Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	*Spatial Thinking and Skills* The ability to use geographic tools to locate data spatially enables people to gain a better understanding of contemporary issues. Investigations of spatial information provide guidance in solving global problems.
Content Statement	1. *Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.*

Content Elaborations	Instructional Strategies
Geographers have a variety of tools to represent spatial data. These tools serve particular purposes and have certain characteristics. For instance, a map is a graphic representation of an actual surface that is usually drawn to scale, but a map's projection may distort the appearance of the surface portrayed. A globe is a three-dimensional representation of the planet, but a globe is not easily portable. Geographic information systems are databases that permit composite maps to be created combining pertinent elements of information, but the types of information to be portrayed must be carefully selected for the problem under study. Global positioning systems are satellite-based navigation systems, but global positioning systems are subject to natural and artificial sources of interference. Remote sensing is information gathering about a surface from a distance (e.g., aerial photography, satellite images). Geographic visualizations range from printed maps with spatial data (e.g., cartographic maps) to interactive computer tools (e.g., three-dimensional models). **Expectations for Learning** Explain the uses for and the limitations on the use of various means of presenting spatial data to represent, analyze and interpret geographic patterns and processes.	**Diverse Learners** Strategies for meeting the needs of all learners including gifted students, English Learners (EL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org. **Instructional Resources** **Connections**
Essential Questions *Why do geographers use a variety of tools to represent the world?*	

Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	*Spatial Thinking and Skills* The ability to use geographic tools to locate data spatially enables people to gain a better understanding of contemporary issues. Investigations of spatial information provide guidance in solving global problems.
Content Statement	2. *Geographic representations and geospatial technologies are used to investigate, analyze and communicate the results of geographic problem solving.*

Content Elaborations

Geographic representations and geospatial technologies include maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing and geographic visualizations.

Different means of representing spatial data can be used in geographic problem solving. For instance, census data can be portrayed spatially and used to determine distribution patterns within a certain area and help locate appropriate routes for road construction and site locations for providing services.

Expectations for Learning

Identify uses for specific geographic representations and geospatial technologies (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, geographic visualizations).

Use appropriate geographic representations and geospatial technologies to investigate, analyze and communicate information related to solving a geographic problem.

Instructional Strategies

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Learners (EL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Connections

Essential Questions

Why do geographers use a variety of tools to represent the world?

Ohio | Department of Education

Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	*Environment and Society*
	Humans adapt to and modify the environment and shape the landscape through their interaction with the land. This has both positive and negative effects on the environment.
Content Statement	3. *Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control, construction of a city by-pass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs).*

Content Elaborations	Instructional Strategies
The interaction of humans with the physical environment in one place can lead to unexpected as well as expected consequences in other places due to the systemic nature of the physical environment. For example, the construction of the St. Lawrence Seaway had the intended consequence of facilitating transportation of goods by oceangoing vessels into the heartland of North America. It also had an unintended consequence of enabling invasive species of fish and mussels to penetrate throughout the Great Lakes drainage basin. The use of strip mines had the expected effect of increasing ore extraction at lower cost, but also had an unintended effect of producing toxic runoff in neighboring lakes and streams. **Expectations for Learning** Cite an example of how a human modification of the physical environment in one place produced an intended or unintended change in another place.	**Diverse Learners** Strategies for meeting the needs of all learners including gifted students, English Learners (EL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org. **Instructional Resources** **Connections**

Essential Questions
How are human societies shaped by and how do they help to shape their environments?

Ohio | Department of Education

Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	*Environment and Society* Humans adapt to and modify the environment and shape the landscape through their interaction with the land. This has both positive and negative effects on the environment.
Content Statement	4. *Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment (e.g., farming in flood plains and terraced farming, building hydroelectric plants by waterfalls and constructing hydroelectric dams, using solar panels as a heat source and using extra insulation to retain heat).*

Content Elaborations	Instructional Strategies
Societies can use what opportunities their physical environments provide in addressing societal wants (e.g., drilling for petroleum in available reserves) or can develop alternative strategies to overcome the limitations presented by their physical environments in addressing those wants (e.g., trading goods to obtain petroleum if petroleum reserves are unavailable). Different societies use unique approaches when addressing the opportunities and constraints posed by physical environments they hold in common. For example, Iceland and China have sought to avoid burning coal for the production of power. While Iceland has turned to geothermal sources of power, China is investing in a series of dams, including the Three Gorges Dam. **Expectations for Learning** Compare how different societies adapt to the opportunities or constraints presented by their physical environments when attempting to address a common task.	**Diverse Learners** Strategies for meeting the needs of all learners including gifted students, English Learners (EL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org. **Instructional Resources** **Connections**

Essential Questions *How are human societies shaped by and how do they help to shape their environments?*

Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	*Environment and Society*
	Humans adapt to and modify the environment and shape the landscape through their interaction with the land. This has both positive and negative effects on the environment.
Content Statement	5. *Physical processes influence the formation and distribution of renewable, nonrenewable and flow resources (e.g., tectonic activity plays a role in the formation and location of fossil fuels, erosion plays a role in the formation of sedimentary rocks, rainfall patterns affect regional drainage patterns).*

Content Elaborations

Physical processes include internal forces (e.g., folding, faulting, earthquakes, tsunamis, volcanic activity) as well as external forces (e.g., mechanical weathering, chemical weathering, erosion, Earth's tilt and rotation).

Resources are substances drawn from the physical environment that are used to meet human wants (e.g., food, fuel, things of value). Renewable resources can be replenished if not overused (e.g., trees, fruits). Nonrenewable resources cannot be readily replaced once used (e.g., petroleum, coal). Flow resources must be used as they occur or they are lost (e.g., wind, sunlight).

Expectations for Learning

Explain how physical processes influence the formation and distribution of renewable, nonrenewable and flow resources.

Instructional Strategies

Diverse Learners
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Instructional Resources

Connections

Essential Questions
How are human societies shaped by and how do they help to shape their environments?

Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	*Environment and Society* Humans adapt to and modify the environment and shape the landscape through their interaction with the land. This has both positive and negative effects on the environment.
Content Statement	6. *There are costs and benefits of using renewable, nonrenewable and flow resources (e.g., availability, sustainability, environmental impact, expense).*

Content Elaborations

Resource use can be examined in terms of the costs and benefits involved. For instance, clear-cutting of forests:

- Is a less costly method of harvesting timber resources than selective cutting (expense);
- Provides significant amounts of timber in a shorter amount of time than selective cutting (availability);
- Requires immediate replanting to restore the forest (sustainability) and prevent excessive erosion (environmental impact); and
- Moves the location of animal habitats in some instances (environmental impact).

Selective cutting of forests:

- Is more costly than clear-cutting (expense);
- Takes more time to produce equivalent amounts of timber as clear-cutting (availability);
- Does not destroy whole forests (sustainability); and
- Reduces the overall quality of the forest in some instances by removing only the best trees and leaving behind poorer-quality trees to serve as a seed source for forest regeneration (environmental impact).

Expectations for Learning

Determine the relative costs and benefits of using a selected resource.

Instructional Strategies

Diverse Learners
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Instructional Resources

Connections

Essential Questions

How are human societies shaped by and how do they help to shape their environments?

Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	*Environment and Society*
	Humans adapt to and modify the environment and shape the landscape through their interaction with the land. This has both positive and negative effects on the environment.
Content Statement	7. *Human interaction with the environment is affected by cultural characteristics and technological resources (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development).*

Content Elaborations

Culture consists of the systemic beliefs, values, institutions and traditions that a society passes on to each of its people. Culture also embraces attributes of a society such as language, arts, literature, technologies and material goods. In short, it is a way of life of a people. Cultural characteristics are those features or traits that help distinguish one culture from another.

How societies interact with their physical environments is partly a result of their cultural characteristics and their technological resources. Veneration of cattle by Hindus precludes the use of beef as a food source in India whereas the lack of strictures on the consumption of beef by most religions in the United States results in cattle serving as a major food source. The use of slash-and-burn techniques to clear fields is a long-standing practice in the Amazon River basin. It necessitates moving to new fields periodically due to the depletion of soil nutrients. The use of soil-conserving techniques (e.g., crop rotation) allows farmland in the American Midwest to be productive year after year. Religious beliefs and farming techniques are cultural characteristics that help determine how humans interact with the environment. Hunting with bows and arrows or hunting with rifles reflects the influence of a society's technological resources on how humans interact with the environment.

Expectations for Learning

Explain and provide examples of how cultural characteristics and technological resources influence human interaction with the environment.

Instructional Strategies

Diverse Learners
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Instructional Resources

Connections

Essential Questions

How are human societies shaped by and how do they help to shape their environments?

Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	*Movement*
	People interact with other people, places and things every day of their lives. They travel from one place to another, they communicate with each other, and they rely upon products, information and ideas that come from beyond their immediate environment.
Content Statement	**8. *Physical, cultural, economic and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).***

Content Elaborations

Human migration is the process of people moving from one country or region to another with the intention of settling in the new location for an extended period of time. Human migration can be characterized as emigration, movement relative to the point of departure, and immigration, movement relative to the destination.

A variety of factors lead to migrations of people. Pull factors are those things that attract people away from a previous location (e.g., Mediterranean climate, respected university system, low cost of living, civil liberties). Push factors are those things that drive people from a previous location (e.g., volcanic activity, ethnic discrimination, recession, crackdown on political dissent).

Expectations for Learning

Explain how physical, cultural, economic and/or political factors contributed to examples of human migrations.

Instructional Strategies

Identify a major human migration (e.g., the Great Migration of the early 20th century in the United States, the Irish emigration of the 1840s and 1850s). Have students research reasons why this migration occurred and use a graphic organizer (e.g., T-chart) to classify the reasons as either *pushes* or *pulls*. Factors influencing the migration can be further classified as physical, cultural, economic and/or political.

Career Connection

Students will research a major human migration that was motivated by economic factors (e.g., job opportunities, cost of living, access to services). During their research, students will compare the factors of the migration event with characteristics of their own community or region, which either pulls or pushes job creation or job loss (e.g., availability of healthcare, culture, education or training programs). Students will identify resources available within their community, or another in which they would like to live and work, by conducting career interviews, workplace visits, and navigating company and agency websites. They will apply this information to their plan for education and training through high school and beyond.

Diverse Learners

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Instructional Resources

Connections

Essential Questions
How do local environments stimulate the movement of people, products and ideas?

World Geography

Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	*Movement*
	People interact with other people, places and things every day of their lives. They travel from one place to another, they communicate with each other, and they rely upon products, information and ideas that come from beyond their immediate environment.
Content Statement	9. *Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration).*

Content Elaborations	Instructional Strategies
As people migrate, the migrations produce effects on the physical and human systems. For instance, migrations associated with suburbanization can result in reduced animal habitats where suburbs are built. They also can alter traffic patterns on roadways connecting the suburbs to places of work and central cities requiring new traffic-engineering studies.	**Diverse Learners** Strategies for meeting the needs of all learners including gifted students, English Learners (EL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.
Expectations for Learning	**Instructional Resources**
Compare geographic representations, at different points in time, of regions subject to human migration to draw conclusions about the impacts of migration on physical and human systems.	**Connections**

Essential Questions
How do local environments stimulate the movement of people, products and ideas?

Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	*Movement*
	People interact with other people, places and things every day of their lives. They travel from one place to another, they communicate with each other, and they rely upon products, information and ideas that come from beyond their immediate environment.
Content Statement	**10. Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high-definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affecting stock markets in different countries).**

Content Elaborations

Increasingly, people around the world are engaged with more complex economic and communication networks, which foster interdependence. These networks bring access to resources, which are unevenly distributed on Earth. The networks promote the use of goods, services and information by encouraging their exchange. For example, modern phone communications allow Germans who purchase American computer systems with components produced in Japan to receive service advice from technicians in India.

Interruptions to economic and communication networks can produce disruptions in the activities of those dependent upon the goods, services and information.

Expectations for Learning

Demonstrate an instance of global interdependence resulting from trade or communication.

Instructional Strategies

Diverse Learners
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Instructional Resources

Connections

Essential Questions
How do local environments stimulate the movement of people, products and ideas?

Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	***Region*** A region is an area on the earth's surface that is defined by certain unifying characteristics, which give it a measure of homogeneity and distinguish it from surrounding areas. The unifying characteristics may be physical or cultural. Regions change over time.
Content Statement	***11. Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation).***

Content Elaborations

Regions are spatial concepts with boundaries and characteristics determined by the application of sets of specific criteria. These concepts help observers organize the complexities of the Earth's surface based on physical and human characteristics.

There are three basic types of regions:
- Formal – a region characterized by a common human property (e.g., shared language, shared political identity) or by a common physical property (e.g., climate, vegetation);
- Functional – a region organized around a focal point and linked to surrounding areas via transportation systems, communication systems or economic functionalities (e.g., Antwerp, Belgium is a focal point for diamond trading, Tokyo, Japan is a focal point for stock trading); and
- Perceptual – a region based upon people's shared identifications and attitudes about an area (e.g., the Bible Belt, the French Riviera).

The same area can be categorized as part of multiple regions and regional types depending on which set of criteria are applied. For example, Cleveland, Ohio can be viewed as part of the Great Lakes Region (a formal region based upon drainage patterns), as a hub for Continental (United) Airlines (a functional region within a transportation system) and as part of the Rust Belt (a perceptual region based on the apparent decline of manufacturing industries related to iron and steel from Pennsylvania through the Midwest).

Instructional Strategies

Diverse Learners
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Instructional Resources

Connections

Expectations for Learning	
Examine various regions to categorize the types of regions and ascertain the criteria used to determine the regions.	
Essential Questions	
How do movements of people, products and ideas help redefine regions?	

World Geography

Ohio | Department of Education

Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	*Region*
	A region is an area on the earth's surface that is defined by certain unifying characteristics, which give it a measure of homogeneity and distinguish it from surrounding areas. The unifying characteristics may be physical or cultural. Regions change over time.
Content Statement	*12. The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state).*

Content Elaborations	**Instructional Strategies**
Regions change over time. One example of a changing formal region is the shrinking of the Amazon rainforest due to deforestation. An example of a changing perceptual region would be a view of southern Florida as an agricultural region shifting to a view of the area as a retirement haven. As regions change, there are consequences associated with those changes. For instance, with the recovery of vegetation in the Sahel of Africa, increased areas for grazing animals are made available. Herders have more opportunities to find forage for their animals. Another example would be as the Interstate Highway System was constructed in the United States, the transportation linkages to surrounding areas enlarged the functional regions served by many cities. **Expectations for Learning** Identify examples of regional change and explain the consequences related to the changes taking place.	**Diverse Learners** Strategies for meeting the needs of all learners including gifted students, English Learners (EL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org. **Instructional Resources** **Connections**

Essential Questions
How do movements of people, products and ideas help redefine regions?

Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	***Region*** A region is an area on the earth's surface that is defined by certain unifying characteristics, which give it a measure of homogeneity and distinguish it from surrounding areas. The unifying characteristics may be physical or cultural. Regions change over time.
Content Statement	***13. There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency).***

Content Elaborations

Physical and human interconnections enable regions to interact within themselves and with other regions. The Caribbean Sea provides scenic routes connecting tourist venues in the West Indies. Likewise, the Eurorail (Eurail) pass system provides rail passengers convenient access to a network of surface transportation linkages among major European cities. Commerce among Canada, the United States and Mexico is facilitated by the provisions of the North American Free Trade Agreement.

Expectations for Learning

Given a region, determine what interconnections exist and how they enable the region to interact within its own confines and with other regions.

Instructional Strategies

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Instructional Resources

Connections

Essential Questions

How do movements of people, products and ideas help redefine regions?

World Geography

Ohio | Department of Education

Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	*Region*
	A region is an area on the earth's surface that is defined by certain unifying characteristics, which give it a measure of homogeneity and distinguish it from surrounding areas. The unifying characteristics may be physical or cultural. Regions change over time.
Content Statement	*14. Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions).*

Content Elaborations

Regions, as spatial concepts that help observers organize information about the Earth's surface, are useful in analyzing global issues. Regions can be the basis for comparative studies of particular geographic issues (e.g., urbanization).

Somalia in the 1980s and 1990s found itself in a region of drought. It also was a region suffering through a civil war. The study of these overlapping regions helps explain why widespread famine occurred.

Tornado Alley in the central United States is a region characterized by the frequency of tornadic activity. It is visited by many storm chasers as they study how storms develop and how people can protect themselves in storms. As a result, many building codes are stricter in this region than in other parts of the United States.

Expectations for Learning

Use regions to analyze a geographic issue.

Instructional Strategies

Diverse Learners
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Instructional Resources

Connections

Essential Questions
How do movements of people, products and ideas help redefine regions?

Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	*Human Settlement*
	People live in settlements that vary in size, composition, location, arrangement and function. These settlements are the focus of most aspects of human life including economic activities, transportation systems, governance, communications and culture. Human settlements differ between regions, places and over time.
Content Statement	***15.** Patterns of settlement change over time in terms of functions, sizes and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis).*

Content Elaborations

Human settlements are not static. Their functions can change. A western U.S. boomtown associated with mining in the late 1800s might be a center for tourism today.

Sizes of settlements change. Chicago's population grew from approximately 30,000 people in 1850 to approximately 299,000 people in 1870 as the city became a major transportation hub.

Spatial patterns of settlements also can change. The layout of Cairo, Egypt has changed with the movement of the Nile River, the influence of different cultural groups and the addition of neighboring towns.

Expectations for Learning

Trace a changing functional, dimensional or spatial pattern of a particular human settlement and determine the basis for the changes.

Instructional Strategies

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Instructional Resources

Connections

Essential Questions
How do regions reflect and impact human settlement?

Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	*Human Settlement*
	People live in settlements that vary in size, composition, location, arrangement and function. These settlements are the focus of most aspects of human life including economic activities, transportation systems, governance, communications and culture. Human settlements differ between regions, places and over time.
Content Statement	16. *Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions (e.g., development of suburbs, loss of habitat, central markets, squatter settlements on city outskirts, regional specialization in services or products, creation of ethnic enclaves).*

Content Elaborations

Urban areas represent one type of human settlement. Urbanization is a process in which the percentage of people living and working in city environments increases compared with the percentage of people in rural environments. Cities have grown in their number and in terms of spatial expansion.

Cities have major impacts on the regions that surround them. They serve as employment generators, transportation hubs, government centers and cultural attractions. While they serve their surrounding regions, they also present regional issues. Cities can encroach upon surrounding communities and rural areas, tax elements of regional infrastructure, affect costs of living and alter transportation patterns.

Some developments related to urbanization represent both opportunities and challenges. Industrial development may be centered within an urban area. While the industries may generate more employment, they also may pose threats to the physical environment. Suburban development around central cities may provide improved housing and, at the same time, impinge upon historical sites.

Expectations for Learning

Associate opportunities provided by urbanization with concomitant challenges for the surrounding regions.

Instructional Strategies

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Instructional Resources

Connections

Essential Questions
How do regions reflect and impact human settlement?

Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	*Globalization* The modern world is said to be "shrinking" or "flattening" through the processes of globalization. The scale and speed of global interactions continue to increase in fields such as technology, markets, information sharing and telecommunication. Globalization has impacted human-environmental interactions, has affected the movement of people, products and ideas, and has implications for what constitutes a region and connections among existing regions.
Content Statement	*17. Globalization has shaped new cultural, economic and political ideas and entities (e.g., universal human rights, European Union, terrorist networks).*

Content Elaborations

Current global interactions, facilitated by communication networks, technologies and means of transport, have impacted culture, economics and politics.

The Internet can be said to have fostered a breakdown in cultural boundaries. This can be seen in the spread of worldwide fads such as Sudoku and Facebook during the first decade of the 21st century.

Worldwide financial markets and agreements like NAFTA have spurred international investment and trade.

In the political realm, globalization has fostered transnational crime syndicates as well as facilitated international agreements on issues of common concern.

Expectations for Learning

Describe the impact of globalization on cultural, economic and political ideas and entities.

Instructional Strategies

Diverse Learners

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Instructional Resources

Connections

Essential Questions

Does globalization foster cooperation or conflict among regions?

Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	***Globalization*** The modern world is said to be "shrinking" or "flattening" through the processes of globalization. The scale and speed of global interactions continue to increase in fields such as technology, markets, information sharing and telecommunication. Globalization has impacted human-environmental interactions, has affected the movement of people, products and ideas, and has implications for what constitutes a region and connections among existing regions.
Content Statement	***18. Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development impacts local ecosystems and economies, computer hacking into sensitive databases leads to insecurity).***

Content Elaborations

Globalization has produced new dynamics in the relationships of people around the world.

Improved communications networks have facilitated the spread of American pop culture. In some societies, this is viewed as a threat to native cultures.

While certain products and brands have developed a global market presence, the World Wide Web has enabled smaller enterprises to enter into global markets.

Improvements in air transportation have increased physical mobility while integrated transportation systems are subject to massive breakdowns due to local physical disruptions (e.g., snowstorms, volcanic eruptions).

The expansion of international trade has presented governments with issues of how to regulate the safety of goods crossing national borders. At the same time, governments have to deal with supranational organizations like the World Bank which can impose rules and hand down sanctions.

Expectations for Learning

Select and analyze cultural, economic, physical and/or political consequences of globalization.

Instructional Strategies

Diverse Learners
Strategies for meeting the needs of all learners including gifted students, English Learners (EL) and students with disabilities can be found at this site. Additional strategies and resources based on the Universal Design for Learning principles can be found at www.cast.org.

Instructional Resources

Connections

Ohio | **Department** of Education

Essential Questions	
Does globalization foster cooperation or conflict among regions?	

Theme	*This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.*
Topic	*Globalization* The modern world is said to be "shrinking" or "flattening" through the processes of globalization. The scale and speed of global interactions continue to increase in fields such as technology, markets, information sharing and telecommunication. Globalization has impacted human-environmental interactions, has affected the movement of people, products and ideas, and has implications for what constitutes a region and connections among existing regions.
Content Statement	*19. Global trade and communication systems reduce the effect of time on the distribution of goods, services and information (e.g., sustainability of perishable foods, online brokering versus personal brokers, Internet access versus library access).*

Content Elaborations

Increasingly sophisticated transportation and communication systems have increased the scale and speed of global interactions. Time is less of a factor in the distribution of goods, services and information. Businesses can schedule delivery of manufacturing components so that costly warehousing is no longer an issue. Services (e.g., computer-generated program trading) can produce major swings in prices on stock markets. News and other information can be updated on an ongoing basis.

Expectations for Learning

Describe with examples how global trade and communication systems have reduced the effect of time on the distribution of goods, services and information.

Instructional Strategies

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Essential Questions
Does globalization foster cooperation or conflict among regions?