</li> <li>• Conflict over Palestine</li> <li>• Nomadic lifestyles</li> <li>• Art that reflects the diversity of religions (stained glass, geometric tiles, calligraphy, mosaics, prayer rugs)</li> </ul> <p><b>Cultural landscape</b></p> <ul style="list-style-type: none"> <li>• Mosques, minarets</li> <li>• Church of the Holy Sepulcher</li> <li>• Hagia Sophia</li> <li>• Bazaars, <i>sucs</i></li> <li>• Western Wall</li> <li>• Dome of the Rock</li> <li>• Kaaba</li> <li>• Pyramids</li> <li>• Oil rigs</li> <li>• Walled cities</li> </ul>

**STANDARD WG.4 (continued)**

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
			<p><b>North Africa and Southwest Asia (Middle East) (continued)</b>  <i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>• Baghdad</li> <li>• Cairo</li> <li>• Istanbul</li> <li>• Jerusalem</li> <li>• Mecca</li> <li>• Tehran</li> </ul>

**STANDARD WG.4 (continued)**

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p><b>Sub-Saharan Africa</b> Location of countries, with particular emphasis on the countries listed below (selected on the basis of their per capita GDP, land size, and population)</p> <ul style="list-style-type: none"> <li>• GDP <ul style="list-style-type: none"> <li>– South Africa</li> <li>– Gabon</li> <li>– Botswana</li> </ul> </li> <li>• Land size <ul style="list-style-type: none"> <li>– Democratic Republic of Congo</li> <li>– Sudan</li> <li>– Chad</li> <li>– Mozambique</li> <li>– Madagascar</li> </ul> </li> <li>• Population <ul style="list-style-type: none"> <li>– Nigeria</li> <li>– Ethiopia</li> <li>– Democratic Republic of Congo</li> <li>– South Africa</li> <li>– Tanzania</li> <li>– Kenya</li> </ul> </li> </ul>	<p><b>Sub-Saharan Africa</b></p> <ul style="list-style-type: none"> <li>• Continent composed of a huge plateau, escarpments</li> <li>• River transportation impeded by waterfalls and rapids</li> <li>• Location of equator through middle of region; similar climatic patterns north and south of the equator</li> <li>• Smooth coastline; few harbors</li> <li>• Large number of landlocked countries</li> <li>• Storehouse of mineral wealth</li> <li>• Limited fertility of rain forest soils</li> <li>• Kalahari and Namib Deserts</li> <li>• Bodies of water <ul style="list-style-type: none"> <li>– Nile River</li> <li>– Zambezi River</li> <li>– Niger River</li> <li>– Congo River</li> <li>– Atlantic Ocean</li> <li>– Indian Ocean</li> <li>– Red Sea</li> <li>– Lake Victoria</li> <li>– Lake Tanganyika</li> </ul> </li> <li>• Nature preserves and national parks</li> </ul>	<p><b>Sub-Saharan Africa</b></p> <ul style="list-style-type: none"> <li>• Large percentage of population engaged in agriculture (primary activity)</li> <li>• Subsistence agriculture</li> <li>• Nomadic herding</li> <li>• Slash-and-burn agriculture</li> <li>• Plantation agriculture</li> <li>• Cash crops and food crops</li> <li>• Poorly developed infrastructure</li> <li>• Large number of landlocked countries</li> <li>• Substantial mineral wealth (diamonds, gold and other metals)</li> <li>• Major exporters of raw materials</li> <li>• Wide range of per capita incomes</li> <li>• Productivity that lags behind population growth</li> <li>• Desertification</li> <li>• Demographics typical of developing economies <ul style="list-style-type: none"> <li>– Low per capita GDP</li> <li>– Low life expectancy</li> <li>– High population growth rate</li> <li>– High infant mortality rate</li> <li>– Large percentage of population under age 15</li> <li>– Low literacy rate</li> </ul> </li> </ul>	<p><b>Sub-Saharan Africa</b></p> <ul style="list-style-type: none"> <li>• Uneven population distribution</li> <li>• Many ethnic groups, languages, customs</li> <li>• Large numbers of refugees</li> <li>• Knowledge of history through oral tradition</li> <li>• Country names related to historical empires: Mali, Ghana, Zimbabwe</li> </ul> <p><i>Cultural heritage</i></p> <ul style="list-style-type: none"> <li>• Masks</li> <li>• Sculpture</li> <li>• Dance</li> <li>• Music</li> <li>• Colorful dress</li> <li>• Jewelry</li> </ul> <p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> <li>• Markets</li> <li>• Churches</li> <li>• Mosques, minarets</li> <li>• Villages</li> <li>• Modern city cores</li> </ul> <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>• Lagos</li> <li>• Dakar</li> <li>• Johannesburg</li> </ul>

**STANDARD WG.4 (continued)**

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p><b>Russia and Central Asia</b> Location of countries, with particular emphasis on the countries listed below (selected on the basis of their per capita GDP, land size, and population)</p> <ul style="list-style-type: none"> <li>• GDP <ul style="list-style-type: none"> <li>– Kazakhstan</li> <li>– Russia</li> <li>– Turkmenistan</li> </ul> </li> <li>• Land size <ul style="list-style-type: none"> <li>– Russia</li> <li>– Kazakhstan</li> <li>– Turkmenistan</li> </ul> </li> <li>• Population <ul style="list-style-type: none"> <li>– Russia</li> <li>– Kazakhstan</li> <li>– Uzbekistan</li> </ul> </li> </ul>	<p><b>Russia and Central Asia</b></p> <ul style="list-style-type: none"> <li>• Vast land area: Spans two continents, Europe and Asia (covers 11 time zones)</li> <li>• Vast areas of tundra, permafrost, taiga, and steppe</li> <li>• Varied climatic regions</li> <li>• Black earth belt (rich <i>chernozem</i> soil)</li> <li>• Mountains (e.g., Ural Mountains, which divide Europe from Asia)</li> <li>• Caucasus</li> <li>• Siberia (the sleeping land), located east of the Urals</li> <li>• Major oil, natural gas, and mineral resources</li> <li>• Water features <ul style="list-style-type: none"> <li>– Volga River</li> <li>– Ob River</li> <li>– Amur River</li> <li>– Lake Baikal</li> <li>– Caspian Sea</li> <li>– Aral Sea</li> <li>– Bering Strait</li> <li>– Pacific Ocean</li> <li>– Arctic Ocean</li> </ul> </li> <li>• Some rivers flow northward to the Arctic Ocean</li> </ul>	<p><b>Russia and Central Asia</b></p> <ul style="list-style-type: none"> <li>• Transition from communist to free market economy</li> <li>• Farming and industry concentrated in the Fertile Triangle region, rich <i>chernozem</i> soils (wheat farming)</li> <li>• Infrastructure: Trans-Siberian Railroad, systems of rivers, canals, and railroads</li> <li>• Energy resources: Hydroelectric power, oil, natural gas</li> <li>• Russian natural resources not fully developed due to climate, limited transportation links, and vastness of the country</li> <li>• Foreign competition for investment in the region (oil pipelines)</li> <li>• Widespread pollution</li> <li>• Shrinking of the Aral Sea</li> <li>• Political and economic difficulties after the breakup of the Soviet Union</li> <li>• Cotton production in Central Asia</li> </ul>	<p><b>Russia and Central Asia</b></p> <ul style="list-style-type: none"> <li>• Diverse ethnic groups, customs, and traditions (many people of Turkic and Mongol heritage)</li> </ul> <p><i>Cultural heritage</i></p> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Fabergé eggs</li> <li>• Music</li> <li>• Icons</li> <li>• <i>Matryoshka</i> dolls</li> <li>• Oriental carpets</li> <li>• Samovars</li> </ul> <p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> <li>• Russian Orthodox churches (e.g., St. Basil’s Cathedral, Moscow)</li> <li>• Red Square</li> <li>• Kremlin</li> <li>• Mosques, minarets</li> <li>• Siberian villages</li> <li>• Soviet-style apartment blocks</li> </ul> <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>• Moscow</li> <li>• St. Petersburg</li> <li>• Novosibirsk</li> </ul>

**STANDARD WG.4 (continued)**

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p><b>South, Southeast, and East Asia</b></p> <ul style="list-style-type: none"> <li>● South Asia <ul style="list-style-type: none"> <li>– Afghanistan</li> <li>– Pakistan</li> <li>– Nepal</li> <li>– Bhutan</li> <li>– Bangladesh</li> <li>– India</li> <li>– Sri Lanka</li> </ul> </li> <li>● Southeast Asia <ul style="list-style-type: none"> <li>– Philippines</li> <li>– Indonesia</li> <li>– Malaysia</li> <li>– Thailand</li> <li>– Cambodia</li> <li>– Burma (Myanmar)</li> <li>– Laos</li> <li>– Vietnam</li> <li>– Singapore</li> <li>– Brunei</li> </ul> </li> <li>● East Asia <ul style="list-style-type: none"> <li>– Mongolia</li> <li>– China (People’s Republic of China)</li> <li>– Japan</li> <li>– Taiwan (Republic of China)</li> <li>– North Korea</li> <li>– South Korea</li> </ul> </li> </ul>	<p><b>South, Southeast, and East Asia</b></p> <ul style="list-style-type: none"> <li>● Influence of mountains on population, settlements, movement, climate</li> <li>● Mountains <ul style="list-style-type: none"> <li>– Himalayas</li> <li>– Western and Eastern Ghats</li> <li>– Mount Fuji</li> </ul> </li> <li>● Varied climatic regions ranging from tropical wet to humid continental</li> <li>● Natural hazards: Monsoons, typhoons, volcanic eruptions, earthquakes</li> <li>● Influence of water (rivers, seas, and ocean currents) on agriculture, trade, and transportation</li> <li>● Bodies of water <ul style="list-style-type: none"> <li>– Arabian Sea</li> <li>– Indian Ocean</li> <li>– Bay of Bengal</li> <li>– Ganges River</li> <li>– Indus River</li> <li>– Brahmaputra River</li> <li>– Pacific Ocean</li> <li>– Yangtze River (Chang Jiang)</li> <li>– Mekong River</li> <li>– Yellow River (Huang He)</li> </ul> </li> <li>● Abundant arable land</li> <li>● Loess</li> <li>● Plateau of Tibet</li> <li>● Gobi Desert</li> </ul>	<p><b>South, Southeast, and East Asia</b></p> <ul style="list-style-type: none"> <li>● Varied economies in the region, ranging from subsistence/ commercial agriculture to high-tech industrial manufacturing</li> <li>● Participation in global markets</li> <li>● Newly industrialized countries: South Korea, Taiwan, Singapore</li> <li>● Japan: Economic leader</li> <li>● China in transition from a centrally planned economy</li> <li>● Agricultural advancements and technology, enabling greater food production: “Green Revolution”</li> <li>● Environmental degradation</li> <li>● Deforestation</li> <li>● Fishing</li> <li>● ASEAN (Association of Southeast Asian Nations)</li> <li>● Rice, tropical crops</li> </ul>	<p><b>South, Southeast, and East Asia</b></p> <ul style="list-style-type: none"> <li>● Areas of extremely dense and of sparse population</li> <li>● Contrast between rural and urban areas</li> <li>● Religious diversity: Hinduism, Islam, Buddhism, Christianity, Taoism, Shinto, Confucianism</li> <li>● Respect for ancestors</li> <li>● Religious conflicts (Hindu vs. Muslim)</li> </ul> <p><i>Cultural heritage</i></p> <ul style="list-style-type: none"> <li>● Silks</li> <li>● Batik</li> <li>● Wood and ivory carvings</li> <li>● Ideograms, unique alphabets</li> <li>● Jewels</li> </ul> <p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> <li>● Taj Mahal</li> <li>● Angkor Wat</li> <li>● Great Wall of China</li> <li>● Floating markets</li> <li>● Mosques, minarets</li> <li>● Pagodas</li> <li>● Temples and shrines</li> <li>● Terraced rice fields</li> </ul> <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>● Tokyo</li> <li>● Beijing</li> <li>● New Delhi</li> </ul>

**STANDARD WG.4 (continued)**

The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.

Countries	Physical Characteristics	Economic Characteristics	Cultural Characteristics
<p><b>Australia, Pacific Islands, and Antarctica</b></p> <ul style="list-style-type: none"> <li>• Australia</li> <li>• New Zealand</li> <li>• Papua New Guinea</li> <li>• Hawaiian archipelago (U.S.)</li> </ul>	<p><b>Australia, Pacific Islands, and Antarctica</b></p> <ul style="list-style-type: none"> <li>• Wide range of vegetation, from tropical rain forests to desert scrub</li> <li>• Australia, mostly desert</li> <li>• The Great Dividing Range</li> <li>• The Great Barrier Reef</li> <li>• Australia's isolation, resulting in unique animal life</li> <li>• Antarctica, the world's coldest, driest, windiest continent; icecap</li> <li>• Pacific Islands: Volcanic, coral, or continental</li> </ul>	<p><b>Australia, Pacific Islands, and Antarctica</b></p> <ul style="list-style-type: none"> <li>• Air and water travel that bring goods and services to remote areas</li> <li>• Dry areas of Australia well suited to cattle and sheep ranching</li> <li>• Upset of environmental balance, caused by the introduction of non-native plants and animals</li> <li>• Ranching, mining (primary activities)</li> <li>• Communication and financial services (tertiary activities)</li> </ul>	<p><b>Australia, Pacific Islands, and Antarctica</b></p> <ul style="list-style-type: none"> <li>• Pacific Islands are sparsely populated.</li> <li>• Most of Australia's population lives near the coasts.</li> <li>• Traditional culture continues to shape life in the Pacific Islands.</li> <li>• Lifestyles range from subsistence farming to modern city living.</li> <li>• Cultures reflect the mix of European and indigenous cultures (e.g., Maori and aborigines).</li> <li>• Antarctica has no permanent residents.</li> </ul> <p><i>Cultural landscape</i></p> <ul style="list-style-type: none"> <li>• Sydney Opera House</li> <li>• Cattle and sheep stations (Australia)</li> <li>• Research stations (Antarctica)</li> <li>• Thatched-roof dwellings (Pacific Islands)</li> </ul> <p><i>Cities as centers of culture and trade</i></p> <ul style="list-style-type: none"> <li>• Canberra, A.C.T. (Australian Capital Territory)</li> <li>• Sydney</li> <li>• Auckland</li> </ul>

## **WEEKS 10-14 / SOL 5-9**

### **STANDARD WG.5**

**The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.**

#### **Factors that influence population distribution**

- Natural resources (e.g., oil, arable land, water)
- Climate (hot/cold; wet/dry)
- Economic development
- Government policy
- Rural/urban settlement patterns
- Capital resources (transportation, technology)
- Conflicts (refugees)

#### **Characteristics of human populations**

- Birth and death rates (war, disease, migration)
- Age distribution
- Male/female distribution
- Life expectancy
- Infant mortality rate
- Urban/rural distribution
- GDP
- Ethnicities
- Language
- Religion
- Education

#### **Factors that influence population growth rates**

- Modern medicine and hygiene
- Education
- Industrialization and urbanization
- Economic development
- Government policy
- Role of women in society

### **STANDARD WG.6**

**The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.**

**Push factors**

- Overpopulation
- Religious persecution
- Lack of job opportunities
- Agricultural decline
- Conflict
- Political persecution
- Natural hazards (e.g., droughts, floods, famines, volcanic eruptions)
- Limits on personal freedom
- Environmental degradation

**Pull factors**

- Religion
- Economic opportunity
- Land availability
- Political freedom
- Ethnic and family ties
- Arable land

**Impact of migrations on regions**

- Language
- Religion and religious freedom
- Customs and traditions
- Cultural landscape

**Evidence of cultural interaction**

- Diffusion of U.S. culture to other regions
- Popularization of other cultural traditions in the U.S.

**STANDARD WG.7a**

**The student will identify types of natural, human, and capital resources and explain their significance by a) showing their influence on patterns of economic activity and land use.**

**Changes in use of energy resources and technology over time**

- Wood (deforestation)
- Coal (pollution, mining problems, competition with oil and gas)

- Petroleum (transportation, environmental considerations)
- Nuclear (contamination, waste)
- Solar, wind (cost, aesthetics)

#### **Natural resources**

- Renewable: Soil, water, forests
- Nonrenewable: Fossil fuels (oil, coal, natural gas) and metals (gold, iron, copper, bauxite)

#### **Human resources**

- Level of education
- Skilled and unskilled laborers
- Entrepreneurial and managerial abilities

#### **Capital resources**

- Availability of money for investment
- Level of infrastructure
- Availability and use of tools, machines, and technologies

#### **Levels of economic activity**

- Primary: Dealing directly with resources (e.g., fishing, farming, forestry, mining)
- Secondary: Manufacturing and processing (e.g., steel mills, automobile assembly, sawmills)
- Tertiary: Services (e.g., transportation, retail trade, information technology services)

### **STANDARD WG.7a (continued)**

**The student will identify types of natural, human, and capital resources and explain their significance by**

**a) showing their influence on patterns of economic activity and land use.**

#### **Effects of unequal distribution of resources**

- Interdependence of nations, trading in goods, services, and capital resources
- Uneven economic development
- Energy producers and consumers
- Imperialism
- Conflict over control of resources

#### **Patterns of land use**

- Economic activities that require extensive areas of land (e.g., agriculture) vs. those that require a limited areas (e.g., manufacturing)
- Land uses that are compatible with each other (open spaces and residential) vs. land uses that are not compatible (e.g., landfills and residential)

## **STANDARD WG.7b**

**The student will identify types of natural, human, and capital resources and explain their significance by**  
**b) evaluating perspectives and consequences regarding the use of resources.**

### **Social and economic priorities that influence a culture's perspective on resources**

- Economic development priorities
- Environmental conservation priorities
- Priorities of indigenous minorities

### **Examples of technologies that have created demand for particular resources**

- Steam engine: demand for coal
- Internal combustion engine (cars and trucks): demand for gasoline (oil)
- Computer chips: demand for skilled labor

### **Costs**

- Resource depletion
- Environmental degradation
- Health problems

### **Benefits**

- Production of goods and services
- Employment opportunities
- Development of technologies

## **STANDARD WG.8**

**The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.**

### **Differences between developed and developing nations**

- Access to natural resources
- Access to capital resources (investment in technology and infrastructure)
- Number and skills of human resources
- Levels of economic development
- Standards of living and quality of life

- Relationships between economic development and quality of life

### **Indicators of economic development**

- Urban-rural ratio
- Labor force characteristics (primary, secondary, tertiary sectors)
- GDP per capita
- Educational achievement

### **Indicators of standards of living and quality of life**

- Population growth rate (natural increase)
- Population age distribution
- Literacy rate
- Life expectancy
- Infant mortality rate
- Percentage of urban population

## **STANDARD WG.9a**

**The student will analyze the global patterns and networks of economic interdependence by**

**a) identifying factors, including comparative advantage, that influence economic activities and trade.**

### **Factors that influence economic activity**

- Access to human, natural, and capital resources, such as
  - skills of the work force
  - natural resources
  - new technologies
  - transportation and communication networks
  - investment capital
- Location and ability to exchange goods
  - Landlocked countries
  - Coastal and island countries
  - Proximity to shipping lanes
  - Access to communication networks
- Membership in political and economic alliances that provide access to markets (e.g., European Union [EU], North American Free Trade Agreement [NAFTA])

### **Terms to know**

- comparative advantage: The ability of countries to produce goods and services at lower relative costs than other countries, resulting in exports of goods and services.

### **Effects of unequal distribution of resources**

- Specialization in goods and services that a country can market for profit
- Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably)

## **STANDARD WG.9a (continued)**

**The student will analyze the global patterns and networks of economic interdependence by**

**a) identifying factors, including comparative advantage, that influence economic activities and trade.**

### **Some countries' use of resources**

- Japan: Highly industrialized nation despite limited natural resources
- Russia: Numerous resources, many of which are not economically profitable to develop
- United States: Diversified economy, abundant natural resources, specialized industries
- Côte d'Ivoire: Limited natural resources, cash crops exchanged for manufactured goods
- Switzerland: Limited natural resources, production of services on a global scale

### **Reasons why countries engage in trade**

- To import goods and services that they need
- To export goods and services that they can market for profit

### **Effects of comparative advantage on international trade**

- Enables nations to produce goods and services that they can market for profit
- Influences development of industries (e.g., steel, aircraft, automobile, clothing)
- Supports specialization and efficient use of human resources

## **STANDARD WG.9b**

**The student will analyze the global patterns and networks of economic interdependence by**

**b) describing ways that economic and social interactions have changed over time.**

### **Changes over time**

- Industrial labor systems (e.g., cottage industry, factory, office, telecommunications)
- Migration from rural to urban areas
- Industrialized countries export labor-intensive work to developing nations
- Growth of trade alliances
- Growth of service (tertiary) industries
- Growth of financial services networks and international banks
- Internationalization of product assembly (e.g., vehicles, electronic equipment)
- Technology that allows instant communication among people in different countries

- Modern transportation networks that allow rapid and efficient exchange of goods and materials (e.g., Federal Express, United Parcel Service, U. S. Postal Service)
- Widespread marketing of products (e.g., Fuji film, Nike, United Colors of Benetton)

### **STANDARD WG.9c**

**The student will analyze the global patterns and networks of economic interdependence by**

**c) mapping, describing, and evaluating the formation of economic unions.**

Economic interdependence can be depicted through trade, resource, or transportation maps.

#### **Examples of economic unions**

- EU: European Union
- NAFTA: North American Free Trade Agreement
- ASEAN: Association of Southeast Asian Nations
- OPEC: Organization of Petroleum Exporting Countries

#### **Advantages of economic unions**

- More efficient industries
- Access to larger markets
- Access to natural, human, and capital resources without restrictions
- Greater influence on world market

#### **Disadvantages of economic unions**

- Closing of some industries
- Concentration of some industries in certain countries, leaving peripheral areas behind
- Agribusiness replacing family farms
- Difficulty in agreeing on common economic policies

### **WEEKS 13-15 / SOL 10-12**

#### **STANDARD WG.10a**

**The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by**

**a) explaining and analyzing reasons for the creation of different political divisions.**

#### **Examples of political divisions**

- Neighborhoods
- Election districts
- School districts
- Regional districts (e.g., waste disposal, conservation districts, planning districts, zip code zones)
- Cities
- Counties
- States

**Reasons for political divisions**

- Desire for government closer to home
- Need to solve local problems
- Need to administer resources more efficiently

**Reasons for conflict**

- Boundary disputes
- Cultural differences
- Economic differences
- Competition for scarce resources
- Political advantages (e.g., gerrymandering)

**Reasons for cooperation**

- Natural disasters
- Economic advantages (attract new businesses)
- Cultural similarities, ethnic neighborhoods
- Addressing regional issues (e.g., waste management, magnet schools, transportation)

**STANDARD WG.10b**

**The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by**  
**b) analyzing ways cooperation among political jurisdictions is used to solve problems and settle disputes.**

**Examples of political divisions**

- Countries
- Alliances: economic and political
  - North Atlantic Treaty Organization (NATO)
  - European Union (EU)
  - Organization of Petroleum Exporting Countries (OPEC)
  - North American Free Trade Agreement (NAFTA)
  - United Nations
  - Organization of American States (OAS)
  - League of Arab States
  - Association of Southeast Asian Nations (ASEAN)
  - African Union (AU)

**Reasons for political divisions**

- Differences in culture, language, religion
- Retention of historical boundaries
- Imperial conquest and control
- Economic similarities and differences

**Reasons for conflict**

- Boundary and territorial disputes (Syria-Israel, Western Sahara-Morocco, China-Taiwan, India-Pakistan)
- Cultural differences (language, religion)
  - Indonesia
  - Canada (Québec)
  - Sudan
- Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies)
- Ethnic differences
  - Balkans
  - Cyprus
  - Kashmir
- Nationalism

**STANDARD WG.10b (continued)**

**The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by**  
**b) analyzing ways cooperation among political jurisdictions is used to solve problems and settle disputes.**

**Examples of cooperation**

- Humanitarian initiatives (e.g., Red Cross and Red Crescent)
- Economic alliances (e.g., Law of Sea, China and United States, multinational corporations, North American Free Trade Agreement [NAFTA], Organization of Petroleum Exporting Countries [OPEC])
- Cultural alliances (e.g., Francophone world, Commonwealth of Nations)
- Military alliances (e.g., North Atlantic Treaty Organization [NATO])
- Problem-solving alliances (e.g., Antarctica Treaty, United Nations [UN] peacekeepers)
- Programs to promote international understanding (e.g., Peace Corps)
- Alliances for environmental preservation
- Alliances for foreign aid

**STANDARD WG.11a**

**The student will analyze the patterns of urban development by**

**a) applying the concepts of site and situation to major cities in each region.**

### **Terms to know**

- site: the actual location of a city
- situation: relative location, e.g., the location of a city with respect to other geographic features, regions, resources, and transport routes

### **Examples of site (local characteristics)**

- Harbor sites: New York City; Alexandria, Egypt; Istanbul, Turkey
- Island sites: Paris (originally located on an island in the Seine River), Hong Kong, Singapore
- Fall line sites: Richmond, Virginia
- Confluence sites: Khartoum, Sudan; Pittsburgh, Pennsylvania
- Hilltop sites: Rome, Athens, Jerusalem
- Oasis sites: Damascus, Syria; Siwa, Egypt
- Sites where rivers narrow: London, Québec City

### **Examples of situation (regional/global connections)**

- Baghdad: Command of land between the Tigris and Euphrates rivers
- Istanbul: Command of straits and land bridge to Europe
- Mecca, Saudi Arabia; Varanasi (Benares), India: Focal point of pilgrimage
- Samarkand, Uzbekistan; Xi'an, China; Timbuktu, Mali; Singapore: Cities that grew up around trade routes (the Silk Road, Trans-Saharan trade, maritime trade)
- Cape Town, South Africa: Supply station for ships
- Omaha, Nebraska; Sacramento, California: Cities that grew up along the U.S. Transcontinental Railroad
- Novosibirsk, Vladivostok: Cities that grew up along the Trans-Siberian Railroad

## **STANDARD WG.11b**

**The student will analyze the patterns of urban development by**

**b) explaining how the functions of towns and cities have changed over time.**

### **Functions of towns and cities**

- Security, defense
- Religious centers
- Trade centers (local and long distance)
- Government administration
- Manufacturing centers
- Service centers

### **Examples of cities whose functions have changed over time**

- Rio de Janeiro: Move of Brazil's capital from Rio de Janeiro to Brasilia
- Pittsburgh, Pennsylvania: Early function connected to defense, then became steel manufacturing center, later shifted to diverse services (financial, light manufacturing)

- New York City: Changes in trade patterns—coastal and transatlantic trade, trade from Great Lakes via Erie Canal, worldwide trade and finances
- Mining towns, “ghost” towns: Resource depletion, changes in the environment

### **STANDARD WG.11c**

**The student will analyze the patterns of urban development by**

**c) describing the unique influence of urban areas and some challenges they face.**

#### **Influences of urban areas on their regions and countries**

- Nation-building (monuments, symbols)
- Transportation/communication hubs
- Magnets for migration
- Seed beds of new ideas and technologies
- Diversity, leading to creativity in the arts
- Universities, educational opportunities
- Corporate headquarters/regional offices
- Media centers (news, entertainment)

#### **Problems associated with growth of urban areas**

- Transportation problems emerge, especially as automobile travel increases.
- Rich and poor neighborhoods exist in different areas isolated from one another.
- Providing essential services (fresh water, sewage disposal, electricity, schools, clinics) becomes a problem (e.g., cities in Latin America, Africa, and Asia).
- Air, water, and noise pollution increase.
- Sprawl results in conversion of agricultural land to urban uses, especially in North America.
- In developing countries, major cities are connected more to regions outside the country than to regions within the country.

### **STANDARD WG.12a**

**The student will apply geography to interpret the past, understand the present, and plan for the future by**

**a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions.**

#### **Practical applications of geography at local and regional levels**

- Air- and water-quality monitoring and management
- Recycling programs
- Land-use and transportation planning
- Selection of locations for residential and commercial development

## **STANDARD WG.12b**

The student will apply geography to interpret the past, understand the present, and plan for the future by

b) relating current events to the physical and human characteristics of places and regions.

### **Geographic relationships**

- Physical characteristics that influence current events:
  - Natural hazards (e.g, flooding, earthquakes, volcanoes, drought)
  - Climate, vegetation
- Human characteristics that influence current events:
  - Population distribution
  - Geographic patterns of ethnic diversity
  - A sense of place (emotional attachment to specific locations)
  - Geographic patterns of trade and interdependence (e.g., oil)

### **Geographic patterns of wealth and poverty (developed and developing nations)**

### **WEEK 16 – SOL REVIEW**

### **WEEK 17 SOL EXAMINATIONS**

### **WEEK 18 – ENRICHMENT ACTIVITIES**

### **RESOURCES:**

- Text – “*World Geography*” 2003 Edition, Glencoe/McGraw Hill
- National Geographic Education at <http://education.nationalgeographic.com>
- World Time Interactive at <http://www.worldtime.com>
- Digital Atlas at <http://130.166.124.2/USpage1.html>
- Atlas and Maps at <http://www.refdesk.com/factmaps.html>
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Curriculum Information	Essential Knowledge and Skills Key Vocabulary	Essential Questions and Understandings Teacher Notes and Elaborations
<p><b><u>SOL Reporting Category</u></b> Physical Geography</p> <p><b><u>Topic</u></b> Basic Geographic Skills</p> <p><b><u>Virginia SOL WG.1a</u></b> <b><u>The student will use maps, globes, satellite images, photographs, or diagrams to</u></b> <b><u>a) obtain geographical information about the world's countries, cities, and environments.</u></b></p>	<p><b><u>Cognitive Level (Bloom's Taxonomy, Revised)</u></b> Gather, classify, and interpret information.</p> <p>Select the appropriate geographic information sources to draw conclusions</p> <p><b><u>Key Vocabulary</u></b> GIS (Geographic Information Systems) Field work Satellite images Photographs Maps, globes Databases Primary sources Diagrams</p>	<p><b><u>Essential Questions</u></b> How does using a variety of sources support the process of geographic inquiry?</p> <p><b><u>Essential Understandings</u></b> Geographic information may be acquired from a variety of sources.</p> <p>Geographic information supports the process of inquiry into the nature of countries, cities, and environments.</p> <p>Using a variety of sources supports the process of geographic inquiry.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Physical Geography</p> <p><b><u>Topic</u></b> Basic Geographic Skills</p> <p><b><u>Virginia SOL WG.1b</u></b> <b><u>The student will use maps, globes, satellite images, photographs, or diagrams to</u></b> <b><u>b) apply the concepts of location, scale, map projection, or orientation.</u></b></p>	<p><b><u>Cognitive Level (Bloom's Taxonomy, Revised)</u></b> Use a compass rose to identify and use cardinal directions.</p> <p>Locate places, using latitude/longitude, on maps and globes.</p> <p>Compare maps of different scales.</p> <p>Gather, classify, and interpret information</p> <p><b><u>Key Vocabulary</u></b> Scale Absolute location Latitude Longitude Relative location Orientation Map distortion Map projections Mercator Robinson Polar</p>	<p><b><u>Essential Questions</u></b> What are some uses of latitude and longitude? How is relative location used to describe places? Why are different scales necessary for developing map representations? Why is a directional indicator (e.g., compass rose) necessary on a map? How do maps distort spatial relationships when compared with the globe?</p> <p><b><u>Essential Understandings</u></b> Latitude and longitude define absolute location. Relative location describes the spatial relationships between and among places. Areas can be represented using a variety of scales. The amount of detail shown on a map is dependent on the scale used. A directional indicator (e.g., compass rose) identifies map orientation. Maps, unlike the globe, distort spatial relationships.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Physical Geography</p> <p><b><u>Topic</u></b> Basic Geographic Skills</p> <p><b><u>Virginia SOL WG.1c</u></b> <b><u>The student will use maps, globes, satellite images, photographs, or diagrams to</u></b> <b><u>c) develop and refine mental maps of world regions.</u></b></p>	<p><b><u>Cognitive Level (Bloom’s Taxonomy, Revised)</u></b> Locate places on maps and globes.</p> <p>Interpret maps and globes.</p> <p>Draw maps from memory.</p> <p>Evaluate information</p> <p><b><u>Key Vocabulary</u></b> reference points geographic features land forms</p>	<p><b><u>Essential Questions</u></b> How do people use mental maps to organize information?</p> <p>How are perceptions reflected in mental maps?</p> <p>How can mental maps be developed and refined?</p> <p><b><u>Essential Understandings</u></b> Mental maps are based on objective knowledge and subjective perceptions.</p> <p>People develop and refine their mental maps through both personal experience and learning.</p> <p>Mental maps serve as indicators of how well people know the spatial characteristics of certain places.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Physical Geography</p> <p><b><u>Topic</u></b> Basic Geographic Skills</p> <p><b><u>Virginia SOL WG.1d</u></b> <b><u>The student will use maps, globes, satellite images, photographs, or diagrams to</u></b> <b><u>d) create and compare political, physical, and thematic maps.</u></b></p>	<p><b><u>Cognitive Level (Bloom's Taxonomy, Revised)</u></b> Select the appropriate geographic resource to draw conclusions.</p> <p>Compare and contrast information found on different types of maps.</p> <p>Compare maps and make inferences.</p> <p>Draw conclusions and make inferences about data.</p> <p>Identify and interpret regional patterns on maps.</p> <p><b><u>Key Vocabulary</u></b> Symbols Color Lines Boundaries Contours Population (e.g., distribution and density) Economic activity Resource Language Ethnicity Climate Precipitation Vegetation Physical Political</p>	<p><b><u>Essential Questions</u></b> What are ways that maps show information?  What are the major types of thematic maps?</p> <p><b><u>Essential Understandings</u></b> A map is a visual representation of geographic information.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>



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<p><b><u>SOL Reporting Category</u></b> Physical Geography</p> <p><b><u>Topic</u></b> Physical Geography, Regional Geography</p> <p><b><u>Virginia SOL WG.2a</u></b> <b><u>The student will analyze how selected physical and ecological processes shape the Earth's surface by</u></b> <b><u>a) identifying regional climatic patterns and weather phenomena and their effects on people and places.</u></b></p>	<p><b><u>Cognitive Level (Bloom's Taxonomy, Revised)</u></b> Compare maps and make inferences.</p> <p>Interpret the idea, concepts, or events expressed by a cartoon, picture, or other graphic media.</p> <p>Apply latitude to identify climate zones.</p> <p>Interpret charts, diagrams, and climographs.</p> <p>Select the appropriate geographic resource to draw conclusions.</p> <p><b><u>Key Vocabulary</u></b> Temperature Precipitation Seasons Low Middle latitudes Mediterranean High latitudes Rain forest Savanna Desert Steppe Middle latitude forests Taiga Tundra Monsoons Typhoons Hurricanes Tornadoes</p>	<p><b><u>Essential Questions</u></b></p> <p><b><u>Essential Understandings</u></b></p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>



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<p><b><u>SOL Reporting Category</u></b> Human Geography</p> <p><b><u>Topic</u></b> Physical Geography, Regional Geography</p> <p><b><u>Virginia SOL WG.2c</u></b> <b><u>The student will analyze how selected physical and ecological processes shape the Earth’s surface by</u></b> <b><u>c) explaining how technology affects one’s ability to modify the environment and adapt to it.</u></b></p>	<p><b><u>Cognitive Level (Bloom’s Taxonomy, Revised)</u></b> Draw conclusions and make inferences about data.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause-and-effect relationships.</p> <p>Identify and interpret regional patterns on maps.</p> <p><b><u>Key Vocabulary</u></b> <b><u>Influence of technology</u></b> Agriculture (e.g., fertilizers, mechanization) Energy usage (e.g., fossil fuels, nuclear) Transportation (e.g., road building, railways) Automobiles (e.g., parking lots, suburbs) Airplanes (e.g., airport expansion, noise)</p> <p><b><u>Environmental impact on humans</u></b> Settlement patterns Housing materials Agricultural activity Types of recreation Transportation patterns</p>	<p><b><u>Essential Questions</u></b> How has the use of technology expanded the ability of people to modify and adapt to their environment?</p> <p><b><u>Essential Understandings</u></b> Technology has expanded people’s ability to modify and adapt to their physical environment.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Regional Geography</p> <p><b><u>Topic</u></b> Physical Geography, Regional Geography</p> <p><b><u>Virginia SOL WG.3a</u></b> <b><u>The student will apply the concept of a region by</u></b> <b><u>a) explaining how characteristics of regions have led to regional labels.</u></b></p>	<p><b><u>Cognitive Level (Bloom’s Taxonomy, Revised)</u></b> Locate areas (regions) on maps and globes.</p> <p>Interpret regional patterns on maps and globes.</p> <p>Draw conclusions and make inferences about data.</p> <p>Explain cause-and-effect relationships.</p> <p><b><u>Key Vocabulary</u></b> <b><u>Physical regions</u></b> Sahara Taiga Rain forest Great Plains Low Countries <b><u>Cultural regions</u></b> Language Latin America Francophone world Ethnic Chinatowns Kurdistan Religion Islam Buddhism Economic Wheat Belts European Union (EU) Political North Atlantic Treaty Organization (NATO) African Union (AU) <b><u>Regional labels reflecting changes in perceptions</u></b> Middle East Sun Belt Rust Belt</p>	<p><b><u>Essential Questions</u></b> Why do geographers create and use regions as organizing concepts?</p> <p>What are some examples of physical and cultural regions?</p> <p>What are some examples of regional labels that reflect changes in perceptions?</p> <p><b><u>Essential Understandings</u></b> Regions are areas of Earth’s surface that share unifying characteristics.</p> <p>Regions may be defined by physical or cultural characteristics.</p> <p>Regional labels may reflect changes in people’s perceptions.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Regional Geography</p> <p><b><u>Topic</u></b> Physical Geography, Regional Geography</p> <p><b><u>Virginia SOL WG.3b</u></b> <b><u>The student will apply the concept of a region by</u></b> <b><u>b) explaining how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants.</u></b></p>	<p><b><u>Cognitive Level (Bloom's Taxonomy, Revised)</u></b> Gather, classify, and interpret information.</p> <p>Analyze photographs and pictures and make inferences.</p> <p>Draw conclusions and make inferences about data.</p> <p><b><u>Key Vocabulary</u></b> Taj Mahal (India) Kaaba (Mecca) Western Wall (Jerusalem) Dome of the Rock (Jerusalem) Church of the Holy Sepulcher (Jerusalem) Pyramids (Egypt) Kremlin (Moscow) Eiffel Tower (Paris) Virginia State Capitol Building Washington Monument White House Lincoln Memorial Statue of Liberty</p>	<p><b><u>Essential Questions</u></b> How does the regional landscape reflect the physical environment?  How does the regional landscape reflect the characteristics of the inhabitants?</p> <p><b><u>Essential Understandings</u></b> Regional landscapes are influenced by climate and underlying geology.  Regional landscapes are influenced by the cultural, economic, and political characteristics of their inhabitants.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Regional Geography</p> <p><b><u>Topic</u></b> Physical Geography, Regional Geography</p> <p><b><u>Virginia SOL WG.3c</u></b> <b><u>The student will apply the concept of a region by</u></b> <b><u>c) analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions.</u></b></p>	<p><b><u>Cognitive Level (Bloom's Taxonomy, Revised)</u></b> Identify and interpret regional patterns on maps. Explain cause-and-effect relationships. Compare and contrast differing sets of ideas, beliefs, and behaviors. Draw conclusions and make inferences about data.</p> <p><b><u>Key Vocabulary</u></b> <b><u>Ethnic heritage</u></b> Former Yugoslavia: Serbs, Croats, Bosnians, Albanians Burundi and Rwanda: Hutus and Tutsis United States, Switzerland: Multiple ethnicities united in one country Korea, Japan: Predominantly single ethnicity Cyprus: Greeks and Turks</p> <p><b><u>Religion as a unifying force</u></b> Hinduism Buddhism Judaism Christianity Islam</p> <p><b><u>Religion as a divisive force</u></b> Conflicts between Hindus and Muslims in Pakistan and India Conflicts between Catholics and Protestants in Northern Ireland Jews, Christians, and Muslims all claiming Jerusalem as their religious heritage site Conflicts between Sunni and Shi'a</p>	<p><b><u>Essential Questions</u></b> How can cultural characteristics link or divide regions?</p> <p><b><u>Essential Understandings</u></b> Cultural difference and similarities can link or divide regions.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Regional Geography</p> <p><b><u>Topic</u></b> Physical Geography, Regional Geography; United States and Canada; Latin America and the Caribbean; Europe; Russia and Central Asia; North Africa and Southwest Asia (Middle East); South Asia; Southeast and East Asia</p> <p><b><u>Virginia SOL WG.4</u></b> <b><u>The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.</u></b></p>	<p><b><u>Cognitive Level (Bloom's Taxonomy, Revised)</u></b> Explain charts comparing two or more concepts.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make inferences about data.</p> <p>Explain cause-and-effect relationships.</p> <p>Identify and locate regions, continents, oceans, and major features on maps and globes</p> <p><b><u>Key Vocabulary</u></b> physical characteristics economic characteristics cultural characteristics</p> <p><b><u>Human interaction with environment</u></b> Deforestation: Amazon Basin, Nepal, Malaysia Acid rain: Black Forest Decreased soil fertility: Aswan High Dam</p> <p><b><u>Criteria for determining relative importance</u></b> GDP (Gross Domestic Product) Land size Population size Resources</p>	<p><b><u>Essential Questions</u></b> In what ways do physical, economic, and cultural characteristics influence regional development?</p> <p>What are some ways that human interaction with the environment affects the development of a region?</p> <p>What are some criteria that may be used to determine a country's relative importance?</p> <p>What impact do elements of the physical environment, such as major bodies of water and mountains, have on countries in a region?</p> <p><b><u>Essential Understandings</u></b> The development of a region is influenced by many factors, including physical, economic, and cultural characteristics.</p> <p>The interaction of humans with their environment affects the development of a region.</p> <p>Different criteria may be used to determine a country's relative importance.</p> <p>Elements of the physical environment, such as major bodies of water and mountains, influence the economic and cultural characteristics of regions.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Human Geography</p> <p><b><u>Topic</u></b> Population</p> <p><b><u>Virginia SOL WG.5</u></b> <b><u>The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.</u></b></p>	<p><b><u>Cognitive Level (Bloom's Taxonomy, Revised)</u></b> Compare maps and make inferences.</p> <p>Identify and interpret regional patterns on maps.</p> <p>Draw conclusions and make inferences about data.</p> <p>Explain cause-and-effect relationships.</p> <p>Interpret charts and graphs.</p> <p>Interpret population pyramids.</p> <p>Analyze data to determine patterns.</p> <p><b><u>Key Vocabulary</u></b> Natural resources (e.g., oil, arable land, water) Climate (hot/cold; wet/dry) Economic development Government policy Rural/urban settlement patterns Capital resources (transportation, technology) Conflicts (refugees)</p>	<p><b><u>Essential Questions</u></b> What human, environmental, economic, and political factors influence population distribution? What are some characteristics of human populations? How do human, environmental, economic, and political factors influence population growth rates?</p> <p><b><u>Essential Understandings</u></b> Population distribution is described according to location and density. Characteristics of human populations differ over time and from region to region. Population growth rates are influenced by human, environmental, economic, and political factors.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Human Geography</p> <p><b><u>Topic</u></b> Population</p> <p><b><u>Virginia SOL WG.6</u></b> <b><u>The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.</u></b></p>	<p><b><u>Cognitive Level (Bloom's Taxonomy, Revised)</u></b> Identify and interpret regional patterns on maps. Identify primary ideas expressed in graphic data. Draw conclusions and make inferences about data. Explain cause-and-effect relationships</p> <p><b><u>Key Vocabulary</u></b></p> <p><b><u>Push factors</u></b></p> <ul style="list-style-type: none"> <li>• Overpopulation</li> <li>• Religious persecution</li> <li>• Lack of job opportunities</li> <li>• Agricultural decline</li> <li>• Conflict</li> <li>• Political persecution</li> <li>• Natural hazards (e.g., droughts, floods, famines, volcanic eruptions)</li> <li>• Limits on personal freedom</li> <li>• Environmental degradation</li> </ul> <p><b><u>Pull factors</u></b></p> <ul style="list-style-type: none"> <li>• Religion</li> <li>• Economic opportunity</li> <li>• Land availability</li> <li>• Political freedom</li> <li>• Ethnic and family ties</li> <li>• Arable land</li> </ul> <p><b><u>Impact of migrations on regions</u></b></p> <ul style="list-style-type: none"> <li>• Language</li> <li>• Religion and religious freedom</li> <li>• Customs and traditions</li> <li>• Cultural landscape</li> </ul>	<p><b><u>Essential Questions</u></b> How have social, economic, political, and environmental factors influenced migration?  How has migration influenced cultural landscapes?  How and why do improvements in transportation and communication technology lead to cultural interaction?</p> <p><b><u>Essential Understandings</u></b> Migrations occur because of social, political, and environmental factors.  Migrations have influenced cultural landscapes.  Modern transportation and communication encourage higher levels of cultural interaction worldwide.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Economic Geography</p> <p><b><u>Topic</u></b> Economic Geography</p> <p><b><u>Virginia SOL WG.7a</u></b> <b><u>The student will identify types of natural, human, and capital resources and explain their significance by</u></b> <b><u>a) showing their influence on patterns of economic activity and land use.</u></b></p>	<p><b><u>Cognitive Level (Bloom’s Taxonomy, Revised)</u></b> Compare maps and globes and make inferences.</p> <p>Interpret regional patterns on maps and globes.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make inferences about data.</p> <p>Analyze and evaluate information.</p> <p>Explain cause-and-effect relationships.</p> <p>Sequence information</p> <p><b><u>Key Vocabulary</u></b> Changes in use of energy resources and technology over time Natural resources Human resources Capital resources Levels of economic activity Effects of unequal distribution of resources Patterns of land use</p>	<p><b><u>Essential Questions</u></b></p> <p>How do human needs and availability of technology affect the value of natural resources?</p> <p>How has the value of resources changed over time?</p> <p>How do natural, human, and capital resources influence patterns of economic activity and land use in regions?</p> <p>What are some examples of primary, secondary, and tertiary economic activities?</p> <p><b><u>Essential Understandings</u></b> Natural materials become resources if and when they become useful to humans.</p> <p>The value of resources has changed over time.</p> <p>Natural, human, and capital resources influence human activity in regions.</p> <p>Economic activity can be classified as primary, secondary, or tertiary.</p> <p>Resources are not distributed equally.</p> <p>The location of resources influences economic activity and patterns of land use.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Economic Geography</p> <p><b><u>Topic</u></b> Economic Geography</p> <p><b><u>Virginia SOL WG.7b</u></b> <b><u>The student will identify types of natural, human, and capital resources and explain their significance by</u></b> <b><u>b) evaluating perspectives and consequences regarding the use of resources.</u></b></p>	<p><b><u>Cognitive Level (Bloom's Taxonomy, Revised)</u></b> Gather, classify, and interpret information.</p> <p>Draw conclusions and make inferences about data.</p> <p><b><u>Key Vocabulary</u></b> Economic development priorities Environmental conservation priorities Priorities of indigenous minorities Steam engine Internal combustion engine Computer chips Resource depletion Environmental degradation Health problems Production of goods and services Employment opportunities Development of technologies</p>	<p><b><u>Essential Questions</u></b> How and why do different cultures develop different perspectives on the use of resources?  What are some costs and benefits of the use of resources?</p> <p><b><u>Essential Understandings</u></b> The use of a resource depends on a nation's culture, values, access to technology, and governmental priorities as they change over time.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Economic Geography</p> <p><b><u>Topic</u></b> Economic Geography</p> <p><b><u>Virginia SOL WG.8</u></b> <b><u>The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.</u></b></p>	<p><b><u>Cognitive Level (Bloom’s Taxonomy, Revised)</u></b> Explain charts comparing two or more concepts.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make inferences about data.</p> <p>Explain cause-and-effect relationships.</p> <p>Interpret population pyramids.</p> <p><b><u>Key Vocabulary</u></b> natural resources capital resources human resources economic development Standards of living quality of life economic development Urban-rural ratio Labor force characteristics GDP per capita Educational achievement Population growth rate (natural increase) Population age distribution Literacy rate Life expectancy Infant mortality rate Percentage of urban population</p>	<p><b><u>Essential Questions</u></b> How and why does the level of economic development vary from one part of the world to another?</p> <p>What factors influence the standards of living and quality of life?</p> <p>How does the availability of resources and technology influence economic development and quality of life?</p> <p><b><u>Essential Understandings</u></b> Levels of economic development vary from country to country and from place to place within countries.</p> <p>Many criteria are used to assess the standard of living and quality of life.</p> <p>Availability of resources and technology influence economic development and quality of life.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Economic Geography</p> <p><b><u>Topic</u></b> Economic Geography</p> <p><b><u>Virginia SOL WG.9a</u></b> <b><u>The student will analyze the global patterns and networks of economic interdependence by</u></b> <b><u>a) identifying factors, including comparative advantage, that influence economic activities and trade.</u></b></p>	<p><b><u>Cognitive Level (Bloom's Taxonomy, Revised)</u></b> Compare maps and globes and make inferences.</p> <p>Identify regional patterns on maps and globes.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause-and-effect relationships.</p> <p>Draw conclusions and make inferences about data.</p> <p><b><u>Key Vocabulary</u></b> European Union [EU] North American Free Trade Agreement [NAFTA] comparative advantage unequal distribution of resources Specialization in goods and Exchange of goods and services</p>	<p><b><u>Essential Questions</u></b> What are some factors that influence economic activities and trade?</p> <p>What is comparative advantage?</p> <p>What are the effects of unequal distribution of resources?</p> <p>How do nations use their resources to engage in economic activities and trade?</p> <p>Why do countries engage in trade?</p> <p>What is the relationship between comparative advantage and international trade?</p> <p><b><u>Essential Understandings</u></b> Resources are not equally distributed.</p> <p>Economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services.</p> <p>No country has all the resources it needs to survive and grow.</p> <p>Nations participate in those economic activities compatible with their human, natural, and capital resources.</p> <p>International trade fosters interdependence.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Economic Geography</p> <p><b><u>Topic</u></b> Economic Geography</p> <p><b><u>Virginia SOL WG.9b</u></b> <b><u>The student will analyze the global patterns and networks of economic interdependence by</u></b> <b><u>b) describing ways that economic and social interactions have changed over time.</u></b></p>	<p><b><u>Cognitive Level (Bloom's Taxonomy, Revised)</u></b> Compare maps and globes and make inferences. Identify regional patterns on maps and globes. Identify primary ideas expressed in graphic data. Gather, classify, and interpret information. Explain cause-and-effect relationships. Draw conclusions and make inferences about data</p> <p><b><u>Key Vocabulary</u></b> Industrial labor systems Migration from rural to urban areas trade alliances service (tertiary) industries financial services networks international banks Internationalization of product assembly Modern transportation networks Widespread marketing of products</p>	<p><b><u>Essential Questions</u></b> How have economic and social interactions changed over time?  How do spatial patterns reflect economic and social changes over time?  How have improvements in transportation and communication promoted globalization?</p> <p><b><u>Essential Understandings</u></b> Economic, social, and, therefore, spatial relationships change over time.  Improvements in transportation and communication have promoted globalization.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Economic Geography</p> <p><b><u>Topic</u></b> Economic Geography</p> <p><b><u>Virginia SOL WG.9c</u></b> <b><u>The student will analyze the global patterns and networks of economic interdependence by c) mapping, describing, and evaluating the formation of economic unions.</u></b></p>	<p><b><u>Cognitive Level (Bloom's Taxonomy, Revised)</u></b> Compare maps and globes and make inferences.</p> <p>Identify regional patterns on maps and globes.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause-and-effect relationships.</p> <p>Draw conclusions and make inferences about data.</p> <p><b><u>Key Vocabulary</u></b> EU: European Union NAFTA: North American Free Trade Agreement ASEAN: Association of Southeast Asian Nations OPEC: Organization of Petroleum Exporting Countries</p>	<p><b><u>Essential Questions</u></b> What are some ways that global patterns and networks of economic interdependence can be depicted on maps?  What are some examples of economic unions?  What are the advantages and disadvantages of economic unions?</p> <p><b><u>Essential Understandings</u></b> As a global society, the world is increasingly interdependent.  Economic interdependence fosters the formation of economic unions.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Political and Urban Geography</p> <p><b><u>Topic</u></b> Physical Geography, Regional Geography</p> <p><b><u>Virginia SOL WG.10a</u></b> <b><u>The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth’s surface by</u></b> <b><u>a) explaining and analyzing reasons for the creation of different political divisions.</u></b></p>	<p><b><u>Cognitive Level (Bloom’s Taxonomy, Revised)</u></b> Compare maps and make inferences.</p> <p>Identify regional patterns.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause-and-effect relationships.</p> <p>Participate in problem solving.</p> <p>Draw conclusions and make inferences about data.</p> <p><b><u>Key Vocabulary</u></b> Examples of political divisions Reasons for political divisions Reasons for conflict Reasons for cooperation</p>	<p><b><u>Essential Questions</u></b> What are some examples of political divisions at the local and regional levels?</p> <p>What are some reasons for political divisions at the local and regional levels?</p> <p>How do political divisions generate conflict?</p> <p>Why do political divisions cooperate?</p> <p><b><u>Essential Understandings</u></b> Political divisions or jurisdictions are regions of the Earth’s surface over which groups of people establish social, economic, and political control.</p> <p>Political divisions may generate conflict.</p> <p>Political divisions may generate cooperation.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Political and Urban Geography</p> <p><b><u>Topic</u></b> Physical Geography, Regional Geography</p> <p><b><u>Virginia SOL WG.10b</u></b> <b><u>The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth’s surface by</u></b> <b><u>b) analyzing ways cooperation among political jurisdictions is used to solve problems and settle disputes.</u></b></p>	<p><b><u>Cognitive Level (Bloom’s Taxonomy, Revised)</u></b> Compare maps and make inferences.  Identify regional patterns.  Gather, classify, and interpret information.  Explain cause-and-effect relationships.  Participate in problem solving.  Draw conclusions and make inferences about data.</p> <p><b><u>Key Vocabulary</u></b> Examples of political divisions Reasons for political divisions Reasons for conflict Examples of cooperation</p>	<p><b><u>Essential Questions</u></b> What are some examples of political divisions at the national and international levels?  What are some reasons for political divisions at the local, national, and international (regional) levels?  How do political divisions generate conflict?  How do political divisions cooperate to solve problems and settle disputes?</p> <p><b><u>Essential Understandings</u></b> Political divisions or jurisdictions are regions of the Earth’s surface over which groups of people establish social, economic, and political control.  Political divisions may generate conflict.  Cooperation may eliminate the need for the division and control of the Earth’s surface.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b>SOL Reporting Category</b> Political and Urban Geography</p> <p><b>Topic</b> Population</p> <p><b>Virginia SOL WG.11a</b> <b><u>The student will analyze the patterns of urban development by</u></b> <b><u>a) applying the concepts of site and situation to major cities in each region.</u></b></p>	<p><b><u>Cognitive Level (Bloom's Taxonomy, Revised)</u></b> Gather, classify, and interpret information.</p> <p>Draw conclusions and make inferences about data.</p> <p>Explain cause-and-effect relationships.</p> <p>Identify and interpret regional patterns on maps.</p> <p>Locate area on maps and globes.</p> <p>Sequence events.</p> <p><b><u>Key Vocabulary</u></b> Harbor sites Island sites Fall line sites Confluence sites Hilltop sites Oasis sites Sites where rivers narrow Examples of situation (regional/global connections)</p>	<p><b><u>Essential Questions</u></b> What is meant by site?  What is meant by situation?  In what ways may site and/or situation affect urban development?</p> <p><b><u>Essential Understandings</u></b> Site and situation are important geographic concepts when studying the growth of cities.  Patterns of urban development occur according to site and situation.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Political and Urban Geography</p> <p><b><u>Topic</u></b> Population</p> <p><b><u>Virginia SOL WG.11b</u></b> <b><u>The student will analyze the patterns of urban development by</u></b> <b><u>b) explaining how the functions of towns and cities have changed over time</u></b></p>	<p><b><u>Cognitive Level (Bloom's Taxonomy, Revised)</u></b> Gather, classify, and interpret information.</p> <p>Draw conclusions and make inferences about data.</p> <p>Explain cause-and-effect relationships.</p> <p>Identify and interpret regional patterns on maps.</p> <p>Locate places on maps and globes</p> <p><b><u>Key Vocabulary</u></b> Functions of towns and cities Examples of cities whose functions have changed over time</p>	<p><b><u>Essential Questions</u></b> What are the functions of towns and cities?  How do the functions of towns and cities change over time?</p> <p><b><u>Essential Understandings</u></b> The functions of towns and cities change over time.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Political and Urban Geography</p> <p><b><u>Topic</u></b> Population</p> <p><b><u>Virginia SOL WG.11c</u></b> <b><u>The student will analyze the patterns of urban development by</u></b> <b><u>c) describing the unique influence of urban areas and some challenges they face.</u></b></p>	<p><b><u>Cognitive Level (Bloom's Taxonomy, Revised)</u></b> Gather, classify, and interpret information.</p> <p>Draw conclusions and make inferences about data.</p> <p>Explain cause-and-effect relationships.</p> <p>Identify and interpret regional patterns on maps.</p> <p>Locate places on maps and globes</p> <p><b><u>Key Vocabulary</u></b> Influences of urban areas on their regions and countries Problems associated with growth of urban areas</p>	<p><b><u>Essential Questions</u></b> How do urban areas influence the world's cultural, political, and economic ideas and systems?  What are some problems that may occur as a result of urban development?</p> <p><b><u>Essential Understandings</u></b> Urban populations exercise a powerful influence in shaping the world's cultural, political, and economic ideas and systems.</p> <p>Urban development may lead to problems related to human mobility, social structure, and the environment.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

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<p><b><u>SOL Reporting Category</u></b> Political and Urban Geography</p> <p><b><u>Topic</u></b> United States and Canada; Latin America and the Caribbean; Europe; Russia and Central Asia North Africa and Southwest Asia (Middle East); South Asia; Southeast and East Asia</p> <p><b><u>Virginia SOL WG.12a</u></b> <b><u>The student will apply geography to interpret the past, understand the present, and plan for the future by</u></b> <b><u>a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions.</u></b></p>	<p><b><u>Cognitive Level (Bloom's Taxonomy, Revised)</u></b> Organize and interpret information.</p> <p>Use maps and other geographic resources to obtain information and draw conclusions.</p> <p>Participate in problem solving and decision making.</p> <p><b><u>Key Vocabulary</u></b> Air- and water-quality monitoring and management Recycling programs Land-use and transportation planning Selection of locations for residential and commercial development</p>	<p><b><u>Essential Questions</u></b> What are some practical applications of geography?</p> <p><b><u>Essential Understandings</u></b> An understanding of the practical applications of geography enables students to be informed, active citizens in their communities.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>

Curriculum Information	Essential Knowledge and Skills Key Vocabulary	Essential Questions and Understandings Teacher Notes and Elaborations
<p><b><u>SOL Reporting Category</u></b> Human Geography</p> <p><b><u>Topic</u></b> United States and Canada; Latin America and the Caribbean; Europe; Russia and Central Asia North Africa and Southwest Asia (Middle East); South Asia; Southeast and East Asia</p> <p><b><u>Virginia SOL WG.12b</u></b> <b><u>The student will apply geography to interpret the past, understand the present, and plan for the future by</u></b> <b><u>b) relating current events to the physical and human characteristics of places and regions.</u></b></p>	<p><b><u>Cognitive Level (Bloom's Taxonomy, Revised)</u></b> Compare maps and make inferences.</p> <p>Identify and interpret regional patterns on maps.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make inferences about data.</p> <p>Examine cause-and-effect relationships.</p> <p><b><u>Key Vocabulary</u></b> Natural hazards Climate vegetation Population distribution A sense of place Geographic patterns of trade and interdependence Geographic patterns of wealth and poverty</p>	<p><b><u>Essential Questions</u></b> How are current events connected to the geographical characteristics of places and regions?</p> <p><b><u>Essential Understandings</u></b> Current events are shaped by the physical and human characteristics of the places and regions where they occur.</p> <p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Text – “World Geography” 2003 Edition, Glencoe/McGraw Hill</u></b></li> <li>• <b><u>National Geographic Education at <a href="http://education.nationalgeographic.com">http://education.nationalgeographic.com</a></u></b></li> <li>• <b><u>World Time Interactive at <a href="http://www.worldtime.com">http://www.worldtime.com</a></u></b></li> <li>• <b><u>Digital Atlas at <a href="http://130.166.124.2/USpage1.html">http://130.166.124.2/USpage1.html</a></u></b></li> <li>• <b><u>Atlas and Maps at <a href="http://www.refdesk.com/factmaps.html">http://www.refdesk.com/factmaps.html</a></u></b></li> <li>• <b><u>Virtual Flight Over the US at <a href="http://www.terrafly.com/">http://www.terrafly.com/</a></u></b></li> <li>• <b><u>Worldwatch Institute at <a href="http://www.worldwatch.org/">http://www.worldwatch.org/</a></u></b></li> </ul>