



North Carolina Department of Public Instruction

## **INSTRUCTIONAL SUPPORT TOOLS**

FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers.

### ***Essential Standards: 21<sup>st</sup> Century Geography • Unpacked Content***

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

#### **What is the purpose of this document?**

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

#### **What is in the document?**

Descriptions of what each standard means a student will know, understand and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

#### **How do I send Feedback?**

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at [feedback@dpi.state.nc.us](mailto:feedback@dpi.state.nc.us) and we will use your input to refine our unpacking of the standards. Thank You!

#### **Just want the standards alone?**

You can find the standards alone at <http://www.dpi.state.nc.us/acre/standards/new-standards/>

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Governance, **C**–Culture

## Geography and Environmental Literacy

### Essential Standard:

**12.G.1 Apply geographic skills to understand the spatial relationship between humans and their environment.**

#### Concept(s):

Research methods, data collection, maps, graphics, Geographic Information Systems (GIS), Global Positioning Systems (GPS), Physical vs. Human Geography

#### Geographic themes:

Location, Place, Human-Environment Interaction, Movement, Region.

### Clarifying Objectives

**12.G.1.1 Compare various methods of data collection used for research, such as land surveys, interviews and data bases.**

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- The method of data collection is depended upon the purpose of the research.

#### The student will know:

- The basic concepts of geography and spatial analysis.
- How to choose the best sources to find the information they need.
- How to utilize geographic resources to conduct research.

#### For example:

The student will know to look for demographic data on population through census track data.

The student will look at topographic maps for elevation data.

*Note: The most important concept here is to teach students how to seek and learn from a spatial perspective. Teachers will need to demonstrate and utilize through lessons a number of sources for the students including but not limited to: maps, globes, atlases, both public and private web sites and data bases etc.*

	<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• National Geographic (all sources and mediums)</li> <li>• Google Earth</li> <li>• Census.gov</li> </ul>
<p><b>12.G.1.2 Compare various types of visual representations, such as traditional and mental maps, charts, graphs and remote imaging.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Different types of maps, graphics and images serve different purposes.</li> <li>• Images can provide an abundance of information.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How to interpret and derive information from visual images.</li> <li>• How to read a map or image to acquire information. Including the basic map elements of scale, key or legend (symbols) and compass direction.</li> <li>• Students will know how to create maps using all the basic elements and how to locate or create images such as graphs, charts and satellite images.</li> <li>• How to conduct field work using GPS (Global Positioning Systems) devices</li> </ul> <p><b>For example:</b>  The student will understand that there is a difference between physical, political and special use maps.  The student will understand the different perspective's between a road map and an overhead view from a satellite image.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• National Geographic (all sources and mediums),</li> <li>• Google Earth</li> <li>• Census.gov.</li> <li>• Map outlines of various regions to fill in and supplies for hand drawn maps.</li> </ul>

**12.G.1.3 Use geographic data and visual representations to interpret spatial relationships and to draw conclusions about observed phenomena.**

**The student will understand:**

- The location and characteristics of a place impacts population distribution and human activity.
- Human interaction with the environment as well as physical phenomena will may alter the geography of a place.

**The student will know:**

- There are relationships between groups of people that are directly related to their relative location with each other.

**For example:**

Why building construction is lower in elevation and more sprawling in an area with heavy tectonic activity.

Why building materials are often dependent on local resources for example wood construction in forested areas, clay or adobe in desert areas etc.

**The student will be able to:**

- Draw conclusions or make inferences about how people interact with each other and the physical environment based on their geographic location and available resources.

**For example:**

Why people who live in coastal areas are more engaged in trade or fishing than those in landlocked regions.

*Note: Teachers will need to demonstrate multiple examples and give lessons making these connections. Visual representations of dwellings in multiple climates, regions and environments.*

**Suggested Resources:**

- National Geographic Magazine or website.
- See assessment samples.

# Geography and Environmental Literacy

**Essential Standard:**

**12.G.2 Analyze the historical antecedents and geographic factors that led to the development of globalization.**

**Concept(s):**

**Trade, war, mercantilism, conquest, transportation, colonialism, imperialism, cause and effect, communication and diffusion.**

**Geographic themes:**

**Location, Place, Human-Environment Interaction, Movement, Region.**

**Clarifying Objectives**

**12.G.2.1 Interpret the origin and processes of globalization using historical and geographical perspectives.**

**Unpacking**

What does this standard mean a student will understand, know and be able to do?

**The student will understand:**

- Globalization is a process.
- It is the process by which regions are connected.
- Regions are connected by vehicles such as trade, migration, communication, and war.
- The process of globalization originates from the diffusion of culture from hearth regions.

**For example:**

Maize, tobacco, sweet potatoes, and other crops spread to North America and the Caribbean through Mayan traders.

Roman conquests spread the Latin language, republican ideas, and eventually Christianity.

**The student will know:**

- Globalization has been ongoing for all of human history, but accelerated beginning with the Age of Exploration.
- Diffusion of material and non-material elements were the catalyst of present day globalization.

	<p><b>For example:</b> More than 2000 years ago, trade along the Silk Road connected Europe and East Asia.</p> <p>The migration of nomadic Aryans to India brought Indo-European language and the caste system.</p> <p><i>Note: Teachers should draw from examples from world history of trade, migration, communication, and war.</i></p> <p><i>The intent of the standard is for students to be able to analyze various perspectives on globalization in order to better understand the impact it has on various societies and regions.</i></p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• Great Courses, "The History of the English Language,"</li> <li>• World History textbooks.</li> <li>• Special-use maps showing early trade routes, migrations, exploration, areas of conquest, etc. These can be found though National Geographic.</li> </ul>
<p><b>12.G.2.2 Analyze how the movement of goods, people and ideas encouraged and impacted globalization.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Decisions that impact or encourage globalization are made at many levels and on varying scales. They may be made by national governments, local governments, tribes, companies, individuals, etc.</li> <li>• People's choices may be influenced by events, policies, or other constraints that are outside their control.</li> <li>• Processes that impact or encourage globalization can be voluntary or involuntary.</li> </ul> <p><b>For example:</b> Trade restrictions or sanctions can be placed on countries by supranational organizations when those countries violate international law.</p> <p>When a person buys a phone online from someone in South Korea, the exchange constitutes international trade. Hence, when “we” trade with other countries it is the</p>

	<p>result of the decisions of many individuals. These are not typically decisions made by our elected representatives.</p> <p>However, the student's choice about what to buy may be influenced by tariffs or other trade policies instituted by the government officials. For instance, trade with Cuba is restricted by US law.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Various examples throughout world history that show how movement encouraged and/or impacted globalization</li> </ul> <p><i>Note:</i> When analyzing situations in history, consider the extent to which people's actions are voluntary and the extent to which they are constrained by events outside their control.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• Pietra Rivoli, "The Travels of a T-Shirt in the Global Economy."</li> <li>• Council for Economic Education, "Focus: Globalization."</li> <li>• Council for Economic Education, "Focus: Understanding Economics in United States History."</li> </ul>
<p><b>12.G.2.3 Analyze how various technological and informational revolutions have encouraged and impacted globalization.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Innovations did not create the globalization process, but may facilitate and accelerate it.</li> <li>• Technology may increase the speed, volume, accuracy, and range of interaction between regions.</li> </ul> <p><b>For example:</b> Communication innovations that facilitated globalization include spoken language, written language, the printing press, telegraph, telephone, and the Internet.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How innovations have impacted globalization.</li> <li>• The progression of innovations that stimulates globalization</li> </ul>

	<p><b>For example:</b>          Containerization is an innovation in which shipping methods are standardized. This reduces the amount of resources that it takes to ship, unload, reload, store, and re-stock goods.</p> <p>Containerization ultimately eases supply bottlenecks and makes trade easier and less costly.</p> <p><i>Note: Teachers will want to draw on historic innovations and carry the instruction through present day innovations in trade and communication to help students make connections to globalization being a “process”.</i></p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• Current events from newsworthy sources,</li> <li>• Web sites on trade and the economy</li> <li>• Historical resources for early inventions and innovations</li> <li>• See assessment samples.</li> </ul>
<p><b>12.G.2.4 Evaluate the extent to which certain historic/geographic factors encouraged and impacted globalization.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Certain events in world history have an outside impact on globalization.</li> <li>• Wartime alliances may encourage globalization through the sharing of innovations and resources.</li> <li>• Wartime alliances may have encouraged globalization by forcing people to cooperate against common enemies.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• What kinds of factors may encourage globalization</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Evaluate a historical event in terms of the factors that propel globalization.</li> </ul>

	<p><b>For example:</b> Evaluate the impact of colonial powers' race for Africa. Question: what role have international alliances played in globalization during times of war?</p> <p><i>Note: This clarifying objective is an application section. Students should use what they have learned to give an opinion, judgment, comparison, or evaluation of various events and their rolls in the globalization process.</i></p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>Teachers should draw from historical text and supplemental materials to demonstrate events in world history.</li> </ul>
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## Geography and Environmental Literacy

### Essential Standard:

**12.G.3 Analyze changes in the physical environment as a result of globalization.**

#### Concept(s):

**Environmental determinism, possibilism, global warming/climate change, environmental degradation, deforestation, recycling and reusing, sustainability, carrying capacity, renewable vs. non-renewable resources**

**Geographic themes: Location, Place, Human-Environment Interaction, Movement, Region.**

### Clarifying Objectives

### Unpacking

What does this standard mean a student will understand, know and be able to do?

**12.G.3.1 Compare the physical environments and the effects of globalization on the climate, natural resources and species of various places.**

#### The student will understand that:

- Globalization impacts various regions differently depending on their unique climate and natural resources.
- Global climates may be changing due to an increase in industrial pollution.

	<ul style="list-style-type: none"> <li>• Industrialization may alter the physical environment.</li> </ul> <p><b>For example:</b> Some scientists and others believe that average global temperature is increasing due to the release of carbon monoxide and other green house gasses as a result of industrialization.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Various areas around the world that have different climates, environments and different natural resources and the reasons for the differences</li> <li>• What the dominant natural resources are for a given area.</li> <li>• How the extraction or processing of natural resources leaves a mark on the physical landscape.</li> </ul> <p><b>For example:</b> The practice of clear-cutting forested areas to harvest wood for industrial purposes not only leaves an unsightly landscape but also changes the hydrology and affects the other flora and fauna of that area.</p> <p><i>Note: Teachers should use a cross curricular approach to this essential standard drawing from environmental science, physical science and biology.</i></p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• Jared Diamond, “Guns, Germs, and Steel.”</li> <li>• Environmental Protection Agency, <a href="http://eponline.com">eponline.com</a> (Environmental Protection magazine)</li> <li>• <a href="http://www.earth-policy.org">www.earth-policy.org</a> (free educational resources)</li> </ul>
<p><b>12.G.3.2 Analyze the relationship between sustainability and natural resource depletion in terms of economic growth and development.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Depletion of natural resources for trade may be necessary for economic growth and development.</li> <li>• There can be a balance between the degradation caused by depletion of a natural resource and amount of economic growth.</li> <li>• Public policy or lack thereof may have a significant impact on the relationship between the environment and economic growth and development.</li> </ul>

	<p><b>For example:</b> Almost all industries originate in the primary or extractive stage, such as petroleum, wood or minerals, the amount and care in extraction of materials will determine the impact to the environment.</p> <ul style="list-style-type: none"> <li>• Public policy can place limits, boundaries or controls on the extent to which extraction will impact the physical environment.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Clear ownership of a resource may create an incentive to conserve that resource.</li> <li>• What the major natural resources in global trade are and where they are located.</li> <li>• What types of governments, supranational organizations or other groups have control over the natural resources traded globally.</li> </ul> <p><b>For example:</b> In the United States “rule of law” creates a clear understanding of property rights while in some regions globally natural resources are extracted, stolen or pirated by groups who have no clear ownership to them. Without a clear ownership resources are often up for grabs and there is little in the way of preservation or regulation.</p> <p><i>Note: Teacher should look to current day situations and or current events covering this topic. A wealth of information can be found in online sources.</i></p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.hg.org/environ.html">www.hg.org/environ.html</a> or any good sources for global or national environmental law</li> </ul>
<p><b>12.G.3.3 Explain how places are influenced by human perception and modification of the environment.</b></p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The difference between environmental determinism and possibilism.</li> <li>• Which cultures tend to practice determinism and which are more influenced by possibilism.</li> <li>• How different groups will modify the environment to suit their needs</li> </ul>

	<p><b>For example:</b> Cultures that believe in determinism tend to shy away from dam-building, since they place greater value in the symbiotic relationship between man and nature. Cultures that are more possibilistic are likely to be more comfortable with building dams, since they place more value in mankind’s primacy over the environment.</p> <p>Cultures who practice western religions often construct elaborate places of worship while those who practice animistic religions are more likely to conduct ceremonies in sacred space in nature.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How to differentiate between cultures who feel fit to alter the physical environment and those who don’t.</li> <li>• How to identify examples where groups have modified the environment and what the consequences of those modifications are.</li> </ul> <p><b>For example:</b> Fracking is a popular way to extract natural gas from beneath the earth’s surface but many believe it will cause damage to water resources or other environmental problems.</p> <p><i>Note: Teachers should look to Human Geography text or materials for explanations of possibilism and environmental determinism and examples in global current events.</i></p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• “The Human Mosaic” Jordan, Domosh. Freeman Press, 2006</li> </ul>
<p><b>12.G.3.4 Evaluate the extent to which preservation and conservation efforts impact local, national and global economies.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Conservation and preservation efforts may work to ameliorate environmental degradation caused by industrialization.</li> </ul> <p><b>For example:</b> Countries such as the US puts limits on and restricts the areas in which oil can be extracted to preserve the resource within political borders as well as the landscapes where the oil may be extracted.</p>

**The student will know:**

- Groups of people at a variety of levels exist to preserve or conserve the environment in opposition of industrialization.
- Preservation or conservation exists in many forms from political action to civil disobedience.
- Conservation and preservation may limit industrial and economic growth.
- There are alternative industries that can preserve the physical environment while achieving economic growth.

**For example:**

Conservation groups exist at many levels, globally such as the WWF, World Wide Fund for Nature, nationally such as the EPA Environmental Protection Agency or locally through recycling programs etc.

Countries also engage in environmentally friendly industries such as green commerce, eco-tourism and fair trade commodities.

*Note: Teachers should look to world news and events for examples of conservation efforts as well as global level environmental disasters such as the BP oil spill etc.*

**Suggested Resources:**

- Look to any for or non-profit organization in environmental protection. Greenpeace, Environmental Defense Fund, edf.org, conservation.org, Natural Resources Defense Council, nrdc.org, WWF.org, UN.org.

## Geography and Environmental Literacy

### Essential Standard:

**12.G.4 Analyze changes in culture as a result of globalization.**

### Concept(s):

**Placelessness, acculturation, assimilation, homogenization, localization, types of diffusion, cultural preservation.**

### Geographic themes:

**Location, Place, Human-Environment Interaction, Movement, Region.**

### Clarifying Objectives

**12.G.4.1 Compare the cultural characteristics of various places and the effects of globalization on those places.**

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand that:

- Culture may be impacted by globalization.

#### For example:

In many parts of India, cows are considered sacred. In Switzerland they are not. This limits the extent to which these nations can engage in trade in the cattle market.

#### The student will know:

- The cultural characteristics of various regions.
- Culture is comprised of language, religion, and ethnicity.
- Culture varies from region to region.
- Similarities and differences between cultures may influence the extent to which globalization occurs.

#### For example:

Groups whose culture prevents them from doing a particular thing such as eating meat or whose income prevents the majority from purchasing high dollar items are less likely to participate in the globalization process.

	<p><b>Note:</b> The teacher can use any examples of similarity and difference between cultures here. Student should focus on different elements of culture and how those practices may encourage or prevent globalization.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <u>Diversity Amid Globalization</u>, Rowntree, Lee et al. Pearson Prentice Hall, 2003.</li> <li>• International Census track data, quality of life data including literacy rates or access to education, medicine and daily caloric intake.</li> </ul>
<p><b>12.G.4.2 Analyze how globalization has created religious and ethnic conflict.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• People may culturally identify themselves in different ways. They may identify themselves with nation, race, religion, social class, or some other identifier.</li> <li>• Cultural groups may compete for influence, resources, or power.</li> </ul> <p><b>For example:</b> Islam is the dominant religion in northern Nigeria, while Christianity and traditional animistic religions are prevalent in southern Nigeria.</p> <p>In Iraq there is frequent religious tension between Sunni and Shia, as well as ethnic tension between Arabs and Kurds.</p> <p>In both Nigeria's and Iraq's case, these conflicts can inhibit international oil trade.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How to identify the characteristics of religious and ethnic conflict.</li> <li>• How to analyze the conflict and barriers created which prevent participation in the globalization process.</li> </ul> <p><b>For example:</b> Students must analyze a particular current instance of conflict, identify the groups involved, and explain the characteristics of the conflict.</p> <p><b>Note:</b> Use multiple sources to find instances of current conflicts. The point here is that human</p>

	<p><i>identity is eclectic--ask the students how they and the people in their community identify themselves.</i></p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• Global current events from any newsworthy source. Historical examples for conflict between countries or nations with opposing cultural views. See assessment samples.</li> </ul>
<p><b>12.G.4.3 Analyze localism and ways cultural groups maintain their distinct cultural characteristics.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Globalization may lead to homogenization of culture.</li> <li>• In many cases people resist homogenization, and may take deliberate and/or organized action to preserve cultural distinctiveness.</li> </ul> <p><b>For example:</b> France, Wales, Quebec, and other places have created government policies to preserve and encourage their traditional languages and to resist the proliferation of English.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• That certain cultural characteristics may influence a group to either resist, embrace, or modify an imported cultural trait.</li> </ul> <p><b>For example:</b> McDonald's restaurants exist all over the world, but they must modify their menus to satisfy local habits.</p> <p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Identify cultural norms and distinguish between native practices and those imported via the globalization process.</li> </ul> <p><b>For example:</b> Popular music that has spread globally through the actions of a “World Tour” may be embraced by different cultural groups around the world. Conversely, some governments or people may shun or prevent performances for fear of loss of native music.</p>

	<p><i>Note: Teachers can use a variety of examples of cultural traits that have spread and have been banned in areas around the world.</i></p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• <u>Diversity Amid Globalization</u>, Rowntree, Lee et al. Pearson Prentice Hall, 2003.</li> <li>• National Geographic Explorer.</li> <li>• See assessment samples.</li> </ul>
<p><b>12.G.4.4 Analyze the impact of globalization on population migration and demographic transition.</b></p>	<p><b>The student will understand :</b></p> <ul style="list-style-type: none"> <li>• Globalization may have an impact on the movement of groups of people.</li> <li>• Demographic Transition may be a indicator of the level of participation in the globalization process.</li> </ul> <p><b>For example:</b> People may relocate in search of a better quality of life in terms of employment or life expectancy.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The basic functions of demographic transition and its place in the globalization process.</li> <li>• The components of the demographic transition model and how different countries or regions fit within it.</li> <li>• How to trace population migration and the push-pull factors of that migration.</li> </ul> <p><b>For example:</b> Migrants from Latin America migrate to North America to work in the agriculture and service industries.</p> <p><i>Note: Teachers can draw from both historical and present day examples of population migration and levels of industrialization of various regions.</i></p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• Demographic Transition Model</li> <li>• International Census data,</li> </ul>

	<ul style="list-style-type: none"> <li>• Global population migration data can all be found on line at <a href="http://www.census.gov">www.census.gov</a></li> <li>• See assessment samples.</li> </ul>
<p><b>12.G.4.5 Analyze the use of adaptive strategies and preventative measures by various cultures in a global environment.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Groups of people develop strategies for survival based on climate and environment.</li> <li>• Adaptive strategies may be impacted by the globalization process.</li> </ul> <p><b>For example:</b> If a local food choice is over harvested for trade the native population may experience famine or be forced to find a new source.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The components of adaptive strategies: food, clothing, shelter and defence.</li> <li>• How globalization impacts groups of people in relation to adaptive strategies.</li> <li>• What preventative measures groups will take to protect their adaptive strategies.</li> </ul> <p><b>For example:</b> In China and India rice and other grain crops which were grown almost exclusively as subsistence agriculture became high volume globally traded goods in part due to the Green Revolution. Tribal groups in the Amazon region will ban together to protect illegal lumbering.</p> <p><i>Note: Teachers should focus on resources necessary for survival and the preservation tactics groups will engage in to protect them.</i></p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• National Geographic.</li> <li>• See assessment samples.</li> </ul>
<p><b>12.G.4.6 Evaluate the impact of globalization on the organization and success of social and human rights movements.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Globalization may influence change in human rights.</li> </ul> <p><b>For example:</b></p>

Some countries with oppressive governments may have to improve human rights in order to participate with countries who support human rights and freedoms.

Some countries may violate human rights in order to produce goods or services globally traded.

**The student will know:**

- What basic human rights and freedoms are.
- Where and under what circumstances a government will improve human right in order to participate in the global economy.
- Where and under what circumstance a government will allow denial of human rights in order to participate in the global economy.
- What organizations both public and private promote human rights.

**For example:**

In the last few decades China with its Communist government has relaxed its denial of freedom of speech and expression in order to satisfy countries with more democratic beliefs in order to trade with them.

In some African nations child labor has increased in order to make larger profits on globally traded commodities such as spices and woven goods.

**The Student will be able to:**

Identify and analyze the political processes that promote human rights.

**For example:**

The student will evaluate a document such as the Universal Declaration of Human Rights as written by the UN after WWII and compare it to issues in current events where there is evidence of denial of human rights.

*Note: Teachers can draw on both current and historical events where there are improvements or violations in basic human rights.*

	<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• UN.org</li> <li>• <a href="http://www.globalissues.org">www.globalissues.org</a>.</li> <li>• See assessment samples.</li> </ul>
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## Geography and Environmental Literacy

**Essential Standard:**

**12.G.5 Analyze changes in economics as a result of globalization.**

**Concept(s):**

**Economic growth, comparative advantage, creative destruction,**

**Geographic themes:**

**Location, Place, Human-Environment Interaction, Movement, Region.**

**Clarifying Objectives**

**Unpacking**

What does this standard mean a student will understand, know and be able to do?

**12.G.5.1 Analyze transnational corporations in terms of their role in the globalization process.**

**The student will understand that:**

- Multinational corporations have interests in the policies that affect the economies in which they do business.
- Multinational corporations may pressure governments to implement policies favorable to business.

**For example:**

Pharmaceutical companies based in the United States have lobbied the governments of Brazil and India to create tougher intellectual property and patent laws, therefore slowing the spread of cheap generic drugs to these markets. Rather, the companies seek to have non-profits and NGOs pay

	<p>poorer consumers to buy the name-brand medicine.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Small entrepreneurs are extremely effective at creating new products and techniques, but often have difficulty making them available for a mass audience.</li> <li>• Large corporations are effective at mass-producing items for international consumption, often obtaining their products by buying small entrepreneurial enterprises.</li> <li>• Most fast-growing economies make use of a combination of small and large companies; small companies for innovation, and large ones for mass production.</li> </ul> <p><b>For example:</b> Microsoft Corporation’s operating system us largely made up of programs innovated at small start-up companies in Silicon Valley, CA, which are purchased by Microsoft.</p> <p><b>Note:</b> The Teacher would do well here to find (or make the students find) examples of controversies concerning corporate power, and balance them with examples of companies pushing for socially-beneficial policies. For example, many countries seek to improve the education of their labor force in order to attract higher-value industries.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• Baumol, Litan, and Schramm, “Good Capitalism/Bad Capitalism and the Economics of Growth and Prosperity.”</li> <li>• See assessment samples.</li> </ul>
<p><b>12.G.5.2 Explain how comparative advantage and specialization influence the globalization process.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• A person or nation has a comparative advantage when they can do some kind of work at a lower opportunity cost than others. Put differently, one has a comparative advantage when someone else has something better to do.</li> <li>• People and nations tend to specialize in the economic activity in which they have a comparative advantage.</li> </ul>

	<p><b>For example:</b> Compare LeBron James and a normal high school student. Even though LeBron James might be better than the student both at mowing lawns and playing basketball, the student has a comparative advantage in mowing lawns, since LeBron cannot spare any time from basketball to mow. Just like LeBron James specializes in basketball, the United States tends to specialize in high-value pursuits such as biotechnology, high-technology, education, and human services. A developing nation such as Vietnam tends to specialize in agriculture, manufacturing or textiles.</p> <ul style="list-style-type: none"> <li>• Trade tends to increase the wealth of a nation.</li> <li>• Specialization can affect the human geography of a place.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The definition of specialization</li> </ul> <p><i>Note: In the above case, if the US were to create policies to encourage low-tech manufacturing, it would cause resources to be shifted away from high-tech and into low-tech. The effect would be similar to LeBron James quitting basketball so he could have time to mow lawns. In fact, with US agriculture-support policies do exactly this.</i></p> <p>Comparative advantage is a difficult concept, but an important one. A person with a good understanding of it will have a powerful tool for making sense of both international trade and the dynamics that influence his or her own personal production choices.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• Pietra Rivoli, "The Travels of a T-Shirt in the Global Economy."</li> <li>• Council for Economic Education, "International Economics."</li> </ul>
<p><b>12.G.5.3 Analyze global trade patterns in terms of natural, human and capital resource flows.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Globalization causes the international flow of productive (natural, human, capital) resources to accelerate.</li> </ul> <p><b>For example:</b> From 1960 to 2010, US exports have risen from 6% of GDP to 13%. Imports have risen from 4.5%</p>

	<p>to 16% of GDP over the same period.</p> <ul style="list-style-type: none"> <li>• Globalization leads to economic interdependence.</li> <li>• People may migrate in search of better economic conditions.</li> <li>• Changes in comparative advantage may cause people (acting as human resources) to move locations in search of new work.</li> </ul> <p><b>For example:</b> It is instructive to find old textile factories in North Carolina, New England, or England to see what businesses now inhabit them. For instance, one old mill in Charlotte now houses Amazon.com. A remodeled paper mill in Raleigh has a software company, an architecture firm, and a high school as its tenants.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Countries with less regulated and more flexible labor markets have (on average) higher economic growth over the long run.</li> </ul> <p><i>Note:</i> It is important when discussing the issues surrounding global economic competition to constantly lead students to weighing costs and benefits of economic activity. To this end, it is important to gather as much information as possible concerning an issue before proceeding to a judgment. Challenge the students to evaluate a situation, making sure to look at all sides of an issue.</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• Council for Economic Education, “Focus: Globalization.”</li> <li>• Other good sources for current events on the subject include Forbes or The Wall Street Journal news magazines.</li> </ul>
<p><b>12.G.5.4 Evaluate the effects of economic growth on people and places in terms of costs and benefits.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Globalization tends to speed global economic (including GDP) growth.</li> <li>• The primary cause of improvement in human material well-being is economic (including GDP) growth.</li> <li>• Economic growth causes the composition (makeup) of an economy to change.</li> </ul>

- Economies change through outsourcing and in-sourcing, as well as the failure of some companies, and the creation of others.
- Creative Destruction requires people and firms to adjust.

**For example:**

Perhaps by getting new skills, finding new jobs, producing new products, or moving locations.

**For example:**

Since 1980, approximately 400 million people in the world have risen from abject poverty to lower-middle class as a result of economic growth and participation in a the global economy.

In 1800, more than 90% of Americans were farmers. Today, less than 2% are. Yet the 88% who are no longer farmers and their ancestors have not been subjected to permanent unemployment. Their skills are diverted to higher-value work.

**The student will know:**

- The process by which some industries become obsolete and make way for new industries is called “creative destruction.”
- The wealth of a nation increases a resources (natural, human, and capital) are diverted to more productive uses.
- Finding new work when an old industry has become obsolete or outsourced can be a painful thing for people and their families, since it takes time and money to acquire new skills and find a new industry.

**Note:**

Creative destruction seems most "creative" when viewed over a long period of time, and most destructive in a short period of time. For example, workers associated with horses and buggies, such as blacksmiths, coopers, and and stable-hands, have long since moved to more modern work, and few (if any) mourn their loss. However, a recently-off-shored industry can carry a massive negative impact while laid-off workers attempt to transition. Many countries provide unemployment insurance to both soften the impact of international trade while still reaping its benefits.

	<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• Jagdish Bhagwati, “In Defense of Globalization.”</li> </ul>
<p><b>12.G.5.5 Evaluate economic protectionism in terms of costs and benefits.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Growth has benefits and costs that must be weighed against the benefits and costs of potential public policies.</li> <li>• Policymakers must weigh the potential benefits and costs of their policies.</li> </ul> <p><b>For example:</b> Policymakers must decide whether or not to restrict trade with nations that violate political, cultural, or social norms.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Though growth and trade generally improve the economies of nations in the medium- and long-term, they also create short-term winners and losers.</li> <li>• People and industries that are likely to "lose" due to Creative Destruction may lobby the government for protectionist policies.</li> </ul> <p><b>For example:</b> US sugar producers create about 1% of US agricultural output, but account for 17% of political donations from the agriculture sector. The industry estimates that US sugar-protection tariffs and subsidies protect 372,000 jobs.</p> <p><b>Note:</b> There is a number students can use to weigh the cost of protecting jobs with protectionist policies. In the US, the average cost to consumers and taxpayers per job saved due to protectionist policies is \$231,289. (This is the increase in price per unit of various goods due to trade policies multiplied by units sold.)</p> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• Council for Economic Education, "Focus: Globalization."</li> <li>• Civics and Economics texts</li> <li>• Global news sources for current events and relevant applications.</li> </ul>

## Geography and Environmental Literacy

### Essential Standard:

**12.G.6 Analyze changes in politics as a result of globalization.**

### Concept(s):

**Sovereignty, interdependence, supra-national organization, NGO's, treaties.**

### Geographic themes:

**Location, Place, Human-Environment Interaction, Movement, Region.**

### Clarifying Objectives

### Unpacking

What does this standard mean a student will understand, know and be able to do?

**12.G.6.1 Evaluate the extent to which the political system of a place impacts its involvement in the global economy.**

#### The student will understand that:

- When nations get into a dispute, they may place economic sanctions on one another.
- National governments may try to leverage the support of the United Nations in seeing resolution of international disputes.

#### The student will know:

- Economic sanctions are restrictions that seek to deprive offending countries from the benefits of international trade.
- Countries have sought the intervention of the international community over the pursuit of nuclear capability, territorial disputes, human rights violations, ideological differences, and other issues.

#### *Note:*

In the 20th century, capitalist and communist nations refused to trade with each other. The United States still has a trade embargo in force against communist Cuba.

**12.G.6.2 Analyze the relationship between**

**The student will understand that:**

<p><b>political sovereignty and globalization.</b></p>	<ul style="list-style-type: none"> <li>• Globalization causes economic interdependence.</li> <li>• Nations may create policies to facilitate or regulate interdependence.</li> <li>• Policies that facilitate or regulate interdependence may be perceived as a surrender of sovereignty.</li> </ul> <p><b>For example:</b> The European Union (though not all EU countries) adopted the Euro as a currency in an effort to facilitate trade. While a common currency reduces the costs of trade, it also commits the nations involved to similar economic policies. Many people in these countries resent this as a loss of sovereignty, especially when a crisis occurs, such as the Greek public debt crisis.</p> <p><b>Students will know that:</b></p> <ul style="list-style-type: none"> <li>• The question of political sovereignty has been the focus of some of the most intense anti-globalization efforts.</li> </ul> <p><b>For example:</b> Many of the protesters at the anti-globalization rallies in Seattle in 1999 were concerned about multinational corporations' power in sovereign countries.</p>
<p><b>12.G.6.3 Analyze supra-national organizations in terms of their purpose, development and products.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• Sovereignty generally resides in nation-states.</li> <li>• Supra-national organizations and international law exist in a moral, voluntary, or diplomatic sense.</li> <li>• Since supra-national organizations lack sovereignty, their power relies on the cooperation of the countries involved, or their commitment to apply penalties to non-cooperative nations.</li> </ul> <p><b>For example:</b> The Hague conventions of 1899 and 1907 were an effort to avert world war by creating compulsory international standards for arbitration and an international criminal court. Though the major powers sent delegates to the conventions, they generally resisted surrendering power to international tribunals.</p>

	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Supra-national organizations may be formed to address any kind of international issue.</li> </ul> <p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• PBS, "Commanding Heights." Video.</li> <li>• CNN "Europe on the Brink" video</li> <li>• Any global newsworthy source.</li> <li>• WTO.org</li> <li>• UN.org</li> </ul>
<p><b>12.G.6.4 Analyze international nongovernmental organizations in terms of their purpose and effects on various places.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• NGOs may work in concert with governments, or they may put pressure on governments to change.</li> </ul> <p><b>For example:</b></p> <p>Amnesty International is an NGO that seeks to pressure governments into improving their practices with respect to human rights.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Many people in the world seek to help others by creating or working for Non-Governmental Organizations (NGOs).</li> <li>• NGOs have a major presence in developing nations, or nations that have intensive poverty.</li> </ul> <p><b>For example:</b> They may address issues such as nutrition, public health, clean water, education, or lack of financial resources.</p> <p>Samaritan's Purse is a Christian organization that uses both paid employees and volunteers to provide material relief to people in Africa and the Middle East.</p> <p><i>Note:</i></p> <p>There are countless NGOs in the world. Students can find an NGO that they may be interested in working for, research it, and present a report on it to the class.</p>

<p><b>12.G.6.5 Analyze international treaties, charters and agreements in terms of their purpose and effects on various places.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• National governments may create international treaties to coordinate international efforts to address global issues.</li> <li>• The success of treaties depends on the cooperation of the nations involved.</li> </ul> <p><b>For example:</b> The Kyoto Protocol was established to coordinate international efforts to combat global warming.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• National participation in international treaties is voluntary for national governments.</li> </ul> <p><b>For example:</b> The United States declined to participate in the Kyoto Protocol, which significantly weakened the Protocol's effectiveness.</p>
<p><b>12.G.6.6 Explain the impact of Western values such as democracy, individual rights, and capitalism on various places.</b></p>	<p><b>The student will understand that:</b></p> <ul style="list-style-type: none"> <li>• The Western tendency toward individualism can come into conflict with more collectivist-based cultural practices.</li> <li>• The importation of Western culture brings costs and benefits to a nation.</li> </ul> <p><b>For example:</b> In many Latin American and African countries, the concept of democracy clashes with paternalism.</p> <p><i>Note: Have students research the impact of a particular Western concept on a particular nation. For instance, the impact of women's rights in India or of capitalism in Chile.</i></p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• "Western" culture means European and European-derived culture.</li> <li>• Western culture and values have been at the forefront of globalization.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Use data to evaluate the following statement: "There cannot be political freedom without economic freedom." That is, analyze the relationship of democracy to a free market economy.</li></ul> |
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***Note:***

*The 20th century has many examples of countries that have sought to eschew both Soviet communism and American capitalism. Have the students research various countries, focusing on each one's particular economic and political experiments and their respective outcomes.*