

# Grade 11

Adopted 2013

## United States History II: The Industrial Revolution to the Present

### 1. Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I. 11.1

- a. Interpreting the impact of change from workshop to factory on workers' lives, including the New Industrial Age from 1870 to 1900, the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO), the Industrial Workers of the World (IWW), the Pullman Strike, the Haymarket Square Riot, and the impact of John D. Rockefeller, Andrew Carnegie, Samuel Gompers, Eugene V. Debs, A. Philip Randolph, and Thomas Alva Edison 11.1.A

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### 2. Evaluate social and political origins, accomplishments, and limitations of Progressivism. 11.2

- a. Explaining the impact of the Populist Movement on the role of the federal government in American society 11.2.A
- b. Assessing the impact of muckrakers on public opinion during the Progressive movement, including Upton Sinclair, Jacob A. Riis, and Ida M. Tarbell 11.2.B
- c. Explaining national legislation affecting the Progressive movement, including the Sherman Antitrust Act and the Clayton Antitrust Act 11.2.C
- d. Determining the influence of the Niagara Movement, the National Association for the Advancement of Colored People (NAACP), Booker T. Washington, W. E. B. Du Bois, Marcus Garvey, and Carter G. Woodson on the Progressive Era 11.2.D
- e. Assessing the significance of the public education movement initiated by Horace Mann 11.2.E
- f. Comparing the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in obtaining passage of measures regarding trust-busting, the Hepburn Act, the Pure Food and Drug Act, the Federal Trade Commission, the Federal Reserve Act, and conservation 11.2.F

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**3. Explain the United States' changing role in the early twentieth century as a world power.** 11.3

- a. Describing causes of the Spanish-American War, including yellow journalism, the sinking of the Battleship USS Maine, and economic interests in Cuba 11.3.A
- b. Identifying the role of the Rough Riders on the iconic status of President Theodore Roosevelt 11.3.B
- c. Describing consequences of the Spanish-American War, including the Treaty of Paris of 1898, insurgency in the Philippines, and territorial expansion in the Pacific and Caribbean 11.3.C
- d. Analyzing the involvement of the United States in the Hawaiian Islands for economic and imperialistic interests 11.3.D
- e. Appraising Alabama's contributions to the United States between Reconstruction and World War I, including those of William Crawford Gorgas, Joseph Wheeler, and John Tyler Morgan 11.3.E
- f. Evaluating the role of the Open Door policy and the Roosevelt Corollary on America's expanding economic and geographic interests 11.3.F
- g. Comparing the executive leadership represented by William Howard Taft's Dollar Diplomacy, Theodore Roosevelt's Big Stick Diplomacy, and Woodrow Wilson's Moral Diplomacy 11.3.G

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**4. Describe causes, events, and the impact of military involvement of the United States in World War I, including mobilization and economic and political changes.** 11.4

- a. Identifying the role of militarism, alliances, imperialism, and nationalism in World War I 11.4.A
- b. Explaining controversies over the Treaty of Versailles of 1919, Woodrow Wilson's Fourteen Points, and the League of Nations 11.4.B
- c. Explaining how the Treaty of Versailles led to worsening economic and political conditions in Europe, including greater opportunities for the rise of fascist states in Germany, Italy, and Spain 11.4.C
- d. Comparing short- and long-term effects of changing boundaries in pre- and post-World War I in Europe and the Middle East, leading to the creation of new countries 11.4.D

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- 5. Evaluate the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, limits on immigration, Ku Klux Klan activities, the Red Scare, the Harlem Renaissance, the Great Migration, the Jazz Age, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, W. C. Handy, and Zelda Fitzgerald.** 11.5
- a. Analyzing radio, cinema, and print media for their impact on the creation of mass culture 11.5.A
  - b. Analyzing works of major American artists and writers, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H. L. Mencken, to characterize the era of the 1920s 11.5.B
  - c. Determining the relationship between technological innovations and the creation of increased leisure time 11.5.C
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- 6. Describe social and economic conditions from the 1920s through the Great Depression regarding factors leading to a deepening crisis, including the collapse of the farming economy and the stock market crash of 1929.** 11.6
- a. Assessing effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis 11.6.A
  - b. Describing the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression 11.6.B
  - c. Identifying notable authors of the 1920s, including John Steinbeck, William Faulkner, and Zora Neale Hurston 11.6.C
  - d. Analyzing the Great Depression for its impact on the American family 11.6.D
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- 7. Explain strengths and weaknesses of the New Deal in managing problems of the Great Depression through relief, recovery, and reform programs, including the Tennessee Valley Authority (TVA), the Works Progress Administration (WPA), the Civilian Conservation Corps (CCC), and the Social Security Act.** 11.7
- a. Analyzing conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression 11.7.A
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- 8. Summarize events leading to World War II, including the militarization of the Rhineland, Germany's seizure of Austria and Czechoslovakia, Japan's invasion of China, and the Rape of Nanjing.** 11.8
- a. Analyzing the impact of fascism, Nazism, and communism on growing conflicts in Europe 11.8.A
  - b. Explaining the isolationist debate as it evolved from the 1920s to the bombing of Pearl Harbor and the subsequent change in United States' foreign policy 11.8.B
  - c. Identifying roles of significant World War II leaders 11.8.C
  - d. Evaluating the impact of the Munich Pact and the failed British policy of appeasement resulting in the invasion of Poland 11.8.D

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**9. Describe the significance of major battles, events, and consequences of World War II campaigns, including North Africa, Midway, Normandy, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam Conferences. 11.9**

- a. Locating on a map or globe the major battles of World War II and the extent of the Allied and Axis territorial expansion 11.9.A
- b. Describing military strategies of World War II, including blitzkrieg, island-hopping, and amphibious landings 11.9.B
- c. Explaining reasons for and results of dropping atomic bombs on Japan 11.9.C
- d. Explaining events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention 11.9.D

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**10. Describe the impact of World War II on the lives of American citizens, including wartime economic measures, population shifts, growth in the middle class, growth of industrialization, advancements in science and technology, increased wealth in the African-American community, racial and ethnic tensions, Servicemen's Readjustment Act of 1944 (G. I. Bill of Rights), and desegregation of the military. 11.10**

- a. Describing Alabama's participation in World War II, including the role of the Tuskegee Airmen, the Aliceville Prisoner of War (POW) camp, growth of the Port of Mobile, production of Birmingham steel, and the establishment of military bases 11.10.A

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**11. Describe the international role of the United States from 1945 through 1960 relative to the Truman Doctrine, the Marshall Plan, the Berlin Blockade, and the North Atlantic Treaty Organization (NATO). 11.11**

- a. Describing Cold War policies and issues, the domino theory, McCarthyism, and their consequences, including the institution of loyalty oaths under Harry S. Truman, the Alger Hiss case, the House Un-American Activities Committee, and the execution of Julius and Ethel Rosenberg 11.11.A
- b. Locating areas of conflict during the Cold War from 1945 to 1960, including East and West Germany, Hungary, Poland, Cuba, Korea, and China 11.11.B

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**12. Describe major initiatives of the John F. Kennedy and Lyndon B. Johnson Administrations. 11.12**

- a. Describing Alabama's role in the space program under the New Frontier 11.12.A
- b. Describing major foreign events and issues of the John F. Kennedy Administration, including construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban missile crisis 11.12.B

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**13. Trace the course of the involvement of the United States in Vietnam from the 1950s to 1975, including the Battle of Dien Bien Phu, the Gulf of Tonkin Resolution, the Tet Offensive, destabilization of Laos, secret bombings of Cambodia, and the fall of Saigon.** 11.13

- a. Locating on a map or globe the divisions of Vietnam, the Ho Chi Minh Trail, and major battle sites 11.13.A
- b. Describing the creation of North and South Vietnam 11.13.B

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**14. Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the March on Washington, Freedom Rides, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery March.** 11.14

- a. Tracing the federal government's involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the nationalization of state militias, Brown versus Board of Education in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965 11.14.A
- b. Explaining contributions of individuals and groups to the modern Civil Rights Movement, including Martin Luther King, Jr.; James Meredith; Medgar Evers; Thurgood Marshall; the Southern Christian Leadership Conference (SCLC); the Student Nonviolent Coordinating Committee (SNCC); the Congress of Racial Equality (CORE); the National Association for the Advancement of Colored People (NAACP); and the civil rights foot soldiers 11.14.B
- c. Appraising contributions of persons and events in Alabama that influenced the modern Civil Rights Movement, including Rosa Parks, Autherine Lucy, John Patterson, George C. Wallace, Vivian Malone Jones, Fred Shuttlesworth, the Children's March, and key local persons and events 11.14.C
- d. Describing the development of a Black Power movement, including the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther movement 11.14.D
- e. Describing the economic impact of African-American entrepreneurs on the modern Civil Rights Movement, including S. B. Fuller and A. G. Gaston 11.14.E

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**15. Describe changing social and cultural conditions in the United States during the 1950s, 1960s, and 1970s.** 11.15

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**16. Describe significant foreign and domestic issues of presidential administrations from Richard M. Nixon to the present.** 11.16

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## Psychology

### 1. Trace the development of psychology as a scientific discipline evolving from other fields of study. PSYCH.1

- a. Describing early psychological and biological inquiries that led to contemporary approaches and methods of experimentation, including ideologies of Aristotle, John Locke, Wilhelm Wundt, Charles Darwin, William James, Frantz Fanon, and G. Stanley Hall PSYCH.1.A
  - b. Differentiating among various modern schools of thought and perspectives in psychology that have evolved since 1879, including each school's view on concepts of aggression or appetite PSYCH.1.B
  - c. Illustrating how modern psychologists utilize multiple perspectives to understand behavior and mental processes PSYCH.1.C
  - d. Identifying major subfields and career opportunities related to psychology PSYCH.1.D
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### 2. Describe research strategies used by psychologists to explore mental processes and behavior. PSYCH.2

- a. Describing the type of methodology and strategies used by researchers in different psychological studies PSYCH.2.A
- b. Contrasting independent, dependent, and confounding variables and control and experimental groups PSYCH.2.B
- c. Identifying systematic procedures necessary for conducting an experiment and improving the validity of results PSYCH.2.C
- d. Describing the use of statistics in evaluating research, including calculating the mean, median, and mode from a set of data; conducting a simple correlational analysis using either calculators or computer software; and explaining the meaning of statistical significance PSYCH.2.D

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**3. Explain how processes of the central and peripheral nervous systems underlie behavior and mental processes, including how neurons are the basis for neural communication.** PSYCH. 3

- a. Describing how neurons communicate, including the role of neurotransmitters in behavior and the electrochemical process PSYCH. 3.A
- b. Comparing the effect of drugs and toxins on the brain and neurotransmitters PSYCH. 3.B
- c. Describing how different sections of the brain have specialized yet interdependent functions, including functions of different lobes and hemispheres of the cerebral cortex and consequences of damage to specific sections of the brain PSYCH. 3.C
- d. Describing different technologies used to study the brain and nervous system PSYCH. 3.D
- e. Analyzing behavior genetics for its contribution to the understanding of behavior and mental processes, including differentiating between deoxyribonucleic acid (DNA), chromosomes, and genes; identifying effects of chromosomal abnormalities; and explaining how genetics and environmental factors work together to determine inherited traits PSYCH. 3.E

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**4. Describe the interconnected processes of sensation and perception.** PSYCH. 4

- a. Explaining the role of sensory systems in human behavior, including sight, sound, smell, touch, and pain PSYCH. 4.A
- b. Explaining how what is perceived can be different from what is sensed, including how attention and environmental cues can affect the ability to accurately sense and perceive the world PSYCH. 4.B
- c. Describing the role of Gestalt principles and concepts in perception PSYCH. 4.C

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**5. Explain ways to promote psychological wellness.** PSYCH. 5

- a. Describing physiological processes associated with stress, including hormones associated with stress responses PSYCH. 5.A
- b. Describing Hans Selye's general adaptation syndrome (GAS) PSYCH. 5.B
- c. Describing the flight-or-fight response in terms of the autonomic and somatic nervous systems PSYCH. 5.C
- d. Contrasting positive and negative ways of coping with stress related to problem-focused coping, aggression, and emotion-focused coping PSYCH. 5.D
- e. Explaining approach-approach, approach-avoidance, and avoidance-avoidance conflicts PSYCH. 5.E
- f. Identifying various eating disorders and conditions PSYCH. 5.F

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**6. Describe the physical, cognitive, and social development across the life span of a person from the prenatal through aging stages.** PSYCH. 6

- a. Outlining the stage-of-development theories of Jean Piaget, Erik H. Erikson, Sigmund Freud, Carol Gilligan, and Lawrence Kohlberg PSYCH. 6.A

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**7. Describe the processes and importance of memory, including how information is encoded and stored, mnemonic devices, schemas related to short-term memory, working memory, and long-term memory. PSYCH.7**

- a. Distinguishing between surface and deep processing in memory development PSYCH.7.A
- b. Comparing ways memories are stored in the brain, including episodic and procedural PSYCH.7.B
- c. Identifying different parts of the brain that store memory PSYCH.7.C
- d. Differentiating among different types of amnesia PSYCH.7.D
- e. Describing how information is retrieved from memory PSYCH.7.E
- f. Explaining how memories can be reconstructed and misremembered PSYCH.7.F

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**8. Describe ways in which organisms learn, including the processes of classical conditioning, operant conditioning, and observational conditioning. PSYCH.8**

- a. Identifying unconditioned stimuli (UCS), conditioned stimuli (CS), unconditioned responses (UCR), and conditioned responses (CR) PSYCH.8.A
- b. Describing the law of effect PSYCH.8.B
- c. Describing original experiments conducted by B. F. Skinner, Albert Bandura, Ivan Pavlov, John B. Watson, and Rosalie Rayner PSYCH.8.C
- d. Differentiating between reinforcement and punishment, positive and negative reinforcement, and various schedules of reinforcement PSYCH.8.D
- e. Describing biological limitations on operantly conditioned learning PSYCH.8.E
- f. Differentiating between observational learning and modeling PSYCH.8.F
- g. Analyzing watching violent media for effects on violent behavior PSYCH.8.G

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**9. Describe how organisms think and solve problems, including processes involved in accurate thinking. PSYCH.9**

- a. Identifying the role of mental images and verbal symbols in the thought process PSYCH.9.A
- b. Explaining how concepts are formed PSYCH.9.B
- c. Differentiating between algorithms and heuristics PSYCH.9.C
- d. Analyzing different types of heuristics to determine effects on problem solving PSYCH.9.D

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**10. Describe the qualities and development of language.** PSYCH.10

- a. Identifying common phonemes and morphemes of language PSYCH.10.A
- b. Describing how understanding syntax and grammar affect language comprehension PSYCH.10.B
- c. Demonstrating how qualities of sign language are similar to spoken language PSYCH.10.C
- d. Describing how infants move from babbling to usage of complete sentences PSYCH.10.D
- e. Explaining how hearing loss in infants and children can affect the development of spoken language PSYCH.10.E

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**11. Compare various states of consciousness evident in human behavior, including the process of sleeping and dreaming.** PSYCH.11

- a. Explaining states of sleep throughout an average night's sleep, including nonrapid eye movement (NREM) and rapid eye movement (REM) PSYCH.11.A
- b. Describing the mechanism of the circadian rhythm PSYCH.11.B
- c. Evaluating the importance of sleep to good performance PSYCH.11.C
- d. Comparing theories regarding the use and meaning of dreams PSYCH.11.D
- e. Analyzing the use of psychoactive drugs for effects on people, including the mechanisms of addiction, withdrawal, and tolerance PSYCH.11.E
- f. Evaluating the phenomenon of hypnosis and its possible uses PSYCH.11.F

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**12. Describe the role of motivation and emotion in human behavior.** PSYCH.12

- a. Identifying theories that explain motivational processes, including cognitive, biological, and psychological reasons for motivational behavior, and Abraham Maslow's hierarchy of needs and arousal theory PSYCH.12.A
- b. Describing situational cues that cause emotions, including anger, curiosity, and anxiety PSYCH.12.B
- c. Differentiating among theories of emotion PSYCH.12.C
- d. Identifying universally recognized emotions PSYCH.12.D

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**13. Describe methods of assessing individual differences and theories of intelligence, including Charles E. Spearman's general (g) factor of intelligence, Howard Gardner's multiple intelligences, and Robert J. Sternberg's triarchic theory of intelligence.** PSYCH.13

- a. Describing different types of intelligence tests, including the Flynn effect PSYCH.13.A
- b. Describing how intelligence may be influenced by differences in heredity and environment and by biases toward ethnic minority and socioeconomic groups PSYCH.13.B

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- 14. Explain the role of personality development in human behavior.** PSYCH.14
- a. Differentiating among personality theories, including psychoanalytic, sociocognitive, trait, and humanistic theories of personality PSYCH.14.A
  - b. Describing different measures of personality, including the Neuroticism-Extroversion-Openness Personality Inventory (NEO-PI), the Minnesota Multiphasic Personality Inventory (MMPI), and projective tests PSYCH.14.B
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- 15. Describe major psychological disorders and their treatments.** PSYCH.15
- a. Differentiating between normal and abnormal behavior PSYCH.15.A
  - b. Describing different approaches for explaining mental illness, including biological and medical, cognitive, and sociocultural models PSYCH.15.B
  - c. Differentiating types of mental illness, including mood, anxiety, somatoform, schizophrenic, dissociative, and personality disorders PSYCH.15.C
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- 16. Describe how attitudes, conditions of obedience and conformity, and other influences affect actions and shape human behavior, including actor-observer, self-server, social facilitation, social loafing, bystander effect, groupthink, and group polarization.** PSYCH.16
- a. Explaining the fundamental attribution error PSYCH.16.A
  - b. Critiquing Stanley Milgram's work with obedience and S. E. Asch's work with conformity PSYCH.16.B
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- 17. Describe various careers pursued by psychologists, including medical and mental health care fields, the business world, education, law and criminal justice, and research.** PSYCH.17
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- 18. Explain how culture and gender influence behavior.** PSYCH.18
- a. Identifying gender differences and similarities PSYCH.18.A
  - b. Explaining ways in which gender differences are developed PSYCH.18.B
  - c. Describing ways in which gender roles are assigned in different cultures PSYCH.18.C
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## Sociology

- 1. Describe the development of sociology as a social science field of study.** SOC.1
- a. Identifying important figures in the field of sociology, including Karl Marx, Émile Durkheim, Max Weber, George Herbert Mead, and W. E. B. Du Bois SOC.1.A
  - b. Identifying characteristics of sociology, including functional integration, power, social action, social structure, and culture SOC.1.B
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- 2. Explain methods and tools of research used by sociologists to study human society, including surveys, polls, statistics, demographic information, case studies, participant observations, and program evaluations.** SOC.2
- a. Differentiating between qualitative and quantitative research methods SOC.2.A

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**3. Describe how values and norms influence individual behavior.** SOC.3

- a. Comparing ways in which cultures differ, change, and resist change, including countercultures, subcultures, and ethnocentric beliefs SOC.3.A
- b. Comparing the use of various symbols within and across societies SOC.3.B
- d. Explaining the significance of socialization in human development SOC.3.D
- e. Illustrating key concepts of socialization, including self-concept, looking-glass self, significant others, and role-taking SOC.3.E
- f. Determining the role of family, school, peer groups, and the media in socializing young people SOC.3.F
- g. Explaining the process of socialization in adulthood SOC.3.G

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**4. Identify antisocial behaviors, including social deviance, addiction, terrorism, anomie, and related arguments for the strain theory and the conflict theory.** SOC.4

- a. Contrasting violent crime, property crime, and victimless crime with white-collar crime SOC.4.A
- b. Comparing methods for dealing with antisocial behavior, including imprisonment, restitution, community service, rehabilitation, education, and therapy SOC.4.B

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**5. Describe how environment and genetics affect personality, including self-concept and temperament.** SOC.5

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**6. Identify stages of development across the life cycle, including birth, childhood, adolescence, adulthood, parenthood, middle age, and late adulthood.** SOC.6

- a. Describing the value of birth cohorts as a research device SOC.6.A

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**7. Describe types and characteristics of groups.** SOC.7

- a. Explaining the relationship between social stratification and social class, including status ascription versus achievement, intergenerational social mobility, and structural occupational change SOC.7.A
- b. Relating the importance of group dynamics, including size, leadership, decision making, and gender roles SOC.7.B
- c. Distinguishing between the terms, race and ethnicity and prejudice and discrimination SOC.7.C
- d. Describing social inequalities experienced as related to gender and age SOC.7.D

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**8. Describe the structure and function of the family unit, including traditional, extended, nuclear, single-parent, and blended families involving the roles of parent, child, and spouse.** SOC.8

- a. Identifying problems facing families, including abuse, divorce, teen pregnancy, poverty, addiction, family violence, and care of elderly family members SOC.8.A

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**9. Explain the purpose of social systems and institutions, including schools, churches, voluntary associations, and governments. SOC.9**

- a. Describing origins and beliefs of various religions SOC.9.A
- b. Distinguishing among the concepts of power, coercion, and authority SOC.9.B
- c. Comparing charismatic, traditional, and rational-legal authority SOC.9.C

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**10. Describe social movement and social change. SOC.10**

- a. Comparing various forms of collective behavior, including mobs, riots, fads, and crowds SOC.10.A
- b. Identifying major ethical and social issues facing modern society SOC.10.B
- c. Explaining the impact of the modern Civil Rights Movement, the women's movement, the gun rights movement, the green movement, and other minority movements in the United States SOC.10.C

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**11. Contrast population patterns using the birth rate, death rate, migration rate, and dependency rate. SOC.11**

- a. Identifying the impact of urbanization on human social patterns SOC.11.A
- b. Analyzing factors that affect the depletion of natural resources for their impact on social and economic development SOC.11.B
- c. Projecting future population patterns SOC.11.C

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**Contemporary World Issues and Civic Engagement**

**1. Describe current news stories from various perspectives, including geographical, historical, political, social, and cultural. CW.1**

- a. Evaluating the impact of current news stories on the individual and on local, state, national, and international communities CW.1.A
- b. Comparing current news stories to related past events CW.1.B
- c. Analyzing news stories for implications regarding nations of the world CW.1.C
- d. Locating on a map areas affected by events described in news stories CW.1.D
- e. Interpreting statistical data related to political, social, and economic issues in current events CW.1.E

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**2. Compare the relationship of governments and economies to events occurring in specific nations. CW.2**

- a. Identifying recurring historical patterns in regions around the world CW.2.A
- b. Describing costs and benefits of trade among nations in an interdependent world CW.2.B
- c. Comparing ways different countries address individual and national economic and social problems, including child care, tax rates, economic regulations, health care, national debt, and unemployment CW.2.C

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- 3. Compare civic responsibilities, individual rights, opportunities, and privileges of citizens of the United States to those of citizens of other nations.** CW.3

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  - 4. Analyze scientific and technological changes for their impact on the United States and the world.** CW.4

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  - 5. Analyze cultural elements, including language, art, music, literature, and belief systems, to determine how they facilitate global understanding or misunderstanding.** CW.5

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  - 6. Compare information presented through various media, including television, newspapers, magazines, journals, and the Internet.** CW.6
    - a. Explaining the reliability of news stories and their sources CW.6.A
    - b. Describing the use, misuse, and meaning of different media materials, including photographs, artwork, and film clips CW.6.B
    - c. Critiquing viewpoints presented in editorial writing and political cartoons, including the use of symbols that represent viewpoints CW.6.C
    - d. Describing the role of intentional and unintentional bias and flawed samplings CW.6.D

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  - 7. Identify strategies that facilitate public discussion on societal issues, including debating various positions, using a deliberative process, blogging, and presenting public forums.** CW.7

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  - 8. Organize a service-learning project, including research and implementation, that addresses an identified community or global issue having an impact on the quality of life of individuals and groups.** CW.8
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## Human Geography

- 1. Describe spatial patterns of world populations to discern major clusters of population density and reasons for these patterns.** HG.1

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- 2. Identify world migration patterns caused by displacement issues.** HG.2
  - a. Explaining how Southeast Asian ethnic minorities, including Hmong, Lhasa, and Akha, adapt to life in the United States HG.2.A
  - b. Tracing the migration of ethnic minorities in Kunming to urban cities in China HG.2.B
  - c. Explaining how the displacement of American Indians to reservations affected many areas of the United States, including Alabama HG.2.C

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- 3. Identify the characteristics, distribution, and complexity of Earth's cultural mosaics.** HG.3
  - a. Explaining essential aspects of culture, including social structure, languages, belief systems, customs, religion, traditions, art, food, architecture, and technology HG.3.A

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- 4. Describe elements of the landscape as a mirror of culture.** HG.4
- a. Explaining how landscapes reflect cultural traits and preferences HG.4.A
  - b. Distinguishing various types of architecture, including rural, urban, and religious structures HG.4.B
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- 5. Compare the geographic distribution of linguistic features around the world.** HG.5
- a. Identifying the world's most widely spoken languages HG.5.A
  - b. Describing how linguistic diversity creates cultural conflict HG.5.B
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- 6. Explain how religion influences cultures around the globe.** HG.6
- a. Identifying major religions, their source areas, and spatial expansion HG.6.A
  - b. Interpreting different ceremonies based on religious traditions, including marriages, funerals, and coming-of-age HG.6.B
  - c. Describing how religion influences political views around the world HG.6.C
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- 7. Describe patterns of settlement in different regions of the world.** HG.7
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- 8. Analyze the interaction of urban places for their impact on surrounding regions.** HG.8
- a. Describing urban hinterlands HG.8.A
  - b. Explaining dimensions of urban sprawl HG.8.B
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- 9. Explain how economic interdependence and globalization impact many countries and their populations.** HG.9
- a. Tracing the flow of commodities from one region to another HG.9.A
  - b. Comparing advantages and disadvantages of global trade agreements HG.9.B
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- 10. Recognize how human-environmental interaction affects culture in today's society.** HG.10
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- 11. Interpret human geography as it relates to gender.** HG.11
- a. Contrasting roles of men and women around the world HG.11.A
  - b. Describing ways the diffusion of ideas affects gender roles within societies HG.11.B
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- 12. Distinguish among cultural health patterns around the world.** HG.12
- a. Comparing dietary trends in Africa, Asia, the United States, Europe, and South America HG.12.A
  - b. Tracing disease prevalence and efficiency of treatment around the world, including malaria, dengue fever, acquired immunodeficiency syndrome (AIDS), parasites, and obesity HG.12.B

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**13. Critique music, art, and dance as vehicles for understanding world cultures.** HG.13

- a. Categorizing musical instruments as a means to understanding culture, including the didgeridoo in the aboriginal culture in Australia HG.13.A
- b. Identifying music genres and dance styles around the world HG.13.B
- c. Explaining how culture from various countries is expressed through adornments HG.13.C
- d. Relating artwork and artists to history HG.13.D

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**14. Describe how tourism shapes cultural traditions and population growth.** HG.14

- a. Explaining how regions become major business centers of tourism and trade, including the cities of Dubai, Bangkok, New York, and Shanghai HG.14.A
- b. Identifying how trends, including ecotourism and the cruise industry, affect island culture in tropical areas HG.14.B