
National Social Studies Standards
What Citizens Need to Know About World
Affairs

addresses Era 9 of the McREL World History Standards and the
Geography Standards for Grades 9 – 12.

Iowa does not provide specific standards for social studies—world history or geography. Please refer to the National World History and Geography Standards below for correlations to *What Citizens Need to Know About Economics*.

World History Standards and Benchmarks

Era 9 – The 20th Century since 1945: Promises and Paradoxes

Standard 43: Understands how post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up.

Level 4 (Grade 9 –12)

1. Understands political shifts in Europe and Asia following World War II (e.g., why fascism was discredited after World War II; how popular democratic institutions were established in such countries as Italy, the German Federal Republic, Greece, India, Spain, and Portugal between 1945 and 1975)

- *Chapter 18 discusses the political shifts in Europe after World War II. Territorial settlements and political influences of the Big Three are discussed.*
- *Chapter 21 discusses the evolution of India’s government following World War II to the present.*

2. Understands the impact of relations between the United States and the Soviet Union during the Cold War (e.g., the effects of United States and Soviet competition for influence or dominance upon such countries as Egypt, Iran, the Congo, Vietnam, Chile, and Guatemala; the impact of the Cold War on art, literature, and popular culture around the world)

- *Chapter 18 discusses the origins of the Cold War and the relations of the United States and the Soviet Union during the Cold War years.*
- *Chapter 16 presents the issues raised with regard to the global arms race and the ensuing arms agreements.*
- *Chapter 19 discusses the influences the United States and the Soviets had in the Middle East in countries such as Egypt, Iraq and Iran.*
- *Chapter 21 discusses the end of colonialism in Southeast Asia and the ensuing communist influence.*

- Chapter 22 discusses the influences the United States and the Soviets had in countries such as Chile and Guatemala.

3. Understands reasons for the division of the Indian subcontinent (e.g., events that led to the dispute over Kashmir and the resulting partition of the Indian subcontinent, and the role of the United Nations in the mediation of the dispute; how the withdrawal of the British and the division between Muslims and Hindus affected the division of the Indian subcontinent into two nations)

- Chapter 21 examines the division of the Indian subcontinent and chronicles the disputes between India and Pakistan and the formation of Bangladesh.

4. Understands the impact of independence movements in various countries and whether they were successful (e.g., the connections between the rise of independence movements in Africa and Southeast Asia and social transformations such as accelerated population growth, urbanization, and new Western-educated elites; the chronology of the Algerian struggle for independence, the role of domestic international public opinion in the actions of government, and how the French presence influenced the outcome; how diverse independence movements in Asia and Africa succeeded)

- Chapter 20 discusses the African nations, detailing the factors causing their rise to independence.
- Chapter 21 explores the independence movements in Southeast Asia and the role that colonial powers had after independence.

5. Understands reasons for the shift in government in Africa and how Africans responded (e.g., reasons for the replacement of parliamentary-style governments with military regimes and one-party states in much of Africa, how Africans survived and resisted apartheid)

- Chapter 20 identifies the shift in governments throughout Africa and traces the influences of the colonial powers that shaped these governments.

6. Understands factors that influenced political conditions in China after World War II (e.g., how much of the Communist success in the Chinese civil war was the result of Mao Zedong's leadership of Jiang Jieshi's lack of leadership, why rifts developed in the relationships between the U.S.S.R. and China in spite of the common bond of Communist-led government)

- Chapter 21 examines the political conditions in China after World War II.

7. Understands the strategic role of the Muslim countries during the Cold War (e.g., the importance of geography, economy, and population) and the change in the region's role since the breakup of the Soviet Union.

- *Chapter 19 traces the strategic role of the Muslim countries of the Middle East from the Cold War era to the present. The importance of the area's rich oil reserves to the tumultuous relations between neighbors is explored.*

8. Understands similarities between the stance of Buddhist priests against the Diem regime in Vietnam and the Muslim stance against the Sukarno (sic) regime in Indonesia.

- *Chapter 21 discusses the stance of the Buddhist priests against the Diem regime in Vietnam and the suppositions of the Muslim stance against the Sukarno regime in Indonesia.*

9. Understands how the Balfour Declaration affected British policy toward Palestine and the political goals of the Arab League and the Zionist Movement, and how the White Paper Reports affected Jewish and Arab inhabitants of Palestine.

- *Chapter 19 discusses the effects of the Balfour Declaration.*

Standard 44: Understands the search for community, stability, and peace in an interdependent world.

Level 4 (Grade 9 – 12)

1. Understands the influences on and impact of cultural trends in the second half of the 20th century (e.g., the impact of World War II and its aftermath on literature, art, and intellectual life in Europe and other parts of the world; the meaning and social impact of innovative movements in literature and the arts such as Existentialism, or Pop Art; ways in which art, literature, religion, and traditional customs have expressed or strengthened national or other communal loyalties in recent times)

- *Chapter 3, Culture connects world events such as World War II to the world of literature, art, and intellectual life. A link to the **Philosophy and Civil Society** web site allows for exploration in the nature of civic culture.*

2. Understands rates of economic development and the emergence of different economic systems around the globe (e.g., systems of economic management in communist and capitalist countries, as well as the global impact of multinational corporations; the impact of black markets, speculation, and trade in illegal products on national and global markets; patterns of inward, outward, and internal migration in the Middle East and North Africa, types of jobs involved, and the impact of the patterns upon national economies; the rapid economic development of East Asian countries in the late 20th century, and the relatively slow development of Sub-Saharan African countries)

- *Chapter 7, Manufacturing, focuses on the growth of multinational corporations and their impact on the world's economy.*

- *Chapter 9, Development, discusses the economic and social challenges of developing nations. A link to the Development Gateway web site provides a look at this organizations attempt to relieve world poverty.*
- *Chapter 20 discusses the economic development of the Sub-Saharan countries.*
- *Chapter 21 traces the economic development of East Asian countries and the international impact of such development.*

3. Understands major reasons for the great disparities between industrialized and developing nations (e.g., disparities in resources, production, capital investment, labor, or trade; possible programs and measures to help equalize these disparities)

- *Chapter 9 examines developing nations and the factors in development.*
- *Chapter 10, International Relations, discusses the relationships found between industrialized and developing nations.*

4. Understands the oil crisis and its aftermath in the 1970s (e.g., how the oil crisis revealed the extent and complexity of global economic interdependence; events that have affected world oil prices since 1950; relationships between U.S. domestic energy policy and foreign policy in oil producing regions since 1970)

- *Chapter 14, Resources, looks at the oil crisis of the 1970s and current OPEC policies.*

5. Understands the role of political ideology, religion, and ethnicity in shaping modern governments (e.g., the strengths of democratic institutions and civic challenges to civil society in democratic states; how successful democratic reform movements have been in challenging authoritarian governments in Africa, Asia, and Latin America; the implications of ethnic, religious, and border conflicts on state-building in the newly independent republics of Africa; significant differences among nationalist movements in Eastern Europe that have developed in the 20th century, how resulting conflicts have been resolved, and the outcomes of these conflicts.

- *Chapter 4 examines political ideologies. A link to the writings of Marx and Engels allows students to examine the ideas of philosophies of these influential philosophers.*
- *Chapter 18 examines how nationalist movements have developed in Eastern European nations during the 20th century.*
- *Chapter 20 examines the reform movements in Africa.*
- *Chapter 21 examines the democratic reform movements in Asia and the challenges that such movements face.*
- *Chapter 22 examines Latin American countries and the various reform movements that have taken place during the 20th century.*

6. Understands the role of ethnicity, cultural identity, and religious beliefs in shaping economic and political conflicts across the globe (e.g., why terrorist movements have

proliferated and the extent of their impact on politics and society in various countries; the tensions and contradictions between globalizing trends of the world economy and assertions of traditional cultural identity and distinctiveness, including the challenges to the role of religion in contemporary society; the meaning of jihad and other Islamic beliefs that are relevant to military activity, how these compare to the Geneva Accords, and how such laws and principles apply to terrorist acts)

- *Chapter 3 examines cultural perspectives and the influences one's culture has on political beliefs.*
- *Chapter 17, Human Rights, discusses the Geneva Accords and how it applies to terrorist acts.*
- *Chapter 19, Middle East, looks at the diversity of beliefs in the region and how they precipitate tensions among various groups within a nation and between nations. Terrorist attacks and dissent organizations are discussed.*

7. Understands the impact of population pressure, poverty, and environmental degradation on the breakdown of state authority in various countries in the 1980s and 1990s, and international reaction to the deterioration of these states

- *Chapter 12, Population, looks at the impact of population pressure on countries around the world.*
- *Chapter 22 examines the effects of population problems in countries such as El Salvador, Haiti and Mexico.*
- *Chapter 21 discusses the problems of population, poverty and environment India has experienced during the 1980s and 1990s.*

8. Understands how trends in science have influenced society (e.g., interconnections between space exploration and developments since the 1950s in scientific research, agricultural productivity, consumer culture, intelligence gathering, and other aspects of contemporary life; the changing structure and organization of scientific and technological research, including the role of governments, corporations, international agencies, universities and scientific communities)

- *Chapter 1 discusses the impact on space exploration on modern society.*
- *Chapter 6, Technology, examines the impact of technology on contemporary life. A link to MIT's Invention Dimension web site allows students to investigate the contributions of inventors around the world.*

9. Understands the influences on population growth, and efforts to control such growth in modern society (e.g., how statistics from specific, diverse nations illustrate the relationship between scientific, medical, and technological advancements and population growth; China's population growth from the 1700s to 1990, why the population growth increased dramatically, and the effects of the "one-child" policy of the 1990s; issues and objections raised at the 1994 Cairo Conference on World Population and the difficulty of arriving at a consensus document on population growth)

- *Chapter 12 discusses the efforts to control population and the effects of demographic transition.*
- *Chapter 21 examines China's population growth and the "one-child" policy.*

10. Understands the effectiveness of United Nations programs (e.g., improvements in health and welfare, whether UN programs have been cost-effective, whether programs fulfilled the purpose for which they were created, reasons for economic and arms embargoes sponsored by U.N. resolutions and the political and economic consequences for the sanctioned countries)

- *Chapter 11 focuses on international organizations, such as the United Nations, and its effectiveness in dealing with worldwide issues.*

11. Understands common arguments of opposition groups in various countries around the world, common solutions they offer, and the position of these ideas with regard to Western economic and strategic interests

- *Chapter 8, Trade, examines trading patterns, international markets and the emergence of a global economy.*

12. Understands gender roles across the globe (e.g., conflicts in the perception of gender roles in various religions, especially the role of women; how the legal status of women varies around the world in Muslim societies, and how the status of women from different classes has changed in the past century)

- *Chapter 12 looks at the role of women in relations to population. For example, the issues of family planning and fertility decline as they relate to economic issues are discussed.*
- *Chapter 19 examines the role of women in Middle Eastern countries.*

13. Understands how global political change has altered the world economy (e.g., what participation in the world economy can mean for different countries; the relationship between demands for democratic reform and the trend toward privatization and economic liberalization in developing economies and former communist states, and how multilateral aid organizations and multinational corporations have supported or challenged these trends)

- *Chapter 8 discusses international trade.*
- *Chapter 9 provides insight into developing nations and the role debt plays in their development.*
- *Chapter 10 examines international relations and the type of aid available to countries around the world.*

14. Understand how specific countries have implemented social and cultural changes (e.g., the different manifestations of China’s contingency quest for a “new culture” throughout the 29th century, and what the Cultural Revolution meant for Chinese people in the late 1960s; models for family life, the economy, and social and political institutions suggested by modern Muslin intellectuals)

- *Chapter 3 looks at the influence of cultural beliefs.*
- *Chapter 21 explores China’s social and cultural evolution from the early Chou Dynasty to present day communist rule.*

15. Understands “liberation theory: and the ideological conflicts that have surrounded this philosophy

- *Chapter 22 examines liberation theory.*

Standard 45: Understands major global trends since World War II

Level 4 (Grade 9 – 12)

1. Understands the usefulness of the concept of “postindustrial society” in comparing the late 20th century with the period from the industrial revolution to 1950

- *Chapter 7, Manufacturing, allows students to understand the growth of trade and the creation of multinationals in a post-industrial society.*
- *Chapter 22 looks at the Americas as an example of industrial development and its affect on a country’s development.*

2. Understands causes of economic imbalances and social inequalities among the world’s peoples and efforts made to close these gaps

- *Chapter 9 examines factors affecting the economic imbalances and social inequalities among nations. Developing nations’ colonial legacy and social and economic challenges are explored.*
- *Chapter 10 focuses on factors such as foreign aid, treaties and alliances and how they affect a country’s population.*

3. Understands connections between globalizing trends in economy, technology, and culture and dynamic assertions of traditional cultural identity and distinctiveness

- *Chapter 3 looks at cultural perspectives by focusing on the influences on culture, cultural diversity, cultural pride and cultural lag.*
- *Chapter 6 examines the impact technology has on people of different nations.*
- *Chapter 8 examines the effect of trade on various economies and the emergence of a global economy.*

Standard 46: Understands long-term changes and recurring patterns in world history

Level 4 (Grade 9 –12)

1. Understands the importance of the revolutions in tool-making, agriculture, and industrialization as major turning points in human history

- *Chapter 7 looks at industrialization through the rise of manufacturing.*
- *Chapter 13, Food, explores different agricultural products and the distribution of food resources around the world.*

2. Understands the circumstances under which European countries came to exercise temporary military and economic dominance in the world in the late 19th and 20th centuries

- *Chapter 9, Development, examines European dominance of underdeveloped nations.*
- *Chapter 20 focuses on European influences in Africa.*
- *Chapter 21 focuses on European influences in Asia.*
- *Chapter 22 focuses on European influences in the Americas.*

Geography Standard and Benchmarks

The World in Spatial Terms

Standard 1: Understands the characteristics and uses of maps, globes, and other geographic tools and technologies.

Level 4 (Grade 9 – 12)

1. Understands the advantages and disadvantages of using maps from different sources and different points of view (e.g., maps developed by the media, business, government, industry and military to show how a recently closed military installation can be utilized for civilian purposes)

2. Knows the characteristics and uses of geographic technologies (e.g., geographic information systems (GIS) and satellite-produced imagery)

3. Transforms primary data into maps, graphs, and charts (e.g., charts developed from recent census data ranking selected information on various topics, cartograms depicting the relative sizes of Latin American countries based on their urban populations)

- *Chapter 1 explores the different types of maps that have evolved through time and how their depictions create different geographic perspectives.*
- *An explanation of the use of satellite photography to monitor geographic changes on the earth is provided.*
- *Students can view Earth from the NASA space shuttle by linking to the NASA web site.*

- *Students can access different map views from Marquarie University's Division of Environmental and Life Sciences web site.*

Standard 2: Knows the location of places, geographic features, and patterns of the environment.

Level 4 (Grade 9 – 12)

1. Know the approximate locations of major political and economic cultures
2. Knows the spatial dynamics of various contemporary and historical events (e.g., the spread of radiation from the Chernobyl nuclear accident, how physical features have deterred migrations and invasions, trade and transportation in the contemporary world, the diffusions of contagious diseases such as the bubonic plague in 14th century Europe or AIDS in the present-day world)
3. Knows the ways in which mental maps influence human decisions about location, settlement and public policy (e.g., locating houses in areas with scenic views; decisions to migrate based on newspaper and magazine advertisements, or television programs and movies)
4. Knows common factors that affect mental maps (e.g., how differences in life experiences, age, and gender influence people's housing preferences on their view of public transportation in a city; Eurocentric, Americentric, or Sinocentric mental maps of the world)

- *Chapter 1, Spatial Perspectives, discusses the ten major regions and their interconnectedness and examines the various views of the world from religious, political, and cultural perspectives.*
- *Chapter 12, Population, discusses the worldwide AIDS epidemic.*
- *Chapter 15, Environment, explains how anthropic pollution affects the weather conditions miles away from the source.*
- *After reading Chapters 18, 22, and 22 students will understand the dynamics of various world regions and will be able to construct mental maps delineating factors that influence regional views and human decision-making.*
- *Chapter 3 defines ethnocentrism.*

Standard 3: Understands the characteristics and uses of spatial organization of Earth's surface

Level 4 (Grade 9 – 12)

1. Understands how concepts of spatial interaction (e.g., complementarity, intervening opportunity, distance decay, connections) account for patterns of movement in space (e.g., transportation routes, trade and migration patterns, commodity flows)
2. Understands relationships in and between places (e.g., differences in threshold population or demand needed to support retail activities in a place, why there are many small central places and few large central places, law of retail gravitation)
3. Understands how characteristics such as age, sex, employment, and income level affect the way people perceive and use space (e.g., school age children traveling to and from

school, employed people commuting by public transit, high-income people traveling long distances for vacations)

4. Understands principles of location (e.g., optimum plant-location decisions based on labor costs, transportation costs, market locations, climate; advantages for locating in malls rather than in dispersed locations)

- *Chapters 7, 8, examine how manufacturing and trade join regions of the world.*
- *Chapter 21 provides an example of the concept of complementarity through its discussion of the relationship between North and South Korea.*

Places and Regions

Standard 4: Understands the physical and human characteristics of place

Level 4 (Grade 9 – 12)

1. Knows how social, cultural, and economic processes shape the features of places (e.g., resource use, belief systems, modes of transportation and communication; major technological changes such as the agricultural and industrial revolutions; population growth and urbanization)
2. Understands why places have specific physical and human characteristics in different parts of the world (e.g., the effects of climatic and tectonic processes, settlement and migration patterns, site and situation components)
3. Knows the locational advantages and disadvantages of using places for different activities based on their physical characteristics (e.g., flood plain, forest, tundra, earthquake zone, river crossing, coastal flood zone)

- *Part II, Global Dynamics, examines ideologies, technology, manufacturing, trade and development. Examples in each chapter demonstrate how regions are shaped by social, cultural, and economic factors.*
- *Chapter 12 discusses population growth and its affect on a region, as well as voluntary and involuntary migration patterns based on economic, political, and environmental factors.*

Standard 5: Understands the concept of regions

Level 4 (Grade 9 – 12)

1. Understands how regional boundaries change (e.g., changes resulting from shifts in population, environmental degradation, shifts in production and market patterns, wars)
2. Knows factors that contribute to the dynamic nature of regions (e.g., human influences such as migration, technology, and capital investment; physical influences such as long-term climate shifts and seismic activity)
3. Understands connections within and among the parts of a regional system (e.g., links involving neighborhoods within a city, municipalities within a metropolitan area, or power blocs within a defense or economic alliance)
4. Understands how changing conditions can result in the redefinition of a region (e.g., the reshaping of South Africa resulting from the economic and political realignments that

followed the end of the European colonialism, the Caribbean Basin's transition from a major sugarcane and hemp producer to a center for tourism)

5. Knows ways in which the concept of a region can be used to simplify the complexity of Earth's space (e.g., by arranging an area into sections to help understand a particular topic or problem)

6. Understands the different ways in which regional systems are structured (e.g., precinct, ward, county, state, and national levels of a political party hierarchy; hub-and-spoke airline operations; postal-service zip codes; assignment of Social Security numbers by region)

- *Chapters 18, 19, 20, 21 and 22 focus on Europe, the Middle East, Africa, Asia and the Americas, respectively. Students learn about the history of the countries within these regions and their boundary shifts over time.*
- *Chapter 12 looks at population shifts.*
- *Chapter 6 examines the impact of technology on a region.*
- *Chapter 14 examines the resources of a region and its impact on population growth.*
- *Chapter 5 examines the balance of power and how regional alliances form power blocs for economic, military or political reasons. For examples students may access the web sites to organizations such as North Atlantic Treaty Organization (NATO), The World Trade Organization (WTO), and General Agreement on Tariffs and Trade (GATT) to gather specific information on each of these organizations and their member nations.*
- *From Chapter 20, students can learn about the reshaping of South Africa after European colonialism.*
- *From Chapter 22, students can learn about the economic shifts in countries of the Caribbean Basin.*
- *Chapter 19, The Middle East, demonstrates how the division of regions often settles political disputes yet can also be the source of conflict.*

Standard 6: Understands that culture and experience influence people's perceptions of places and regions

Level 4: (Grade 9 – 12)

1. Understands why places and regions are important to individual human identity and as symbols for unifying or fragmenting society (e.g., sense of belonging, attachment, or rootedness; symbolic meaning of places such as Jerusalem as a holy city for Muslims, Christians, and Jews)

2. Understands how individuals view places and regions on the basis of their stage of life, sex, social class, ethnicity, values, and belief systems (e.g., perceptions of distance impressions about what makes a place secure, views of public housing or wealthy urban neighborhoods)

3. Knows ways in which people's changing views of places and regions reflect cultural change (e.g., rural settings becoming attractive as recreation areas to people living in densely populated cities, old mining ghost towns becoming tourist and gambling centers)

- *Chapter 3 discusses cultural pride and how one's cultural perspective influences one's loyalties and beliefs.*
- *Chapter 19, The Middle East, provides an example of how a place may hold symbolic significance to people of the region. A link to the Middle East Institute web site provides timely information on this region and Islam.*

Physical Systems

Standard 7: Knows the physical processes that shape patterns on Earth's surface

Level 4 (Grade 9 – 12)

1. Understands the distribution of different types of climate (e.g., marine climate or continental climate) that are produced by such processes as air-mass circulation, temperature, and moisture
2. Understands the effects of different physical cycles (e.g., world atmospheric circulation, ocean circulation) on the physical environment on Earth
3. Understands how physical systems are dynamic and interactive (e.g., the relationships between changes in land forms and the effects of climate such as the erosion of hill slopes by precipitation, deposition of sediments by floods, and shaping of land surfaces by wind)
4. Understands how physical processes affect different regions of the United States and the world (e.g., effects of hurricanes in the Caribbean Basin and the eastern United States or earthquakes in Turkey, Japan, and Nicaragua; effects of desertification and soil degradation, flash floods, dust storms, and sand movement, soil erosion and salt accumulation in dry environments)

- *Chapter 15, Environment, examines all the physical processes that affect the regions of the world. Examples include the Greenhouse effect, acid rain, thermal and radioactive pollution, deforestation and overgrazing.*
- *Chapter 14 discusses natural resources, such as water and oil, and their affect on different regions of the world.*

Standard 8: Understands the characteristics of ecosystems on Earth's surface

Level 4 (Grade 9 – 12)

1. Understands how relationships between soil, climate, and plant and animal life affect the distribution of ecosystems (e.g., effects of solar energy and water supply on the nature of plant communities)
2. Knows ecosystems in terms of their biodiversity and productivity (e.g., the low productivity of deserts and the high productivity of midlatitude forests and tropical forests) and their potential value to all living things (e.g., as a source of oxygen for life forms, as a source of food for indigenous peoples, as a source of raw materials for international trade)
3. Knows the effects of both physical and human changes in ecosystems (e.g., the disruption of energy flows and chemical cycles and the reduction of species diversity,

how acid rain resulting from air pollution affects water bodies and forests and how depletion of the atmosphere's ozone layer may affect the health of humans)

- *Chapter 13 discusses the factors affecting food production throughout the world. These include continentality, deforestation, topography, irrigation and climate.*
- *Chapter 14 examines the impact of natural resources on the ecology of the Earth.*
- *Chapter 15 relates environmental and ecological factors that impact the Earth's surface.*

Human Systems

Standard 9: Understands the nature, distribution and migration of human populations on Earth's surface

Level 4 (Grade 9 – 12)

1. Understands the population issues (e.g., the ongoing policies to limit population growth, the policy in the former Soviet Union to encourage ethnic Russians to have large families, economic considerations such as a country's need for more or fewer workers)
2. Knows how human mobility and city/region interdependence can be increased and regional integration can be facilitated by improved transportation systems (e.g., the national interstate highway system in the United States, the network of global air routes)
3. Knows how international migrations are shaped by push and pull factors (e.g., political conditions, economic incentives, religious values, family ties)
4. Understands the impact of human migration on physical and human systems (e.g., the impact of European settlers on the High Plains of North America in the nineteenth century, impact of rural-to-urban migration on suburban and the resulting lack of adequate housing and stress on infrastructure, effects of population gains or losses on socioeconomic conditions)

- *Chapter 12, Population, examines the nature, distribution and migration of populations around the world. Factors such as family planning, migration, refugees, and poverty are discussed.*

Standard 10: Understands the nature and complexity of Earth's cultural mosaics

Level 4 (Grade 9 – 12)

1. Knows how cultures influence the characteristics of regions (e.g., level of technological achievement, cultural traditions, social institutions)
2. Understands how human characteristics make specific regions of the world distinctive (e.g., the effects of early Spanish settlement in the southwestern United States, the impact of Buddhism in shaping social attitudes in Southeast Asia, the specific qualities of Canada's culture regions resulting from the patterns of migration and settlement over four centuries)

3. Understands how evolving political and economic alliances may affect the traditional cohesiveness of world culture regions (e.g., post-reunification Germany and its economic effect on the European Union, NAFTA's effect on trade relations among the United States, Canada, and Mexico)
4. Knows the role culture plays in incidents of cooperation and conflict in the present-day world (e.g., conflicts in sub-Saharan Africa in the 1960s, Central Europe in the 1980s and 1990s, states within the former Soviet Union in the 1990s; cooperation such as the religious and linguistic ties between Spain and parts of Latin America; ethnic ties among the Kurds living in Iran, Iraq, and Turkey)
5. Understands how communication and transportation technologies contribute to cultural convergence or divergence (e.g., convergence created by electronic media, computers and jet aircraft; divergence created by technologies used to reinforce nationalistic or ethnic elitism or cultural separateness and independence)

- *Chapter 3 examines the influences of culture on the peoples of a region. The rise of cultural pride and culture lag are also covered.*
- *Part V, World Regions A Historical Sketch, allows the student to understand the cultural, religious and social differences inherent to a region or a country.*
- *Chapter 8, Trade, explores economic alliances, such as NAFTA and the European Union, and the emergence of a global economy.*
- *Chapter 18 examines the post-reunification of Germany and its economic effect on the European Union.*
- *Chapter 22 examines the Americas and the cultural and linguistic ties that bind Latin American countries.*
- *Chapter 6, Technology, examines the "information society" and the resultant unification of the world's regions.*

Standard 11: Understands the patterns and networks of economic interdependence on Earth's surface

Level 4 (Grade 9 – 12)

1. Knows the spatial distribution of major economic systems and their relative merits in terms of productivity and the social welfare of workers (e.g., North Korea as a command economy, Burkina Faso as a traditional economy in the hinterlands beyond the cities, Singapore as a market economy)
2. Understands the historical movement patterns of people and goods and their relationships to economic activity (e.g., spatial patterns of early trade routes in the era of sailing ships, land-use patterns that resulted in a system of monoculture)
3. Understands the relationships between various settlement patterns, their associated economic activities, and the relative land values (e.g., land values and prominent urban features, the zoned uses of land and the value of that land, economic factors and location of particular types of industries and businesses)
4. Understands the advantages and disadvantages of international economic patterns (e.g., how land values in an area may change due to the investments of foreign capital; the causes and geographic consequences of an international debt crisis; the advantages and

disadvantages of allowing foreign-owned businesses to purchase land, open factories, or conduct other kinds of business in a country)

- *Chapter 4 discusses the major economic systems, traditional, command, and market economies.*

Standard 12: Understands the patterns of human settlement and their causes

Level 4: (Grade 9 –12)

1. Understands how the functions of cities today differ from those of towns and villages and cities in earlier times (e.g., more specialized economic and social activities, greater concentration of services, greater availability of the same services)
2. Knows the shape of cities in the United States and factors that influence urban morphology (e.g., transportation routes, physical barriers, zoning regulations)
3. Knows the similarities and differences in settlement characteristics of economically developing and developed nations (characteristics of cities; residential and transportation patterns; travel distance to schools, shopping areas, and health care facilities)
4. Knows the consequences of factors such as population changes or the arrival/departure of a major industry or business on the settlement patterns of an area (e.g., stress on infrastructure, problems of public safety and fire protection, crisis in delivering school and medical supplies)
5. Understands the physical and human impact of emerging urban forms in the present-day world (e.g., the rise of megalopolis edge cities, and the metropolitan corridors; increasing numbers of ethnic enclaves in urban areas and the development of legislation to protect the rights of ethnic and racial minorities; improved light-rail systems within cities providing ease of access to ex-urban areas)

- *Chapter 9 compares the factors defining developed and developing nations.*

Standard 13: Understands the forces of cooperation and conflict that shape the divisions of Earth's surface

Level 1 (Grade 9 –12)

1. Understands how cooperation and/or conflict can lead to the allocation of control of Earth's surface (e.g., formation and delineation of regional planning districts, regional school districts, countries, free-trade zones)
2. Knows the causes of boundary conflicts and internal disputes between culture groups (e.g., the conflict between North Korea and South Korea, friction between the Spanish majority and Basque minority in Spain, the civil war between the Hutus and the Tutsis in Rwanda)
3. Understands why the boundaries of congressional districts change in the United States (e.g., the effects of statutory requirements, population shifts, ethnic and racial considerations, shifts in political power)
4. Understands the changes that occur in the extent and organization of social, political, and economic entities on Earth's surface (e.g., imperial powers such as the Roman Empire, Han Dynasty, Carolingian Empire, British Empire)

5. Understands why some countries are land-locked (e.g., wars between rival countries, isolation due to the size of landmasses and due to racial and cultural divisions)
6. Understands how external forces can conflict economically and politically with internal interests in a region (e.g., how the Pampas in Argentina underwent a significant socioeconomic transformation in the 19th and early 20th centuries as a consequence of European demands for grain and beef; the consequences of the French colonization of IndoChina in the 19th century to procure time, tungsten, and rubber; the friction between Hindus and Moslems in the Indian subcontinent in the 1940s which led to the formation of India and Pakistan)

- *Part V, World Regions A Historical Sketch, traces the history of a region and examines the boundary division shifts that came about from social, political, economic, racial and/or cultural conflict. Regions covered include: Europe, Asia and the Pacific, Africa, the Middle East, the Americas.*
 - *Indian-Pakistani disputes*
 - *North and South Korea*
 - *Argentina's political and economic unrest*

Environment and Society

Standard 14: Understands how human actions modify the physical environment

Level 4 (Grade 9 – 12)

1. Understands how the concepts of synergy, feedback loops, carrying capacity and thresholds relate to the limitations of the physical environment to absorb the impacts of human activity (e.g., levee construction on a flood plain, logging in an old-growth forest, construction of golf courses in arid areas)
2. Understands the role of humans in decreasing the diversity of flora and fauna in a region (e.g., the impact of acid rain on rivers and forests in southern Ontario, the effects of toxic dumping on ocean ecosystems, the effects of over-fishing along the coast of northeastern North America or the Phillipine archipelago)
3. Understands the global impacts of human changes in the physical environment (e.g., increases in runoff and sediment, tropical soil degradation, habitat destruction, air pollution; alterations in the hydrologic cycle; increases in the world temperatures; groundwater reduction)
4. Knows how people's changing attitudes toward the environment have led to landscape changes (e.g., pressure to replace farmlands with wetlands in flood plain areas, interest in preserving wilderness areas, support for the concept of historic preservation)

- *Chapter 15, Environment discusses the impact humans have had on the environment since the industrial revolution.*
 - *The effects of acid rain, thermal pollution and radioactive pollution*
 - *Soil degradation in America and Russia*
 - *Desertification in Northern Africa and Middle East*
 - *Overgrazing in Africa*

Standard 15: Understands how physical systems affect human systems

Level 4 (Grade 9 –12)

1. Knows changes in the physical environment that have reduced the capacity of the environment to support human activity (e.g., the drought-plagues Sahel, the depleted rain forests of central Africa, the Great Plains Dust Bowl, the impact of the economic exploitation of Siberia's resources on a fragile sub-Arctic environment)
2. Knows how humans overcome "limits to growth" imposed by physical systems (e.g., technology, human adaptation)
3. Knows conditions and locations that place limits on plant growth and therefore on the expansion of human settlement (e.g., soils with limited nutrients, high salt content, shallow depth; extremely cold, arid or humid tropical climate; mountainous and coastal environments)
4. Understands how people who live in naturally hazardous regions adapt to their environments (e.g., the use of sea walls to protect coastal areas subject to severe storms, the use of earthquake-resistant construction techniques in different regions within the ring of Fire)
5. Knows factors that affect people's attitudes, perceptions, and responses toward natural hazards (e.g., religious beliefs, socioeconomic status, previous experiences)

- Chapters 12, 13, 14 and 15 examine the relationship between humans and their environment.

Standard 16: Understands the changes that occur in the meaning, use, distribution and importance of resources

Level 4 (Grade 9 – 12)

1. Understands the relationships between resources and exploration, colonization, and settlement of different regions of the world (e.g., the development of mercantilism and the imperialism and the consequent settlement of Latin America and other regions of the world by the Spanish and Portuguese; the abundance of fur, fish, timber, and gold in Siberia, Alaska, and California and the settlement of these areas by the Russians)
2. Understands programs and positions related to the use of resources on a local to global scale (e.g., community regulations for water usage during drought periods; local recycling programs for glass, metal, plastic, and paper products; different points of view regarding uses of the Malaysian rain forests)
3. Understands the impact of policy decisions regarding the use of resources in different regions of the world (e.g., the long-term impact on the economy of Nauru when its phosphate reserves are exhausted, the economic and social problems relate to the over-cutting of pine forests in Nova Scotia, the impact of petroleum consumption in the United States and Japan)
4. Knows issues related to the reuse and recycling of resources (e.g., change relocation strategies of industries seeking access to recyclable material, such as paper factories, container and can companies, glass, plastic, and bottle manufacturers; issues involved with the movement, handling, processing, and storing of toxic and hazardous waste materials; fully enforced vs. consistently neglected approaches to resource management)

- *Chapter 22, The Americas, examines the relationship between early colonization and the need for natural resources.*
- *Chapter 14, Resources, provides an understanding of the relationship between a region's natural resources and the development of the region, its economic and social problems and resource management programs.*

Uses of Geography

Standard 17: Understands how geography is used to interpret the past

Level 4 (Grade 9 –12)

1. Understands how the processes of spatial change have affected history (e.g., the diffusion of a phenomenon through regions of contact, such as the spread of bubonic plague, or the diffusion of tobacco smoking from North America to Europe, Africa, and Asia; the development of the national transportation systems in the U.S.; effects of migration streams and counter-streams)
2. Understands how people's changing perceptions of geographic features have led to changes in human societies (e.g., the effects of religion on world economic development patterns, cultural conflict, social integration, resource use; the effects of technology on human control over nature, such as large-scale agriculture in Ukraine and northern China, strip-mining in Russia, and center-pivot irrigation in the southwestern United States)
3. Understand the ways in which physical and human features have influenced the evolution of significant historic events and movements (e.g., the effects of imperialism, colonization, and decolonization on the economic and political developments of the 19th and 20th centuries; the geographical forces responsible for the industrial revolution in England in the late 18th and early 19th centuries; physical and human factors that have led to the famines and large-scale refugee movements)

- *Chapter 14, Resources, discusses the relationship between industrialization and technology.*
- *Chapter 20, Africa examines the effects of imperialism, colonization and decolonization on the countries of the region.*
- *Chapter 18 provides examples of the migration of millions of people from Great Britain and Ireland to the United States due to famine and industrialization.*

Standard 18: Understands global development and environmental issues

Level 4 (Grade 9 – 12)

1. Understands the concept of sustainable development and its effects in a variety of situations (e.g., toward cutting the rain forests in Indonesia in response to a demand for lumber in foreign markets, or mining the rutile sands along the coast of eastern Australia near the Great Barrier Reef)
2. Understands why policies should be designed to guide the use and management of Earth's resources and to reflect multiple points of view (e.g., the inequities of access to

resources, political and economic power in developing countries, the impact of a natural disaster on a developed country vs. a developing country)

3. Understands contemporary issues in terms of Earth's physical and human systems (e.g., the processes of land degradation and desertification, the consequences of population growth or decline in a developed economy, the consequences of a world temperature increase)

- *Chapter 14 discusses how the topography of a region determines the renewable resources it has.*
 - *The interdependence of regions based on natural resources consumption*
 - *The four phases of industrial production*
 - *Scarcity and distribution of resources*
- *Chapter 15 relates environmental issues to the consumption of natural resources.*