

# ECONOMIC RELATED SOLS

## 2008 SOLs (Includes July 17<sup>th</sup> 2008 final changes to Curriculum Framework)

Prepared by the Virginia Council on Economic Education

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### World Geography

#### Economics related SOLs

SOL #	Summary of Language
WG.1d*	<p>The student will use maps, globes, satellite images, photographs, or diagrams to d) create and compare political, physical, and thematic maps;</p> <p><b>Essential Understandings Identified</b> A map is a visual representation of geographic information.</p> <p><b>Essential Questions Identified</b> What are ways that maps show information?  What are the major types of thematic maps?</p> <p><b>Essential Knowledge Identified</b> <b>Standard ways that maps show information</b></p> <ul style="list-style-type: none"><li>• Symbols</li><li>• Color</li><li>• Lines</li><li>• Boundaries</li><li>• Contours</li></ul> <p><b>Types of thematic maps</b></p> <ul style="list-style-type: none"><li>• Population (e.g., distribution and density)</li><li>• Economic activity</li><li>• Resource</li></ul>

\* In order to focus solely on economic content, we have omitted non-economic content from this SOL

SOL #	Language
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WG.2b	<p><b>The student will analyze how selected physical and ecological processes shape the Earth's surface by</b></p> <p><b>b) describing how humans influence the environment and are influenced by it;</b></p> <p><b>Essential Understandings Identified</b> Physical and ecological processes shape the Earth's surface.</p> <p>Humans both influence and are influenced by their environment</p> <p><b>Essential Questions Identified</b> How have physical and ecological processes shaped the Earth's surface?</p> <p>What are some ways humans influence their environment?</p> <p>How are humans influenced by their environment?</p> <p><b>Essential Knowledge Identified</b> <b>Physical and ecological processes</b></p> <ul style="list-style-type: none"> <li>• Earthquakes</li> <li>• Floods</li> <li>• Volcanoes</li> <li>• Erosion</li> <li>• <u>Deposition</u></li> </ul> <p><b>Human impact on environment</b> <i>Water diversion/management</i></p> <ul style="list-style-type: none"> <li>• Aral Sea</li> <li>• Colorado River</li> <li>• Aswan High Dam</li> <li>• Canals</li> <li>• Reservoirs</li> <li>• Irrigation</li> </ul> <p><i>Changing landscapes</i></p> <ul style="list-style-type: none"> <li>• Agricultural terracing (e.g., China, Southeast Asia)</li> <li>• Polders (e.g., Netherlands)</li> <li>• Deforestation (e.g., Nepal, Brazil, Malaysia)</li> <li>• Desertification (e.g., Africa, Asia)</li> </ul> <p><i>Environmental changes</i></p> <ul style="list-style-type: none"> <li>• Acid rain (e.g., forests in Germany, Scandinavia, China and Eastern North America)</li> <li>• Pollution (e.g., Mexico City, Chernobyl, oil spills)</li> </ul>
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WG.2c	<p><b>The student will analyze how selected physical and ecological process shape the Earth’s surface by</b></p> <p><b>c) explaining how technology affects one’s ability to modify the environment and adapt to it.</b></p> <p><b>Essential Understandings Identified</b>  Technology has expanded people’s capability to modify and adapt to their physical environment.</p> <p><b>Essential Question Identified</b>  How has the use of technology expanded the capacity of people to modify and adapt to their environment?</p> <p><b>Essential Knowledge Identified</b></p> <p><b>Influence of technology</b></p> <ul style="list-style-type: none"> <li>• Agriculture (e.g., fertilizers, mechanization)</li> <li>• Energy usage (e.g., fossil fuels, nuclear)</li> <li>• Transportation (e.g., road building, railways)</li> <li>• Automobiles (e.g., parking lots, suburbs)</li> <li>• Airplanes (e.g., airport expansion, noise)</li> </ul> <p><b>Environmental impact on humans</b></p> <ul style="list-style-type: none"> <li>• Settlement patterns</li> <li>• Housing materials</li> <li>• Agricultural activity</li> <li>• Types of recreation</li> <li>• Transportation patterns</li> </ul>
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WG.3a*	<p>The student will apply the concept of a region by a) explaining how characteristics of regions have led to regional labels;</p> <p><b>Essential Understandings Identified</b> Regions are areas of Earth’s surface which share unifying characteristics.</p> <p>Regions may be defined by physical or cultural characteristics.</p> <p>Regional labels may reflect changes in people’s perceptions.</p> <p><b>Essential Questions Identified</b> Why do geographers create and use regions as organizing concepts?</p> <p>What are some examples of physical and cultural regions?</p> <p>What are some examples of regional labels that reflect changes in perceptions?</p> <p><b>Essential Knowledge Identified</b> Regions are used to simplify the world for study and understanding. Cultural regions</p> <p>Regions are used to simplify the world for study and understanding.</p> <p><b>Physical regions</b></p> <ul style="list-style-type: none"> <li>• Sahara</li> <li>• Taiga</li> <li>• Rainforest</li> <li>• Great Plains</li> <li>• Low Countries</li> </ul> <p><b>Cultural regions</b></p> <ul style="list-style-type: none"> <li>• Economic <ul style="list-style-type: none"> <li>- Wheat Belts</li> <li>- European Union (EU)</li> </ul> </li> <li>• Political <ul style="list-style-type: none"> <li>- North Atlantic Treaty Organization (NATO)</li> <li>- African Union (AU)</li> </ul> </li> </ul>
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WG.3b	<p>The student will apply the concept of a region by b) explaining how regional landscapes reflect <u>the physical environment and the characteristics of their inhabitants.</u></p> <p><b>Essential Understandings Identified</b>  <u>Regional landscapes are influenced by climate and underlying geology.</u></p> <p><u>Regional landscapes are influenced by the cultural, economic, and political characteristics of their inhabitants.</u></p> <p><b>Essential Questions Identified</b>  <del>How do regional landscapes reflect cultural characteristics of their inhabitants?</del></p> <p><u>How does the appearance of the landscape reflect the physical environment?</u></p> <p><u>How does the appearance of the landscape reflect the characteristics of the inhabitants?</u></p> <p><b>Essential Knowledge Identified</b>  <b><u>Physical characteristics</u></b></p> <ul style="list-style-type: none"> <li>• <u>Climate affects types of natural vegetation.</u></li> <li>• <u>Landforms affect transportation, population distribution, and the locations of cities.</u></li> </ul> <p><b><u>Cultural characteristics</u></b></p> <ul style="list-style-type: none"> <li>• Architectural structures <ul style="list-style-type: none"> <li>- Religious buildings (e.g., mosques, churches, synagogues, temples, pagodas)</li> <li>- Dwellings (e.g., tiled roofs in Mediterranean, chalets in Switzerland, thatched roofs in Pacific Islands, tents and yurts in Central and Southwest Asia, castles in Europe)</li> </ul> </li> <li>• Statues and monuments of local, national, or global significance <ul style="list-style-type: none"> <li>- Taj Mahal (India)</li> <li>- Kaaba (Mecca)</li> <li>- Western Wall (Jerusalem)</li> <li>- Dome of the Rock (Jerusalem)</li> <li>- Church of the Holy Sepulcher (Jerusalem)</li> <li>- Pyramids (Egypt)</li> <li>- Kremlin (Moscow)</li> <li>- Eiffel Tower (Paris)</li> <li>- Virginia State Capitol Building</li> <li>- Washington Monument</li> <li>- White House</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>- Lincoln Memorial</li> <li>- Statue of Liberty</li> </ul>
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WG.4*	<p>The student will locate and analyze physical, economic, and cultural characteristics of world regions: Latin America and the Caribbean, Europe, United States and Canada, North Africa and Southwest Asia, Sub-Saharan Africa, Russia and Central Asia, South Asia, Southeast Asia, East Asia, Australia and the Pacific Islands, and Antarctica.</p> <p><b>Essential Understandings Identified</b>  The development of a region is influenced by many factors, including physical, economic and cultural characteristics.</p> <p>The interaction of humans with their environment affects the development of a region.</p> <p>Different criteria may be used to determine a country's relative importance.</p> <p>Elements of the physical environment, such as major bodies of water and mountains, influence the economic and cultural characteristics of regions.</p> <p><b>Essential Questions Identified</b>  In what ways do physical, economic, and cultural characteristics influence regional development?</p> <p>What are some ways that human interaction with the environment affects the development of a region?</p> <p>What are some criteria that may be used to determine a country's relative importance?</p> <p>What impact do elements of the physical environment, such as major bodies of water and mountains, have on countries?</p> <p><b>Essential Knowledge Identified</b>  See attached charts for specific information concerning physical, economic, and cultural characteristics</p> <p><b>Human interaction with environment</b></p> <ul style="list-style-type: none"> <li>• Deforestation - Amazon Basin, Nepal, Malaysia</li> <li>• Acid rain - Black Forest</li> <li>• Decreased soil fertility - Aswan High Dam</li> </ul>
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**Criteria for determining relative importance**

- GDP (Gross Domestic Product)
- Land size
- Population size
- Resources

**Impact of physical elements**

*Example: Water*

- Rio Grande - Boundary
- Ob River - Flows northward into Arctic Ocean
- Zambezi River - Water power
- Ganges and Brahmaputra rivers - Flood hazard

*Example: Mountains*

- Rocky Mountains - Create rain shadows on leeward slopes

Himalayas - Block moisture to create steppes and deserts in Central Asia

**Economic Characteristics\*****Latin America and the Caribbean**

- Diverse economies
- Subsistence farming
- Plantation agriculture
- Slash and burn agriculture
- Cash crops and food crops
- Haciendas
- Cattle ranges, gauchos
- Deforestation
- Destruction of rainforests
- Oil resources, Ecuador, Venezuela, and Mexico
- Heavy smog, pollution—Mexico City
- Disparity of income distribution
- North American Free Trade Agreement (NAFTA) - Mexico, Canada, United States.
- Diverse mineral resources (e.g., copper in Chile, iron ore in Venezuela and Brazil)

**Europe**

- Mountain regions - Tourism, recreation, and mineral resources
- Areas threatened by air and water pollution
  - Forests (Black Forest)
  - Cities (Venice)
  - Rivers (Rhine, Danube, Seine)

- Development of industrial and transportation centers near mineral deposits, coal and iron ore
  - Ruhr valley
  - Po valley
- Rivers and canals serving as major transportation links
- Oil reserves in the North Sea
- Well-educated work force - Industrial and technological societies, banking in Switzerland
- Advanced farming techniques, high crop yields, fertile soils, black earth (*chernozem*)
- Well-developed infrastructure
- The Chunnel
- Differences in Western and Eastern European industrial development due to differing economic systems in prior years
- European Union
- Trade important, especially to island nations; interdependence
- Large role of government in some economies (Sweden and Denmark).
- Replacement of communism with capitalism in Eastern Europe
- Reclaimed land - Polders in Netherlands
- Demographics typical of developed economies
  - High per capita GDP
  - High life expectancy
  - Low population growth rate
  - Low infant mortality
  - Low percentage of population under age 15
  - High literacy rate

**United States and Canada**

- Major exporters of technology, consumer goods, information systems, and foodstuff
- Highly developed infrastructures
- Highly diversified economies
- Rich supply of mineral, energy, and forest resources
- North American Free Trade Agreement (NAFTA)
- Multinational corporations
- Center of world financial markets (New York Stock Exchange)
- Sustained economic growth
- Widening gap between rich and poor
- Export of U.S. culture via the global marketplace (e.g., McDonald's, Coca-Cola, music, blue jeans)

**North Africa and Southwest Asia (Middle East)**

- Heavy reliance on primary economic activity (oil drilling, agriculture, pastoralism)
- Major producers of world's oil
- Oil revenues - Positive and negative effects
- Water - The region's most precious resource
- Great variation in standard of living - Ranging from relatively high to poverty-stricken
- Regional conflicts, political unrest that affects tourism
- Aswan High Dam - Positive and negative effects
- Suez Canal - Enhanced shipping routes in the region
- Guest workers
- Trade important to region from earliest time
- Wide range of per capita income and levels of development
- Contemporary trade routes (sea lanes)
- Organization of Petroleum Exporting Countries (OPEC)

**Sub-Saharan Africa**

- Large percentage of population engaged in agriculture (primary activity)
- Subsistence agriculture
- Nomadic herding
- Slash and burn agriculture
- Plantation agriculture
- Cash crops and food crops
- Poorly developed infrastructure
- Large number of landlocked states
- Substantial mineral wealth (diamonds, gold, alloys)
- Major exporters of raw materials
- Wide range of per capita income
- Productivity that lags behind population growth
- Desertification
- Demographics typical of developing economies
  - Low per capita GDP
  - Low life expectancy
  - High population growth rate
  - High infant mortality
  - Large percentage of population under age 15
  - Low literacy rates

**Russia and Central Asia**

- Transition from communist to free market economies
- Farming and industry concentrated in the Fertile Triangle region, rich, *chernozem* soils (wheat farming)
- Infrastructure - Trans-Siberian Railroad, systems of rivers and canals and railroads
- Energy resources - Hydroelectric power, oil and natural gas
- Russian natural resources not fully developed due to climate, limited transportation links, and vastness of the country
- Foreign competition for investment in the region (oil pipelines)
- Widespread pollution
- Shrinking of the Aral Sea
- Political and economic difficulties after the breakup of the Soviet Union
- Cotton production in Central Asia

**South, Southeast, and East Asia**

- Varied economies in the region ranging from subsistence/commercial agriculture to high-tech industrial manufacturing
- Participation in global markets
- Newly industrialized countries—South Korea, Taiwan, Singapore
- Japan - Economic leader
- China in transition from a centrally planned economy
- Agricultural advancements and technology, enabling greater food production - “Green Revolution”
- Environmental degradation
- Deforestation
- Fishing
- ASEAN (Association of Southeast Asian Nations)
- Rice, tropical crops

**Australia, Pacific Islands, and Antarctica**

- Air and water travel that bring goods and services to remote areas
- Dry areas of Australia well suited to cattle and sheep ranching
- Upset of environmental balance, caused by the introduction of non-native plants and animals
- Ranching, mining (primary activities)
- Communication and financial services (tertiary activities)

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WG.5	<p>The student will compare and contrast the distribution, growth rates, and characteristics of human population in terms of settlement patterns and the location of natural and capital resources.</p> <p><b>Essential Understandings Identified</b> Population distribution is described according to location and density.</p> <p>Characteristics of human populations differ over time and from region to region.</p> <p>Population growth rates are influenced by human, environmental, economic, and political factors.</p> <p><b>Essential Questions Identified</b> What human, environmental, economic, and political factors influence population distribution?</p> <p>What are some characteristics of human populations?</p> <p>How do human, environmental, economic, and political factors influence population growth rates?</p> <p><b>Essential Knowledge Identified</b> <b>Factors that influence population distribution</b></p> <ul style="list-style-type: none"> <li>• Natural resources (oil, arable land, water)</li> <li>• Climate (hot/cold; wet/dry)</li> <li>• Economic development</li> <li>• Government policy</li> <li>• Rural/urban settlement</li> <li>• Capital resources (transportation, technology)</li> <li>• Conflicts (refugees)</li> </ul> <p><b>Characteristics of human populations</b></p> <ul style="list-style-type: none"> <li>• Birth and death rates (war, disease, migration)</li> <li>• Age distribution</li> <li>• Male/female distribution</li> <li>• Life expectancy</li> <li>• Infant mortality</li> <li>• Urban/rural</li> <li>• GDP</li> <li>• Ethnicity</li> <li>• Language</li> <li>• Religion</li> </ul>
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	<ul style="list-style-type: none"> <li>• Education</li> </ul> <p><b>Factors that influence growth rates</b></p> <ul style="list-style-type: none"> <li>• Modern medicine and hygiene</li> <li>• Education</li> <li>• Industrialization and urbanization</li> <li>• Economic development</li> <li>• Government policy</li> <li>• Role of women in society</li> </ul>
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WG.6	<p>The student will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.</p> <p><b>Essential Understandings Identified</b>  Migrations occur because of social, political, and environmental factors.</p> <p>Migrations have influenced cultural landscapes.</p> <p>Modern transportation and communication are encouraging higher levels of cultural interaction worldwide.</p> <p><b>Essential Questions Identified</b>  How have social, economic, political, and environmental factors influenced migration?</p> <p><b>Essential Knowledge Identified</b></p> <p><b>Push factors</b></p> <ul style="list-style-type: none"> <li>• Overpopulation</li> <li>• Religious persecution</li> <li>• Lack of job opportunities</li> <li>• Agricultural decline</li> <li>• Conflict</li> <li>• Political persecution</li> <li>• Natural hazards - Droughts, floods, famines, volcanic eruptions</li> <li>• Limits on personal freedom</li> <li>• Environmental degradation</li> </ul> <p><b>Pull factors</b></p> <ul style="list-style-type: none"> <li>• Religion</li> <li>• Economic opportunity</li> <li>• Land availability</li> </ul>
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- Political freedom
- Ethnic and family ties
- Arable land

**Impact of migrations on regions**

- Language
- Religion and religious freedom
- Customs/traditions
- Cultural landscape

**Evidence of cultural interaction**

- Diffusion of U.S. culture to other regions
- Popularization of other cultures' traditions in the United States

WG.7a	<p>The student will identify <u>types of</u> natural, human, and capital resources and explain their significance by</p> <p><del>a) showing patterns of economic activity and land use.</del>  a) <u>showing their influence on patterns of economic activity and land use:</u></p> <p><b>Essential Understandings Identified</b>  Natural substances become resources if and when they become useful to humans.</p> <p>The value of resources has changed over time.</p> <p>Natural, human, and capital resources influence human activity in regions.</p> <p>Economic activity can be classified as primary, secondary, or tertiary.</p> <p>Resources are not distributed equally.</p> <p>The location of resources influences economic activity and patterns of land use.</p> <p><b>Essential Questions Identified</b>  How do human needs and availability of technology affect the value of natural resources?</p> <p>How has the value of resources changed over time?</p> <p>How do natural, human, and capital resources <del>determine</del> <u>influence patterns of economic activity and land use</u> in regions?</p> <p>What are some examples of primary, secondary, and tertiary economic activities?</p> <p><b>Essential Knowledge Identified</b>  <b>Use of energy resources and technology (as it has changed over time)</b></p> <ul style="list-style-type: none"> <li>• Wood (deforestation)</li> <li>• Coal (pollution, mining problems, competition with oil and gas)</li> <li>• Petroleum (transportation, environmental considerations)</li> <li>• Nuclear (contamination/waste)</li> <li>• Solar, wind (cost, aesthetics)</li> </ul> <p><b>Natural resources</b></p> <ul style="list-style-type: none"> <li>• Renewable - Soil, water, forests</li> <li>• Nonrenewable - Fossil fuels (oil, coal, natural gas) and metals (gold, iron, copper, bauxite)</li> </ul>
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**Human resources**

- Level of education
- Skilled and unskilled laborers
- Entrepreneurial and managerial abilities

**Capital resources**

- Availability of money for investment
- Level of infrastructure
- Availability and use of tools, machines, and technologies

**Levels of economic activity**

- Primary - Dealing directly with resources (fishing, farming, forestry, mining)
- Secondary - Manufacturing and processing (steel mills, automobile assembly, sawmills)
- Tertiary - Services (transportation, retail trade, informational technology services)

**Effects of unequal distribution of resources**

- Interdependence of nations/trade in goods, services, and capital resources
- Uneven economic development
- Energy producers and consumers
- Imperialism
- Conflict over control of resources

**Patterns of land use**

- ~~Proximity of economic activity and natural resources: coal, steel; grain, cattle; fishing, ocean; hydro electric power, aluminum smelting~~
- ~~Non proximity of resources to economic activity: Japan—Limited natural resources, major manufacturing region; United Arab Emirates (UAE)—Oil, lack of industry~~
- Economic activities that require extensive areas of land (e.g., agriculture) v. those that require a limited area (e.g., manufacturing)
- Land uses that are compatible with each other (open space and residential) vs. land uses that are not compatible (e.g., landfills and residential)

WG.7b	<p>The student will identify <u>types of</u> natural, human, and capital resources and explain their significance by</p> <p>b) evaluating perspectives and consequences regarding the use of resources.</p> <p><b>Essential Understandings Identified</b> The use of a resource depends on a nation's culture, values, access to technology, and governmental priorities as they change over time.</p> <p><b>Essential Questions Identified</b> How and why do different cultures develop different perspectives on the use of resources?</p> <p>What are some costs and benefits in the use of resources?</p> <p><b>Essential Knowledge Identified</b> <b>Social and economic priorities that influence a culture's perspective on resources</b></p> <ul style="list-style-type: none"> <li>• Economic development priorities</li> <li>• Environmental conservation priorities</li> <li>• Priorities of indigenous minorities</li> </ul> <p><b>Examples of technologies that have created demand for particular resources</b></p> <ul style="list-style-type: none"> <li>• Steam engine - and for coal</li> <li>• Internal combustion engine (cars and trucks) - and for gasoline (petroleum)</li> <li>• Computer chips - and for skilled labor</li> </ul> <p><b>Costs</b></p> <ul style="list-style-type: none"> <li>• Resource depletion</li> <li>• Environmental degradation</li> <li>• Health problems</li> </ul> <p><b>Benefits</b></p> <ul style="list-style-type: none"> <li>• Production of goods and services</li> <li>• Employment opportunities</li> <li>• Development of technologies</li> </ul>
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WG.8	<p>The student will distinguish between developed and developing countries and relate the level of economic development to the standard of living and quality of life.</p> <p><b>Essential Understandings Identified</b> Levels of economic development vary from country to country and from place to place within countries.</p> <p>Many criteria are used to assess the standard of living and quality of life.</p> <p>Resources and technology influence economic development and quality of life.</p> <p><b>Essential Questions Identified</b> How and why does economic development vary from one part of the world to another?</p> <p>What factors influence the standards of living and quality of life?</p> <p>How do resources and technology influence economic development and quality of life?</p> <p><b>Essential Knowledge Identified</b> <b>Differences between developed and developing nations</b></p> <ul style="list-style-type: none"> <li>• Access to natural resources</li> <li>• Access to capital resources (investment in technology and infrastructure)</li> <li>• Numbers and skills of human resources</li> <li>• Levels of economic development</li> <li>• Standards of living and quality of life</li> <li>• Relationships between economic development and quality of life</li> </ul> <p><b>Indicators of economic development</b></p> <ul style="list-style-type: none"> <li>• Urban/rural ratio</li> <li>• Labor force characteristics (primary, secondary, tertiary sectors)</li> <li>• GDP per capita</li> <li>• Educational achievement</li> </ul> <p><b>Indicators of standards of living and quality of life</b></p> <ul style="list-style-type: none"> <li>• Population growth rate (natural increase)</li> <li>• Population age distribution</li> <li>• Literacy rate</li> <li>• Life expectancy</li> <li>• Infant mortality</li> <li>• Percentage of urban population</li> </ul>
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WG.9a	<p>The student will analyze the global patterns and networks of economic interdependence by</p> <p><del>b) explaining comparative advantage and its relationship to international trade.</del></p> <p>a) <u>identifying criteria factors, including comparative advantage, that influence economic activities and trade;</u></p> <p><b>Essential Understandings Identified</b>  Resources are not equally distributed.</p> <p>Economic activities are influenced by availability of resources, cultural values, economic philosophies, and levels of supply and demand for goods and services.</p> <p>No country has all the resources it needs to survive and grow.</p> <p>Resources are not distributed equally.</p> <p>No country has all the resources it needs to survive and grow.</p> <p>Nations participate in those economic activities compatible with their human, natural, and capital resources.</p> <p>International trade fosters inter-dependence.</p> <p><b>Essential Question Identified</b>  What are some <u>factors</u> that influence economic activities <u>and trade</u>?</p> <p>What is comparative advantage?</p> <p>What are the effects of unequal distribution of resources?</p> <p>How do nations use their resources to engage in economic activities <u>and trade</u>?</p> <p>Why do countries engage in trade?</p> <p>What is the relationship between comparative advantage and international trade?</p>
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**Essential Knowledge Identified****Terms to know**

- Comparative advantage: Countries will export goods and services that they can produce at lower relative costs than other countries.

**Effects of unequal distribution of resources**

- Specialization in goods and services that a country can market for profit
- Exchange of goods and services (exporting what a country can market for profit; importing what a country cannot produce profitably)

**Some countries' use of resources**

- Japan - Highly industrial nation despite limited natural resources
- Russia - Numerous resources, many of which are not economically profitable to develop
- United States - Diversified economy, abundant natural resources, specialized industries
- Côte d'Ivoire - Limited natural resources, cash crops in exchange for manufactured goods
- Switzerland - Limited natural resources, production of services on a global scale

**Reasons why countries engage in trade**

- To import goods and services that they need
- To export goods and services that they can market for profit

**Effects of comparative advantage on international trade**

- Enables nations to produce goods and services that they can market for profit
- Influences development of industries (e.g., steel, aircraft, automobile, clothing)
- Supports specialization and efficient use of human resources

WG.9b	<p>The student will analyze the global patterns and networks of economic interdependence by e) b)describing ways that economic and social interactions have changed over time;</p> <p><b>Essential Understandings Identified</b> Economic, social, and therefore spatial relationships change over time.</p> <p>Improvements in transportation and communication have promoted globalization.</p> <p><b>Essential Questions Identified</b> How have economic and social interactions changed over time?</p> <p>How do spatial patterns reflect economic and social change over time?</p> <p>How have improvements in transportation and communication promoted globalization?</p> <p><b>Essential Knowledge Identified</b> <b>Changes over time</b></p> <ul style="list-style-type: none"> <li>• Industrial labor systems (e.g., cottage industry, factory, office, telecommunications)</li> <li>• Migration from rural to urban areas</li> <li>• Industrialized countries export labor-intensive work to developing nations</li> <li>• Growth of trade alliances</li> <li>• Growth of service (tertiary) industries</li> <li>• Growth of financial services networks and international banks</li> <li>• Internationalization of product assembly (e.g., vehicles, electronic equipment)</li> <li>• Technology that allows instant communication among people in different countries</li> <li>• Modern transportation networks that allow rapid and efficient exchange of goods and materials (e.g., Federal Express, United Parcel Service, U. S. Postal Service)</li> <li>• Widespread marketing of products (e.g., Fuji film, Nike, United Colors of Benetton)</li> </ul>
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WG.9c	<p>The student will analyze the global patterns and networks of economic interdependence by <del>d</del> c) <u>mapping</u>, describing, and evaluating the formation of economic unions.</p> <p><b>Essential Understandings Identified</b> As a global society, the world is increasingly interdependent.</p> <p>Economic interdependence fosters the formation of economic unions.</p> <p><b>Essential Questions Identified</b> <u>What are some ways that global patterns and networks of economic interdependence can be depicted on maps?</u></p> <p>What are some examples of economic unions?</p> <p>What are the advantages and disadvantages of economic unions?</p> <p><b>Essential Knowledge Identified</b> <u>Economic interdependence can be depicted through trade, resource, or transportation maps.</u></p> <p><b>Examples of economic unions</b></p> <ul style="list-style-type: none"> <li>• EU - European Union</li> <li>• NAFTA - North American Free Trade Agreement</li> <li>• ASEAN - Association of Southeast Asian Nations</li> <li>• OPEC - Organization of Petroleum Exporting Countries</li> </ul> <p><b>Advantages of economic unions</b></p> <ul style="list-style-type: none"> <li>• More efficient industries</li> <li>• Access to larger markets</li> <li>• Access to natural, human, and capital resources without restrictions</li> <li>• Greater influence on world market</li> </ul> <p><b>Disadvantages of economic unions</b></p> <ul style="list-style-type: none"> <li>• Closing of some industries</li> <li>• Concentration of some industries in certain countries, leaving peripheral areas behind</li> <li>• Agribusiness replacing family farms</li> <li>• Difficulty in agreeing on common economic policies</li> </ul>
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WG.10a*	<p>The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth’s surface by</p> <p>a) explaining and analyzing reasons for the <del>different spatial divisions at the local and regional levels</del> <u>creation of different political divisions;</u></p> <p><b>Essential Understandings Identified</b>  Divisions are regions of the Earth’s surface over which groups of people establish social, economic, and political control.</p> <p><b>Essential Knowledge Identified</b></p> <p><b>Reasons for conflict</b></p> <ul style="list-style-type: none"> <li>• Boundary disputes</li> <li>• Cultural differences</li> <li>• Economic differences</li> <li>• Competition for scarce resources</li> <li>• Political advantages (e.g., gerrymandering)</li> </ul> <p><b>Reasons for cooperation</b></p> <ul style="list-style-type: none"> <li>• Natural disasters</li> <li>• Economic advantages (attract new businesses)</li> <li>• Cultural similarities, ethnic neighborhoods</li> <li>• Addressing regional issues (e.g., waste management, magnet schools, transportation)</li> </ul>
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\* \* In order to focus solely on economic content, we have omitted non-economic content from this SOL.

WG.10b*	<p>The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth’s surface by</p> <p>b) <del>explaining and analyzing reasons for the different spatial divisions at the national and international levels;</del></p> <p>e) <u>b) analyzing ways cooperation occurs among political jurisdictions is used</u> to solve problems and settle disputes;</p> <p><b>Essential Understanding Identified</b> Divisions are regions of the Earth’s surface over which groups of people establish social, economic, and political control.</p> <p><b>Essential Knowledge Identified</b> <b>Reasons for <u>spatial political</u> divisions</b></p> <ul style="list-style-type: none"> <li>• Differences in culture, language, religion</li> <li>• Retention of historical boundaries</li> <li>• Imperial conquest and control</li> <li>• Economic similarities and differences</li> </ul> <p><b>Reasons for conflict</b></p> <ul style="list-style-type: none"> <li>• Economic differences (fertile land, access to fresh water, access to coast, fishing rights, natural resources, different economic philosophies)</li> </ul> <p><b>Examples of cooperation</b></p> <ul style="list-style-type: none"> <li>• Economic alliances - e.g., Law of Sea, China and United States, multinational corporations, North American Free Trade Agreement (NAFTA), Organization of Petroleum Exporting Countries (OPEC)</li> </ul>
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WG.11a*	<p>The student will analyze the patterns of urban development by</p> <p>a) applying the concepts of site and situation to major cities in each region;</p> <p><b>Essential Knowledge Identified</b> Situation is another name for relative location - the location of a city with respect to other geographic features, regions, resources, and transport routes</p>
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WG.11b*	<p>The student will analyze the patterns of urban development by</p> <p>b) explaining how the functions of towns and cities have changed over time;</p> <p><b>Essential Knowledge Identified</b></p> <p><b>Functions of towns and cities</b></p> <ul style="list-style-type: none"> <li>• Trade centers (local and long distance)</li> </ul> <p><b>Examples of changes in cities' functions over time</b></p> <ul style="list-style-type: none"> <li>• New York City - Changes in trade patterns, coastal and transatlantic trade, trade from Great Lakes via Erie Canal, worldwide trade and finances</li> <li>• Mining towns, "ghost" towns - Resource depletion, changes in the environment</li> </ul>
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\*\* In order to focus solely on economic content, we have omitted non-economic content from this SOL.

WG.11c	<p>The student will analyze the patterns of urban development by</p> <p>c) describing the unique influence of urban areas and some challenges they face;</p> <p><b>Essential Understandings Identified</b>  Urban populations exercise a powerful influence in shaping the world’s cultural, political, and economic ideas and systems.</p> <p>Urban development may lead to problems related to human mobility, social structure, and the environment.</p> <p><b>Essential Questions Identified</b>  How do urban areas influence the world’s cultural, political, and economic ideas and systems?</p> <p>What are some urban problems that may occur as a result of development?</p> <p><b>Essential Knowledge Identified</b>  <b>Influences of urban areas on their regions and countries</b></p> <ul style="list-style-type: none"> <li>• Nation-building (monuments, symbols)</li> <li>• Transportation/communication hubs</li> <li>• Magnets for migration</li> <li>• Seed beds of new ideas and technologies</li> <li>• Diversity, leading to creativity in the arts</li> <li>• Universities, educational opportunities</li> <li>• Corporate headquarters/regional offices</li> <li>• Media centers (news, entertainment)</li> </ul> <p><b>Problems associated with growth of urban areas</b></p> <ul style="list-style-type: none"> <li>• Transportation problems emerge, especially as automobile travel increases.</li> <li>• Rich and poor neighborhoods exist in different areas isolated from one another</li> <li>• Providing essential services (fresh water, sewage, disposal, electricity, schools, clinics) becomes a problem <u>with rapid immigration to cities in Latin America, Africa and Asia.</u></li> <li>• Air, water, and noise pollution increase.</li> <li>• Sprawl results in conversion of agricultural land to urban uses, especially in North America.</li> <li>• <del>Rapid immigration results in “shantytowns” on the edges of cities in Latin America, Africa, and Asia.</del></li> <li>• In developing countries, major cities are more connected to regions outside the country than to regions within the country.</li> </ul>
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