




The information on the map shows that

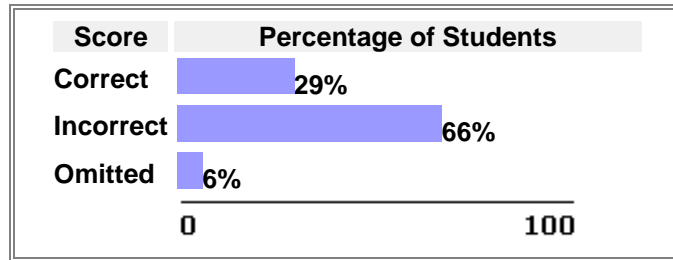
- A) Brazil has a shorter growing season than Argentina has
- B) New York has a longer growing season than Chicago has
- C) Alaska can grow a greater variety of crops than Florida can
- D) Colombia can grow a greater variety of crops than Canada can

Key

The information on the map shows that

- A) Brazil has a shorter growing season than Argentina has
- B) New York has a longer growing season than Chicago has
- C) Alaska can grow a greater variety of crops than Florida can
-  D) Colombia can grow a greater variety of crops than Canada can

2001 National Performance Results



Note:

- These results are for public and nonpublic school students.
- Percentages may not add to 100 due to rounding.

Content Area

Environment and Society

Example: What environmental modifications have enabled modern settlers to live in arid regions of the United States and Southwest Asia and/or North Africa?

Earth's surface is the fragile home for human activity. Knowing the answers to geography questions such as these makes comprehensible the web of interactivity that connects the human experience with the natural environment. Through knowledge of environment-society interactions, geography helps students learn how people depend upon, adapt to, are affected by, and modify the natural environment. Many modifications, such as planting trees to reduce erosion from winds, may have positive consequences. Other modifications, such as locating a landfill over a groundwater source, may have negative consequences. The continually developing force of technology requires that society give even greater attention to the results and potential outcomes of environment-society interactions.

By grade 4, students should have been introduced to the fundamentals of weather, climate, and other processes that form Earth's surface and should be able to identify a range of environmental issues--from air quality and water pollution to the sometimes dramatic impacts of natural hazards on how and where people live. Students should be able to understand both their personal relationships and responsibilities to the environment and society and begin to develop a local to global perspective.

By grade 8, students should understand how humans depend upon their environment and how they adapt to and change it. Students should be able to link environment to culture and economics and recognize and interpret environmental issues. They should be able to compare changes in landscape and identify associated causes and consequences.

By grade 12, students should have a solid foundation in physical geography basic to the understanding of environment-society issues. They should recognize and explain cultural, political, and economic influences on agriculture, urbanization, and other land uses. Students should also be able to analyze the impact technology has on environment and society.

Cognitive Level

Applying

In this area, students are involved in a range of higher-order thinking skills. Students are asked to classify, hypothesize, use inductive and deductive reasoning, and form problem-solving models. This area of thinking calls on students to use many skills of geography as they attempt to develop a comprehensive understanding of a problem en route to proposing viable solutions.