

Human Systems

Texas Essential Knowledge and Skills

4 th grade	5 th grade	6 th grade	7 th grade	8 th grade
<p>8. understands the location and patterns of settlement and the geographic factors that influence where people live [GS12]</p> <p>8a. identify and explain clusters and patterns of settlement in Texas at different time periods such as prior to the Texas Revolution, after the building of the railroads, and following World War II [GS12-3]</p> <p>8b. describe and explain the location and distribution of various towns and cities in Texas, past and present [GS12-2]</p> <p>8c. explain the geographic factors such as landforms and climate that influence patterns of settlement and the distribution of population in Texas, past and present [GS12-2]</p>	<p>5b. identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory [GS11, GS13]</p> <p>8. understands the location and patterns of settlement and the geographic factors that influence where people live [GS12]</p> <p>8a. identify and describe the types of settlement and patterns of land use in the United States; [GS12-3]</p> <p>8b. explain the geographic factors that influence patterns of settlement and the distribution of population in the United States, past and present [GS12-2]</p> <p>8c. analyze the reasons for the location of cities in the United States, including capital cities, and explain their distribution, past and present [GS12-2]</p>	<p>4b. identify and explain the geographic factors responsible for patterns of population in places and regions [GS12-3, GS5]</p> <p>4c. explain ways in which human migration influences the character of places and regions [GS6-2, GS12]</p> <p>5. understands how geographic factors influence the economic development, political relationships, and policies of societies [GS11, GS13]</p> <p>5a. identify and explain the geographic factors responsible for the location of economic activities in places and regions [GS11-1,2]</p> <p>5b. identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory [GS11&13]</p>	<p>11. understands the characteristics, distribution, and migration of population in Texas in the 19th, 20th, and 21st centuries [GS9]</p> <p>11a. analyze why immigrant groups came to Texas and where they settled [GS9-3]</p> <p>11b. analyze how immigration and migration to Texas in the 19th, 20th, and 21st centuries have influenced Texas [GS9-3]</p> <p>11c. analyze the effects of the changing population distribution and growth in Texas during the 20th and 21st centuries and the additional need for education, health care, and transportation [GS9-3]</p>	<p>10. Geography. The student understands the location and characteristics of places and regions of the United States, past and present. The student is expected to:</p> <p>10b. compare places and regions of the United States in terms of physical and human characteristics; and</p> <p>10c. analyze the effects of physical and human geographic factors on major historical and contemporary events in the United States.</p> <p>11. Geography. The student understands the physical characteristics of North America and how humans adapted to and modified the environment through the mid-19th century. The student is expected to:</p> <p>11a. analyze how physical characteristics of the environment influenced population distribution, settlement patterns, and economic activities in the United States during the 17th, 18th, and 19th centuries;</p> <p>11c. describe how different immigrant</p>

				groups interacted with the environment in the United States during the 17th, 18th, and 19th centuries. 27b. analyze the impact of transportation and communication systems on the growth, development, and urbanization of the United States.
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Texas College and Career Readiness Standards

<http://www.theccb.state.tx.us/collegereadiness/crs.pdf>

SS.I.D Change and continuity of economic systems and processes

SS.II.A Multicultural societies

SS.II.B Factors that influence personal and group identities (e.g. race, ethnicity, gender, nationality, institutional affiliations, socioeconomic status)

SS.III.A Spatial understanding of global, regional, national, and local communities

SS.III.B Global analysis

Sc.X.C Populations

Sc.X.D Economics and politics

Sc.X.E Human practices and their impacts

National Geography Standards

Standard	4 th grade	8 th grade
9 The characteristics, distribution, and migration of human populations on Earth's surface.	<p>1. Demographic characteristics can be used to describe a population</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Describe and compare the demographic characteristics of people in the local area, as exemplified by being able to</p> <ul style="list-style-type: none"> Identify and describe the demographic characteristics (e.g., age in months and sex) of the students in the classroom by constructing a population pyramid representing the student data. 	<p>1. Demographic concepts help explain the structures of populations</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Describe and explain the demographic concepts of fertility and mortality, crude birth and death rates, natural increase and doubling time, race and ethnicity, as exemplified by being able to</p> <ul style="list-style-type: none"> Describe the demographic and socioeconomic characteristics of countries that have high and low crude birth rates and high and low crude death rates.

	<ul style="list-style-type: none"> • Describe the demographic characteristics (e.g., age, sex, race/ethnicity) of the local community and identify the types of services or businesses that might be in demand (e.g., parks and schools for communities with younger populations, medical and senior centers for communities with older populations, restaurants and shops to meet the needs of ethnic groups). • Describe the demographic characteristics of a local county using the US Census data and compare it to the prior Census report to identify trends or changes in the population of the county over time. <p>2. People live in many different places on Earth</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Describe how the number of people varies from place to place, as exemplified by being able to</p> <ul style="list-style-type: none"> • Identify and describe the locations of types of places where different numbers of people live in the local area (e.g., city high-rise apartments, single-family suburban homes, row houses, apartment buildings and complexes). • Describe how ways of making a living influence how many people live in a certain place (e.g., farm communities versus cities). • Identify and describe places in the state where the greatest and fewest numbers of people live. <p>B. Explain why people live in different types of places, as exemplified by being able to</p> <ul style="list-style-type: none"> • Describe and explain why the founders of the local community elected to settle there (e.g., easily accessible or defensible, 	<ul style="list-style-type: none"> • Describe how the rate of natural increase is calculated and how it contributes to determining the population growth rate of a country. • Describe the role of population doubling time in planning for services and facilities in a country with population growth (e.g., building schools, hospitals, housing, transportation, food stability, employment). <p>B. Compare the structures of populations in different places through the use of key demographic concepts, as exemplified by being able to</p> <ul style="list-style-type: none"> • Compare the population structures of two countries using population pyramids and describe what the population structure for each country might be 20 years in the future. • Explain and compare the issues a country with a very young population and a country with a very old population might need to address. • Explain how countries with different types of population structures might address policies (e.g., national defense, education, immigration, public health care). <p>2. The distribution and density of population varies over space and time</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Explain the concepts of population distribution and density and how they change over time, as exemplified by being able to</p> <ul style="list-style-type: none"> • Identify and explain how the distribution and density of populations shift through time (e.g., movement of people westward out of the 13 US colonies, rural to urban
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	<p>acceptable climatic conditions, proximity to other resources or transportation routes).</p> <ul style="list-style-type: none"> Identify and describe the places in the world where the majority of people live using satellite images or population density maps and how these places may differ. Explain why people sometimes settle in inhospitable environments (e.g., availability of valuable resources, economic opportunities, diminishing availability of more desirable locations). <p>3. People move for a variety of reasons</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Describe examples of different human migrations, as exemplified by being able to</p> <ul style="list-style-type: none"> Describe why and how people moved west during the California Gold Rush. Describe why and how the Pilgrims moved from England to the US colonies. Describe why and how Native Americans moved to federally designated reservations. <p>B. Explain why people move from one place to another, as exemplified by being able to</p> <ul style="list-style-type: none"> Explain the reasons why people might be willing to move to a new location (e.g., for more or better jobs, for better living conditions). Explain reasons why people may feel forced to leave their current homes to go to a new location (e.g., fear of war, religious persecution, famine). Explain how groups of people may be forced to move against their wills (e.g., African slave trade, Cherokee Trail of Tears, Japanese internment camps in 	<p>migration in China).</p> <ul style="list-style-type: none"> Explain how both rural to urban migration and internal growth rate are changing the population size and density of large world cities. Analyze and explain the positive and negative consequences of the migration of large numbers of people in a country (e.g., shift in US population from the northern industrial cities to the Sunbelt cities after the decline in US manufacturing and assembly jobs beginning in the late 20th century, migration of African Americans from the rural South to northern cities). <p>B. Analyze and explain the variations of population distribution on national and global scales, as exemplified by being able to</p> <ul style="list-style-type: none"> Describe and analyze the current distribution of population in the United States (e.g., comparing the East and West Coasts, pattern of population east versus west of the 100th meridian). Analyze and explain why the majority of the world's population is located close to coastlines. Analyze and explain how the population distribution and density vary by continent. <p>3. There are multiple causes and effects of migration</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Identify and describe the types of migrations in terms of time, distance, and cause, as exemplified by being able to</p> <ul style="list-style-type: none"> Identify and describe examples of short-term migrations (e.g., temporary workers going to another country or region, people on pilgrimages, refugees from environmental hazards). Identify and describe examples
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	<p>World War II).</p> <p>C. Describe how people and places change as a result of migration, as exemplified by being able to</p> <ul style="list-style-type: none"> • Describe how the movement of people into cities can change the need for housing and services. • Describe the ways in which immigrant groups coming to the United States change after arriving and living in the new location (e.g., learned a new language, change in jobs, change in types of available housing). • Describe how neighborhoods can change as new groups of people settle in close proximity to each other (e.g., new ethnic restaurants and grocery stores, signs in multiple languages, observance of new festivals and holidays based on ethnic or national tradition). 	<p>of involuntary versus voluntary migrations (e.g., war or famine refugees, emigrating for work or education, deployed military units, forced migration of the African slave trade).</p> <ul style="list-style-type: none"> • Describe examples of migrations in the United States for work or recreation (e.g., seasonal fishing in Alaska; retirees spending part of the year in Florida, Texas, or Arizona; college students to spring break destinations). <p>B. Identify and explain push and pull factors influencing decisions to migrate, as exemplified by being able to</p> <ul style="list-style-type: none"> • Identify and explain the role of pull factors (e.g., better jobs, cultural opportunities, better education) as reasons for migration. • Identify and explain the role of push factors (e.g., political unrest or war, famine, loss of jobs) as reasons for migration. • Explain reasons for temporary migration streams or chain migration (e.g., movements of seasonal workers in agriculture, movements of workers from Indonesia and Pakistan to the Persian Gulf states, movements of people from rural areas to nearby small towns to distant big cities). <p>C. Describe the consequences of migration for people as well as on the origin and destination places, as exemplified by being able to</p> <ul style="list-style-type: none"> • Identify and describe positive and negative impacts that might occur at the places of origin for emigration (e.g., falling real estate prices, money being sent back home by migrants, fewer people to pay taxes resulting in reduced government resources in the original location). • Identify and describe positive
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		<p>and negative impacts that might occur at migration destinations (e.g., increased real estate prices, more competition for jobs and possible impact on local wage rates, increased tax base, increased economic activity).</p> <ul style="list-style-type: none"> • Explain the effects on northern Plains states of long-term out migration, especially of graduating high school students (e.g., an aging population requiring social services, the closing of stores in small towns, schools closing as a result of declines in school-age populations).
<p>10 The characteristics, distribution and complexity of Earth’s cultural mosaics.</p>	<p>1. A culture has distinctive characteristics</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Identify and describe the characteristics of a culture, as exemplified by being able to</p> <ul style="list-style-type: none"> • Identify and describe distinctive characteristics of their own cultural heritage (e.g., cuisine or agricultural products, traditional festivals or celebrations, vocabulary terms that locals would know and understand but outsiders might find confusing). • Identify and describe the distinctive characteristics of current US cultures (e.g., spoken and written languages, social organizations, beliefs and customs, forms of architecture, educational systems). • Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past. <p>2. Cultures leave imprints on the physical environment in the form of cultural markers</p>	<p>1. There are many different cultures, each with its own distinctive characteristics</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Compare the cultural characteristics of different cultures, as exemplified by being able to</p> <ul style="list-style-type: none"> • Compare examples of distinctive cultural characteristics that can be observed in different neighborhoods in the local community. • Describe and explain how a cultural characteristic from one culture may be adopted in another culture (e.g., sushi bar at a truck stop, African drumming patterns in US music, cultural holiday customs practiced in new locations). • Describe and explain the spatial patterns of different cultural characteristics across regions or countries (e.g., the pattern of languages and dialects within a country, the architectural styles predominant in rural areas of European countries, the worldwide distribution of different religions). <p>2. Multiple cultural landscapes exist</p>

	<p><i>Therefore, the student is able to:</i></p> <p>A. Identify and describe examples of cultural markers (e.g., buildings, place names, monuments), as exemplified by being able to</p> <ul style="list-style-type: none"> • Identify and describe the names of businesses in the local community that indicate a connection to a culture. • Identify and describe the place names of streets and buildings in the local community that may be connected to a cultural group that lived in the local area at some prior time. • Identify examples of different religious or institutional structures in the community and describe the connections to cultural groups in the community. <p>3. Cultures change and diffuse in multiple ways</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Describe examples of changes in a culture, as exemplified by being able to</p> <ul style="list-style-type: none"> • Describe how the introduction of new technologies may create change in a culture (e.g., television, cellular or mobile phone, Internet). • Describe how increased educational opportunities may result in changes in a culture. • Describe how increasing employment opportunities for women create changes in a culture. <p>B. Describe examples of the spread of a culture, as exemplified by being able to</p> <ul style="list-style-type: none"> • Describe how different cultural groups bring their cultural traditions (e.g., food, holidays, clothing, religion) with them when they move to new 	<p>and vary across space</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Explain how a cultural landscape is the physical expression of a culture, as exemplified by being able to</p> <ul style="list-style-type: none"> • Describe how human settlements and archaeological remains illustrate the human imprint on the physical environments they occupied (e.g., the Cahokia Mounds left by Native Americans in southern Illinois, Pompeii ruins in Italy as a result of the volcanic eruption in ancient times, speculation about the stone statuary on Easter Island). • Describe the architectural styles of residential structures in selected world regions and explain how differences in the structures reflect differences in the respective cultures (e.g., yurts in Mongolia, pueblos in the American Southwest, villas in Italy). • Identify the place names of towns in a particular region and explain how they serve as cultural markers on the landscape (e.g., US town names connected to prior European homelands, locations with names from an indigenous language, names of immigrant settlements). <p>B. Compare different cultural landscapes, as exemplified by being able to</p> <ul style="list-style-type: none"> • Identify and compare the spatial patterns of retail sales areas in different cultural regions (e.g., suburban malls surrounded by large parking areas in the United States, densely packed pedestrian markets or souks in North Africa, floating markets on the rivers of Southeast Asia). • Compare the cultural landscapes
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	<p>locations.</p> <ul style="list-style-type: none"> • Describe how culture may spread as a result of increased communications technologies (e.g., television, films, Internet). • Describe how cultural arts and artifacts can spread through travel, education, and international marketing (e.g., weaving and cloth making, baskets, paintings, body adornment, sculptures). 	<p>of urban and suburban residential areas in terms of the amount of space, population density, and horizontal versus vertical use of space.</p> <ul style="list-style-type: none"> • Compare the cultural landscapes of indigenous peoples with the societies that replaced them (e.g., the Sami people versus Nordic peoples, the Maori versus European settlements, South African !Kung versus Dutch settlements). <p>3. Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Describe and explain the processes of cultural diffusion, as exemplified by being able to</p> <ul style="list-style-type: none"> • Describe and explain how connections between cultures may result in the sharing of cultural characteristics (e.g., migration, travel, educational exchange programs). • Describe and explain how the increased knowledge and use of a common language increases the opportunities for cultural diffusion. • Identify the origins of different music genres and describe the spatial role of music in cultural diffusion (e.g., Latin Salsa music, Jazz and Blues music, rock and roll music). <p>B. Explain the diffusion of a cultural characteristic, such as religious belief, music style, and architecture, as exemplified by being able to</p> <ul style="list-style-type: none"> • Explain how the diffusion of Islam followed trade routes through North Africa and into Europe. • Explain how jazz music developed in the southern United States and then spread
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		<p>north primarily to cities along the Mississippi River.</p> <ul style="list-style-type: none"> • Explain how the spread of religious structures follow from processes of colonization (e.g., Catholic cathedrals and missions spread from Europe to the New World as a result of European exploration and colonization).
<p>11 The patterns and networks of economic interdependence on Earth's surface.</p>	<p>1. People engage in economic activities, such as producing goods and offering services, in order to earn a living</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Describe different ways in which people can earn a living, as exemplified by being able to</p> <ul style="list-style-type: none"> • Identify and describe examples of jobs that produce goods in the local community (e.g., manufacturing, farming, forestry, mining, artists). • Identify and describe examples of jobs that provide services in the local community (e.g., taxi or bus drivers, hair stylists, doctors, teachers, bankers). • Describe how the types of jobs in the local community have changed over time (e.g., blacksmith to car repair, door-to-door salespersons to Internet-based sales, local grocers and butchers to supermarkets). <p>2. Some locations are better suited than others to provide certain goods and services</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Identify where goods and services are produced and consumed, as exemplified by being able to</p> <ul style="list-style-type: none"> • Identify on a map where produce items in the local grocery store are grown or produced. 	<p>1. The functions of different types of economic activities</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors, as exemplified by being able to</p> <ul style="list-style-type: none"> • Analyze a list of economic activities and identify them as primary (e.g., forestry, copper mining, and growing coffee), secondary (e.g., producing furniture, copper wire, and grinding coffee beans), tertiary (e.g., furniture sales, selling copper wire, and selling latte) or quaternary (e.g., advertising and marketing research) activities. • Describe the sequence of activities that occur in the manufacture of products (e.g., in the production of a computerized sewing machine, the iron-ore mining is primary, smelting iron and steel are secondary, selling of the steel sewing machines is tertiary, and advertising is quaternary). • Identify a range of everyday items and describe the sequence of routes and steps that are followed as they are converted to a secondary and then a tertiary product (e.g., Canadian forests become lumber that is used to build housing in US communities, Australian copper becomes circuits in wireless telephones made in China that provide a communications

	<ul style="list-style-type: none"> • Identify on a map where students' clothing items are produced. • Identify on a map where teachers and school employees received their post-secondary education. <p>B. Analyze and explain why some goods and services are produced in certain places, as exemplified by being able to</p> <ul style="list-style-type: none"> • Analyze the connection between areas producing fresh fruits and vegetables and the area's growing conditions and seasons (e.g., Southern Hemisphere summer produce is transported to the Northern Hemisphere during its winter, tropical fruits requiring more consistent tropical temperatures are grown at certain latitudes). • Analyze a map of oil wells in the United States and explain why oil refineries are often located near the oil wells. • Analyze a map of cotton production and a map of climate zones to explain why cotton production is primarily located in certain regions of the world. <p>3. People and countries trade locally produced goods and services for goods and services that are produced in other places</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Identify items produced locally for consumption elsewhere and items produced elsewhere that are consumed locally, as exemplified by being able to</p> <ul style="list-style-type: none"> • Identify items produced in the local region for consumption in another location (e.g., raw and processed agricultural products, paper products, furniture, tires, plastics). • Identify the types of products that were historically produced 	<p>service, fish caught in the North Atlantic Ocean are processed into fish fillets that are prepared and served in restaurants).</p> <p>2. Access to factors of production, such as capital, labor, raw materials, and energy, influence the location of economic activities</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Compare and explain the advantages of one location over another in the access to factors of production, as exemplified by being able to</p> <ul style="list-style-type: none"> • Explain why certain locations have developed a reputation for producing specific goods or services (e.g., Wyoming is known for its coal and natural gas deposits, China is known for assembly and manufacturing labor, New York is known as a center for investment capital). • Construct and analyze maps of the relationships between the different resources in various manufacturing industries (e.g., automobiles with the sources for glass, tires, sheet metal, and assembly locations; computers with the sources for circuit boards, software, electrical components, wireless chips, and assembly locations). • Construct a map that explains good US locations for access to a young, highly educated workforce by comparing maps of population density, education levels, and age groups. <p>3. The world is increasingly interdependent as a result of flows of people, capital, information, raw materials, and goods</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Explain why increasing economic interdependence, and therefore globalization, depend on systems that deliver goods and services</p>
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	<p>in a region and the places to which these products were shipped.</p> <ul style="list-style-type: none"> Identify items students depend on in their daily lives (e.g., gasoline for transportation, food, clothing, power for electricity) and identify which of these are produced in other places. <p>B. Describe the reasons why people and countries trade goods and services, as exemplified by being able to</p> <ul style="list-style-type: none"> Describe the reasons why students trade different food items in the lunchroom or cafeteria. Identify where common household items originate or are manufactured (e.g., appliances, furniture, food items, clothing) and describe why the items were made or grown in that location (e.g., good soil and climate conditions, raw materials needed for production, available labor, transportation hubs). Describe how trade affects the way people earn their living in different regions (e.g., the flow of fuels from Southwest Asia to industrialized, energy-poor regions of the world, the flow of electronic goods from Pacific Rim nations to the United States). <p>4. Networks of transportation and communications are used to move information, products, and people</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Describe and analyze different modes of transportation and communication used to move people, products, and ideas from place to place, as exemplified by being able to</p> <ul style="list-style-type: none"> Describe the different modes of 	<p>within and between regions, as exemplified by being able to</p> <ul style="list-style-type: none"> Analyze the spatial variations in the production of goods and services with the variations in the demand for goods and services and explain the resulting interdependence (e.g., animal antibiotics produced in Europe and used in Africa, seed corn harvested in Iowa and planted in South America, silicon computer chips made in California installed in computers manufactured in China). Analyze the routes used by container shipping to transport inter-nationally and nationally (e.g., on ships, railways, and semi-trailer trucks). Analyze the advantages and disadvantages of different countries and regions in the production of a commodity (e.g., athletic shoes made in China with low-cost labor versus distance from markets, wireless electronics produced in California because of entrepreneurial capitalism and a skilled workforce versus offshore production of low-cost substitutes). <p>4. Economic systems are dependent on integrated transportation and communication networks</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Identify and describe examples of how people, products, and ideas move using integrated transportation and communication networks, as exemplified by being able to</p> <ul style="list-style-type: none"> Analyze systems for the movement of people and goods (e.g., hub and spoke systems for air travel, US mail, United Parcel Service and FedEx use airplanes, large trucks, and small trucks for global delivery depending on the size and
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	<p>transportation used for specific products and ideas (e.g., barges and trains for bulky heavy items, airplanes for high-cost perishables, pipelines for liquids and gases, telephones or Internet for ideas and information).</p> <ul style="list-style-type: none"> • Describe the different modes of transportation and communication used by students' families in their work and daily lives and construct a graph with the results to analyze which modes are employed most often. • Describe how transportation and communication have changed economic activities by constructing a timeline of technological developments (e.g., opening of the American West with the trans-continental railroad, improved road construction and increases in long-distance trucking, refrigerated trucking resulting in more fresh fruits and vegetables, air cargo increasing the distances goods may be shipped). • Describe the time and distance required by different methods of shipping to transport products globally (e.g., ships are least expensive, slower, and require large cargoes; trains are confined to railway track routes, are relatively fast, and less expensive for long hauls than trucks; trucks have access everywhere there are roadways, are fast for delivery; airplanes are the most expensive and are used to transport goods with high value and small mass/weight; Internet reduces the time and cost of transporting digital goods and information). 	<p>weight of the cargo and its origin and destination).</p> <ul style="list-style-type: none"> • Explain the methods for tracking shipments of commodities and products through different transportation networks locally and globally (e.g., use of GPS-based technologies to track and manage inventory and transport, use of tracking codes available to the customer, barcodes that permit scanning of containers for location, radio frequency identification [RFID] tags and location-based technology systems). • Explain the geographic implications of the Internet for the shopping, purchasing, transporting, delivering, and paying for customer items (e.g., shopping is completed without regard to distance from vendor, shipping costs are dependent on distance and method of conveyance, travel is eliminated for the customer, purchase may be made on a 24-hour schedule and delivered next day to the door).
<p>12 The processes, patterns, and functions of human settlements.</p>	<p>1. People benefit from living in settlements</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Explain the benefits gained by</p>	<p>1. Different types of functions can influence the success or failure of settlements</p> <p><i>Therefore, the student is able to:</i></p>

	<p>living in settlements, as exemplified by being able to</p> <ul style="list-style-type: none"> • Identify and describe the services (e.g., movie theaters, hospitals, religious centers, schools, banks, shopping malls, museums, libraries) available in the student’s town or city and explain why people may view these as benefits to living in the community. • Describe and explain how the number and types of services (e.g., movie theaters, hospitals, religious centers, schools, banks, shopping malls, museums, libraries) differ for small and large settlements. • Describe how different people in the community might value services (e.g., movie theaters, hospitals, religious centers, schools, banks, shopping malls, museums, libraries) differently. <p>2. Settlements occur where locations provide opportunities and therefore advantages</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Explain why some locations are better for settlement than others, as exemplified by being able to</p> <ul style="list-style-type: none"> • Identify and explain the factors that might make a location good for settlement (e.g., flat land for building, access to a river or the sea, resources nearby for building). • Describe and explain the advantages of locations where settlements developed in the United States (e.g., Boston on a natural harbor, New Orleans at the mouth of the Mississippi, Chicago at the intersection of Great Lakes water traffic and the railroads). • Describe the factors that contributed to successful settlement lo-cations (e.g., harbors, resources for housing 	<p>A. Describe the typical functions of settlements and explain how they might influence the success or failure of a settlement, as exemplified by being able to</p> <ul style="list-style-type: none"> • Describe and explain the reasons people may choose to settle in cit-ies (e.g., diverse employment opportunities, educational and cultural opportunities, sports and entertainment venues, health and social services, public transportation alternatives, retail shopping centers). • Describe and explain the reasons why people may choose to move away from cities (e.g., high crime rates, congested traffic, lack of ad-equate health and social services, inadequate education facilities). • Describe the role that the routes of transportation systems (e.g., steam railroad requiring water stations, the Pony Express, overland trails, stagecoach lines) played in the growth or decline of frontier settlements during the late 1800s and early 1900s in the United States. <p>2. A combination of a favorable location and human activities lead to the growth of settlements</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Explain the human activities in favorable locations that attracted people and resulted in the development of settlements, as exemplified by being able to</p> <ul style="list-style-type: none"> • Describe and explain the human activities (e.g., trade, political ad-ministration, transportation, exploiting resources) that led to the development of cities (e.g., Shanghai is a major world port and com-mercial city, Pittsburgh was a transportation and iron and steel cen-ter near large deposits of coal, Singapore is located along one of the world’s
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	<p>and fuel, reliable fresh water supply, nonhostile neighbors, natural defenses, reliable food sources, suitable land for agriculture).</p> <p>3. There are different types of settlements</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Compare and explain the different types of settlements in the local region and the United States, as exemplified by being able to</p> <ul style="list-style-type: none"> Analyze satellite images and compare the patterns of different types of settlements (e.g., rural farmsteads and small towns, urban centers and corridors, suburban, wilderness). Analyze and compare the patterns of settlement of selected US cities (e.g., suburban sprawl of Los Angeles, linear mountain valley town of Aspen, Colorado, riverfront settlement of Charleston, South Carolina, the planned city of Washington, DC). Analyze a map of US population density and describe where the major clusters of settlements are located. <p>4. There are different types of urban land uses</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Analyze the different ways land is used in the community, as exemplified by being able to</p> <ul style="list-style-type: none"> Analyze community maps and satellite images to describe the different ways land is used (e.g., parks and recreation, sports complexes, shopping areas, medical facilities, residential areas, educational institutions, parking lots, industrial parks, airports). 	<p>major ocean transportation corridors).</p> <ul style="list-style-type: none"> Analyze the growth of three major world cities and explain reasons why their locations may have been favorable for human activities resulting in the development of these places. Describe and explain how recent human activities contributed to the development of cities in different locations (e.g., development of electrical energy capacity and air conditioning in southern US cities, irrigation to increase the number of golf courses in resort towns, tax incentives or policies encouraging new business development). <p>3. There are patterns of settlements in regions</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Compare and explain the location, number, and sizes of settlements in regions, as exemplified by being able to</p> <ul style="list-style-type: none"> Analyze maps and satellite images and compare different types of settlement patterns observed across regions (e.g., linear rural settlement along roadways, railways, and rivers; urban centers that spread from a central node; village clusters or rural landscapes; seaport settlements that are interrupted by water, such as a water body or a large river). Explain possible reasons why some locations can support more population in settlements than other locations. Compare the settlement patterns in three different regions of the world and describe the particular patterns (e.g., linear patterns, clustered patterns, dispersed patterns). <p>4. Land uses in urban areas are</p>
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	<ul style="list-style-type: none"> Analyze a community history to describe changes in land use over time (e.g., farms developed into suburbs, factory buildings changed to urban malls, unused train depots transformed to restaurants or art centers). Describe the different land uses along a waterfront in a port or river city (e.g., warehouses or industry, residential, entertainment or recreation, commercial). 	<p>systematically arranged</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Describe and analyze the spatial patterns of land use in cities, as exemplified by being able to</p> <ul style="list-style-type: none"> Analyze a city map and describe the differences in the spatial patterns of the central business district (CBD) versus residential areas (e.g., flowing traffic patterns to facilitate business versus cul-de-sac design in residential areas that restricts traffic). Describe how transportation systems are arranged to provide access to the commercial and industrial areas of a city (e.g., locations and routes of public transit systems, locations and proximity of railroads to power stations and industrial parks). Identify and describe a controversial land-use issue in the community and analyze the advantages and disadvantages of making the change in use (e.g., widening a street for more lanes of traffic, tearing down an old building for a new park, converting green space into a new building complex).
<p>13 How the forces of cooperation and conflict among people influence the division and control of Earth's surface.</p>	<p>1. There are multiple types of territorial divisions used to manage and control Earth's surface</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Explain different types of territorial divisions (e.g., township, city, county, state, and country) and how they are used to manage and control Earth's surface, as exemplified by being able to</p> <ul style="list-style-type: none"> Construct maps based on interviews with local school officials, firefighters, and police officers to show the spatial boundaries of their responsibilities (e.g., school 	<p>1. The types of boundaries used to define territorial division</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Explain the types of boundaries based on physical and human characteristics, as exemplified by being able to</p> <ul style="list-style-type: none"> Describe and explain the use of physical and human characteristics to establish political boundaries (e.g., streets as political boundaries between local units of government, water features as boundaries between countries, watershed divides as boundaries between countries,

	<p>district boundaries, local fire districts, police precinct districts, county jurisdiction for sheriff).</p> <ul style="list-style-type: none"> • Describe the responsibilities of the set of governmental units within which the student lives (e.g., town or city, county, state, and country). • Describe how all continents, with the exception of Antarctica, are divided into nation states. <p>2. The role cooperation has in managing Earth's surface</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Explain how people cooperate in managing and using Earth's surface, as exemplified by being able to</p> <ul style="list-style-type: none"> • Explain how international water boundaries are examples of people cooperating in dividing and using Earth's surface (e.g., 200-mile territorial limit, Great Lakes are divided between Canada and the United States, for river boundaries it is sometimes the center of the water in the river). • Analyze activities in the local community to describe ways in which people solve problems by cooperating (e.g., working in groups to pick up trash along a road, participating in a neighborhood crime-watch group, participating in community house-building projects). • Describe how communities and states cooperate in providing relief efforts during and after natural disasters (e.g., donations of money and food aid, sending medical teams and supplies, construction workers and equipment). <p>3. Conflicts arise when there is disagreement over the division, control, and management of Earth's</p>	<p>boundaries delimited by political agreement such as the 49th parallel between the United States and Canada).</p> <ul style="list-style-type: none"> • Identify and describe examples of disputed borders and explain the reasons for the dispute (e.g., Kashmir border between India and Pakistan, border between Algeria and Morocco, border between El Salvador and Honduras). • Identify and explain the use of defense lines and frontier outposts to control Earth's surface (e.g., China's Great Wall, Hadrian's Wall, Berlin Wall, Maginot Line, Korean Peninsula Demilitarized Zone). • Explain why states in regions of the United States typically have different kinds of boundaries (e.g., the eastern state lines reflect metes and bounds, the Midwest has baselines of latitude and longitude and water boundaries, the use of township and range system in the West). <p>2. Countries and organizations cooperate through treaties, laws, and agreements to manage resources, maintain the environment, and mediate disputes</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Describe and explain examples of cooperation that focus on solving human and environmental issues, as exemplified by being able to</p> <ul style="list-style-type: none"> • Describe and analyze the positive and negative effects of cooperation in controlling territories (e.g., Great Lakes environmental issues are cooperatively managed by the United States and Canada, United Nations [UN] Heritage sites are cooperatively maintained by the UN and host countries, regional planning agencies coordinate local land use policies).
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	<p>surface</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Analyze examples of disagreements over land uses in their community, as exemplified by being able to</p> <ul style="list-style-type: none"> • Identify and describe the reasons for disputes over play space on the playground or lunchroom, analyzing the situation from the perspectives of the key stakeholders. • Identify local land-use issues in which there are disagreements and analyze the perspectives of the key stakeholders (e.g., protection of environmentally sensitive areas, land use for commercial purposes, locating waste disposal sites). • Describe the means by which communities resolve disputes over land-use issues (e.g., decisions by planning commissions, by elected officials, by judges, by community voting). 	<ul style="list-style-type: none"> • Analyze the places where international monitors have maintained borders, keeping conflicting groups apart and maintaining peace (e.g., Cyprus Green Line, Golan Heights, Lebanon-Israel border, North Atlantic Treaty Organization [NATO] in the Balkans in the 1990s). • Describe and analyze the effectiveness of nongovernmental organizations (NGOs) in responding to human issues (e.g., Heifer International providing expertise on hunger mitigation, Doctors Without Borders providing medical assistance to countries, Oxfam providing food relief). <p>3. There are multiple sources of conflict resulting from the division of Earth's surface</p> <p><i>Therefore, the student is able to:</i></p> <p>A. Explain how conflicting territorial claims can erupt over resources, land use, and ethnic and national identities, as exemplified by being able to</p> <ul style="list-style-type: none"> • Explain why countries have overlapping claims for island territories (e.g., the Spratly [claimed by six countries] and Kurile [claimed by two countries] island groups for their resources). • Describe and explain examples of the different types of land-control conflicts that may erupt between and among countries (e.g., conflicts due to natural resources, water sources or access, economic sanctions or embargoes, religious or sacred sites). • Analyze the types of conflicts that can occur over the use of rivers (e.g., US states competing for water from the Colorado River, ongoing conflicts over the Amur River between China
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		and Russia, Jordan and Israel competing for water from the River Jordan).
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