Indiana Social Studies

World Geography

World in Spatial Terms	1	Students acquire a framework for examining the world in spatial terms. Students use and evaluate maps, globes, atlases, and grid-referenced technologies, such as remote sensing, Geographic Information Systems (GIS) and Global Positioning Systems (GPS), to acquire, evaluate, analyze and report information about people, places, and environments on Earth's surface. WG.1
Use locational technology such as longitude, latitude, and remote sensing, Global Positioning Systems (GPS) and Geographic Information Systems (GIS), to establish spatial relationships. WG.1.1	1	Use locational technology such as longitude, latitude, and remote sensing, Global Positioning Systems (GPS) and Geographic Information Systems (GIS), to establish spatial relationships. WG.1.1
Evaluate the source of particular maps to determine possible biases. WG.1.2	2	Evaluate the source of particular maps to determine possible biases. WG.1.2
Create and compare mental maps or personal perceptions of places. Explain how experiences and culture influence these perceptions and identify ways in which mental maps influence decisions. WG.1.3	3	Create and compare mental maps or personal perceptions of places. Explain how experiences and culture influence these perceptions and identify ways in which mental maps influence decisions. WG.1.3
Evaluate the applications of geographic tools (locational technologies) and supporting technologies to serve particular purposes. WG.1.4	4	Evaluate the applications of geographic tools (locational technologies) and supporting technologies to serve particular purposes. WG.1.4

Skip to main content

Ask geographic questions and obtain answers from a variety of sources, such as books, atlases and other written materials; statistical source material; fieldwork and interviews; remote sensing; and GIS. Reach conclusions and provide oral, written, graphic, and cartographic expressions of conclusions. WG.1.5	**5 Ask geographic questions and obtain answers from a variety of sources, such as books, atlases and other written materials; statistical source material; fieldwork and interviews; remote sensing; and GIS. Reach conclusions and provide oral, written, graphic, and cartographic expressions of conclusions.** WG.1.5
Places and Regions	**1 Students acquire a framework for thinking geographically about places and regions. They identify the physical and human characteristics of places and regions. Students understand that people create regions to interpret Earth's complexity, and how culture and experience influence people's perception of places and regions.** WG.2
Give examples of how and why places and regions change or do not change over time. WG.2.1	**1 Give examples of how and why places and regions change or do not change over time.** WG.2.1
Analyze and provide examples of ways in which people's changing views of places and regions reflect cultural changes; explain how people's views of physical features influence and are influenced by human behavior. WG.2.2	**2 Analyze and provide examples of ways in which people's changing views of places and regions reflect cultural changes; explain how people's views of physical features influence and are influenced by human behavior.** WG.2.2
Explain how the concept of "region" is used as a way of categorizing, interpreting, and ordering complex information about Earth. Give examples of how people create regions to understand	**3 Explain how the concept of "region" is used as a way of categorizing, interpreting, and ordering complex information about Earth. Give examples of how people create regions to understand Earth's complexity. (E)** WG.2.3

Ea ho Skip to main content

Earth's complexity. (E) WG.2.3	
Physical Systems	**1** **Students acquire a framework for thinking geographically about Earth's physical systems. They explain the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems on Earth's surface.** WG.3
Define Earth's physical systems: atmosphere, lithosphere, biosphere, and hydrosphere. Categorize the elements of the natural environment as belonging to one of the four systems and explain how systems work together. (E) WG.3.1	**1** **Define Earth's physical systems: atmosphere, lithosphere, biosphere, and hydrosphere. Categorize the elements of the natural environment as belonging to one of the four systems and explain how systems work together. (E)** WG.3.1
Identify and account for the distribution pattern of the world's climates, taking into account the Earth/Sun relationship, ocean currents, prevailing winds, and latitude and longitude. WG.3.2	**2** **Identify and account for the distribution pattern of the world's climates, taking into account the Earth/Sun relationship, ocean currents, prevailing winds, and latitude and longitude.** WG.3.2
Describe the world patterns of natural vegetation and biodiversity and their relations to world climate patterns. WG.3.3	**3** **Describe the world patterns of natural vegetation and biodiversity and their relations to world climate patterns.** WG.3.3
Explain and give examples of the physical processes that shape Earth's surface that result in existing landforms and identify specific places where these processes occur. (E)	**4** **Explain and give examples of the physical processes that shape Earth's surface that result in existing landforms and identify specific places where these processes occur. (E)** WG.3.4

Skip to main content

Illustrate and graph with precision the occurrence of earthquakes and tsunami and volcanic activity on Earth over a given period of time (at least several months) and draw conclusions concerning regions of tectonic instability. Identify early detection and prevention technologies. WG.3.5	5 **Illustrate and graph with precision the occurrence of earthquakes and tsunami and volcanic activity on Earth over a given period of time (at least several months) and draw conclusions concerning regions of tectonic instability. Identify early detection and prevention technologies.** WG.3.5
Human Systems	1 **Students acquire a framework for thinking geographically about human activities that shape Earth's surface. They examine the characteristics, distribution and migration of human populations on Earth's surface; investigate the characteristics, distribution and complexity of Earth's cultural mosaics; analyze the patterns and networks of economic interdependence on Earth's surface; examine the processes, patterns and functions of human settlement; and consider how the forces of cooperation and conflict among people influence the division and control of Earth's surface.** WG.4 Characteristics, Distribution, and Migration of Human Populations 1 Using maps, establish world patterns of population distribution, density, and growth. Relate population growth rates to health statistics, food supply, or measure of well-being. Explain that population patterns differ not only among countries but also among regions within a single country. (E) WG.4.1 2 Develop maps of human migration and settlement patterns at different times in history and compare them to the present. WG.4.2 3 Hypothesize about the impact of push factors and pull factors on human migration in selected regions and about changes in these factors over time. WG.4.3 4 Evaluate the impact of human migration on physical and human systems (economic, government, environment, individuals, society, and culture). (E) WG.4.4 5 Assess the changes and consequences of population growth or decline in various parts of the United States based on global migration patterns and determine whether the local community is shrinking or growing. WG.4.5

Skip to main content

Characteristics, Distribution, and Complexity of Cultural Mosaics

6 Map the distribution patterns and concentration areas of the world's major religions and identify cultural features and population centers associated with each. (E) WG.4.6

7 Map the distribution pattern of the world's major languages. Map and explain the concept of a lingua franca in various parts of the world. WG.4.7

8 Explain how changes in communication and transportation technology contribute to the spread of ideas and to cultural convergence and divergence. (E) WG.4.8

Economic Interdependence (Globalization)

9 Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), tertiary (distributing and services), quaternary (intellectual activities, technological innovation), and quinary (executive or official) activities. Plot data and draw conclusions about how the percentage of the working population in each of these categories varies by country and changes over time. (E) WG.4.9

10 Describe and locate on maps the worldwide occurrence of the three major economic systems (traditional, command, and market) and describe the characteristics of each. (E) WG.4.10

11 Compare the levels of economic development of countries of the world in terms of Gross Domestic Product per capita and key demographic and social indicators. Map and summarize the results. WG.4.11

12 Explain the meaning of the word infrastructure and analyze its relationship to a country's level of development. Compare and contrast the process and advancement of developing and developed nations. (E) WG.4.12

13 Identify contemporary spatial patterns in the movement of goods, services, and ideas throughout the world. WG.4.13

14 Use global political, economic, cultural, or social flows to describe and illustrate interdependence between places, countries and regions. (E) WG.4.14

Human Settlement

15 Describe and explain the worldwide trend toward urbanization and be able to graph the trend. (E) WG.4.15

16 Explain and provide examples for how the internal structures of cities vary in different regions of the world. WG.4.16

17 Analyze the changing functions of cities over time. WG.4.17

Cooperation and Conflict

18 Identify specific situations where human or cultural factors are involved in geographic conflict and identify different viewpoints in the conflict. (E) WG.4.18

19 Identify and report on the impact of international networks and organizations that connect countries and influence of places, countries, and regions. WG.4.19

Skip to main content

Revolutions, Nationalism, and Imperial Power: 1500 CE to 1900 CE	**1 Students acquire a framework for thinking geographically about the environment and society. They analyze ways in which humans affect and are affected by their physical environment and the changes that occur in the meaning, distribution and importance of resources.** WG.5
Map the occurrence and describe the effects of natural hazards throughout the world and explain ways to prepare for and respond to them. WG.5.1	**1 Map the occurrence and describe the effects of natural hazards throughout the world and explain ways to prepare for and respond to them.** WG.5.1
Analyze the possible effect of a natural disaster on the local community and devise plans to prepare for and respond to a disaster so as to minimize or mitigate its effects. (E) WG.5.2	**2 Analyze the possible effect of a natural disaster on the local community and devise plans to prepare for and respond to a disaster so as to minimize or mitigate its effects. (E)** WG.5.2
Describe how and why the ability of people to use Earth's resources to feed themselves has changed over time. WG.5.3	**3 Describe how and why the ability of people to use Earth's resources to feed themselves has changed over time.** WG.5.3
Identify patterns of world resource distribution and utilization, and explain the impacts of using renewable and nonrenewable resources. WG.5.4	**4 Identify patterns of world resource distribution and utilization, and explain the impacts of using renewable and nonrenewable resources.** WG.5.4
Identify examples from different world regions, involving the use and management of resources. Explain how different points of view influence policies rel th (E) WG.5.5	**5 Identify examples from different world regions, involving the use and management of resources. Explain how different points of view influence policies relating to the use of these resources. (E)** WG.5.5

Skip to main content

Create basic policies designed to guide the use and management of Earth's resources and that reflect multiple points of view. WG.5.6

6 **Create basic policies designed to guide the use and management of Earth's resources and that reflect multiple points of view.** WG.5.6