



Alignment Document

State of Connecticut And Aventa Learning Geography

Geography 2005-2007 Benchmark Blueprint

| State Standard Number | State Standard Area / Description | Unit Name | Course Topic Description |
|-----------------------|--|---------------|-------------------------------|
| 0 | Geography | | |
| 9 | Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions. | | Covered throughout the course |
| 9.1 | explain and describe the natural and cultural characteristics of one place to distinguish it from another; | | Covered throughout the course |
| 9.2 | apply the concept of region to organize the study of a complex problem; | Oceania | New Zealand |
| 9.3 | explain that regions are interconnected and may also overlap; | | |
| 9.4 | explain why places and regions are important to human and cultural identity and stand as symbols for unifying society; and | North America | Northeast |
| | | Europe | United Kingdom |
| | | Europe | Benelux/Scandinavia |
| | | Asia | Far East |
| 9.5 | analyze ways different groups in society view places and regions differently. | Asia | Near East |
| 10 | Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems. | | |



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|------|--|-----------------|----------------------------|
| 10.1 | describe regional variations of physical processes; | | |
| 10.2 | explain the operation and interaction of different natural systems (such as climate and oceans) to understand global change; | Antarctica | Antarctica |
| | | Asia | Southeast Asia |
| 10.3 | analyze the distribution of ecosystems by interpreting relationships between soil and climate, and plant and animal life; | Africa | East Africa |
| | | Asia | Middle East |
| | | North America | Pacific Coast |
| | | South America | Brazil |
| 10.4 | evaluate ecosystems in terms of biodiversity and productivity and show how they are dynamic and interactive; | Africa | South Africa |
| 10.5 | draw a freehand map of the world with continents (appropriate shape and size) located in relation to equator, tropics, circles and prime meridian; and | Asia | Southeast Asia |
| | | Asia | Middle East |
| | | Asia | Asian Islands |
| | | Asia | Far East |
| | | Asia | Near East |
| | | Asia | Former Soviet Union |
| | | Africa | West Africa |
| | | Africa | North Africa |
| | | Africa | East Africa |
| | | Africa | Central Africa |
| | | Africa | South Africa |
| | | Europe | Benelux and Scandinavia |
| | | Europe | United Kingdom |
| | | Europe | Western Europe |
| | | Europe | Eastern Europe |
| | | Europe | Mediterranean and Balkans |
| | | Europe | Central Europe |
| | | Central America | Caribbean |
| | | Central America | Mexico |
| | | Central America | Central American Countries |
| | | North America | South |
| | | North America | Canada |



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|------|--|---------------|-------------------------------|
| | | North America | Midwest |
| | | North America | Northeast |
| | | North America | Mountain West |
| | | North America | Pacific Coast |
| | | South America | Brazil |
| | | South America | Northern Countries |
| | | South America | Argentina and Peru |
| | | Oceania | Pacific Islands |
| | | Oceania | New Zealand |
| | | Antarctica | Antarctica |
| 10.6 | use geographic tools to represent and interpret Earth's physical and human systems. | | Covered throughout the course |
| 11 | Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world. | | |
| 11.1 | describe the consequences of human population patterns and growth trends over time; | North America | Pacific Coast |
| 11.2 | explain the characteristics, distribution and relationships of economic systems at various levels; | North America | Midwest |
| 11.3 | explain and analyze how various populations and economic elements interact and influence the spatial patterns of settlement; | Africa | North Africa |
| | | North America | Pacific Coast |
| 11.4 | explain and analyze the causes of change in the political, social and economic division of the Earth's surface at different scales; | Africa | North Africa |
| 11.5 | use geographic tools to represent and interpret Earth's physical and human systems; and | | Covered throughout the course |
| 11.6 | draw a freehand map demonstrating political, cultural or economic relationships. | Oceania | Pacific Islands |
| | | Oceania | New Zealand |
| | | Asia | Far East |
| | | Asia | Southeast Asia |
| | | Asia | Former Soviet Union |
| | | Asia | Middle East |
| | | Asia | Asian Islands |



AVENTA LEARNING

| | | | |
|------|--|------------------------|----------------------------|
| | | Asia | Near East |
| | | Africa | South Africa |
| | | Africa | Central Africa |
| | | Africa | West Africa |
| | | Africa | East Africa |
| | | Africa | North Africa |
| | | Europe | Eastern Europe |
| | | Europe | Mediterranean and Balkans |
| | | Europe | Central Europe |
| | | Europe | Western Europe |
| | | Europe | Benelux and Scandinavia |
| | | Europe | United Kingdom |
| | | South America | Argentina and Peru |
| | | South America | Brazil |
| | | South America | Northern Countries |
| | | North America | Mountain West |
| | | North America | South |
| | | North America | Pacific Coast |
| | | North America | Canada |
| | | North America | Midwest |
| | | North America | Northeast |
| | | Antarctica | Antarctica |
| | | Central America | Caribbean |
| | | Central America | Central American Countries |
| | | Central America | Mexico |
| 12 | Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions. | | |
| 12.1 | use maps, globes, charts and databases to analyze and suggest solutions to real-world problems; | Origins and Evolutions | Evolution |
| | | Central America | Caribbean |
| 12.2 | create appropriate maps and other tools to solve, illustrate or answer geographic problems; | Asia | Asian Islands |
| | | Asia | Middle East |
| | | Asia | Southeast Asia |
| | | Asia | Far East |
| | | Asia | Former Soviet Union |
| | | Asia | Near East |
| | | Africa | East Africa |
| | | Africa | South Africa |



AVENTA LEARNING

| | | | |
|------|--|-----------------|----------------------------|
| | | Africa | North Africa |
| | | Africa | Central Africa |
| | | Africa | West Africa |
| | | Europe | Central Europe |
| | | Europe | Benelux and Scandinavia |
| | | Europe | Eastern Europe |
| | | Europe | United Kingdom |
| | | Europe | Mediterranean and Balkans |
| | | Europe | Western Europe |
| | | Central America | Mexico |
| | | Central America | Caribbean |
| | | Central America | Central American Countries |
| | | North America | Northeast |
| | | North America | South |
| | | North America | Canada |
| | | North America | Pacific Coast |
| | | North America | Midwest |
| | | North America | Mountain West |
| | | Antarctica | Antarctica |
| | | South America | Northern Countries |
| | | South America | Argentina and Peru |
| | | South America | Brazil |
| | | Oceania | New Zealand |
| | | Oceania | Pacific Islands |
| 12.3 | analyze how human systems interact, connect and cause changes in physical systems; | South America | Brazil |
| | | Africa | South Africa |
| 12.4 | locate at least 50 major countries and physical features on a map or globe; and | | |
| 12.5 | apply concepts of ecosystems to understand and solve environmental problems. | South America | Brazil |