



## *What Citizens Need to Know About World Affairs*



*What Citizens Need to Know About World Affairs* addresses select New York curriculum standards for World History and Geography.

### **Standard 2 – World History Commencement**

1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives.

- define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices
- understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time
- analyze historic events from around the world by examining accounts written from different perspectives
- understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras
- analyze changing and competing interpretations of issues, events, and developments throughout world history.

- *Part V, World Regions – A Historical Sketch, traces the development of the major regions of the world over time.*
  - *the rise and fall of European colonialism*
  - *causes and results of World Wars I and II*
  - *alliances and disputes*
  - *global interactions and migration*
- *From various chapters, students learn about major developments and events while having access to related articles and web sites providing primary and secondary sources for further research. For examples, students may read Charles Darwin’s Voyage of the Beagle from the Online Literature Library, the UN Charter from the United Nations, and the Balfour Declaration from the National Center for Public Policy Research.*

### **Standard 3 – Geography Commencement**

1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places, and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

- understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions
- describe the physical characteristics of the Earth's surface and investigate the continual reshaping of the surface by physical processes and human activities
- investigate the characteristics, distribution, and migration of human populations on the Earth's surface
- understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world
- analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface
- explain how technological change affects people, places, and regions.

- *Chapter 1 discusses the geographic tools, such as maps, that provide varying views of the world.*
  - *From related web sites, students can access physical and political maps of the world.*
  - *Ten major geographic regions are identified.*
- *Chapter 12 explores the world's population, presenting information on factors such as migration and population shifts.*
- *Part V, World Regions – A Historical Sketch, explores Europe, Africa, the Middle East, Asia, and the Americas. History, economy, politics and social and cultural issue are discussed.*
- *Chapter 6 examines the role technology plays in an ever-changing world.*