

MORENO VALLEY HIGH SCHOOL AP WORLD HISTORY CURRICULUM

Course Title: Advanced Placement World History Course Number: 2755

Department: Social Studies ADS Number: 2755

Prerequisites: None. Recommend: Introduction to Seminar and English 9

Length of Course: Year long Credit/PRI Area: .5 credit per semester Grade Level(s): 10-12

Important Notes: Students in this course must take the AP Exams in May to receive grading on the 5-point grade scale. This course may not be offered every year. To offer the course, at least ten students must sign up for the class. This may be taken as an academic elective course.

COURSE DESCRIPTION

The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, through the interaction of different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course emphasizes the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The knowledge base covered includes prehistory through the present day using a thematic methodology. Skills emphasized include: critical reading, note taking, testing skills, analytical writing, and seminar. This is a college-level course that demands strong student responsibility in studying, and homework.

SYLLABUS

1. Units of Study:

- *Foundations:* 8000 BCE to 600 ACE. Geographic influence on the formation of cultures, prehistoric cultures and the Neolithic Revolution, Early Civilizations, Classical Civilizations, Belief Systems
- *World Cultures Maturing:* 600 to 1450 ACE. Rise of the Islamic World, Interregional networks and contacts, China's expansion, European Restructuring, and Patterns in the Amerindian World.
- *World Cultures Interacting:* 1450 to 1750 ACE. Imperialism, Intellectual Developments, Slave Systems, Demographic and environmental changes, Changes in trade, technology and global interactions, New World.
- *World Cultures in the Modern Era:* 1750 to 1914 ACE. Revolutions, Industrialization, Imperialism and Nationalism, Rise of Western dominance.
- *The Twentieth Century and Contemporary World Cultures:* 1914 to Present. Wars, Globalization, New Nationalism, Demographic Changes, African Nationalism, Clashes of Ideology.
- *Present Day Problems:* Israel, Oil, Terrorism, European Union, Global Warming, Pandemics, Nuclear Weapons, China's Power, etc.
- *Current Events.*

2. Skills:

- Critical Thinking Journals: opinion writing, clarifying thought, and questions on content
- Critical Reading: reading for understanding, fact versus opinion, the important question, vocabulary
- Writing: Note taking methods, Essays: change over time, cause and effect, problems and solutions, persuasive; research on current issues; analysis of sources

- Working in groups: leadership, participation, and group dynamics.
- Test taking skills: preparation, various study methods, after the test evaluations, multiple choice tests, writing rubrics
- Oral participation: discussion, coaching, seminar, verbal analysis, research presentations
- Use of resources: textbooks, atlases, almanacs, encyclopedias, newspapers, readings, verbal presentations, online research skills

STRATEGIES

Didactic: Guided discussion, lecture, research, newspapers, and history articles

Intellectual Coaching: Timelines, diagrams, charts, maps, small group projects and problem solving, individual research, oral presentations notebooks/journals, writing conferences, writings.

Seminar: Critical reading, conflicting viewpoints in writings, coaching, seminar behaviors

ASSESSMENTS

Writing: Essays: compare and contrast, document based writing, change over time, research speech outlines, critical thinking journals.

Oral: Guided Discussion, groups participation, research presentations, seminar

Tests: AP test format: 70 multiple choice and three essays.

Class work/Homework: completeness, correctness.

Other: Diagrams/charts, posters, use of: textbooks, atlases, almanacs, and online research, newsmagazines, newspapers.

SUGGESTED TEXTBOOKS AND INSTRUCTIONAL MATERIALS

World History: Connections to Today by Elisabeth Gaynor Ellis and Anthony Esler

World History: Patterns of Interaction by Roger B. Beck, et al.

The Earth and Its Peoples: A Global History by Richard W. Bulliet, et al.

Barron's How to prepare for the APP World History Advanced Placement Examination by John McCannon

Collegeboard's Advanced Placement Program Professional Development for World History

Sources of the Western Tradition: Volumes 1 and 2 by Marvin Perry, Joseph R. Peden, and Theodore H. Von Laue

Legacy of the West: Readings in the History of Western Civilizations Volume 1 and 2 by David B. Mock

World Traditions in the Humanities by Nexttext Anthology

Guns, Germs, and Steel by Jared Diamond

Lies My Teacher Told Me by James Loewen

SUGGESTED TITLES/AUTHORS WEB SITES

Various current event sites:

www.cspan.org

www.cnn.com

www.npr.org

www.cbsnews.com

www.msnbc.com

www.nytimes.com

www.washingtonpost.com

www.abcnews.go.com

www.foxnews.com

Research sites:

www.wikipedia.com
www.historymatters.gmu.edu
www.gilderlehrman.org
www.gwu.edu/~nsarchiv/

SEMINAR PIECES OR USE

Seminar is used at least one per unit the entire year.

Typical primary source pieces might include: Social Darwinism, Rights of Man, Kellogg-Briand Pact, Writings by Ghandi, U.N.'s Declaration of Human Rights, bin Laden's "Letter to America", or writings by Locke, Hobbs, Rousseau.

Others may be opinion pieces such as:

"The Global Village Finally Arrives" by Pico Iyer

"The Worst Mistake in the History of Mankind" by Jared Diamond

"Ten Thousand Years of Solitude" by Jared Diamon

"Stone Age Cavemen of Mindanao" by Kenneth MacLeish

"It's Time to Talk to the World" by Fareed Zakaria

"Just and Unjust War" by Howard Zinn

"History Lessons Lack Balanced Viewpoint" by David Boaz

STRAND I: HISTORY

CONTENT STANDARD 1: STUDENTS ARE ABLE TO IDENTIFY IMPORTANT PEOPLE AND EVENTS IN ORDER TO ANALYZE SIGNIFICANT PATTERNS, RELATIONSHIPS, THEMES, IDEAS, BELIEFS, AND TURNING POINTS IN NEW MEXICO, UNITED STATES, AND WORLD HISTORY IN ORDER TO UNDERSTAND THE COMPLEXITY OF THE HUMAN EXPERIENCE.

A. BENCHMARK: *New Mexico: Analyze how people and events of New Mexico have influenced United States and world history since statehood.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> 1. Compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures. 2. Analyze the geographic, economic, social, and political factors of New Mexico that impacted United States and world history, to include: <ul style="list-style-type: none"> • land grant and treaty issues unresolved to present day and continuing to impact relations between and among citizens at the state, tribal, and federal government levels • role of water issues as they relate to development of industry, population growth, historical issues, and current acequia systems/water organizations urban development • role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects) • unique role of New Mexico in the 21st century as a "Minority Majority" state. 3. Analyze the role and impact of New Mexico and New Mexicans in World War II (e.g., Native Code Talkers, New Mexico National Guard, internment camps, Manhattan Project, Bataan Death March). 4. Analyze the impact of the arts, sciences, and technology of New Mexico since World War II (e.g., artists, cultural artifacts, nuclear weapons, the arms race, technological advances, scientific developments, high tech industries, federal laboratories). 5. Explain how New Mexico history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include: <ul style="list-style-type: none"> • analyze perspectives that have shaped the structures of historical knowledge • describe ways historians study the past • explain connections made between the past and the present and their impact. 	<ol style="list-style-type: none"> 1. Students will gather information from many sources and compare the clash of culture between the U.S. government and the Amerindians with the clash of cultures in the reading "Ten Thousand Years of Solitude". Students will write a paper on similarities and differences. 2. Students will compare the idea of minorities in New Mexico with minorities in a third world nation. Students will do a ven diagram comparing similarities and differences in economic status, political power, social rights and treatment. 3. Students will gather information and compare the internment camps in New Mexico with the refugee camps in Lebanon. Students will present their information in an illustrated timeline. 4. In preparation for a mock UN Security council, students will study the development and spread of nuclear weapons by creating a diagram of origins, improvements, present day. 5. In the unit on the Old World establishing control over the New World, New Mexico Amerindian History could be used as an example. Students would create a before and after scenario to share with the class.

STRAND I: HISTORY

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C. BENCHMARK: *World: Analyze and interpret the major eras and important turning points in world history from the Age of Enlightenment to the present to develop an understanding of the complexity of the human experience.*

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<p>1. Describe and explain how the Renaissance and Reformation influenced education, art, religion, and government in Europe, to include:</p> <ul style="list-style-type: none"> • development of Renaissance artistic and literary traditions (e.g., Michelangelo, Leonardo da Vinci, Shakespeare) • development of Protestantism (e.g., Martin Luther, John Calvin) • religious conflict and persecutions (e.g., Spanish Inquisition). <p>2. Analyze and evaluate the actions of competing European nations for colonies around the world and the impact on indigenous populations.</p> <p>3. Explain and analyze revolutions (e.g., democratic, scientific, technological, social) as they evolved throughout the Enlightenment and their enduring effects on political, economic, and cultural institutions, to include:</p> <ul style="list-style-type: none"> • Copernican view of the universe and Newton's natural laws • tension and cooperation between religion and new scientific discoveries • impact of Galileo's ideas and the introduction of the scientific method as a means of understanding the universe • events and ideas that led to parliamentary government (English Civil War, Glorious Revolution) • Enlightenment philosophies used to support events leading to American and French Revolutions • Napoleonic Era (e.g., codification of law) • Latin America's wars of independence. <p>4. Analyze the pattern of historical change as evidenced by the Industrial Revolution, to include:</p> <ul style="list-style-type: none"> • conditions that promoted industrialization • how scientific and technological innovations brought about change • impact of population changes (e.g., population growth, rural-to-urban migrations, growth of industrial cities, emigration out of Europe) • evolution of work/business and the role of labor (e.g., the demise of slavery, division of labor, union movement, impact of immigration) 	<p>1. Students would gather information and create three annotated and illustrated timelines on the Renaissance, the Reformation, and the Enlightenment. Included on these would be important people and events of the time. Students, using their time lines would seminar on the question: "Which had the most influence on the present day: the Renaissance, the Reformation, or the Enlightenment?"</p> <p>2. Students would select one nation who colonized and prepare a 10 minute presentation with outline and audio visuals to present to the class. Included in the outline/presentation should be: Reasons for colonization, Characteristics of their colonization, Where they colonized, and What/When/Why did the colonization end?</p> <p>3. Students would be presented with the elements of revolutions. They would then use those elements to analyze one of the national revolutions: American, France, Haiti, Russian, Chinese, Boor War, Cuban, South American. They would then be able to write an essay on the successes and failures of their particular revolution.</p> <p>4. Working in groups, students would gather information on the Industrial Revolution to be able to produce a diagram on causes, inventions, and impact on population, labor, ideologies. Using this diagram, students would seminar on the question: "Was the Industrial Revolution more detrimental or beneficial to the most amount of people?" The concept of short term vs. long term should be introduced here.</p>

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	<ul style="list-style-type: none"> • political and economic theories of capitalism and socialism (e.g., Adam Smith, Karl Marx) • status and roles of women and minorities. <p>5. Analyze and evaluate the impact of 19th century imperialism from varied perspectives, to include:</p> <ul style="list-style-type: none"> • clash of cultures • British Empire expands around the world • nationalism (e.g., competition and conflict between European nations for raw materials and markets, acquisition of colonies in Africa and Asia, impact on indigenous populations). <p>6. Describe and analyze the geographic, political, economic, religious, and social structures of the civilizations of East Asia.</p> <p>7. Analyze and evaluate the causes, events, and effects of World War I, to include:</p> <ul style="list-style-type: none"> • rise of nationalism (e.g., unification of Germany, Otto Von Bismarck's leadership) • rise of ethnic and ideological conflicts (e.g., the Balkans, Austria-Hungary, decline of the Ottoman Empire) • major turning points and the importance of geographic, military, and political factors in decisions and outcomes • human costs of the mechanization of war (e.g., machine-gun, airplane, poison gas, submarine, trench warfare, tanks) • effects of loss of human potential through devastation of populations and their successive generations • effects of the Russian Revolution and the implementation of communist rule. <p>8. Analyze and evaluate the causes, events, and impacts of World War II from various perspectives, to include:</p> <ul style="list-style-type: none"> • failures and successes of the Treaty of Versailles and the League of Nations • rise of totalitarianism (e.g., Nazi Germany's policies of European domination, Holocaust) • political, diplomatic, and military leadership (e.g., Winston Churchill, Joseph Stalin, Franklin Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Francisco Franco) • principal theaters of battle, major turning points, and geographic factors in military decisions and outcomes (e.g., Pearl Harbor, "island hopping," D-Day invasion, Stalingrad, atomic bombs dropped on Japan). <p>9. Analyze and evaluate international developments following World War II, the</p>	<p>5. Students would produce maps showing the flow of trade during the 19th Century imperialism. The maps should indicate the goods or resources being traded plus the producing nations and the purchasing nations. Students should summarize their findings in three paragraphs.</p> <p>6. Working in groups, students would gather information and compare the civilizations of Korea, China, and Japan between 1850 to 1935. They should present their findings in a poster that has a timeline of political events, political system, economic system, social system, geographic advantages and disadvantages. This would be presented to the class. The class would seminar on the question: "Why was Japan more powerful than Korea and China in 1935?"</p> <p>7. Students will create a diagram of World War I that includes: causes, seven main events, technology of war, who is involved and why, effects both short and long term. Using this diagram, students should be able to write a short essay on: "Who was most harmed by this war? Who benefited the most from this war?"</p> <p>8. Students will choose two leaders, one from the allies and one from the axis. They will then draw an outline figure of both men. They will put all characteristics they can find about the men from pictures, writings, textbooks, etc. on the inside of the diagram. They will put all of the outside influences that placed these men in power on the outside of the diagram. Students should then answer the question: "Why were these men leaders?"</p> <p>9. Students will gather information on the technology of the Cold War, to</p>

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	<p>Cold War, and post-Cold War, to include:</p> <ul style="list-style-type: none"> • war crime trials • creation of the state of Israel and resulting conflicts in the Middle East • rebuilding of Western Europe (e.g., Marshall Plan, NATO) • Soviet control of Eastern Europe (e.g., Warsaw Pact, Hungarian Revolt) • creation and role of the United Nations • Mao Zedong and the Chinese Revolution (e.g., Long March, Taiwan, Cultural Revolution) • national security in the changing world order • technology's role in ending the Cold War • fluidity of political alliances • new threats to peace • reasons for the collapse of the Soviet Union and the end of the Cold War • use of technology in the Information Age. <p>10. Evaluate the ideologies and outcomes of independence movements in the emerging third world to include:</p> <ul style="list-style-type: none"> • French Indochina and the Vietnam War (e.g., the role of Ho Chi Minh) • Mohandas Gandhi's non-violence movement for India's independence • apartheid in South Africa and evolution from white minority government (e.g., Nelson Mandela, Desmond Tutu) • Middle East conflicts (Israel, Palestine, Egypt). <p>11. Analyze historical and modern-day policies of the Western Hemisphere, with emphasis on Mexico and Canada, to include:</p> <ul style="list-style-type: none"> • expansion of democracy in Western Hemisphere • immigration and migration issues • changes in foreign policy brings spiraling impact on each nation and international relations trade. <p>12. Explain how world history presents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:</p> <ul style="list-style-type: none"> • analyze perspectives that have shaped the structures of historical knowledge • describe ways historians study the past • explain connections made between the past and the present and their impact. 	<p>include things like computer, satellites, space race, nuclear race, spy technology like the U2. Students will then select one of these technologies and trace its development through an annotated timeline to the present day. Students should be able to write three historic based paragraphs on the influence of this technology on the present day world.</p> <p>10. Working in groups students will study the creation and history of Israel to the present day by gathering material which represents only one of the participants: Jews, Palestinians, USA/UN, Arab League. Students would then participate in a panel discussion on what the solution to the present day Israeli-Palestinian conflict.</p> <p>11. Student will read the excerpts from the NAFTA Treaty. Working in groups they will then research the advantages and disadvantages of this treaty for one of the nations involved. After a panel discussion, the students should seminar or write on the question: "Has NAFTA helped or harmed the nations involved?"</p> <p>12. Using the readings, "History Lessons Lack Balanced Viewpoint" and "Handicapped by History: The Process of Hero-making" students will seminar on the question: "Should history be taught without heroification?"</p>

STRAND I: HISTORY

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D. BENCHMARK: Use critical thinking skills to understand and communicate perspectives of individuals, groups, and societies from multiple contexts.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	1. Understand how to use the skills of historical analysis to apply to current social, political, geographic, and economic issues. 2. Apply chronological and spatial thinking to understand the importance of events. 3. Describe primary and secondary sources and their uses in research. 4. Explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas). 5. Distinguish 'facts' from authors' opinions and evaluate an author's implicit and explicit philosophical assumptions, beliefs, or biases about the subject. 6. Interpret events and issues based upon the historical, economic, political, social, and geographic context of the participants. 7. Analyze the evolution of particular historical and contemporary perspectives. 8. Explain how to use technological tools to research data, verify facts and information, and communicate findings.	1-8. Students will select a current world problem or conflict. They will gather information on the history of the conflict, cause of the conflict, who is involved/how, effects of this problem and propose a solution to the problem. They will create a speech outline and audiovisuals based on this topic. Students will present this to the class and be able to answer questions about their presentation

STRAND I: GEOGRAPHY

CONTENT STANDARD 2: STUDENTS UNDERSTAND HOW PHYSICAL, NATURAL, AND CULTURAL PROCESSES INFLUENCE WHERE PEOPLE LIVE, THE WAYS IN WHICH PEOPLE LIVE, AND HOW SOCIETIES INTERACT WITH ONE ANOTHER AND THEIR ENVIRONMENTS.

A. BENCHMARK: Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives, and apply them to explain the past, present, and future in terms of patterns, events, and issues.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	1. Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems. 2. Understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlements patterns.	1-2. In a mock UN format, students represent on of the nations being influenced by global warming and will present possible proposals of solutions to the global warming. Students will be encouraged to use maps, causes, and political problems with their proposals. These solutions will be debated and voted on by the Mock UN.

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B. BENCHMARK: Analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships, and patterns of change.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	1. Analyze the interrelationships among natural and human processes that shape the geographic connections and characteristics of regions, including connections among economic development, urbanization, population growth, and environmental change. 2. Analyze how the character and meaning of a place is related to its economic, social, and cultural characteristics, and why diverse groups in society view places and regions differently. 3. Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism). 4. Analyze and evaluate why places and regions are important to human identity (e.g., sacred tribal grounds, culturally unified neighborhoods).	1-4. Students will select one of the little-known regions of the world to research in the areas of: geography, demographics, cultural background, economic basis, and the major changes in their society in the last 100 years. After gathering their research, students will write five prediction of this area in the next 50 years based on the trends of the last 100 years.

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C. BENCHMARK: Analyze the impact of people, places, and natural environments upon the past and present in terms of our ability to plan for the future.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> 1. Analyze the fundamental role that geography has played in human history (e.g., the Russian winter on the defeat of Napoleon's army and the same effect in World War II). 2. Compare and contrast how different viewpoints influence policy regarding the use and management of natural resources. 3. Analyze the role that spatial relationships have played in effecting historic events. 4. Analyze the use of and effectiveness of technology in the study of geography. 	<p>1,3. Students will use a ven diagram to compare and contrast the geography and demographics of the USA and Russia. Using these diagrams, students will write their opinion of which nation is stronger based on only geography and demographics.</p> <p>2,4. Students will gather information on global warming. They will then draw a diagram showing the arguments used to prove global warming is a natural process and the arguments used that global warming is caused by humans. After being presented to class, students will write an opinion paper on what is causing global warming – natural law or humans?</p>

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D. BENCHMARK: Analyze how physical processes shape the Earth's surface patterns and biosystems.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> 1. Analyze how the Earth's physical processes are dynamic and interactive. 2. Analyze the importance of ecosystems in understanding environments. 3. Explain and analyze how water is a scare resource in New Mexico, both in quantity and quality. 4. Explain the dynamics of the four basic components of the Earth's physical systems (atmosphere, biosphere, lithosphere, and hydrosphere). 	<p>1-4. Using either the tsunami or hurricanes of 2005, students should prepare a document that shows causes both geographic and human, and effects both geographic and human. After sharing the information with other students in small groups, students should write a short paper on the question: Why was the human death toll so much greater in the tsunami?</p>

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E. BENCHMARK: Analyze and evaluate how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
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GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> 1. Analyze the factors influencing economic activities (e.g., mining, ranching, agriculture, tribal gaming, tourism, high tech) that have resulted in New Mexico's population growth. 2. Analyze the effects of geographic factors on major events in United States and world history. 3. Analyze the interrelationships among settlement, migration, population-distribution patterns, landforms, and climates in developing and developed countries. 4. Analyze how cooperation and conflict are involved in shaping the distribution of political, social and economic factors in New Mexico, United States, and throughout the world (e.g., land grants, border issues, United States territories, Israel and the Middle East, the former Soviet Union, and Sub-Saharan Africa). 5. Analyze how cultures shape characteristics of a region. 6. Analyze how differing points of view and self-interest play a role in conflict over territory and resources (e.g., impact of culture, politics, strategic locations, resources). 7. Evaluate the effects of technology on the developments, changes to, and interactions of cultures. 	<p>1-7. Students would gather information on refugee problem on a world basis. They would put their information into the following categories: Demographics of the refugees, geography of the refugees, causes of the refugee situation, economic, social and political issues. Using this information, students would participate in a mock UN and offer possible solutions to the refugee problems in the world.</p>

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F. BENCHMARK: Analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution, and importance of resources in order to predict our global capacity to support human activity.

GRADE	PERFORMANCE STANDARDS	ILLUSTRATIONS
10-12	<ol style="list-style-type: none"> 1. Compare the ways man-made and natural processes modify the environment and how these modifications impact resource allocations. 2. Analyze how environmental changes bring about and impact resources. 3. Analyze the geographic factors that influence the major world patterns of economic activity, economic connections among different regions, changing alignments in world trade partners, and the potential redistribution of resources based on changing patterns and alignments. 	<p>1-3. Students would be presented with various sources based on petroleum production and use in the world. Using this information, students would seminar on the question: "How has the production and use of petroleum influence the economy, politics, and social development of the world?"</p>