

# Grade 10

Adopted 2013

## United States History I: Beginnings to the Industrial Revolution

- 1. Compare effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, Africans, and indigenous Americans. 10.1**
  - a. Describing the influence of the Crusades, Renaissance, and Reformation on European exploration 10.1.A
  - b. Comparing European motives for establishing colonies, including mercantilism, religious persecution, poverty, oppression, and new opportunities 10.1.B
  - c. Analyzing the course of the Columbian Exchange for its impact on the global economy 10.1.C
  - d. Explaining triangular trade and the development of slavery in the colonies 10.1.D

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- 2. Compare regional differences among early New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations. 10.2**
  - a. Explaining the role of essential documents in the establishment of colonial governments, including the Magna Carta, the English Bill of Rights, and the Mayflower Compact 10.2.A
  - b. Explaining the significance of the House of Burgesses and New England town meetings in colonial politics 10.2.B
  - c. Describing the impact of the Great Awakening on colonial society 10.2.C

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**3. Trace the chronology of events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, the Boston Massacre, passage of the Intolerable Acts, the Battles of Lexington and Concord, the publication of Common Sense, and the signing of the Declaration of Independence.** 10.3

- a. Explaining the role of key revolutionary leaders, including George Washington; John Adams; Thomas Jefferson; Patrick Henry; Samuel Adams; Paul Revere; Crispus Attucks; and Gilbert du Motier, Marquis de Lafayette 10.3.A
- b. Explaining the significance of revolutionary battles, including Bunker Hill, Trenton, Saratoga, and Yorktown 10.3.B
- c. Summarizing major ideas of the Declaration of Independence, including the theories of John Locke, Charles de Montesquieu, and Jean-Jacques Rousseau 10.3.C
- d. Comparing perspectives of differing groups in society and their roles in the American Revolution, including men, women, white settlers, free and enslaved African Americans, and American Indians 10.3.D
- e. Describing how provisions of the Treaty of Paris of 1783 affected relations of the United States with European nations and American Indians 10.3.E

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**4. Describe the political system of the United States based on the Constitution of the United States.** 10.4

- a. Interpreting the Preamble to the Constitution of the United States; separation of powers; federal system; elastic clause; the Bill of Rights; and the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments as key elements of the Constitution of the United States 10.4.A
- b. Describing inadequacies of the Articles of Confederation 10.4.B
- c. Distinguishing personalities, issues, ideologies, and compromises related to the Constitutional Convention and the ratification of the Constitution of the United States, including the role of the Federalist papers 10.4.C
- d. Identifying factors leading to the development and establishment of political parties, including Alexander Hamilton's economic policies, conflicting views of Thomas Jefferson and Alexander Hamilton, George Washington's Farewell Address, and the election of 1800 10.4.D

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**5. Explain key cases that helped shape the United States Supreme Court, including Marbury versus Madison, McCullough versus Maryland, and Cherokee Nation versus Georgia.** 10.5

- a. Explaining concepts of loose and strict interpretations of the Constitution of the United States 10.5.A

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**6. Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine.** 10.6

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- 7. Describe causes, courses, and consequences of United States' expansionism prior to the Civil War, including the Treaty of Paris of 1783, the Northwest Ordinance of 1785, the Northwest Ordinance of 1787, the Louisiana Purchase, the Indian Removal Act, the Trail of Tears, Manifest Destiny, the Mexican War and Cession, Texas Independence, the acquisition of Oregon, the California Gold Rush, and the Western Trails.** 10.7
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- 8. Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation.** 10.8
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- 9. Explain dynamics of economic nationalism during the Era of Good Feelings, including transportation systems, Henry Clay's American System, slavery and the emergence of the plantation system, and the beginning of industrialism in the Northeast.** 10.9
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- 10. Analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government.** 10.10
- a. Explaining the spoils system, nullification, extension of voting rights, the Indian Removal Act, and the common man ideal 10.10.A
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- 11. Evaluate the impact of American social and political reform on the emergence of a distinct culture.** 10.11
- a. Explaining the impact of the Second Great Awakening on the emergence of a national identity 10.11.A
  - b. Explaining the emergence of uniquely American writers 10.11.B
  - c. Explaining the influence of Elizabeth Cady Stanton, Dorothea Lynde Dix, and Susan B. Anthony on the development of social reform movements prior to the Civil War 10.11.C
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- 12. Describe the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner.** 10.12
- a. Describing the rise of religious movements in opposition to slavery, including objections of the Quakers 10.12.A
  - b. Explaining the importance of the Northwest Ordinance of 1787 that banned slavery in new states north of the Ohio River 10.12.B
  - c. Describing the rise of the Underground Railroad and its leaders, including Harriet Tubman and the impact of Harriet Beecher Stowe's Uncle Tom's Cabin, on the abolitionist movement 10.12.C

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**13. Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Acts, the Kansas-Nebraska Act, and the Dred Scott decision.** 10.13

- a. Describing Alabama's role in the developing sectionalism of the United States from 1819 to 1861, including participation in slavery, secession, the Indian War, and reliance on cotton 10.13.A
- b. Analyzing the Westward Expansion from 1803 to 1861 to determine its effect on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession 10.13.B
- c. Describing tariff debates and the nullification crisis between 1800 and 1861 10.13.C
- d. Analyzing the formation of the Republican Party for its impact on the 1860 election of Abraham Lincoln as President of the United States 10.13.D

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**14. Describe how the Civil War influenced the United States, including the Anaconda Plan and the major battles of Bull Run, Antietam, Vicksburg, and Gettysburg and Sherman's March to the Sea.** 10.14

- a. Identifying key Northern and Southern Civil War personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan "Stonewall" Jackson, and William Tecumseh Sherman 10.14.A
- b. Analyzing the impact of the division of the nation during the Civil War regarding resources, population distribution, and transportation 10.14.B
- c. Explaining reasons border states remained in the Union during the Civil War 10.14.C
- d. Describing nonmilitary events and life during the Civil War, including the Homestead Act, the Morrill Act, Northern draft riots, the Emancipation Proclamation, and the Gettysburg Address 10.14.D
- e. Describing the role of women in American society during the Civil War, including efforts made by Elizabeth Blackwell and Clara Barton 10.14.E
- f. Tracing Alabama's involvement in the Civil War 10.14.F

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**15. Compare congressional and presidential reconstruction plans, including African-American political participation.** 10.15

- a. Tracing economic changes in the post-Civil War period for whites and African Americans in the North and South, including the effectiveness of the Freedmen's Bureau 10.15.A
- b. Describing social restructuring of the South, including Southern military districts, the role of carpetbaggers and scalawags, the creation of the black codes, and the Ku Klux Klan 10.15.B
- c. Describing the Compromise of 1877 10.15.C
- d. Summarizing post-Civil War constitutional amendments, including the Thirteenth, Fourteenth, and Fifteenth Amendments 10.15.D
- e. Explaining causes for the impeachment of President Andrew Johnson 10.15.E
- f. Explaining the impact of the Jim Crow laws and Plessey versus Ferguson on the social and political structure of the New South after Reconstruction 10.15.F
- g. Analyzing political and social motives that shaped the Constitution of Alabama of 1901 to determine their long-term effect on politics and economics in Alabama 10.15.G

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**16. Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.** 10.16

- a. Describing the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including mining, the cattle industry, and the transcontinental railroad 10.16.A
  - b. Identifying the changing role of the American farmer, including the establishment of the Granger movement and the Populist Party and agrarian rebellion over currency issues 10.16.B
  - c. Evaluating the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians between Reconstruction and World War I 10.16.C
  - d. Comparing population percentages, motives, and settlement patterns of immigrants from Asia, Africa, Europe, and Latin America, including the Chinese Exclusion Act regarding immigration quotas 10.16.D
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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