



What Citizens Need to Know About World Affairs



***What Citizens Need to Know About World Affairs* addresses select Alaska Geography and History Content Standards.**

Geography

A. A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.

A student who meets this content standard should:

1. use maps and globes to locate places and regions;
2. make maps, globes, and graphs;
3. understand how and why maps are changing documents;
4. use graphic tools and technologies to depict and interpret the world's human and physical systems;
5. evaluate the importance of the locations of human and physical features in interpreting geographic patterns; and
6. use spatial (geographic) tools and technologies to analyze and develop explanations and solutions to geographic problems.

- *Chapter 1 discusses the development and use of maps. Various map projections, such as the Mercator, Robinson, and Peters are presented. Links to web sites containing political, physical, and climate maps for world regions are provided.*
- *Blank outline maps of world regions are available through the Learning Tools section.*

B. A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.

A student who meets the content standard should:

1. know that places have distinctive geographic characteristics;
2. analyze how places are formed, identified, named, and characterized;
3. relate how people create similarities and differences among places;
4. discuss how and why groups and individuals identify with places;
5. describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty;
6. make informed decisions about where to live, work, travel, and seek opportunities;
7. understand that a region is a distinct area defined by one or more cultural or physical features; and
8. compare, contrast, and predict how places and regions change over time.

- ***Part I, Global Perspectives, identifies spatial, time, and cultural views of the world.***
 - o ***Chapter 1 structures the world into regions such as geographic, climate, economic, political, religious and language regions.***
 - o ***Chapter 2 views the world through a time perspective and discusses global interdependence. This Dynamic Earth: A Historical Perspective and A Walk Through Time are examples of web sites linked to the chapter.***
 - o ***Chapter 3 discusses the world from a cultural perspective.***

D. A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions, of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.

A student who meets the content standard should:

1. know that the need for people to exchange goods, services, and ideas, creates population centers, cultural interaction, and transportation and communication links;
2. explain how and why human networks, including networks for communications and for transportation of people and goods, are linked globally;
3. interpret population characteristics and distributions;
4. analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity; and
5. analyze how conflict and cooperation shape social, economic, and political use of space.

- ***Chapters 7 and 8 discuss manufacturing and trade.***
- ***Chapter 12 focuses on population growth and migration. Chapter information is supplemented with information found on related web sites such as Migrations in History.***
- ***Chapter 6 discusses technology in the information society.***

E. A student should understand and be able to evaluate how humans and physical environments interact.

A student who meets the content standard should:

1. understand how resources have been developed and used;
2. recognize and assess local, regional, and global patterns of resource use;
3. understand the varying capabilities of physical systems, such as watersheds, to support human activity;
4. determine the influence of human perceptions on resource utilization and the environment;
5. analyze the consequences of human modification of the environment and evaluate the changing landscape; and
6. evaluate the impact of physical hazards on human systems.

F. A student should be able to use geography to understand the world by interpreting the past, knowing the present, and preparing for the future.

A student who meets the content should:

1. analyze and evaluate the impact of physical and human geographical factors on major historical events;

2. compare, contrast, and predict how places and regions change over time;
3. analyze resource management practices to assess their impact on future environmental quality;
4. interpret demographic trends to project future changes and impacts on human environmental systems;
5. examine the impacts of global changes on human activity; and
6. utilize geographic knowledge and skills to support interdisciplinary learning and build competencies required of citizens.

- *Chapter 2 discusses how a region changes over time.*
- *Chapter 14 investigates natural resource scarcity and distribution. Web site links include, Renewable Energy Project Policy Home Page and World Health Organization Home Page.*
- *Chapter 15 focuses on the environment and pollution problems.*

History

B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.

A student who meets the content standard should:

1. comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:
 - the development of culture, the emergence of civilizations, and the accomplishments and mistakes of social organizations;
 - human communities and their relationships with climate, subsistence base, resources, geography, and technology;
 - the origin and impact of ideologies, religions, and institutions upon human societies;
 - the consequences of peace and violent conflict to societies and their cultures;
 - major developments in societies as well as changing patterns related to class, ethnicity, race, and gender;
2. understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
3. recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities;
4. recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns; and
5. evaluate the influence of context upon historical understanding.

- *Part V, World Regions – A Historical Sketch, focuses on Europe, Africa, Asia, the Middle East, and the Americas. Each chapter traces the history, political, and cultural development of nations within each region.*