



What Citizens Need to Know About World Affairs



What Citizens Need to Know About World Affairs addresses select Colorado Model Content Standards for History and Geography for Grades 9 - 12.

History Standards

Standard 2: Students know how to use the processes and resources of historical inquiry.

2.3 Students apply knowledge of the past to analyze present-day issues and events from multiple, historically objective perspectives.

- identifying historical contexts of contemporary issues;
- identifying how print and electronic media can affect perspectives regarding historical events; and
- using historical information to interpret and evaluate decisions or policies regarding contemporary issues.

- *Part III, Global Decision-Making, examines topics such as international relations and international organizations.*
- *Part IV, Global Issues, examines contemporary issues such as the environment, population, resources and defense, within historical context.*
- *Part V, World Regions – A Historical Sketch, presents historical information about the major regions of the world and discusses contemporary issues pertaining to each region.*

Standard 3: Students understand that societies are diverse and have changed over time.

3.1 Students know how various societies were affected by contacts and exchanges among diverse peoples.

- describing and explaining the circumstances under which past and current societies have interacted and changed, resulting in cultural diffusion (for example, trade, war, exploration, imperialism, social disruptions, improvements in communication, and transportation);

- describing the demographic changes resulting from major migrations in history (for example, migration of Chinese south; Islamic nomads into Northern India; Germanic migrations into the Roman Empire, Bantu migrations south; Amer-Indian migrations into Central America; trans-Pacific migration).

- *Chapter 12, Population, focuses on factors of population growth and decline, migration patterns, and demographic transitions.*
 - *Chapters 20, 21, and 22 examine the demographic shifts in Africa, Asia and the Americas.*

Standard 4: Students understand how science, technology, and economic activity have developed, changed, and affected societies throughout history.

4.1. Students understand the impact of scientific and technological developments on individuals and societies.

- analyzing the major technological turning points in history (for example, agricultural revolution, revolutions in transportation, industrial revolution);
- explaining how the scientific revolution affected how people lived in and viewed the world;
- describing and explaining the social and economic changes that resulted from industrialization; and
- analyzing the impact of rapid developments in areas such as transportation, technology, and telecommunications on individuals and the world today.

- *Part II, Global Dynamics, addresses topics such as technology, manufacturing, trade, and development. Links to web sites such as People and Discoveries: Technology, The Invention Dimension, Information and Communication Technologies: Infrastructure in Africa, provide timely examples of the impact of technology on the world today.*

4.2 Students understand how economic factors have influenced historical events.

- describing how systems of exchange and other economic developments influenced the growth and history of civilizations;
- explaining how economic changes led to the growth of towns, cities, and eventually, the modern nation-state;
- explaining how the rise and expansion of trade have connected and affected the history of regions of the world; and

- describing modern historical developments in economic interdependence, (for example, the emergence of the Pacific Rim, NAFTA, the European Union) and their impact on individuals and societies.

- *Chapter 8 examines the rise and expansion of trade, international trading markets and the global economy. Students can read the general agreement on tariffs and trade from Cornell University's Legal Information Institute's website and access the Asia-Pacific Economic Cooperation Home Page from the related chapter links.*

4.3 Students understand the historical development and know the characteristics of various economic systems.

- explaining the historical development of the economic system of the United States;
- analyzing the history of the relationship between economics systems and the role of governments throughout history;
- describing characteristics of specific economic systems and how these systems have existed in different ways at different times throughout history (for example, manorialism, mercantilism, capitalism, socialism, communism); and
- tracing the historical factors that lead to the transition from local and regional economies to globally interdependent economy.
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- *Chapter 4 examines characteristics and historical development of various economic systems. Links to the Writings of Marx and Engel allow students to investigate select economic and political theories.*

Standard 5: Students understand political institutions and theories that have developed and changed over time.

5.2 Students know how various systems of government have developed and functioned throughout history.

- comparing and contrasting the characteristics and effects of the various political systems that developed throughout history (for example, republics, representative and direct democracy, feudalism, centralized monarchy, absolutism, principalities, imperial dynasties, tribal kingdoms);
- comparing and contrasting the political traditions of Western Hemisphere nations;
- describing the characteristics and ideas of various modern political systems, and giving examples of nations that have used them (for example, democracy, fascism, and communism); and

- explaining why nation-states developed throughout the world and became the dominant form of contemporary political organization.

- *Chapter 4 examines the various ideologies that have given rise to the different political systems. Students can investigate contemporary governments by accessing web site links such as, The United States Representatives Home Page and the United Kingdom's Parliament Home Page.*

5.3 Students know how political power has been acquired, maintained, and used, and/or lost throughout history.

- explaining how military conquest and invasion have been used to assume, maintain, and extend political power throughout history;
- analyzing the impact of major revolutions on the realignment of political power throughout the modern world;
- analyzing how genocide has been used to acquire or maintain political power;
- analyzing the causes and events of major wars of the contemporary era and the resulting changes in the distribution of political power (for example, World War I, World War II, War in Vietnam, the Russian Invasion of Afghanistan); and
- giving examples of former colonies and dependent states throughout the world that have gained independence in the 20th century, and explaining how they have addressed the political issues related to independence.

- *Chapter 18, Europe, examines the changes and distribution of political power since World War I. Topics such as Nazi Germany's extermination of the Jews, the rise of the superpowers after World War II, the Cold War, détente and German reunification are analyzed.*

- *Chapter 21 examines the political structure and regional relations in Asia and the Pacific.*

- *Chapter 20 provides examples of the rise of nations from colonial rule in Africa and the issues related to independence.*

- *Chapter 9 provides insight into the legacy of colonialism on developing nations.*

5.4 Students know the history of relationships among different political powers and the development of international relations.

- explaining how the foreign policy of the United States and other nations continues to develop and change; and

- analyzing the development of and issues associated with worldwide movements and organizations such as the League of Nations, the United Nations, and Amnesty International.

- *Chapter 10 focuses on international relations and discusses topics such as alliances, treaties, and aid.*
- *Chapter 11 examines international organizations. Links to organizations such as NATO, International Atomic Energy Organization, International Fund for Agricultural Development and League of Nations, provide primary source information.*

Standard 6: Students know that religious and philosophical ideas have been powerful forces throughout history.

6.1 Students know the historical development of religions and philosophies.

- describing basic tenets of world religions that have acted as major forces throughout history including, but not limited to Buddhism, Christianity, Hinduism, Islam, and Judaism;
- tracing the history of how principal world religions and belief systems developed and spread;
- explaining how, throughout history, conflicts among peoples have arisen because of different ways of knowing and believing; and
- describing basic ideas of various schools of philosophy that have affected societies throughout history (for example, rationalism, idealism, liberalism, conservatism).

- *Chapter 1 discusses the division of the world by religious regions.*
- *Chapter 19 examines the impact of religion on the Middle East. Judaism, Zionism, and Israel is an example of a related web site link that provides supplemental chapter information on the impact of religion on a region.*
- *Chapter 21 discusses the Indian-Pakistan disputes.*

6.2 Students know how societies have been affected by religions and philosophies.

- giving examples of how religion and philosophical beliefs have influenced various aspects of society throughout history;
- explaining how, throughout history, the power of the state has been both derived from religious authority and/or conflict with religious authority;
- explaining how the focus on individualism and reason expressed in Western philosophy has affected the history of Western culture, including the history of the United States; and

- explaining how the beliefs in Eastern philosophy and religion have affected the history of Eastern cultures.

- *Part V, World Regions – A Historical Sketch, provides insight into the religions and philosophies of Europe, the Middle East, Africa, Asia, and the Americas. Students can access related web sites, such as The Koran, and Liberation Theology: Religious Response to Social Problems, to gain information about specific religions and philosophies.*

Geography Standards

Standard 1: Students know how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.

1.3 Students know how to analyze the dynamic spatial organization of people, places, and environments.

- *Chapter 1, Spatial Perspectives, provides background information for understanding that there are different representations/views of the world. Students can view a physical map of the world from a related web site.*

Standard 2: Students know the physical and human characteristics of places, and use this knowledge to define and study regions and their patterns of change.

2.1 Students know the physical and human characteristics of places.

- analyzing the human and physical characteristics that give a place meaning and significance; and
- describing the changing human and physical characteristics of places.

- *Chapter 1 examines the human and physical characteristics of the major regions of the world. Students can access a map representing a political view of the world from a hypertext link.*

2.2 Students know how and why people define regions.

- applying the concept of region to organize the study of a geographic issue using multiple criteria; and

- analyzing changes in regions and recognizing the patterns of those changes (for example, the Caribbean Basin's transition from a major sugarcane producer to a center for tourism).

- *Part V, Regions of the World – A Historical Sketch, analyzes the shifts in geographic regions due to political, social, and economic reasons.*

2.3 Students know how culture and experience influence people's perceptions of places and regions.

- analyzing why places and regions are important to human identity;
- comparing and contrasting how and why different groups of society view places and regions differently; and
- analyzing the ways places and regions reflect cultural change (for example, old mining towns become tourist centers).

- *Chapter 3, Culture, focuses on the role that culture plays in a region.*

Standard 4: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

4.1 Students know the characteristics, location, distribution, and migration of human populations.

- evaluating trends and effects of world population numbers and patterns; and
- analyzing the physical and cultural impact of human migration.

- *Chapter 12 examines population shifts and the subsequent impact on a region(s).*

4.2 Students know the nature and spatial distribution of cultural patterns.

- analyzing how cultures shape the character of a region;
- describing the processes of cultural diffusion; and
- describing the effect of technology on the development and change of cultures.

- *Chapter 6 focuses on the relationship between technology and society.*

4.3 Students know the patterns and networks of economic interdependence.

- comparing and contrasting the characteristics and distribution of economic systems;
- explaining how places of various size function as centers of economic activity;
- analyzing factors influencing economic interdependence of countries, including world trade;
- analyzing connections among local, regional, and world economies (for example, transportation routes, movement patterns, and market areas); and
- analyzing how and why levels of economic development vary among places.

- *Chapter 4 examines various economic systems found throughout the world.*
- *Chapter 8 examines trading patterns and the effects of trade on economies.*
- *Chapter 9 examines the economic features of developing and developed countries and regions.*

4.4 Students know the processes, patterns, and functions of human settlement.

- comparing and contrasting the differing characteristics of settlement in developing and developed countries.

- *Chapter 9 discusses the characteristics of settlement in developing and developed countries. Students can gather supplemental information about developing nations by linking to the United Nations' Least Developed Countries web site.*

4.5 Students know how cooperation and conflict among people influence the division and control of Earth's surface.

- analyzing why and how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales – local, national, and international; and
- analyzing how differing points of view and self-interests play a role in conflict over territory and resources.

- *Part II, examines how differing points of view and self-interest play a role in conflict over territory and resources. Specific examples are given throughout the five chapters.*

Standard 5: Students understand the effects of interactions between human and physical systems and the changes in meaning, use, distribution, and importance of resources.

5.1 Students know how human actions modify the physical environment.

- analyzing ways the humans depend upon, adapt to, and affect the physical environment;
- evaluating ways in which technology has expanded human capacity to modify the physical environment; and
- explaining the possible global effects of human modification of the physical environment.

- *Chapter 6 examines the effect technology has on the physical environment.*

- *Chapter 15 examines problems in the environment, such as those caused by humans.*

5.2 Students know how physical systems affect human systems.

- comparing and contrasting how changes in the physical environment can increase or diminish its capacity to support human activity;
- identifying and evaluating alternative strategies to respond to constraints placed on human systems by the physical environment (for example, the use of irrigation in arid environments); and
- analyzing how humans perceive and react to natural hazards.

- *Chapter 15, Environment, examines the effects of air, water and land pollution on a region.*

5.3 Students know the changes that occur in the meaning, use, location, distribution, and importance of resources.

- analyzing how the changing distribution of resources affects the patterns of settlement;
- evaluating policies and programs for resource use and management; and
- analyzing the effects of economic activity in modifying and transforming resources.

- *Chapter 14 examines the scarcity and distribution of resources and the effects of resources on resource dependent industries in various world regions.*

Standard 6: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

6.1 Students know how to apply geography to understand the past.

- analyzing how changing perceptions of places and environments affect the behavior of people;
- analyzing the fundamental role that places and environments have played in history (for example, the Russian winter played an important part in the defeat of Napoleon's army).

- Chapter 2 examines human affairs from a global perspective.

6.2 Students know how to apply geography to understand the present and plan for the future.

- evaluating a contemporary issue using geography knowledge, skills, and perspectives; and
- comparing and contrasting how different viewpoints influence the development of policies designed to use and manage Earth's resources.

- Parts III, Global Decision-Making and Part IV, Global Issues, examine contemporary issues from varying viewpoints. Issues include:

- *International Relations*
- *International Organizations*
- *Population*
- *Food*
- *Resources*
- *Environment*
- *Defense*
- *Human Rights*