

**11th Grade Standards**

**Global Studies**

**Course Overview:** Global Studies utilizes the science of geography to understand the world around us and how it affects our everyday lives. Using the five themes of geography (location, place, human-environment interaction, region, and movement) students will explore the regions of the world with respect to culture, economy, topography, geography, climate, and environmental issues.

**Unit 1: The Five Themes of Geography (5 Weeks)**

**Description:** In this unit, students will explore the tools geographers use and the skills they need to do the science of geography.

**Standards**

1. The student will use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region employing such concepts as climate, plate tectonics, volcanism, and landforms (A.12.1).
2. The student will use various types of atlases and appropriate vocabulary to describe the human attributes of a place, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration (A.12.1).
3. The student will construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features (A.12.3).
4. The student will identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them (A.12.8; E.12.8).
5. The student will use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns (A.12.5).

**Unit 2: North America (3 Weeks)**

**Description:** In this unit, students will describe the region of North America in terms of physical geography (topography and climate), cultural geography (government ideology, religion, language, ethnicity, history) and what it is like to live in the region today (environment and economy.)

**Standards**

1. The student will select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in North America (B.12.9)
2. The student will analyze the short-term and long-term effects that major changes in the population of the United States have had or might have on the environment (A.12.4).
3. The student will describe scientific and technological development in the United States and Canada and analyze the ways in which development affects environment and culture (A.12.11).
4. The student will explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade as it relates to United States trade partners (D.12.6).
5. The student will describe and explain global economic interdependence and competition between the United States, countries of Latin American, China, the Middle East, and India, using examples to illustrate their influence on national and international policies (D.12.13).
6. The student will analyze aerial and satellite images of New Orleans pre and post Hurricane Katrina to predict future threats to the area (A.12.2).

**Unit 3: Latin America (3 Weeks)**

**Description:** In this unit, students will describe the region of Latin America in terms of physical geography (topography and climate), cultural geography (government ideology, religion, language, ethnicity, history) and what it is like to live in the region today (environment and economy.)

**Standards**

1. The student will select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in Latin America (B.12.9)
2. The student will analyze the short-term and long-term effects that major changes in the population of Latin America have had or might have on the environment (A.12.4).
3. The student will analyze how different economic, social, political, religious, and cultural systems have adapted to life in the Amazon (A.12.8; E.12.4; E.12.10; E.12.8).
4. The student will describe scientific and technological development in the Amazon Rain Forest and analyze the ways in which development affects environment and culture (A.12.11).
5. The student will use economic concepts to analyze historical and contemporary questions about economic development and trade between the United States and Cuba (D.12.6).
6. The student will describe and explain global economic interdependence and competition between the United States and countries of Latin American using examples to illustrate their influence on national and international policies (D.12.13; E.12.17; E.12.9).
7. The student will describe the Amazon Basin’s ecosystem and analyze how different economic, social, political, religious, and cultural systems have adapted to it (A.12.8; E.12.8).

**Unit 4: Europe (3 Weeks)**

**Description:** In this unit, students will describe the European region in terms of physical geography (topography and climate), cultural geography (government ideology, religion, language, ethnicity, history) and what it is like to live in the region today (environment and economy.)

**Standards**

1. The student will select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in Europe (B.12.9).
2. The student will select instances of scientific, intellectual, and religious change and discuss the impact those changes had on beliefs and values (B.12.10; E.12.17; E.12.4; E.12.10).
3. The student will explain the origins, central ideas, and global influence of Judaism (B.12.14; E.12.8).
4. The student will analyze the short-term and long-term effects that major changes in the population of European countries have had or might have on the environment (A.12.4).
5. The student will collect relevant data to analyze the immigration of people from the Middle East into Europe (A.12.7).
6. The student will analyze conflict and cooperation in the establishment of cultural regions and political boundaries in the Balkans (A.12.13; E.12.17; E.12.8).

**Unit 5: Russia and the Eurasian Republics (2 Weeks)**

**Description:** In this unit, students will describe Russia and the Eurasian Republicsin terms of physical geography (topography and climate), cultural geography (government ideology, religion, language, ethnicity, history) and what it is like to live in the region today (environment and economy.)

**Standards**

1. The student will select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in Russia and the Eurasian Republics (B.12.9; E.12.8).
2. The student will analyze the short-term and long-term effects that major changes in the population of the Russia have had or might have on the environment (A.12.4).
3. The student will analyze the effect of cultural ethics and values in the former Soviet Union on scientific and technological development (A.12.10; E.12.8; E.12.11).
4. The student will analyze conflict and cooperation in the establishment of cultural regions and political boundaries in the former Soviet Republic (A.12.13; E.12.17; E.12.8).
5. The student will use economic concepts to analyze economic development from a command to free market economy in Russia (D.12.6; E.12.17).
6. The student will describe the Siberian ecosystem and analyze how different economic, social, political, and cultural systems have adapted to it (A.12.8).

**Unit 6: Africa South of the Sahara (5 Weeks)**

**Description:** In this unit, students will describe Africa south of the Sahara in terms of physical geography (topography and climate), cultural geography (government ideology, religion, language, ethnicity, history) and what it is like to live in the region today (environment and economy.)

**Standards**

1. The student will select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in Africa south of the Sahara (B.12.9).
2. The student will analyze the short-term and long-term effects that major changes in the population of African nations have had or might have on the environment (A.12.4).
3. The student will collect and analyze geographic information to examine the effects that deforestation in South America may have on other parts of the world (A.12.6).
4. The student will analyze how different economic, social, political, religious, and cultural systems have adapted to life in the Sahel (A.12.8; E.12.8).
5. The student will describe scientific and technological development in the Central Africa rain forest and analyze the ways in which development affects environment and culture (A.12.11; E.12.8).
6. The student will describe the rain forest ecosystem and analyze how different economic, social, political, religious, and cultural systems have adapted to it (A.12.8; E.12.8).

**Unit 7: North Africa and Southwest Asia (6 Weeks)**

**Description:** In this unit, students will describe the region of North Africa and Southwest Asia in terms of physical geography (topography and climate), cultural geography (government ideology, religion, language, ethnicity, history) and what it is like to live in the region today (environment and economy.)

**Standards**

1. The student will select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in North Africa and Southwest Asia (B.12.9).
2. The student will explain the origins, central ideas, and global influence of Christianity and Islam (B.12.14; E.12.4; E.12.10; E.12.8; E.12.13).
3. The student will select instances of scientific, intellectual, and religious change and discuss the impact those changes had on beliefs and values (B.12.10).
4. The student will analyze the short-term and long-term effects that major changes in the population of the region have had or might have on the environment (A.12.4).
5. The student will collect and analyze geographic information to examine the effects that river diversion in Egypt may have on other parts of Africa (A.12.6).
6. The student will collect and analyze geographic information to examine the effects that desertification in North Africa may have on other parts of the world (A.12.6).
7. The student will collect relevant data to analyze the movement of people out the Middle East into Europe (A.12.7).
8. The student will analyze how different economic, social, political, religious, and cultural systems have adapted to life in desert (A.12.8).
9. The student will analyze conflict and cooperation in the establishment of Israel (A.12.13; E.12.8; E.12.11).
10. The student will assess the advantages and disadvantages of building the Aswan High Dam (A.12.12).
11. The student will describe and explain global economic interdependence and competition between the United States and countries of the Middle East using examples to illustrate their influence on national and international policies (D.12.13; E.12.17).

**Unit 8: South Asia (4 Weeks)**

**Description:** In this unit, students will describe South Asia in terms of physical geography (topography and climate), cultural geography (government ideology, religion, language, ethnicity, history) and what it is like to live in the region today (environment and economy.)

**Standards**

1. The student will select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in South Asia (B.12.9).
2. The student will explain the origins, central ideas, and global influence of Hinduism (B.12.14; E.12.4; E.12.10; E.12.8; E.12.13).
3. The student will analyze the short-term and long-term effects that major changes in the population of the South Asia have had or might have on the environment (A.12.4).
4. The student will describe technological development in India and analyze the ways in which development affects culture (A.12.11; E.12.8).
5. The student will describe and explain global economic interdependence and competition between the United States and India, using examples to illustrate their influence on national and international policies (D.12.13; E.12.17).
6. The student will describe and explain global economic interdependence and competition between the United States and India using examples to illustrate their influence on national and international policies (D.12.13).

**Unit 9: East Asia (5 Weeks)**

**Description:** In this unit, students will describe East Asia in terms of physical geography (topography and climate), cultural geography (government ideology, religion, language, ethnicity, history) and what it is like to live in the region today (environment and economy.)

**Standards**

1. The student will select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in East Asia (B.12.9).
2. The student will select instances of scientific, intellectual, and religious change and discuss the impact those changes had on beliefs and values (B.12.10; E.12.4; E.12.8).
3. The student will explain the origins, central ideas, and global influence of Buddhism (B.12.14; E.12.4; E.12.10; E.12.8; E.12.13).
4. The student will analyze the short-term and long-term effects that major changes in the population of the East Asian countries have had or might have on the environment (A.12.4).
5. The student will collect and analyze geographic information to examine the effects that air pollution in China may have on other parts of East Asia (A.12.6).
6. The student will collect relevant data to analyze the distribution of products from China to the United States (A.12.7; E.12.17).
7. The student will identify and analyze the human needs and public policies that influenced the design of Hong Kong (A.12.9).
8. The student will analyze the effect of cultural ethics and values in China on scientific and technological development (A.12.10).
9. The student will assess the advantages and disadvantages of the Three Gorges Project (A.12.12).
10. The student will describe and explain global economic interdependence and competition between the United States and China using examples to illustrate their influence on national and international policies (D.12.13).