

**Core High School Geography
Standards, Supporting Skills, Assessments, and Resources**

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Bloom's Taxonomy Level	Standard	Supporting Skills	Resources	Assessments
Application	9-12.G.1.1. Students are able to use resources, data services, and geographic tools that generate and interpret information.	<ul style="list-style-type: none"> • Use geographic tools to represent and interpret the Earth's physical and human characteristics. • Use maps, globes, and other geographic tools to acquire, process, and report information. • Given verbal or written geographical cues, use a mental map to solve a problem. • Select and interpret map projections and other representations to analyze geographic problems. 		
(Application)	9-12.G.1.2. Students are able to interpret geographic representations when given information about places and events.	<ul style="list-style-type: none"> • Bar graph, circle graph, line graph, pictographs 		

Indicator 2: Analyze the relationships among the natural environment, the movement of peoples, and the development of societies.

Bloom's Taxonomy Level	Standard	Supporting Skills	Assessments	Resources
Analysis	9-12.G.2.1. Students are able to identify and explain the impact of the natural environment on human settlement patterns.	<ul style="list-style-type: none"> • The characteristics, location, distribution, and migration of human populations <p>Examples: reasons for variation in population distribution, reasons for human migration and its effects on places</p> <p>Examples: trends and effects of world population and patterns</p> <p>Examples: causes and effects of urbanization</p>		
(Comprehension)	9-12.G.2.2. Students are able to explain how humans interact with their environment.	<ul style="list-style-type: none"> • Human actions depend upon, adapt to, and modify the physical environment. • Ways in which technology has expanded human capacity to modify the physical environment • The impact of physical geography on human interaction • How place characteristics have affected locations 		

		<p>Examples: land usage (New Orleans being below sea level); staple diets (Japanese-fish, Irish-potatoes); man-made accommodations (Great Wall of China, Netherlands polders, canals)</p> <ul style="list-style-type: none"> • Identify viewpoints that influence the management of Earth's resources. <p>Example: Greenpeace, OPEC, Sierra Club versus Lumber industry, PETA</p>		
(Analysis)	<p>9-12.G.2.3. Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.</p>	<ul style="list-style-type: none"> • The differing characteristics in developing and developed countries • How cooperation and conflict among people influence the division and control of the Earth's resources <p>Examples: nations of Western Europe joined together in the European Union; cartels.</p> <ul style="list-style-type: none"> • Know the geographic factors that affect economic interdependence. <p>Examples: transportation routes , movement patterns, market areas</p>		

(Knowledge)	9-12.G.2.4. Students are able to identify the main characteristics of cultural geography.	Examples: spatial distribution, cultural diffusion, acculturation, institutions, language, religions		
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**Core High School Geography
Performance Descriptors**

Advanced	<p>High school students performing at the advanced level:</p> <ul style="list-style-type: none">• evaluate the use and limitations of map projections;• evaluate and select resources, data services, and geographic tools to generate, manipulate, and interpret information;• analyze and explain the fundamental role that place characteristics and environments have played in history;• compare and contrast how humans interact with their environment;• analyze how past and present trends of human migration impacts politics, environment, economies and societies;• articulate the impact of cultural geography on societies and regions.
Proficient	<p>High school students performing at the proficient level:</p> <ul style="list-style-type: none">• use resources, data services, and geographic tools that generate and interpret information;• explain how humans depend on, modify, and interact with their environment;• explain how human migration impacts local and global politics, environment, economies, societies and regions;• identify the main characteristics of cultural geography.
Basic	<p>High school students performing at the basic level:</p> <ul style="list-style-type: none">• given a map, identify location, direction, scale, key and type of map;• given verbal or written geographical cues, use a mental map to solve a problem;• given a list of cultural geography characteristics, match terms to characteristics;• list three ways people interact with their environment.