

Learning Objectives 9th Grade World Geography

Students will understand the world in spatial terms.

1. I can use maps and other geographic tools to acquire information from a spatial perspective.
 - a. I can explain the differences between major types of map projections.
 - b. I can examine the characteristics of maps and globes such as latitude, longitude great circle routes, cardinal directions, compass rose, legend, scale, relief, grid system and time zones.
 - c. I can explain selected map concepts, including rotation, revolution, axis, seasons, solstice, equinox and the earth, sun relationship of weather patterns.
2. I can explore the concept of mental maps to organize information about people, places, and environments.
 - a. I can define mental mapping.
 - b. I can appraise mental maps, from simple to complex.
3. I can analyze the spatial organization of people, places, and environments on the earth's surface.
 - a. I can describe the importance and role of location in geographic studies.
 - b. I can apply the geographic mode of inquiry (What? Where? How? And So What?) To world regions.
 - c. I can evaluate the locational importance of human and natural resources using maps, satellite images, and databases.
 - d. I can define absolute and relative location recognizing political and physical boundaries.

Students will understand the human and physical characteristics of places and regions.

4. I can interpret place by its human and physical characteristics.
 - a. I can examine human characteristics, including language, religion, population, political and economic systems, and quality of life.
 - b. I can investigate physical characteristics such as landforms, climates, water cycle, vegetation, and animal life.
 - c. I can recognize that places change over time.
5. I can assess how people create regions to interpret the earth's surface.
 - a. I can recognize how peoples create regions to understand a large, complex and changing world.
 - b. I can characterize the similarities and differences within and between regions.
6. I can evaluate how culture and experience influence the way people live in places and regions.
 - a. I can list and define components of culture; e.g., race, gender roles, education, religion.
 - b. I can explain the effects of cultural diffusion from country to country.

Students will understand how physical processes shape the earth's surface.

7. I can examine the physical processes that shape the earth's surface.
 - a. I can examine the role of plate tectonics in shaping the earth's surface.

- b. I can assess the external forces of weathering and erosion.
 - c. I can explain the factors that combine to shape climatic and vegetation patterns on earth.
8. I can assess the characteristics and locations of ecosystems.
- a. I can identify the characteristics of ecosystems.
 - b. I can use geographic tools to identify the location and distribution of global ecosystems.
 - c. I can compare regions of the earth with similar physical features, such as semiarid regions in Utah with other semiarid regions of the world.

Students will understand how human activities shape the earth surface.

9. I can analyze the characteristics, distribution, and migration of human populations on the earth's surface.
- a. I can describe how physical environments provide geographic advantage or disadvantage.
 - b. I can examine the importance of water to settlement patterns.
 - c. I can explain why people who modify their physical environment in one place cause change in other places.
 - d. I can investigate how people adapt to their environment.
10. I can analyze economic interdependence among regions and countries.
- a. I can examine economic networks, from local to global.
 - b. I can assess how nations and cultures are linked through transportation, communication, language, currency, goods and services.
11. I can investigate various forms of governance and how they affect peoples and landscapes.
- a. I can compare and contrast political systems within world regions.
 - b. I can determine the role of government in contemporary and historical world issues.

Students will understand the interaction of physical and human systems.

12. I can explore how humans change the environment and how the environment changes humans.
- a. I can evaluate the role of technology in modifying the physical environment.
 - b. I can explain how historical events affect physical and human systems.
 - c. I can discuss regional issues; e.g., desertification, deforestation, pollution.
 - d. I can predict the potential effect of human modification on the physical environment.
13. I can assess the importance of natural and human resources.
- a. I can describe the roles of natural and human resources in daily life.
 - b. I can identify worldwide distribution and use of human and natural resources.
 - c. I can compare and contrast the use of renewable and nonrenewable resources.
 - d. I can evaluate the role of energy resources as they are consumed, conserved, and recycled.

Students will use geographic knowledge to connect to today's world.

14. I can apply geographic concepts to interpret the past.
 - a. I can apply an understanding of cultures as an integrated whole including traditions, behavior, patterns and technologies.
 - b. I can explain why and how individuals, groups and institutions respond to continuity and change.
 - c. I can relate economic development to the distribution of resources.
 - d. I can recognize that both human choices and natural events have consequences.
15. I can apply geographic concepts to interpret the present and plan for the future.
 - a. I can examine how the unequal distribution of resources affects economic development.
 - b. I can investigate career opportunities available through the application of geography skills and concepts.
 - c. I can participate in community activities respecting the environment and personal property.
16. I can identify Africa and its countries and Capitals.
 - a. I can identify how Africa was shaped due to colonization
 - b. I can identify the physical characteristics of Africa; including rivers, mountains, etc
17. I can identify the United States and Canada and its countries and capitals.
 - a. a. I can identify the physical characteristics of North America; such as rivers, mountains and lakes.
 - b. b. I can identify the climate, vegetation and the land.
 - c. c. I can identify the economic traits and the history of the formation of those countries.
18. I can identify the Middle East and its countries and capitals.
 - a. I can identify the physical characteristics of the Middle East; rivers, lakes and mountain ranges.
19. I can examine the countries and capitals of Central and Latin America.
 - a. a. I can identify the climate, vegetation and land patters of Central and Latin America.
 - b. b. I can identify the economic and historical formation of countries in Central and Latin America.
20. I can examine the countries and capitals of Europe.
 - a. a. I can identify the climate, vegetation, physical features and land usage of European countries.
 - b. b. I can identify the dominant economic principals of European countries.
 - c. c. I can identify the impact the end of W.W.II had on the formation of the modern European state.
21. I can examine the physical and cultural characteristics of Russia.
 - a. a. I can examine the physical, political and economic conditions of Russia in the present day.
 - b. b. I can examine the Cultural Geography of Russia; with regards to their History and Government
22. I can examine the countries and capitals of Southern Asia.

- a. a. I can identify what makes Southern Asia a Region
 - b. b. I can examine the physical, political and economic characteristics of Southern Asia.
 - c. c. I can examine the Cultural Geography of Southern Asia; in regards to countries such as India, Pakistan, Bangladesh, Nepal, Bhutan, Maldives and Sri Lanka.
23. I can examine the countries and capitals of East Asia.
- a. a. I can identify what makes East Asia a region.
 - b. b. I can examine the physical, political and economic characteristics of East Asia.
 - c. c. I can examine cultural geography in East Asia; with regards to China, Japan, North Korea and South Korea.
24. I can examine the countries and capitals of Southeast Asia.
- a. a. I can identify what makes Southeast Asia a region.
 - b. b. I can identify the physical, political and economic characteristics of Southeast Asia.
 - c. c. I can identify the cultural geography of southeast Asia; with regards to mainland and island southeast Asia.
25. I can examine the countries and capitals of Australia and Oceania regions.
- a. a. I can examine what makes Australia and Oceania a region.
 - b. b. I can identify the physical, political and economic characteristics of Australia and Oceania.
 - c. c. I can examine cultural geography of Australia and Oceania.