

World Geography Amendments

Chapter 113.28

Knowledge and skills

- (1) Major Themes in World Geography. The student applies geographic thinking skills to think like a geographer. The student is expected to:
- A. explain the historical development of geographic tools, including medieval charts, Mercator projections, atlases, sextants, and land surveying tools ~~reference maps, thematic maps, and map projections~~ (H, Geo/C);
 - B. ~~explain how~~ compare the different purposes and uses of reference maps, and thematic maps, and map projections ~~reflect choices, limitations, and biases in geographic representation, including distortions introduced by the Mercator projections~~ (H, Geo/C);
 - C. use modern geography tools to analyze geographic relationships, including cartography; Geographic Information Systems (GIS); Global Positioning Systems (GPS); and data visualizations (Geo/C, S);
 - D. develop and use mental maps to understand locational, historical, political, and physical geography through relative location, spatial patterns, processes, and relationships at various scales (Geo/C, S); and
 - E. explain the distinctive characteristics of the nine world regions of United States and Canada, including Texas; Latin America; Sub-Saharan Africa; Southwest Asia and North Africa; Central and South Asia; Southeast Asia and Oceania; East Asia; Russia and the Transcaucasian Republics; and Europe ~~purposes of regionalization~~ (Geo/C).
- (2) Major Themes in World Geography. The student uses geographic thinking skills to compare regions. The student is expected to:
- A. demonstrate locational knowledge of each of the nine world regions, including major political features and major geographic features (Geo/C);
 - B. demonstrate political and military geography knowledge from 3000 BC to 2000 AD of the nine world regions, including major civilizations, empires, and historical developments (H, Geo/C);
 - C. demonstrate economic geography knowledge from 3000 BC to 2000 AD of the nine world regions, including economic development, natural resources, major communication and trade routes, and environmental modifications (H, E, Geo/C);
 - D. demonstrate civilizational geography knowledge from 3000 BC to 2000 AD of the nine world regions, including the spread of civilizations, religions, languages, technological innovations, intellectual and artistic traditions, and major architectural sites (H, Geo/C);
 - A. E. interpret demographic data, including birth and death rates, population pyramids, fertility, life expectancy and population density patterns, to understand population characteristics and predict future population trends in different countries (Geo/C, S);
 - B. ~~use the demographic transition model, population pyramids, and dependency ratios to predict future population trends of different societies (Geo/C, S);~~
 - C. ~~compare how people depend on, adapt to, and modify their environment using geography tools (Geo/C, S);~~

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- ~~D.~~ F. compare levels of development and standard of living in a variety of **major countries** ~~places~~ using Gross Domestic Product (GDP) and literacy rates (Geo/C, S); **and**
 - ~~E.~~ ~~define and describe the components of culture, including identity, language, faith-based systems, shared practices, material goods (Geo/C);~~
 - ~~F.~~ ~~describe central ideas of religions or philosophies, including Christianity, Judaism, Buddhism, Hinduism, Islam, Sikhism, Confucianism, and Daoism (Geo/C);~~
 - ~~H.~~ ~~compare government systems along the political spectrum between limited and unlimited systems, including democracy, dictatorship, monarchy, republic, theocracy, authoritarian, and totalitarian (G/Civ);~~
 - ~~I.~~ G. describe how Earth–Sun relationships and elevation **affect impact** the spatial distribution of climates or biomes (Geo/C).; ~~and~~
 - ~~H.~~ ~~describe patterns of culture, including language, religion, land use, education, and customs (Geo/C).~~
3. United States and Canada, including Texas. The student understands the physical geography of the United States and Canada, including Texas. The student is expected to:
- A. describe how Earth–Sun relationships **affect impact** weather conditions, including tornadoes and hurricanes (Geo/C); and
 - B. identify major landforms, including the Rocky Mountains, Appalachian Mountains, Great Plains, Great Lakes, Rio Grande River, and Mississippi River (Geo/C).
4. **United States and Canada, including Texas. The student understands the political and military geography of the United States and Canada, including Texas. The student is expected to:**
- A. describe and trace on a map the voyages of European exploration and the subsequent colonization, including Columbus, Coronado, Cartier, and Cabot (H, Geo/C);
 - B. describe and trace on a map the Spanish, French, Dutch, and English colonies in North America (H, Geo/C);
 - C. describe and trace on a map the westward expansion of the United States (H, Geo/C); and
 - D. trace the major campaigns and battles of the American Revolutionary War, the Mexican-American War, and the American Civil War (H, Geo/C).
- ~~4.~~ 5. United States and Canada, including Texas. The student understands population geography of the United States and Canada, including Texas. The student is expected to:
- A. describe features, including coastlines, rivers, and highway systems, that influence the size and distribution of settlements (H, Geo/C); and
 - B. analyze push and pull forces that affect human migration patterns, including the Texas oil boom, the Great Migration, and the Dust Bowl (H, Geo/C).

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- ~~5.~~ 6. United States and Canada, including Texas. The student understands the human-environment interaction of the United States and Canada, including Texas. The student is expected to:
- ~~A. analyze the benefits and consequences of human-environment interactions, including commercial agriculture and use of natural resources (H, Geo/C);~~
 - ~~B.~~ A. explain ~~explain~~ how places plan for, mitigate, and respond to natural hazards using seawalls, including the Galveston seawall (H, G/Civ, E); and
 - ~~C.~~ B. explain how places plan for, mitigate, and respond to natural hazards using the National Weather Service (H, G/Civ, E).
- ~~6. United States and Canada, including Texas. The student understands the economic geography of the United States and Canada, including Texas. The student is expected to:~~
- ~~A. evaluate the economic advantages and disadvantages of globalization related to economic practices or systems, including outsourcing, free trade zones, and supply chains (G/Civ, E); and~~
 - ~~B. explain how climate, resources, infrastructure, and factors of production affect the spatial patterns of economic activities (Geo/C, E).~~
7. United States and Canada, including Texas. The student understands the cultural geography of the United States and Canada, including Texas. The student is expected to:
- A. explain cultural convergence and divergence caused by migration, trade, innovations, and diffusion (Geo/C, E); ~~and~~
 - B. analyze visual sources to identify components of cultural landscape, including architecture, land use, signage, public art, monuments, and place names (Geo/C); ~~and~~
 - C. explain the historical significance of major civilizational sites, including Cahokia, Mesa Verde, L'Anse aux Meadows, Williamsburg, Washington DC, and the Alamo (Geo/C).
8. United States and Canada, including Texas. The student understands the political geography of the United States and Canada, including Texas. The student is expected to:
- A. explain the role of international and internal boundaries of spatial organization of states, including control of territory and resources (Geo/C); ~~and~~
 - ~~B. explain the advantages and disadvantages of participation by sovereign states in international organizations, including the United Nations and the North Atlantic Treaty Organization (NATO) (G/Civ); and~~
 - ~~C.~~ B. explain how political power is distributed at various scales through systems of governance, including federalism in the United States (G/Civ).

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9. Latin America. The student understands the physical geography ~~and human-environment interaction~~ of Latin America. The student is expected to:
 - A. identify major landforms, including the Andes Mountains and the Amazon River Basin (Geo/C);
 - B. analyze the benefits and consequences of human-environment interactions, including commercial agriculture, deforestation, and the use of natural resources (Geo/C, E); and
 - C. describe how places in Latin America plan for, mitigate, and respond to natural hazards, including flooding and earthquakes (H, G/Civ, E).
10. Latin America. The student understands the population geography of Latin America. The student is expected to:
 - A. describe how government policies influence the size and distribution of settlements in Latin America (G/Civ, Geo/C);
 - B. describe how physical features, including mountains and rainforests, influence the size and distribution of settlements in Latin America (G/Civ, Geo/C);
 - C. explain how the Incan Road system and chinampas influenced patterns of human settlement in Latin America (H, Geo/C); and
 - D. analyze push and pull forces that affect human migration patterns, including economic and safety conditions (G/Civ, E).
11. Latin America. The student understands the political ~~and military~~ geography of Latin America. The student is expected to:
 - A. ~~explain how geography affected key military events in Latin America including Cortes' conquest of the Aztec Empire, Bolivar's liberation of New Granada, Scott's conquest of Mexico City, and the Santiago de Cuba campaign (H, Geo/C)~~ ~~explain advantages and disadvantages of the participation by sovereign states in regional and international organizations, including the Organization of American States and the Inter American Development Bank (G/Civ);~~ and
 - B. compare how political power is distributed in various countries, including Mexico, Cuba, and the United States (G/Civ).
12. Latin America. The student understands the cultural geography of Latin America. The student is expected to:
 - A. explain cultural convergence caused by innovations, including communication technology (Geo/C, E);
 - B. explain cultural divergence within communities in Latin America, including the Nahuatl, Quechua, and Mayan (H, Geo/C); and
 - C. ~~explain the historical significance of major civilizational sites, including the Machu Picchu, Chichen Itza, Mexico City, the Basilica of our Lady of Guadalupe, and Christ the Redeemer statue~~ ~~analyze visual sources to identify components of cultural landscape, including Incan architecture, Meso American pyramids, and favelas~~ (H, Geo/C).
13. Sub-Saharan Africa. The student understands the physical geography ~~and human-environment interaction~~ of Sub-Saharan Africa. The student is expected to:
 - A. describe how Earth–Sun relationships ~~affect~~ ~~impact~~ weather conditions in Sub-Saharan Africa, including wet and dry seasonality (Geo/C); ~~and~~

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- B. identify major landforms and biomes, including the Congo River, the Sahel, and the Kalahari Desert, Mount Kilimanjaro, and the Great Rift Valley (Geo/C);
 - ~~C. analyze the benefits and consequences of human-environment interactions associated with agriculture, deforestation, and commercial mining (Geo/C, E); and~~
 - ~~D. describe how places plan for, mitigate, and respond to natural hazards, including flooding and drought (H, G/Civ, E).~~
14. Sub-Saharan Africa. The student understands the political and military geography of Sub-Saharan Africa. The student is expected to:
- A. identify major ancient empires, including Kush and Aksum (H, Geo/C);
 - B. identify major medieval empires, including Zimbabwe and the sub-Saharan empires of Ghana, Mali, and Songhay (H, Geo/C);
 - C. identify Portuguese maritime explorations, including Henry the Navigator, Bartolomeu Dias, and Vasco da Gama (H, Geo/C);
 - D. identify major early modern empires, including Kongo and the kingdoms of Oyo, Asante, and Dahomey (H, Geo/C); and
 - E. compare how political power is distributed in various Sub-Saharan countries (H, G/Civ).
- ~~14. Sub-Saharan Africa. The student understands the population geography of Sub-Saharan Africa. The student is expected to:~~
- ~~A. describe factors that influence the size and distribution of settlements, including industrial development, historical colonial infrastructure, and habitable land (H, Geo/C, G/Civ);~~
 - ~~B. analyze the causes and effects of voluntary migration in Sub-Saharan Africa, including economic opportunities (H, Geo/C); and~~
 - ~~C. analyze the causes and effects of forced migration in Sub-Saharan Africa, including the Rwandan Genocide, conflict in the eastern Democratic Republic of the Congo, and conflict in Sudan (H, Geo/C).~~
15. Sub-Saharan Africa. The student understands the economic ~~and political~~ geography of Sub-Saharan Africa. The student is expected to:
- A. explain the significance of notable geographical regions, including navigable waterways (Geo/C, E);
 - B. explain the significance of notable trade arteries, including medieval, trans-Saharan, Indian Ocean, and Triangular Trade (Geo/C, E, H);
 - C. explain the significance of tse-tse fly distribution, including the consequences of its effects on humans, horses, and cattle (Geo/C, E, H);
 - D. describe factors that influence the size and distribution of settlements, including industrial development, historical colonial infrastructure, and habitable land (H, Geo/C, G/Civ); and
 - ~~A. E.~~ analyze the shift from primary or secondary economic activities to tertiary or quaternary economic activities in Sub-Saharan Africa (H, E);
 - ~~B. explain advantages and disadvantages of the participation by sovereign states, in the African Union, The Economic Community of West African States, and the Southern African Development Community (G/Civ, E); and~~

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~~C. compare how political power is distributed in various Sub-Saharan countries (H, G/Civ).~~

16. Sub-Saharan Africa. The student understands the cultural geography of Sub-Saharan Africa. The student is expected to:
- A. identify the spread of civilizations, including Egyptian (H, Geo/C);
 - B. explain how geography affected the spread of religions, including Coptic Christianity, Islam, and Western Christianity (H, Geo/C);
 - ~~A. C.~~ explain cultural convergence in Sub-Saharan Africa, including religious syncretism and the Swahili language (H, Geo/C);
 - ~~B. D.~~ explain the cultural divergence caused by colonial borders in Sub-Saharan Africa (H, Geo/C); and
 - ~~C. E.~~ explain the historical significance of major civilizational sites, including Lalibela, Great Zimbabwe, Timbuktu, and the Yamoussoukro Basilica ~~analyze visual sources to identify components of cultural landscape, including architecture and place names in Sub-Saharan Africa~~ (H, Geo/C).
17. Southwest Asia and North Africa. The student understands the physical geography ~~and human-environment interaction~~ of Southwest Asia and North Africa. The student is expected to:
- A. describe how Earth–Sun relationships ~~affect~~ ~~impact~~ weather conditions in Southwest Asia or North Africa, including extreme heat and haboobs (Geo/C); ~~and~~
 - B. identify major landforms, including the Sahara Desert, the Nile River, the Red Sea, the Arabian Desert, and the Persian Gulf (Geo/C).; ~~and~~
 - ~~C. analyze the benefits and consequences of human-environment interactions in Southwest Asia or North Africa, including urban development, water management, and oil extraction (Geo/C, E).~~
18. Southwest Asia and North Africa. The student understands the ~~political and military~~ ~~population~~ geography of Southwest Asia and North Africa. The student is expected to:
- A. describe ~~geographic~~ features, including water availability, ~~historical trade routes, and religious significance~~, that influence the size and distribution of settlements in Southwest Asia or North Africa (H, G/Civ, Geo/C);
 - B. identify major ethnic groups in Southwestern Asia and North Africa including Arabs, Persians, Berbers, Jews, Kurds, and Turks (Geo/C);
 - C. identify major empires, including Babylon, Egypt, Persian, Hellenistic, the Roman Empire, the Islamic Caliphates, the Crusader Kingdoms, the Ottoman Empire, and the British Empire (H, Geo/C);
 - D. explain the effects of physical geography on major military conflicts, including the early Muslim conquests, the first Crusades, and the African campaigns of World War II (H, Geo/C); and

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- E. compare how political power is distributed in various Southwest Asia and North African countries, including Saudi Arabia and the United Arab Emirates (G/Civ).
 - ~~B. analyze push or pull forces that affect human migration patterns, including economic opportunity, religion, and conflict, (G/Civ, E); and~~
 - ~~C. explain how physical geography affects the flows of human migration, including the Silk Road and Trans-Saharan Trade (H, Geo/C).~~
19. Southwest Asia and North Africa. The student understands the economic ~~and political~~ geography of Southwest Asia and North Africa. The student is expected to:
- A. explain the historical geographical significance of notable trade arteries, including the Mediterranean, Indian Ocean, Silk Road, Trans-Saharan Trade Routes, and Suez Canal (H, Geo/C, E); and
 - ~~A. B.~~ classify economic activities of Southwest Asia and North Africa as identify the primary, secondary, tertiary, or quaternary, including oil extraction, tourism, and technology (E).;
 - ~~B. explain advantages and disadvantages of the participation by sovereign states in international organizations, including the Organization of Petroleum Exporting Countries and the Gulf Cooperation Council (G/Civ, E); and~~
 - ~~C. compare how political power is distributed in various Southwest Asia and North African countries, including Saudi Arabia and the United Arab Emirates (G/Civ).~~
20. Southwest Asia and North Africa. The student understands the cultural geography of Southwest Asia and North Africa. The student is expected to:
- A. identify the spread of civilizations, including Mesopotamian, Egyptian, Levantine, Persian, and Greek (H, Geo/C);
 - B. explain how geography affected the spread of religions, including Zoroastrianism, Judaism, Christianity, Sh'ia Islam, and Sunni Islam (H, Geo/C);
 - ~~A. explain the cultural convergence in Southwest Asia or North Africa caused by trade, including technology, religion, and language (H, Geo/C);~~
 - ~~B. explain the cultural divergence caused by trade, including religion (H, Geo/C); and~~
 - C. explain the historical significance of major civilizational sites, including Göbekli Tepe, Ur, the Pyramids, Troy, Jerusalem, Krak des Chevaliers, and Istanbul ~~analyze visual sources to identify components of the cultural landscape, including religious architecture represented by the Burj Khalifa, the Pyramids of Giza, and the Hagia Sophia~~ (H, Geo/C).
21. Central and South Asia. The student understands the physical geography ~~and human environment interaction~~ of Central and South Asia. The student is expected to:

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- A. describe how Earth–Sun relationships in Central or South Asia ~~affect~~ **impact** weather conditions, including monsoons and cyclones (Geo/C); **and**
 - B. identify major landforms, including the Himalayas, Caspian Sea, the Indus River, and the Ganges River (Geo/C); ~~and~~.
 - ~~C. describe how places in Central or South Asia plan for, mitigate, and respond to natural hazards, including earthquakes and monsoons (G/Civ, E).~~
22. Central and South Asia. The student understands the **political and military** ~~population~~ geography of Central and South Asia. The student is expected to:
- A. explain how human and physical features, including being land-locked or having access to the maritime trade routes, influence the size and distribution of settlements in Central or South Asia (H, G/Civ, Geo/C);
 - B. **identify major empires, including the Mauryan Empire, the Gupta Empire, the Delhi Sultanate, the Mughal Empire, and the British Raj (H, Geo/C);**
 - C. explain the rise and decline of 19th and 20th century European control and influence (H, Geo/C); **and**
 - D. explain the effects of physical geography on major military conflicts, including Muslim conquests, Mughal conquests, Portuguese maritime empire, and British conquests, the USSR invasion of Afghanistan, and the disputed territory of Kashmir (H, Geo/C).
 - ~~B. analyze the growth of megacities, including Delhi, Dhaka, Mumbai, and Karachi (H, G/Civ, Geo/C); and~~
 - ~~C. analyze push or pull forces that affect human migration patterns in Central or South Asia, including conflict, weather, and economic opportunity (E, G/Civ).~~
23. Central and South Asia. The student understands the economic ~~and political~~ geography of Central and South Asia. The student is expected to:
- A. **explain the significance of notable trade arteries, including the Indian Ocean, Indus River, Ganges River, and the Central Asian-Indian horse trade (H, Geo/C);**
 - ~~A. B.~~ identify the primary, secondary, tertiary, or quaternary economic activities of Central or South Asia, including pharmaceutical manufacturing and information technology software development (E);
 - ~~B. C.~~ analyze the implications of globalization, including outsourcing to Central or South Asia (E); **and**
 - ~~C. D.~~ explain the spatial organization of countries in Central or South Asia, including the international boundary between India and Pakistan (G/Civ, Geo/C).; ~~and~~
 - ~~D. explain the role of human geography in territorial conflicts, including the USSR invasion of Afghanistan and the disputed territory of Kashmir (Geo/C).~~
24. Central and South Asia. The student understands the cultural geography of Central and South Asia. The student is expected to:

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- A. identify the spread of civilizations, including Indo-Aryan migrations, Persian, and Indic; ~~explain cultural convergence in Central and South Asia caused by war, including religious syncretism~~ (H, Geo/C);
 - B. explain the effects of geography on the spread of religions, including Sikhism, Hinduism, Buddhism, and Islam ~~explain the cultural divergence caused by the caste system and religious composition in Central and South Asia~~ (H, Geo/C); and
 - C. explain the historical significance of major civilizational sites, including Mohenjo-daro, Udayagiri Caves, Samarkand, the Taj Mahal, and Calcutta ~~analyze visual sources to identify components of cultural landscape, including terraced farming, the Taj Mahal, and Hindu temples~~ (H, Geo/C).
25. Southeast Asia and Oceania. The student understands the physical geography ~~and human environment interaction~~ of Southeast Asia and Oceania. The student is expected to:
- A. describe how Earth-Sun relationships in Southeast Asia or Oceania ~~affect~~ ~~impact~~ weather conditions, including tropical storms and cyclones (Geo/C); ~~and~~
 - B. identify major landforms, including the Malay Archipelago, Australian Outback, the Great Barrier Reef, and the Ring of Fire (Geo/C);
 - ~~C. describe how places in Southeast Asia or Oceania plan for, mitigate, and respond to natural hazards, including mangrove restoration and artificial reefs (Geo/C, G/Civ, E); and~~
 - ~~D. describe the role of the Association of Southeast Asian Nations (ASEAN) and Pacific cooperations in planning for, mitigating and responding to natural hazards (G/Civ, E).~~
26. Southeast Asia and Oceania. The student understands the political and military geography of Southeast Asia and Oceania. The student is expected to:
- A. identify major empires, including the Khmer Empire and French Indochina (H, Geo/C);
 - B. explain the effects of physical geography on major military conflicts, including Dutch conquests, the Pacific campaigns of World War II, and the Vietnam War (H, Geo/C);
 - C. analyze how political power is distributed in archipelagic states, including Indonesia and the Philippines (G/Civ, Geo/C); and
 - D. describe causes and effects of modern genocides and terrorism, including the Cambodian genocide under Pol Pot and the Khmer Rouge (H, G/Civ).
- ~~26. Southeast Asia and Oceania. The student understands the population geography of Southeast Asia and Oceania. The student is expected to explain how the topography influences the size and distribution of settlements and land use patterns, including terraced farming in Southeast Asia or Oceania (H, G/Civ, Geo/C).~~
27. Southeast Asia and Oceania. The student understands the economic ~~and political~~ geography of Southeast Asia and Oceania. The student is expected to:

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- A. explain how topography influences the size and distribution of settlements and land use patterns, including terraced farming, in Southeast Asia or Oceania (Geo/C, E); and
- ~~A. B. identify the primary, secondary, tertiary, or quaternary economic activities of Southeast Asia or Oceania, including agriculture and tourism (E);~~
- ~~B. analyze how political power is distributed in archipelagic states, including Indonesia and the Philippines (G/Civ, Geo/C); and~~
- ~~C. describe causes and effects of modern genocides and terrorism, including the Cambodian genocide under Pol Pot and the Khmer Rouge (H, G/Civ).~~

28. Southeast Asia and Oceania. The student understands the cultural geography of Southeast Asia and Oceania. The student is expected to:

- A. identify the effects of geography on the spread of civilizations, including Austronesian expansion and the Polynesian triangle ~~explain cultural convergence in Southeast Asia or Oceania caused by innovations, including maritime technologies and navigational techniques~~ (H, Geo/C);
- B. explain the cultural divergence in Southeast Asia or Oceania caused by geographic isolation and colonial influence (H, Geo/C); and
- C. explain the historical significance of major civilizational sites, including Borobudur, Angkor Wat, ~~analyze visual sources to identify components of cultural landscape, including the rice terraces~~ and the Sydney Opera House (H, Geo/C).

29. East Asia. The student understands the physical geography ~~and human environment interaction~~ of East Asia. The student is expected to:

- A. describe how Earth-Sun relationships in East Asia ~~affect~~ ~~impact~~ weather conditions, including typhoons and tsunamis (Geo/C); ~~and~~
- B. identify major landforms, including the Gobi Desert, the Himalayas, the Tibetan Plateau, the Korean Peninsula, the Japanese Archipelago, and Mount Fuji (Geo/C); ~~and~~
- ~~C. describe how places in East Asia plan for, mitigate, and respond to natural hazards, including earthquakes (Geo/C, G/Civ, E).~~

30. East Asia. The student understands the ~~political and military~~ ~~population~~ geography of East Asia. The student is expected to:

- A. identify major empires, including the Chin Dynasty, the Mongol Empire, and the Empire of Japan (H, Geo/C);
- B. explain the rise and decline of 19th and 20th century European and Japanese control and influence (H, Geo/C);
- C. explain the effects of physical geography on major military conflicts, including the Mongol Conquests, Imjin War, Manchu conquests, Russo-Japanese War, World War II, and the disputes over territorial claims in the South China Sea (G/Civ, Geo/C); and
- ~~A. describe human or physical features that influence the size and distribution of settlements in East Asia, including arable land and the high-speed rail (H, G/Civ, Geo/C);~~

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~~B. D.~~ analyze push or pull forces that affect human migration patterns in East Asia, including oppression experienced by people living under communist regimes in North Korea and ~~economic~~ opportunity to live in free countries (H, G/Civ, E);

~~C.~~ compare how East Asian countries recognize population trends, allocate resources, and determine infrastructure needs (G/Div, E); and

~~D.~~ describe the development of family planning policies in East Asia (G/Civ, E).

31. East Asia. The student understands the economic ~~and political~~ geography of East Asia. The student is expected to:

A. explain cultural convergence in East Asia caused by trade, including the core tenets of Confucianism and the Hanzi Writing System (H, Geo/C);

~~A. B.~~ identify the primary, secondary, tertiary, or quaternary economic activities of East Asia, including automobile and technology manufacturing (E); and

~~B.~~ analyze the implications of globalization in East Asia, including supply chains (E); and

C. describe human or physical features that influence the size and distribution of settlements in East Asia, including arable land and the high-speed rail (H, G/Civ, Geo/C) ~~explain the role of physical and human geography in territorial conflicts, including the disputes over territorial claims in the South China Sea (G/Civ, Geo/C).~~

32. East Asia. The student understands the cultural geography of East Asia. The student is expected to:

A. identify the effects of geography on the spread of civilizations, including the Sinic ~~explain cultural convergence in East Asia caused by trade, including the core tenets of Confucianism and the Hanzi Writing System~~ (H, Geo/C);

B. explain the effects of geography on the spread of religions and philosophies, including Confucianism, Daoism, Buddhism, and Christianity (H, Geo/C);

~~B. C.~~ explain the cultural divergence caused by differing political systems, including differences between China and Taiwan and differences between North and South Korea (H, G/Civ, Geo/C); and

~~C. D.~~ explain the historical significance of major civilizational sites, including the Great Wall of China, the Forbidden City, Potala Palace, Himeji Castle, Changdeokgung Palace, and Dunhuang Caves ~~analyze visual sources to identify components of cultural landscape, including the Great Wall of China, the Forbidden City, and cityscapes~~ (H, Geo/C).

33. Russia and the Transcaucasian Republics. The student understands the physical geography ~~and human environment interaction~~ of Russia and the Transcaucasian Republics. The student is expected to:

A. identify major landforms or biomes, including the Siberian tundra, the Nomadic Steppe, Ural Mountains, Lake Baikal, West Siberian Plain, and the Volga River (Geo/C); and

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- B. analyze the benefits or consequences of ~~human-environment interactions in case studies, including~~ hydroelectric power, permafrost adaptation, the Aral Sea crisis, and the Chernobyl Nuclear Disaster (H, Geo/C).
34. Russia and the **Transcaucasian** Republics. The student understands the population geography of Russia and the **Transcaucasian** Republics. The student is expected to:
- A. describe features that influence the size and distribution of settlements in Russia or the Republics, including government policies and inhospitable climate (G/Civ, Geo/C);
 - B. explain the effects of innovation on patterns of human settlement in Russia or the Republics, including the Trans-Siberian Railroad and pylon construction in permafrost zones (H, Geo/C);
 - C. analyze push or pull forces that affect human migration patterns, including economic stagnation and opportunities (G/Civ, E); and
 - D. explain how international and internal boundaries shape the spatial organization of Russia and its republics through territorial and resource control (Geo/C).
35. Russia and the **Transcaucasian** Republics. The student understands the economic and political geography of Russia and the **Transcaucasian** Republics. The student is expected to:
- A. compare primary, secondary, tertiary, or quaternary economic activities, including military development and defense manufacturing, in Russia or the Republics with those in the United States, (H, G/Civ, E); and
 - B. explain advantages and disadvantages of participation by sovereign states in regional organizations, including the Commonwealth of Independent States (CIS), the Collective Security Treaty Organization (CSTO), and political tensions within the region (G/Civ).
36. Russia and the **Transcaucasian** Republics. The student understands the cultural geography of Russia and the **Transcaucasian** Republics. The student is expected to:
- A. explain cultural convergence caused by war, including shared Soviet era experiences and Cold War history (H, Geo/C); and
 - B. analyze visual sources to identify components of cultural landscape, including the Kremlin, Red Square, St. Basil's Cathedral, and Moscow City (H, Geo/C).
37. Europe. The student understands the physical geography ~~and human-environment interaction~~ of Europe. The student is expected to:
- A. identify major landforms, including the Alps, the Scottish Highlands, The Pyrenees, the Rhine River, The Danube River, Norwegian Fjords, and the Greek Archipelago (Geo/C); and
 - B. analyze the benefits and consequences of ~~human-environment interactions in case studies, including~~ commercial agriculture, the polder system, hydroelectric dams, and acid rain (E, Geo/C).
38. Europe. The student understands the **political and military population** geography of Europe. The student is expected to:

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- A. explain the effects of physical geography on major military conflicts, including Napoleonic Wars, World War I, and World War II (H, Geo/C);
 - B. evaluate how political power is distributed at various scales, including the structure of the United Kingdom, and the German Federal Republic (Geo/C); and
 - C. explain the advantages and disadvantages of the participation by European sovereign states in the North Atlantic Treaty Organization (NATO) and the European Union (G/Civ).
 - ~~A. describe features, including industrial corridors and access to major rivers, that influence the size and distribution of settlements in Europe (G/Civ, Geo/C);~~
 - ~~B. explain the effects of innovation on patterns of human settlement, including the Channel Tunnel and high-speed rail networks (H, Geo/C); and~~
 - ~~C. analyze push or pull forces that affect human migration patterns in Europe, including the high cost of urban living, the availability of high-speed rail transportation, and economic opportunities (G/Civ, E).~~
39. Europe. The student understands the economic ~~and political~~ geography of Europe. The student is expected to:
- A. describe features, including industrial corridors and access to major rivers, that influence the size and distribution of settlements in Europe (G/Civ, Geo/C);
 - B. explain the effects of innovation on patterns of human settlement, including the Channel Tunnel and high-speed rail networks (H, Geo/C);
 - C. analyze push or pull forces that affect human migration patterns in Europe, including the high cost of urban living, the availability of high-speed rail transportation, and economic opportunities (G/Civ, E); and
 - ~~A. D.~~ identify the primary, secondary, tertiary, or quaternary economic activities of Europe, including tourism and high-tech manufacturing (E); ~~and.~~
 - ~~B. explain the advantages and disadvantages of the participation by European sovereign states in the North Atlantic Treaty Organization (NATO) and the European Union (G/Civ).~~
40. Europe. The student understands the cultural geography of Europe. The student is expected to:
- A. identify the effects of geography on the spread of civilizations, including Celtic, Greek, Roman, and medieval Christian (H, Geo/C);
 - B. explain the effects of geography on the spread of religions, including Judaism, Orthodoxy, Catholicism, Protestantism, and Islam (H, Geo/C); and

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- ~~A. explain cultural convergence caused by migration and trade, including political or economic integration brought about by the European Union (Geo/C, E);~~
- ~~B. explain the cultural divergence in Europe, including linguistic sovereignty (H, Geo/C); and~~
- C. explain the historical significance of major civilizational sites, including Stonehenge, the Acropolis, Pompeii, Chartres, St. Peter's Basilica, and Versailles ~~analyze visual sources of Europe to identify components of cultural landscape, including architecture, land use, signage, public art, monuments, and place names (Geo/C).~~