

GRADE 9
WORLD GEOGRAPHY

HISTORY/SOCIAL SCIENCE STANDARDS

Students in grade 9 World Geography are expected to use maps, globes, and other geographic tools successfully to acquire and process geographic information. Students will develop a spatial view of the world including cultural and physical characteristics of places and regions. The curriculum standards identify critical physical and cultural processes that create patterns on the surface of the earth such as: climate, mountain-building forces, erosion, flooding, human migration, urbanization, transportation, and international trade. The emphasis is on how people live on the Earth and how people use the Earth to satisfy basic needs globally. The curriculum standards require students to critically view the geography of past times in order to make logical decisions concerning the geography of the future.

Student Performance Expectations: All students who have completed one semester of grade 9 World Geography shall be expected to:

Standard 1: Analyze the relationships between people, environments, and places by mapping information about them into a spatial context. The geographically informed student will be knowledgeable and understand the following:

1. Use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
2. How to use mental maps to organize information about people, places, and environments in a spatial context.
3. How to analyze the spatial organization of people, places, and environments on the Earth's surface.

Standard 2: Interpret and analyze the identities and lives of individuals and peoples rooted in particular places and in those human constructs called regions. The geographically informed student will have knowledge of and understand the following:

1. The physical and human characteristics of places.
2. That people create regions to interpret the Earth's complexity.
3. How culture and experience influence people's perceptions of places and regions.

Standard 3: Evaluate the physical processes that shape the Earth's surface and how these processes effect and interact with plant and animal life to create, sustain, and modify ecosystems. The geographically informed student will evaluate the

following processes:

1. The physical processes that shape the patterns on the Earth's surface.
2. The characteristics and spatial distribution of ecosystems on the Earth's surface.

Standard 4: Compare and contrast the causes, effects, and influences on people geographically. The student will be able to interpret the human activities and how they help and shape the Earth's surface, human settlements and structures that are part of the Earth's surface. The geographically informed student will have knowledge and understanding of:

1. The characteristics, distribution, and migration of human populations on the Earth's surface.
2. The characteristics, distribution, and complexity of Earth's cultural mosaics.
3. The patterns and networks of economic interdependence on the Earth's surface.
4. The processes, patterns and functions of human settlement.
5. How the forces of cooperation and conflict among people influence the division and control of the Earth's surface.

Standard 5: Evaluate how human activities modify the physical environment and interpret the ways in which human societies value and use the Earth's natural resources. The geographically informed student will evaluate, know and understand:

1. How human actions modify the physical environment.
2. How physical systems affect human systems.
3. The changes that occur in the meaning, use, distribution, and importance of resources.

Standard 6: Analyze the relationships between people, places, and environments over time. The geographically informed student will analyze and understand:

1. How to apply geography to interpret the past.
2. How to apply geography to interpret the present and plan for the future.