COURSE TITLE: World Geography

DESCRIPTION OF COURSE:

Introduction to World Geography is a one-semester course designed for any student with an interest in the subject. The course will deal with objective facts relating to the physical and political realities of our world. Emphasis is placed on building a solid base of knowledge regarding the locations of countries, major cities, rivers, major bodies of water, mountain ranges and other outstanding landmarks around the world. Also the course will focus on scientific topics directly related to physical geography, namely: geography, seismology and cartography. Important vocabulary will be included throughout the course, including the five themes of geography.

MAJOR CONCEPTS AND TOPICS:

1) The World in Spatial Terms
   a) Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.

2) Places and Regions
   a) Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.

3) Physical Environment
   a) Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.

4) Human Systems
   a) Students will demonstrate an understanding of human migration; the complexity of cultural diversity; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.

5) Environment and Society
   a) Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.
WORLD GEOGRAPHY COURSE COMPETENCIES

1. Students will understand that conflict and cooperation among societies and individuals impact the use of natural resources.

2. Students will understand that land usage and the concept of land ownership have evolved over time.

3. Students will understand that individuals, groups and societies interact with each other and interact with their physical and social environments.

4. Students will understand that decisions by individuals regarding natural resources have driven forms of production, distribution and consumption of goods and services over time.

5. Students will understand that as various cultures interact or collide, each culture is impacted.

6. Students will understand that the growth of global interactions have affected the evolution of societies and of the environment.

7. Students will understand that technological advancements have both positive and negative affects on how societies interact with the environment.

8. Students will understand that “sense of society” (class, ethnicity, race and gender) and the use of natural resource influence political policies and social issues.

9. Students will understand that individuals express their feelings and ideas in art, literature, music and philosophy.

SOCIAL STUDIES PROCESS SKILLS

1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.

2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.

3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.

Drafted 11/18/08 by Jim Maloney and Kristin Ozana
4. The student will understand that it is important to create and test generalizations and theses.

5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

6. The student will understand that it is important to calculate effects of decisions and decision-making.

7. Students will understand that it is important to solve individual and group problems.

Major Concept #1
The World in Spatial Terms

Topics:
   a. Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.

Competencies:
1. Students will understand that conflict and cooperation among societies and individuals impact the use of natural resources.
2. Students will understand that land usage and the concept of land ownership have evolved over time.
3. Students will understand that individuals, groups and societies interact with each other and interact with their physical and social environments.
4. Students will understand that decisions by individuals regarding natural resources have driven forms of production, distribution and consumption of goods and services over time.
5. Students will understand that as various cultures interact or collide, each culture is impacted.
6. Students will understand that the growth of global interactions have affected the evolution of societies and of the environment.
7. Students will understand that technological advancements have both positive and negative affects on how societies interact with the environment.
8. Students will understand that “sense of society” (class, ethnicity, race and gender) and the use of natural resources influence political policies and social issues.
9. Students will understand that individuals express their feelings and ideas in art, literature, music and philosophy.

Knowledge/Skills:
1. Use graphic tools to depict geographic issues (SS:GE:12:1.1).
2. Demonstrate how mental maps reflect the human perception of places (SS:GE:12:1.2).
3. Analyze spatial interactions and models of spatial organization (SS:GE:12:1.3).
4. Demonstrate the spatial variation in physical processes across Earth's surface (SS:GE:12:3.2).
5. Compare the carrying capacity of different ecosystems in relation to land use (SS:GE:12:3.4).
6. Identify world population trends in both numbers and patterns (SS:GE:12:4.1).
7. Classify the functions, sizes, and spatial arrangements of urban areas (SS:GE:12:4.4).
8. Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales (SS:GE:12:4.5).
9. Consider how humans perceive and react to natural hazards (SS:GE:12:5.3).
10. Examine how the spatial distribution of resources affects patterns of human settlement (SS:GE:12:5.4).
11. Explore how the use and development of natural resources use change over time (SS:GE:12:5.5).
12. Evaluate the management and use of renewable, non-renewable, flow and potential resources (SS:GE:12:5.6).
13. Investigate how relationships between humans and the physical environment lead to the formation of "place" (SS:GE:12:2.2).
14. Describe the structure of regional systems (SS:GE:12:2.3).
15. Utilize regions to analyze geographic issues (SS:GE:12:2.4).
16. Recognize that places and regions serve as symbols for individuals and societies (SS:GE:12:2.5).
17. Discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues (SS:CV:12:3.1).
18. Explain how the allocation of resources impact productivity and ultimately economic growth (SS:EC:12:2.1).
19. Examine the impact of sectionalism on national crises and United States government policies (SS:HI:12:1.4).
20. Analyze the spread of American ideas and culture around the world (SS:HI:12:3.4).
21. Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new area (SS:WH:12:2.1).
22. Assess the impact of migrations of peoples on the receiving societies (SS:WH:12:2.3).

Process Skills:
1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
4. The student will understand that it is important to create and test generalizations and theses.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.
6. The student will understand that it is important to calculate effects of decisions and decision-making.
7. Students will understand that it is important to solve individual and group problems.

<table>
<thead>
<tr>
<th>Sample Performance Assessment (SPA) #1</th>
<th>Venice, Italy is sinking into the Adriatic Sea. You are a concerned citizen of Venice and want to research the various solutions to the water problem in the city. After researching the methods proposed, you decide to pitch what you think is the best solution to your neighbors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics in SPA #1</td>
<td>Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</td>
</tr>
</tbody>
</table>
| Social Studies Process Skills Addressed in SPA #1 | 1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.  
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.  
3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.  
4. The student will understand that it is important to create and test generalizations and theses.  
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.  
6. The student will understand that it is important to calculate effects of decisions and decision-making.  
7. Students will understand that it is important to solve individual and group problems. |
| Geography Competencies addressed in SPA #1 | 1. Students will understand that conflict and cooperation among societies and individuals impact the use of natural resources.  
2. Students will understand that land usage and the concept of land ownership have evolved over time.  
3. Students will understand that individuals, groups and societies interact with each other and interact with their physical and social environments.  
4. Students will understand that decisions by individuals regarding natural resources have driven forms of production, distribution and consumption of goods and |
6. Students will understand that the growth of global interactions have affected the evolution of societies and of the environment.

7. Students will understand that technological advancements have both positive and negative affects on how societies interact with the environment.

8. Students will understand that “sense of society” (class, ethnicity, race and gender) and the use of natural resources influence political policies and social issues.

### SPA #1 Rubric

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will produce a presentation that: Recognizes the purpose and produces a clear and insightful response; Produces a well developed and articulated focus statement; Exhibits extensive research and critical analysis; Critically evaluates relevant information on the human-environment interaction in Venice.</td>
<td>The student will produce a presentation that: Recognizes the purpose and produces a clear response; Produces a well articulated opening and a closing statement; Exhibits research and critical analysis; Evaluates relevant information on the human-environment interaction in Venice.</td>
<td>The student will produce a presentation that: Recognizes the purpose or produces a clear response; Produces an opening and closing statement; Exhibits data collection; Evaluates information related to the human-environment interaction in Venice.</td>
<td>The student will produce a presentation that: Recognizes limited aspects of task; Produces little organization; Exhibits little data; Evaluates limited information related to the human-environment interaction in Venice.</td>
</tr>
</tbody>
</table>

### Major Concept #2

**Places and Regions**

Topics:

*Drafted 11/18/08 by Jim Maloney and Kristin Ozana*
a. Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.

Competencies:
1. Students will understand that conflict and cooperation among societies and individuals impact the use of natural resources.
2. Students will understand that land usage and the concept of land ownership have evolved over time.
3. Students will understand that individuals, groups and societies interact with each other and interact with their physical and social environments.
4. Students will understand that decisions by individuals regarding natural resources have driven forms of production, distribution and consumption of goods and services over time.
5. Students will understand that as various cultures interact or collide, each culture is impacted.
6. Students will understand that the growth of global interactions have affected the evolution of societies and of the environment.
7. Students will understand that technological advancements have both positive and negative affects on how societies interact with the environment.
8. Students will understand that “sense of society” (class, ethnicity, race and gender) and the use of natural resource influence political policies and social issues.
9. Students will understand that individuals express their feelings and ideas in art, literature, music and philosophy.

Knowledge/Skills:
1. Use graphic tools to depict geographic issues (SS:GE:12:1.1).
2. Demonstrate how mental maps reflect the human perception of places (SS:GE:12:1.2).
3. Analyze spatial interactions and models of spatial organization (SS:GE:12:1.3).
4. Discuss the changing meaning and significance of place (SS:GE:12:2.1).
5. Investigate how relationships between humans and the physical environment lead to the formation of “place” (SS:GE:12:2.2).
6. Describe the structure of regional systems (SS:GE:12:2.3).
7. Utilize regions to analyze geographic issues (SS:GE:12:2.4).
8. Recognize that places and regions serve as symbols for individuals and societies (SS:GE:12:2.5).
9. Identify world population trends in both numbers and patterns (SS:GE:12:4.1).
10. Distinguish how culture traits shape the character of a region (SS:GE:12:4.2).
11. Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales (SS:GE:12:4.5).
12. Appraise the significance of the global impact of human modification of the physical environment (SS:GE:12:5.1).
13. Consider how humans perceive and react to natural hazards (SS:GE:12:5.3).
14. Examine how the spatial distribution of resources affects patterns of human settlement (SS:GE:12:5.4).
15. Explore how the use and development of natural resources use change over time (SS:GE:12:5.5).
16. Evaluate the management and use of renewable, non-renewable, flow and potential resources (SS:GE:12:5.6).
17. Discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues (SS:CV:12:3.1).
18. Explain how the allocation of resources impact productivity and ultimately economic growth (SS:EC:12:2.1).
19. Examine the impact of sectionalism on national crises and United States government policies (SS:HI:12:1.4).
20. Investigate United States involvement in and/or conflict with regional and international organizations (SS:HI:12:2.5).
21. Analyze the spread of American ideas and culture around the world (SS:HI:12:3.4).
22. Analyze how westward movement led to increased personal opportunities and a more diverse economy as seen in events (SS:HI:12:4.1).
23. Describe the development of different political systems (SS:WH:12:1.1).
24. Evaluate the strengths and weaknesses of international and regional political organizations (SS:WH:12:1.2).
25. Analyze the impact of modern weapons of mass destruction on world relations during eras (SS:WH:12:1.3).
26. Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new area (SS:WH:12:2.1).
27. Assess the impact of migrations of peoples on the receiving societies (SS:WH:12:2.3).
28. Describe how people's differences in religion have often led to conflict in regions of the world (SS:WH:12:3.1).

Process Skills:
1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
4. The student will understand that it is important to create and test generalizations and theses.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.
6. The student will understand that it is important to calculate effects of decisions and decision-making.
7. Students will understand that it is important to solve individual and group problems.

Sample Performance

The Senate and House of Representatives are considering changes to current immigration laws. As a professor of immigration studies, you have been asked to create an
<table>
<thead>
<tr>
<th>Assessment SPA #1</th>
<th>educational presentation on the impact of immigration to the United States (1990-2007) for the House of Representatives' hearings regarding the new immigration legislation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics in SPA#1</td>
<td>The interaction of societies and the environment, impact of globalization, human material wants and needs, resource conflict and cooperation; concepts of place, regionalism, concepts of ownership, technology and the environment, forms of mapping; demographic analysis</td>
</tr>
</tbody>
</table>
| Geography Process Skills Addressed in SPA#1 | 1. Students will understand that it is important to differentiate and make relevant connections among the past, present, future as well as to changes over time.  
2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize biases.  
3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.  
4. Students will understand that it is important to create and test generalizations and theses.  
5. Students will understand that it is important to express personal opinion clearly and concisely, supported by evidence.  
6. Students will understand that it is important to calculate effects of decisions and decision making.  
7. Students will understand that it is important to solve individual and group problems. |
| Geography Competencies Addressed in SPA#1 | 5. Students will understand that as various cultures interact or collide each culture is impacted.  
6. Students will understand that the growth of global interactions have impacted the evolution of societies and of the environment.  
8. Students will understand that the role of individualism and the common good in determining the use of natural resources has changed over time.  
9. Students will understand that “sense of place” and the use of natural resources influence political policies and social issues.  
10. Students will understand that “sense of place” influences how individuals express their feelings and ideas in art, literature, music and philosophy. |

**SPA#1 Rubric**

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<tr>
<td>Recognizes the purpose and produces a clear and insightful response;</td>
<td>Recognizes the purpose and produces a clear response;</td>
<td>Recognizes the purpose or produces a clear response;</td>
<td>Recognizes limited aspects of the task;</td>
</tr>
<tr>
<td>Produces a well articulated and developed focus statement and conclusion;</td>
<td>Produces a well-articulated opening and a closing statement;</td>
<td>Produces an opening and a closing statement;</td>
<td>Produces little organization;</td>
</tr>
<tr>
<td>Exhibits extensive research and critical analysis;</td>
<td>Exhibits research and critical analysis;</td>
<td>Exhibits data collection;</td>
<td>Exhibits little data;</td>
</tr>
<tr>
<td>Critically evaluates relevant information (such as historical events prompting key government laws, the impact of government policies, and key individuals) on previous restrictive government policies.</td>
<td>Evaluates relevant information on previous restrictive government policies.</td>
<td>Evaluates information related to restrictive government policies.</td>
<td>Information related to restrictive government policies is missing or limited.</td>
</tr>
</tbody>
</table>

**Major Concept #3**  
**Physical Environment**

**Topics:**  
a. Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.

**Competencies:**  
1. Students will understand that conflict and cooperation among societies and individuals impact the use of natural resources.  
2. Students will understand that land usage and the concept of land ownership have evolved over time.  
3. Students will understand that individuals, groups and societies interact with each other and interact with their physical and social environments.  
4. Students will understand that decisions by individuals regarding natural resources have driven forms of production, distribution and consumption of goods and services over time.
6. Students will understand that the growth of global interactions have affected the evolution of societies and of the environment.
7. Students will understand that technological advancements have both positive and negative affects on how societies interact with the environment.

Knowledge/Skills:
1. Explain the interaction of Earth's physical systems (SS:GE:12:3.1).
2. Demonstrate the spatial variation in physical processes across Earth's surface (SS:GE:12:3.2).
3. Illustrate the characteristics of different ecosystems (SS:GE:12:3.3).
4. Compare the carrying capacity of different ecosystems in relation to land use (SS:GE:12:3.4).
5. Recognize the importance of ecosystems in people's understanding of environmental issues (SS:GE:12:3.5).
6. Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales (SS:GE:12:4.5).
7. Appraise the significance of the global impact of human modification of the physical environment (SS:GE:12:5.1).
8. Explain how changes in the physical environment can diminish its capacity to support human activity (SS:GE:12:5.2).
9. Explore how the use and development of natural resources use change over time (SS:GE:12:5.5).
10. Evaluate the management and use of renewable, non-renewable, flow and potential resources (SS:GE:12:5.6).
11. Use graphic tools to depict geographic issues (SS:GE:12:1.1).
12. Analyze spatial interactions and models of spatial organization (SS:GE:12:1.3).
13. Discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues (SS:CV:12:3.1).
14. Explain how the allocation of resources impact productivity and ultimately economic growth (SS:EC:12:2.1).
15. Investigate United States involvement in and/or conflict with regional and international organizations (SS:HI:12:2.5).

Process Skills:
1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
4. The student will understand that it is important to create and test generalizations and theses.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

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6. The student will understand that it is important to calculate effects of decisions and decision-making.
7. Students will understand that it is important to solve individual and group problems.

<table>
<thead>
<tr>
<th>Sample Performance Assessment (SPA) #1</th>
<th>You are the city council of a village about to be flooded by the Three Gorges Dam. You need to create a presentation to your townsfolk as to why you are in favor or against the eventual effects of the Dam.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topics in SPA #1</td>
<td>Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.</td>
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</table>
| Social Studies Process Skills Addressed in SPA #1 | 1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.  
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4. The student will understand that it is important to create and test generalizations and theses.  
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.  
6. The student will understand that it is important to calculate effects of decisions and decision-making.  
7. Students will understand that it is important to solve individual and group problems. |
| Geography Competencies addressed in SPA #1 | 1. Students will understand that conflict and cooperation among societies and individuals impact the use of natural resources.  
2. Students will understand that land usage and the concept of land ownership have evolved over time.  
3. Students will understand that the history of societies and of the environment impact one another.  
4. Students will understand that decisions by individuals regarding natural resources have driven forms of production, distribution and consumption of goods and services over time.  
5. Students will understand that as various cultures interact or collide each culture is impacted.  
6. Students will understand that the growth of global interactions have impacted the evolution of societies and of the environment.  
7. Students will understand that technological advancements have |
both positive and negative impacts on how societies interact with the environment.

8. Students will understand that the role of individualism and the common good in determining the use of natural resources has changed over time.

9. Students will understand that “sense of place” and the use of natural resources influence political policies and social issues.

### SPA #1 Rubric

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<td>The student will produce a presentation that:</td>
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<tr>
<td>Recognizes the purpose and produces a clear and insightful response;</td>
<td>Recognizes the purpose and produces a clear response;</td>
<td>Recognizes the purpose or produces a clear response;</td>
<td>Recognizes limited aspects of task;</td>
</tr>
<tr>
<td>Produces a well developed and articulated focus statement;</td>
<td>Produces a well articulated opening and a closing statement;</td>
<td>Produces an opening and closing statement;</td>
<td>Produces little organization;</td>
</tr>
<tr>
<td>Exhibits extensive research and critical analysis;</td>
<td>Exhibits research and critical analysis;</td>
<td>Exhibits data collection;</td>
<td>Exhibits little data;</td>
</tr>
</tbody>
</table>

### Major Concept #4

**Human Systems**

**Topics:**

a. Students will demonstrate an understanding of human migration; the complexity of cultural diversity; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.
Competencies:
1. Students will understand that conflict and cooperation among societies and individuals impact the use of natural resources.
2. Students will understand that land usage and the concept of land ownership have evolved over time.
3. Students will understand that individuals, groups and societies interact with each other and interact with their physical and social environments.
4. Students will understand that decisions by individuals regarding natural resources have driven forms of production, distribution and consumption of goods and services over time.
5. Students will understand that as various cultures interact or collide, each culture is impacted.
6. Students will understand that the growth of global interactions have affected the evolution of societies and of the environment.
7. Students will understand that technological advancements have both positive and negative affects on how societies interact with the environment.
8. Students will understand that “sense of society” (class, ethnicity, race and gender) and the use of natural resource influence political policies and social issues.
9. Students will understand that individuals express their feelings and ideas in art, literature, music and philosophy.

Knowledge/Skills:
1. Identify world population trends in both numbers and patterns (SS:GE:12:4.1).
2. Distinguish how culture traits shape the character of a region (SS:GE:12:4.2).
3. Recognize the increasing economic interdependence of the world’s countries (SS:GE:12:4.3).
4. Classify the functions, sizes, and spatial arrangements of urban areas (SS:GE:12:4.4).
5. Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales (SS:GE:12:4.5).
6. Identify economic activities in more developed or less developed countries and their evolution (SS:GE:12:4.6).
7. Recognize the importance of ecosystems in people's understanding of environmental issues (SS:GE:12:3.5).
8. Appraise the significance of the global impact of human modification of the physical environment (SS:GE:12:5.1).
9. Explain how changes in the physical environment can diminish its capacity to support human activity (SS:GE:12:5.2).
10. Consider how humans perceive and react to natural hazards (SS:GE:12:5.3).
11. Examine how the spatial distribution of resources affects patterns of human settlement (SS:GE:12:5.4).
12. Explore how the use and development of natural resources use change over time (SS:GE:12:5.5).
13. Evaluate the management and use of renewable, non-renewable, flow and potential resources (SS:GE:12:5.6).
14. Use graphic tools to depict geographic issues (SS:GE:12:1.1).
15. Demonstrate how mental maps reflect the human perception of places (SS:GE:12:1.2).
16. Investigate how relationships between humans and the physical environment lead to the formation of "place" (SS:GE:12:2.2).
17. Describe the structure of regional systems (SS:GE:12:2.3).
18. Utilize regions to analyze geographic issues (SS:GE:12:2.4).
19. Recognize that places and regions serve as symbols for individuals and societies (SS:GE:12:2.5).
20. Discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues (SS:CV:12:3.1).
21. Explain how the allocation of resources impact productivity and ultimately economic growth (SS:EC:12:2.1).
22. Examine the impact of sectionalism on national crises and United States government policies (SS:HI:12:1.4).
23. Investigate United States involvement in and/or conflict with regional and international organizations (SS:HI:12:2.5).
24. Analyze the spread of American ideas and culture around the world (SS:HI:12:3.4).
25. Analyze how westward movement led to increased personal opportunities and a more diverse economy as seen in events (SS:HI:12:4.1).
26. Evaluate the strengths and weaknesses of international and regional political organizations (SS:WH:12:1.2).
27. Analyze the impact of modern weapons of mass destruction on world relations during eras (SS:WH:12:1.3).
28. Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new area (SS:WH:12:2.1).
29. Assess the impact of migrations of peoples on the receiving societies (SS:WH:12:2.3).
30. Describe how people's differences in religion have often led to conflict in regions of the world (SS:WH:12:3.1).

Process Skills:
1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
4. The student will understand that it is important to create and test generalizations and theses.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.
6. The student will understand that it is important to calculate effects of decisions and decision-making.
7. Students will understand that it is important to solve individual and group problems.
At this time, Bermuda only has one franchise restaurant location, Kentucky Fried Chicken in Hamilton. Each year, McDonald’s, Starbucks, Taco Bell, and Burger King lobby government to decrease restrictions to allow their entrance into the Bermudian market. As a research analyst at the Bermuda Department of Trade and Commerce, create a report that analyzes why or why not one of the above companies should gain access to Bermuda based on the company’s history in foreign markets and their potential impact on Bermuda.

**Topics in SPA#1**

The interaction of societies and the environment, impact of globalization, human material wants and needs, resource conflict and cooperation, concepts of place, regionalism, concepts of ownership, forms of mapping, demographic analysis

**Geography Process Skills Addressed in SPA#1**

1. Students will understand that it is important to differentiate and make relevant connections among the past, present, future as well as to changes over time.
2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize biases.
3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
4. Students will understand that it is important to create and test generalizations and theses.
5. Students will understand that it is important to calculate effects of decisions and decision making.

**Geography Competencies Addressed in SPA#1**

1. Students will understand that conflict and cooperation among societies and individuals impact the use of natural resources.
2. Students will understand that the history of societies and of the environment impact one another.
3. Students will understand that decisions by individuals regarding natural resources have driven forms of production, distribution and consumption of goods and services over time.
4. Students will understand that as various cultures interact or collide each culture is impacted.
5. Students will understand that the growth of global interactions have impacted the evolution of societies and of the environment.
6. Students will understand that technological advancements have both positive and negative impacts on how societies interact with the environment.
7. Students will understand that the role of individualism and the common good in determining the use of natural resources has changed over time.
8. Students will understand that “sense of place” and the use of natural resources influence political policies and social issues.

### SPA #1 Rubric

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will produce a report that:</td>
<td>The student will produce a report that:</td>
<td>The student will produce a report that:</td>
<td>The student will produce a report that:</td>
</tr>
<tr>
<td>Recognizes the purpose and produces a clear and insightful response;</td>
<td>Recognizes the purpose and produces a clear response;</td>
<td>Recognizes the purpose or produces a clear response;</td>
<td>Recognizes limited aspects of the task;</td>
</tr>
<tr>
<td>Produces a well articulated and developed focus statement and conclusion;</td>
<td>Produces a well-articulated opening and a closing statement;</td>
<td>Produces a well-articulated opening and a closing statement;</td>
<td>Produces little organization;</td>
</tr>
<tr>
<td>Exhibits extensive research and critical analysis;</td>
<td>Exhibits research and critical analysis;</td>
<td>Exhibits research and critical analysis;</td>
<td>Exhibits little data;</td>
</tr>
<tr>
<td>Critically evaluates relevant information (such as historical events prompting key government laws, the impact of government policies, and key individuals) on previous restrictive government policies;</td>
<td>Evaluates relevant information on previous restrictive government policies;</td>
<td>Evaluates relevant information on previous restrictive government policies;</td>
<td>Evaluates limited information related to restrictive government policies;</td>
</tr>
</tbody>
</table>
Major Concept #5  
Environment and Society

Topics:
  a. Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.

Competencies:
  1. Students will understand that conflict and cooperation among societies and individuals impact the use of natural resources.
  2. Students will understand that land usage and the concept of land ownership have evolved over time.
  3. Students will understand that individuals, groups and societies interact with each other and interact with their physical and social environments.
  4. Students will understand that decisions by individuals regarding natural resources have driven forms of production, distribution and consumption of goods and services over time.
  5. Students will understand that as various cultures interact or collide, each culture is impacted.
  6. Students will understand that the growth of global interactions have affected the evolution of societies and of the environment.
  7. Students will understand that technological advancements have both positive and negative affects on how societies interact with the environment.
  8. Students will understand that “sense of society” (class, ethnicity, race and gender) and the use of natural resource influence political policies and social issues.
  9. Students will understand that individuals express their feelings and ideas in art, literature, music and philosophy.

Knowledge/Skills:
  1. Appraise the significance of the global impact of human modification of the physical environment (SS:GE:12:5.1).
  2. Explain how changes in the physical environment can diminish its capacity to support human activity (SS:GE:12:5.2).
  3. Consider how humans perceive and react to natural hazards (SS:GE:12:5.3).
  4. Examine how the spatial distribution of resources affects patterns of human settlement (SS:GE:12:5.4).
  5. Explore how the use and development of natural resources use change over time (SS:GE:12:5.5).
  6. Evaluate the management and use of renewable, non-renewable, flow and potential resources (SS:GE:12:5.6).

Drafted 11/18/08 by Jim Maloney and Kristin Ozana
7. Compare the carrying capacity of different ecosystems in relation to land use (SS:GE:12:3.4).
8. Recognize the importance of ecosystems in people's understanding of environmental issues (SS:GE:12:3.5).
9. Recognize the increasing economic interdependence of the world's countries (SS:GE:12:4.3).
10. Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales (SS:GE:12:4.5).
11. Identify economic activities in more developed or less developed countries and their evolution (SS:GE:12:4.6).
12. Use graphic tools to depict geographic issues (SS:GE:12:1.1).
13. Analyze spatial interactions and models of spatial organization (SS:GE:12:1.3).
14. Investigate how relationships between humans and the physical environment lead to the formation of 'place' (SS:GE:12:2.2).
15. Describe the structure of regional systems (SS:GE:12:2.3).
16. Utilize regions to analyze geographic issues (SS:GE:12:2.4).
17. Discuss the impact on world affairs and the United States' response to environmental, economic, and technological issues (SS:CV:12:3.1).
18. Explain how the allocation of resources impact productivity and ultimately economic growth (SS:EC:12:2.1).
19. Investigate United States involvement in and/or conflict with regional and international organizations (SS:HI:12:2.5).
20. Evaluate the strengths and weaknesses of international and regional political organizations (SS:WH:12:1.2).
21. Analyze the impact of modern weapons of mass destruction on world relations during eras (SS:WH:12:1.3).
22. Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new area (SS:WH:12:2.1).
23. Assess the impact of migrations of peoples on the receiving societies (SS:WH:12:2.3).

Process Skills:
1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
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7. Students will understand that it is important to solve individual and group problems.
<table>
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<tr>
<th>Sample Performance Assessment (SPA) #1</th>
<th>The International Whaling Commission is considering lifting the ban on commercial whaling. The Japanese IWC Delegation is leading efforts to remove the ban; the United States IWC Delegation is leading efforts to retain the ban. As a foreign service officer stationed at the United States Embassy in Tokyo, it is your task to prepare the Ambassador for a meeting with the Japanese Secretary for Economic and Fiscal Policy, regarding the ongoing IWC conflict and its potential implications for relations between Japan and the United States.</th>
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| Topics in SPA #1 | Students will demonstrate an understanding of the connections and consequences of the interactions between Earth’s physical and human systems
(From CACES) The interaction of societies and the environment, impact of globalization, human material wants and needs, resource conflict and cooperation, concepts of place, forms of mapping, demographic analysis |
| Social Studies Process Skills Addressed in SPA #1 | 1. Students will understand that it is important to differentiate and make relevant connections among the past, present, future as well as to changes over time.
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5. Students will understand that it is important to express personal opinion clearly and concisely, supported by evidence.
6. Students will understand that it is important to calculate effects of decisions and decision making.
7. Students will understand that it is important to solve individual and group problems. |
| World History Competencies addressed in SPA #1 | 1. Students will understand that conflict and cooperation among societies and individuals impact the use of natural resources.
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<td>The student will produce a presentation that: Recognizes the purpose and produces a clear and insightful response; Produces a well developed and articulated focus statement; Exhibits extensive research and critical analysis; Critically evaluates relevant information regarding the biography of the historical person.</td>
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