

ECONOMIC RELATED SOLS

2008 SOLs (Includes July 17th 2008 final changes to Curriculum Framework)

Prepared by the Virginia Council on Economic Education

January 2009

World Geography

Economics related SOLs

SOL #	Summary of Language
WG.1d*	<p>The student will use maps, globes, satellite images, photographs, or diagrams to d) create and compare political, physical, and thematic maps;</p> <p>Essential Understandings Identified A map is a visual representation of geographic information.</p> <p>Essential Questions Identified What are ways that maps show information? What are the major types of thematic maps?</p> <p>Essential Knowledge Identified Standard ways that maps show information</p> <ul style="list-style-type: none">• Symbols• Color• Lines• Boundaries• Contours <p>Types of thematic maps</p> <ul style="list-style-type: none">• Population (e.g., distribution and density)• Economic activity• Resource

* In order to focus solely on economic content, we have omitted non-economic content from this SOL

SOL #	Language
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WG.2b	<p>The student will analyze how selected physical and ecological processes shape the Earth's surface by</p> <p>b) describing how humans influence the environment and are influenced by it;</p> <p>Essential Understandings Identified Physical and ecological processes shape the Earth's surface.</p> <p>Humans both influence and are influenced by their environment</p> <p>Essential Questions Identified How have physical and ecological processes shaped the Earth's surface?</p> <p>What are some ways humans influence their environment?</p> <p>How are humans influenced by their environment?</p> <p>Essential Knowledge Identified Physical and ecological processes</p> <ul style="list-style-type: none"> • Earthquakes • Floods • Volcanoes • Erosion • <u>Deposition</u> <p>Human impact on environment <i>Water diversion/management</i></p> <ul style="list-style-type: none"> • Aral Sea • Colorado River • Aswan High Dam • Canals • Reservoirs • Irrigation <p><i>Changing landscapes</i></p> <ul style="list-style-type: none"> • Agricultural terracing (e.g., China, Southeast Asia) • Polders (e.g., Netherlands) • Deforestation (e.g., Nepal, Brazil, Malaysia) • Desertification (e.g., Africa, Asia) <p><i>Environmental changes</i></p> <ul style="list-style-type: none"> • Acid rain (e.g., forests in Germany, Scandinavia, China and Eastern North America) • Pollution (e.g., Mexico City, Chernobyl, oil spills)
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WG.2c	<p>The student will analyze how selected physical and ecological process shape the Earth’s surface by</p> <p>c) explaining how technology affects one’s ability to modify the environment and adapt to it.</p> <p>Essential Understandings Identified Technology has expanded people’s capability to modify and adapt to their physical environment.</p> <p>Essential Question Identified How has the use of technology expanded the capacity of people to modify and adapt to their environment?</p> <p>Essential Knowledge Identified</p> <p>Influence of technology</p> <ul style="list-style-type: none"> • Agriculture (e.g., fertilizers, mechanization) • Energy usage (e.g., fossil fuels, nuclear) • Transportation (e.g., road building, railways) • Automobiles (e.g., parking lots, suburbs) • Airplanes (e.g., airport expansion, noise) <p>Environmental impact on humans</p> <ul style="list-style-type: none"> • Settlement patterns • Housing materials • Agricultural activity • Types of recreation • Transportation patterns
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WG.3a*	<p>The student will apply the concept of a region by a) explaining how characteristics of regions have led to regional labels;</p> <p>Essential Understandings Identified Regions are areas of Earth’s surface which share unifying characteristics.</p> <p>Regions may be defined by physical or cultural characteristics.</p> <p>Regional labels may reflect changes in people’s perceptions.</p> <p>Essential Questions Identified Why do geographers create and use regions as organizing concepts?</p> <p>What are some examples of physical and cultural regions?</p> <p>What are some examples of regional labels that reflect changes in perceptions?</p> <p>Essential Knowledge Identified Regions are used to simplify the world for study and understanding. Cultural regions</p> <p>Regions are used to simplify the world for study and understanding.</p> <p>Physical regions</p> <ul style="list-style-type: none"> • Sahara • Taiga • Rainforest • Great Plains • Low Countries <p>Cultural regions</p> <ul style="list-style-type: none"> • Economic <ul style="list-style-type: none"> - Wheat Belts - European Union (EU) • Political <ul style="list-style-type: none"> - North Atlantic Treaty Organization (NATO) - African Union (AU)
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WG.3b	<p>The student will apply the concept of a region by b) explaining how regional landscapes reflect <u>the physical environment and the characteristics of their inhabitants.</u></p> <p>Essential Understandings Identified <u>Regional landscapes are influenced by climate and underlying geology.</u></p> <p><u>Regional landscapes are influenced by the cultural, economic, and political characteristics of their inhabitants.</u></p> <p>Essential Questions Identified How do regional landscapes reflect cultural characteristics of their inhabitants?</p> <p><u>How does the appearance of the landscape reflect the physical environment?</u></p> <p><u>How does the appearance of the landscape reflect the characteristics of the inhabitants?</u></p> <p>Essential Knowledge Identified <u>Physical characteristics</u></p> <ul style="list-style-type: none"> • <u>Climate affects types of natural vegetation.</u> • <u>Landforms affect transportation, population distribution, and the locations of cities.</u> <p><u>Cultural characteristics</u></p> <ul style="list-style-type: none"> • Architectural structures <ul style="list-style-type: none"> - Religious buildings (e.g., mosques, churches, synagogues, temples, pagodas) - Dwellings (e.g., tiled roofs in Mediterranean, chalets in Switzerland, thatched roofs in Pacific Islands, tents and yurts in Central and Southwest Asia, castles in Europe) • Statues and monuments of local, national, or global significance <ul style="list-style-type: none"> - Taj Mahal (India) - Kaaba (Mecca) - Western Wall (Jerusalem) - Dome of the Rock (Jerusalem) - Church of the Holy Sepulcher (Jerusalem) - Pyramids (Egypt) - Kremlin (Moscow) - Eiffel Tower (Paris) - Virginia State Capitol Building - Washington Monument - White House
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	<ul style="list-style-type: none"> - Lincoln Memorial - Statue of Liberty
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WG.4*	<p>The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.</p> <p>Essential Understandings Identified</p> <p>The development of a region is influenced by many factors, including physical, economic and cultural characteristics.</p> <p>The interaction of humans with their environment affects the development of a region.</p> <p>Different criteria may be used to determine a country's relative importance.</p> <p>Elements of the physical environment, such as major bodies of water and mountains, influence the economic and cultural characteristics of regions.</p> <p>Essential Questions Identified</p> <p>In what ways do physical, economic, and cultural characteristics influence regional development?</p> <p>What are some ways that human interaction with the environment affects the development of a region?</p> <p>What are some criteria that may be used to determine a country's relative importance?</p> <p>What impact do elements of the physical environment, such as major bodies of water and mountains, have on countries?</p> <p>Essential Knowledge Identified</p> <p>See attached charts for specific information concerning physical, economic, and cultural characteristics</p> <p>Human interaction with environment</p> <ul style="list-style-type: none"> • Deforestation - Amazon Basin, Nepal, Malaysia • Acid rain - Black Forest • Decreased soil fertility - Aswan High Dam
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Criteria for determining relative importance

- GDP (Gross Domestic Product)
- Land size
- Population size
- Resources

Impact of physical elements

Example: Water

- Rio Grande - Boundary
- Ob River - Flows northward into Arctic Ocean
- Zambezi River - Water power
- Ganges and Brahmaputra rivers - Flood hazard

Example: Mountains

- Rocky Mountains - Create rain shadows on leeward slopes

Himalayas - Block moisture to create steppes and deserts in Central Asia

Economic Characteristics*

Latin America and the Caribbean

- Diverse economies
- Subsistence farming
- Plantation agriculture
- Slash and burn agriculture
- Cash crops and food crops
- Haciendas
- Cattle ranges, gauchos
- Deforestation
- Destruction of rainforests
- Oil resources, Ecuador, Venezuela, and Mexico
- Heavy smog, pollution—Mexico City
- Disparity of income distribution
- North American Free Trade Agreement (NAFTA) - Mexico, Canada, United States.
- Diverse mineral resources (e.g., copper in Chile, iron ore in Venezuela and Brazil)

Europe

- Mountain regions - Tourism, recreation, and mineral resources
- Areas threatened by air and water pollution
 - Forests (Black Forest)
 - Cities (Venice)
 - Rivers (Rhine, Danube, Seine)

- Development of industrial and transportation centers near mineral deposits, coal and iron ore
 - Ruhr valley
 - Po valley
- Rivers and canals serving as major transportation links
- Oil reserves in the North Sea
- Well-educated work force - Industrial and technological societies, banking in Switzerland
- Advanced farming techniques, high crop yields, fertile soils, black earth (*chernozem*)
- Well-developed infrastructure
- The Chunnel
- Differences in Western and Eastern European industrial development due to differing economic systems in prior years
- European Union
- Trade important, especially to island nations; interdependence
- Large role of government in some economies (Sweden and Denmark).
- Replacement of communism with capitalism in Eastern Europe
- Reclaimed land - Polders in Netherlands
- Demographics typical of developed economies
 - High per capita GDP
 - High life expectancy
 - Low population growth rate
 - Low infant mortality
 - Low percentage of population under age 15
 - High literacy rate

United States and Canada

- Major exporters of technology, consumer goods, information systems, and foodstuff
- Highly developed infrastructures
- Highly diversified economies
- Rich supply of mineral, energy, and forest resources
- North American Free Trade Agreement (NAFTA)
- Multinational corporations
- Center of world financial markets (New York Stock Exchange)
- Sustained economic growth
- Widening gap between rich and poor
- Export of U.S. culture via the global marketplace (e.g., McDonald's, Coca-Cola, music, blue jeans)

North Africa and Southwest Asia (Middle East)

- Heavy reliance on primary economic activity (oil drilling, agriculture, pastoralism)
- Major producers of world's oil
- Oil revenues - Positive and negative effects
- Water - The region's most precious resource
- Great variation in standard of living - Ranging from relatively high to poverty-stricken
- Regional conflicts, political unrest that affects tourism
- Aswan High Dam - Positive and negative effects
- Suez Canal - Enhanced shipping routes in the region
- Guest workers
- Trade important to region from earliest time
- Wide range of per capita income and levels of development
- Contemporary trade routes (sea lanes)
- Organization of Petroleum Exporting Countries (OPEC)

Sub-Saharan Africa

- Large percentage of population engaged in agriculture (primary activity)
- Subsistence agriculture
- Nomadic herding
- Slash and burn agriculture
- Plantation agriculture
- Cash crops and food crops
- Poorly developed infrastructure
- Large number of landlocked states
- Substantial mineral wealth (diamonds, gold, alloys)
- Major exporters of raw materials
- Wide range of per capita income
- Productivity that lags behind population growth
- Desertification
- Demographics typical of developing economies
 - Low per capita GDP
 - Low life expectancy
 - High population growth rate
 - High infant mortality
 - Large percentage of population under age 15
 - Low literacy rates

Russia and Central Asia

- Transition from communist to free market economies
- Farming and industry concentrated in the Fertile Triangle region, rich, *chernozem* soils (wheat farming)
- Infrastructure - Trans-Siberian Railroad, systems of rivers and canals and railroads
- Energy resources - Hydroelectric power, oil and natural gas
- Russian natural resources not fully developed due to climate, limited transportation links, and vastness of the country
- Foreign competition for investment in the region (oil pipelines)
- Widespread pollution
- Shrinking of the Aral Sea
- Political and economic difficulties after the breakup of the Soviet Union
- Cotton production in Central Asia

South, Southeast, and East Asia

- Varied economies in the region ranging from subsistence/commercial agriculture to high-tech industrial manufacturing
- Participation in global markets
- Newly industrialized countries—South Korea, Taiwan, Singapore
- Japan - Economic leader
- China in transition from a centrally planned economy
- Agricultural advancements and technology, enabling greater food production - “Green Revolution”
- Environmental degradation
- Deforestation
- Fishing
- ASEAN (Association of Southeast Asian Nations)
- Rice, tropical crops

Australia, Pacific Islands, and Antarctica

- Air and water travel that bring goods and services to remote areas
- Dry areas of Australia well suited to cattle and sheep ranching
- Upset of environmental balance, caused by the introduction of non-native plants and animals
- Ranching, mining (primary activities)
- Communication and financial services (tertiary activities)

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WG.5	<p>The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.</p> <p>Essential Understandings Identified Population distribution is described according to location and density.</p> <p>Characteristics of human populations differ over time and from region to region.</p> <p>Population growth rates are influenced by human, environmental, economic, and political factors.</p> <p>Essential Questions Identified What human, environmental, economic, and political factors influence population distribution?</p> <p>What are some characteristics of human populations?</p> <p>How do human, environmental, economic, and political factors influence population growth rates?</p> <p>Essential Knowledge Identified</p> <p>Factors that influence population distribution</p> <ul style="list-style-type: none"> • Natural resources (oil, arable land, water) • Climate (hot/cold; wet/dry) • Economic development • Government policy • Rural/urban settlement • Capital resources (transportation, technology) • Conflicts (refugees) <p>Characteristics of human populations</p> <ul style="list-style-type: none"> • Birth and death rates (war, disease, migration) • Age distribution • Male/female distribution • Life expectancy • Infant mortality • Urban/rural • GDP • Ethnicity • Language • Religion
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	<ul style="list-style-type: none"> • Education <p>Factors that influence growth rates</p> <ul style="list-style-type: none"> • Modern medicine and hygiene • Education • Industrialization and urbanization • Economic development • Government policy • Role of women in society
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WG.6	<p>The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.</p> <p>Essential Understandings Identified Migrations occur because of social, political, and environmental factors.</p> <p>Migrations have influenced cultural landscapes.</p> <p>Modern transportation and communication are encouraging higher levels of cultural interaction worldwide.</p> <p>Essential Questions Identified How have social, economic, political, and environmental factors influenced migration?</p> <p>Essential Knowledge Identified</p> <p>Push factors</p> <ul style="list-style-type: none"> • Overpopulation • Religious persecution • Lack of job opportunities • Agricultural decline • Conflict • Political persecution • Natural hazards - Droughts, floods, famines, volcanic eruptions • Limits on personal freedom • Environmental degradation <p>Pull factors</p> <ul style="list-style-type: none"> • Religion • Economic opportunity • Land availability
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- Political freedom
- Ethnic and family ties
- Arable land

Impact of migrations on regions

- Language
- Religion and religious freedom
- Customs/traditions
- Cultural landscape

Evidence of cultural interaction

- Diffusion of U.S. culture to other regions
- Popularization of other cultures' traditions in the United States

WG.7a	<p>The student will identify <u>types of</u> natural, human, and capital resources and explain their significance by</p> <p>a) showing patterns of economic activity and land use. a) <u>showing their influence on patterns of economic activity and land use:</u></p> <p>Essential Understandings Identified Natural substances become resources if and when they become useful to humans.</p> <p>The value of resources has changed over time.</p> <p>Natural, human, and capital resources influence human activity in regions.</p> <p>Economic activity can be classified as primary, secondary, or tertiary.</p> <p>Resources are not distributed equally.</p> <p>The location of resources influences economic activity and patterns of land use.</p> <p>Essential Questions Identified How do human needs and availability of technology affect the value of natural resources?</p> <p>How has the value of resources changed over time?</p> <p>How do natural, human, and capital resources determine <u>influence patterns of economic activity and land use</u> in regions?</p> <p>What are some examples of primary, secondary, and tertiary economic activities?</p> <p>Essential Knowledge Identified Use of energy resources and technology (as it has changed over time)</p> <ul style="list-style-type: none"> • Wood (deforestation) • Coal (pollution, mining problems, competition with oil and gas) • Petroleum (transportation, environmental considerations) • Nuclear (contamination/waste) • Solar, wind (cost, aesthetics) <p>Natural resources</p> <ul style="list-style-type: none"> • Renewable - Soil, water, forests • Nonrenewable - Fossil fuels (oil, coal, natural gas) and metals (gold, iron, copper, bauxite)
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Human resources

- Level of education
- Skilled and unskilled laborers
- Entrepreneurial and managerial abilities

Capital resources

- Availability of money for investment
- Level of infrastructure
- Availability and use of tools, machines, and technologies

Levels of economic activity

- Primary - Dealing directly with resources (fishing, farming, forestry, mining)
- Secondary - Manufacturing and processing (steel mills, automobile assembly, sawmills)
- Tertiary - Services (transportation, retail trade, informational technology services)

Effects of unequal distribution of resources

- Interdependence of nations/trade in goods, services, and capital resources
- Uneven economic development
- Energy producers and consumers
- Imperialism
- Conflict over control of resources

Patterns of land use

- ~~Proximity of economic activity and natural resources: coal, steel; grain, cattle; fishing, ocean; hydro electric power, aluminum smelting~~
- ~~Non-proximity of resources to economic activity: Japan—Limited natural resources, major manufacturing region; United Arab Emirates (UAE)—Oil, lack of industry~~
- Economic activities that require extensive areas of land (e.g., agriculture) v. those that require a limited area (e.g., manufacturing)
- Land uses that are compatible with each other (open space and residential) vs. land uses that are not compatible (e.g., landfills and residential)

WG.7b	<p>The student will identify <u>types of</u> natural, human, and capital resources and explain their significance by</p> <p>b) evaluating perspectives and consequences regarding the use of resources.</p> <p>Essential Understandings Identified The use of a resource depends on a nation's culture, values, access to technology, and governmental priorities as they change over time.</p> <p>Essential Questions Identified How and why do different cultures develop different perspectives on the use of resources?</p> <p>What are some costs and benefits in the use of resources?</p> <p>Essential Knowledge Identified Social and economic priorities that influence a culture's perspective on resources</p> <ul style="list-style-type: none"> • Economic development priorities • Environmental conservation priorities • Priorities of indigenous minorities <p>Examples of technologies that have created demand for particular resources</p> <ul style="list-style-type: none"> • Steam engine - and for coal • Internal combustion engine (cars and trucks) - and for gasoline (petroleum) • Computer chips - and for skilled labor <p>Costs</p> <ul style="list-style-type: none"> • Resource depletion • Environmental degradation • Health problems <p>Benefits</p> <ul style="list-style-type: none"> • Production of goods and services • Employment opportunities • Development of technologies
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WG.8	<p>The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.</p> <p>Essential Understandings Identified Levels of economic development vary from country to country and from place to place within countries.</p> <p>Many criteria are used to assess the standard of living and quality of life.</p> <p>Resources and technology influence economic development and quality of life.</p> <p>Essential Questions Identified How and why does economic development vary from one part of the world to another?</p> <p>What factors influence the standards of living and quality of life?</p> <p>How do resources and technology influence economic development and quality of life?</p> <p>Essential Knowledge Identified Differences between developed and developing nations</p> <ul style="list-style-type: none"> • Access to natural resources • Access to capital resources (investment in technology and infrastructure) • Numbers and skills of human resources • Levels of economic development • Standards of living and quality of life • Relationships between economic development and quality of life <p>Indicators of economic development</p> <ul style="list-style-type: none"> • Urban/rural ratio • Labor force characteristics (primary, secondary, tertiary sectors) • GDP per capita • Educational achievement <p>Indicators of standards of living and quality of life</p> <ul style="list-style-type: none"> • Population growth rate (natural increase) • Population age distribution • Literacy rate • Life expectancy • Infant mortality • Percentage of urban population
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WG.9a	<p>The student will analyze the global patterns and networks of economic interdependence by</p> <p>b) explaining comparative advantage and its relationship to international trade.</p> <p>a) <u>identifying criteria factors, including comparative advantage, that influence economic activities and trade;</u></p> <p>Essential Understandings Identified Resources are not equally distributed.</p> <p>Economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services.</p> <p>No country has all the resources it needs to survive and grow.</p> <p>Resources are not distributed equally.</p> <p>No country has all the resources it needs to survive and grow.</p> <p>Nations participate in those economic activities compatible with their human, natural, and capital resources.</p> <p>International trade fosters inter-dependence.</p> <p>Essential Question Identified What are some <u>factors</u> that influence economic activities <u>and trade</u>?</p> <p>What is comparative advantage?</p> <p>What are the effects of unequal distribution of resources?</p> <p>How do nations use their resources to engage in economic activities <u>and trade</u>?</p> <p>Why do countries engage in trade?</p> <p>What is the relationship between comparative advantage and international trade?</p>
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Essential Knowledge Identified**Terms to know**

- Comparative advantage: Countries will export goods and services that they can produce at lower relative costs than other countries.

Effects of unequal distribution of resources

- Specialization in goods and services that a country can market for profit
- Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably)

Some countries' use of resources

- Japan - Highly industrial nation despite limited natural resources
- Russia - Numerous resources, many of which are not economically profitable to develop
- United States - Diversified economy, abundant natural resources, specialized industries
- Côte d'Ivoire - Limited natural resources, cash crops in exchange for manufactured goods
- Switzerland - Limited natural resources, production of services on a global scale

Reasons why countries engage in trade

- To import goods and services that they need
- To export goods and services that they can market for profit

Effects of comparative advantage on international trade

- Enables nations to produce goods and services that they can market for profit
- Influences development of industries (e.g., steel, aircraft, automobile, clothing)
- Supports specialization and efficient use of human resources

WG.9b	<p>The student will analyze the global patterns and networks of economic interdependence by e) b)describing ways that economic and social interactions have changed over time;</p> <p>Essential Understandings Identified Economic, social, and therefore spatial relationships change over time.</p> <p>Improvements in transportation and communication have promoted globalization.</p> <p>Essential Questions Identified How have economic and social interactions changed over time?</p> <p>How do spatial patterns reflect economic and social change over time?</p> <p>How have improvements in transportation and communication promoted globalization?</p> <p>Essential Knowledge Identified Changes over time</p> <ul style="list-style-type: none"> • Industrial labor systems (e.g., cottage industry, factory, office, telecommunications) • Migration from rural to urban areas • Industrialized countries export labor-intensive work to developing nations • Growth of trade alliances • Growth of service (tertiary) industries • Growth of financial services networks and international banks • Internationalization of product assembly (e.g., vehicles, electronic equipment) • Technology that allows instant communication among people in different countries • Modern transportation networks that allow rapid and efficient exchange of goods and materials (e.g., Federal Express, United Parcel Service, U. S. Postal Service) • Widespread marketing of products (e.g., Fuji film, Nike, United Colors of Benetton)
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WG.9c	<p>The student will analyze the global patterns and networks of economic interdependence by d c) <u>mapping</u>, describing, and evaluating the formation of economic unions.</p> <p>Essential Understandings Identified As a global society, the world is increasingly interdependent.</p> <p>Economic interdependence fosters the formation of economic unions.</p> <p>Essential Questions Identified <u>What are some ways that global patterns and networks of economic interdependence can be depicted on maps?</u></p> <p>What are some examples of economic unions?</p> <p>What are the advantages and disadvantages of economic unions?</p> <p>Essential Knowledge Identified <u>Economic interdependence can be depicted through trade, resource, or transportation maps.</u></p> <p>Examples of economic unions</p> <ul style="list-style-type: none"> • EU - European Union • NAFTA - North American Free Trade Agreement • ASEAN - Association of Southeast Asian Nations • OPEC - Organization of Petroleum Exporting Countries <p>Advantages of economic unions</p> <ul style="list-style-type: none"> • More efficient industries • Access to larger markets • Access to natural, human, and capital resources without restrictions • Greater influence on world market <p>Disadvantages of economic unions</p> <ul style="list-style-type: none"> • Closing of some industries • Concentration of some industries in certain countries, leaving peripheral areas behind • Agribusiness replacing family farms • Difficulty in agreeing on common economic policies
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WG.10a*	<p>The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth’s surface by</p> <p>a) explaining and analyzing reasons for the different spatial divisions at the local and regional levels <u>creation of different political divisions;</u></p> <p>Essential Understandings Identified Divisions are regions of the Earth’s surface over which groups of people establish social, economic, and political control.</p> <p>Essential Knowledge Identified</p> <p>Reasons for conflict</p> <ul style="list-style-type: none"> • Boundary disputes • Cultural differences • Economic differences • Competition for scarce resources • Political advantages (e.g., gerrymandering) <p>Reasons for cooperation</p> <ul style="list-style-type: none"> • Natural disasters • Economic advantages (attract new businesses) • Cultural similarities, ethnic neighborhoods • Addressing regional issues (e.g., waste management, magnet schools, transportation)
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WG.10b*	<p>The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth’s surface by</p> <p>b) explaining and analyzing reasons for the different spatial divisions at the national and international levels;</p> <p>e) <u>b) analyzing ways cooperation occurs among political jurisdictions is used</u> to solve problems and settle disputes;</p> <p>Essential Understanding Identified Divisions are regions of the Earth’s surface over which groups of people establish social, economic, and political control.</p> <p>Essential Knowledge Identified Reasons for <u>spatial political</u> divisions</p> <ul style="list-style-type: none"> • Differences in culture, language, religion • Retention of historical boundaries • Imperial conquest and control • Economic similarities and differences <p>Reasons for conflict</p> <ul style="list-style-type: none"> • Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies) <p>Examples of cooperation</p> <ul style="list-style-type: none"> • Economic alliances - e.g., Law of Sea, China and United States, multinational corporations, North American Free Trade Agreement (NAFTA), Organization of Petroleum Exporting Countries (OPEC)
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WG.11a*	<p>The student will analyze the patterns of urban development by</p> <p>a) applying the concepts of site and situation to major cities in each region;</p> <p>Essential Knowledge Identified Situation is another name for relative location - the location of a city with respect to other geographic features, regions, resources, and transport routes</p>
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WG.11b*	<p>The student will analyze the patterns of urban development by</p> <p>b) explaining how the functions of towns and cities have changed over time;</p> <p>Essential Knowledge Identified</p> <p>Functions of towns and cities</p> <ul style="list-style-type: none"> • Trade centers (local and long distance) <p>Examples of changes in cities' functions over time</p> <ul style="list-style-type: none"> • New York City - Changes in trade patterns, coastal and transatlantic trade, trade from Great Lakes via Erie Canal, worldwide trade and finances • Mining towns, "ghost" towns - Resource depletion, changes in the environment
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** In order to focus solely on economic content, we have omitted non-economic content from this SOL.

WG.11c	<p>The student will analyze the patterns of urban development by c) describing the unique influence of urban areas and some challenges they face;</p> <p>Essential Understandings Identified Urban populations exercise a powerful influence in shaping the world’s cultural, political, and economic ideas and systems.</p> <p>Urban development may lead to problems related to human mobility, social structure, and the environment.</p> <p>Essential Questions Identified How do urban areas influence the world’s cultural, political, and economic ideas and systems? What are some urban problems that may occur as a result of development?</p> <p>Essential Knowledge Identified Influences of urban areas on their regions and countries</p> <ul style="list-style-type: none"> • Nation-building (monuments, symbols) • Transportation/communication hubs • Magnets for migration • Seed beds of new ideas and technologies • Diversity, leading to creativity in the arts • Universities, educational opportunities • Corporate headquarters/regional offices • Media centers (news, entertainment) <p>Problems associated with growth of urban areas</p> <ul style="list-style-type: none"> • Transportation problems emerge, especially as automobile travel increases. • Rich and poor neighborhoods exist in different areas isolated from one another • Providing essential services (fresh water, sewage, disposal, electricity, schools, clinics) becomes a problem <u>with rapid immigration to cities in Latin America, Africa and Asia.</u> • Air, water, and noise pollution increase. • Sprawl results in conversion of agricultural land to urban uses, especially in North America. • Rapid immigration results in “shantytowns” on the edges of cities in Latin America, Africa, and Asia. • In developing countries, major cities are more connected to regions outside the country than to regions within the country.
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