

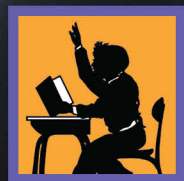
STAAR CONNECTION™

Diagnostic Series™

World Geography

EOC

teacher



KAMICO®

Instructional Media, Inc.

STAAR CONNECTION™

EOC World Geography

Teacher Edition

Diagnostic Series™

I/ii/MMXIII
Version 1



KAMICO®

Instructional Media, Inc.

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KAMICO® Instructional Media, Inc.
STAAR CONNECTION™
Introduction

KAMICO® Instructional Media's program is validated by scientifically based research. **STAAR CONNECTION™ Diagnostic Series™** and **Developmental Series™** can be used in tandem to ensure mastery of Texas reporting categories and TEKS. The *Diagnostic Series™* consists of a bank of assessments. Each assessment covers a mixture of reporting categories and TEKS. This research-based format provides continual reinforcement for and ensures retention of mastered concepts. To take full advantage of this series, administer an assessment to students. After they have completed the assessment, use it as an instructional tool. Go over each item with the class, discussing all correct and incorrect answers. Then, use the assessment as a diagnostic tool to determine a standard for which students need remediation. Find that standard in the *Developmental Series™*.

Each book in the *Developmental Series™* consists of isolated activities and assessments to allow for the development of specific TEKS. For every TEKS, there is at least one individual or group activity. The activities provide a fun, challenging, yet nonthreatening, way to develop mastery of the TEKS. In addition to these activities, each *Developmental Series™* book has assessments on isolated standards to be used to identify mastery or the need for further skill development or reinforcement. Continue to alternate between the *STAAR CONNECTION™ Diagnostic Series™* and the *Developmental Series™*.

KAMICO's **DATA CONNECTION®** software prints student answer sheets on plain paper using a standard laser printer, scans answer sheets using a TWAIN-compliant scanner, scores assessments, and disaggregates student academic data, showing which goals and objectives are mastered and which goals and objectives are in need of reinforcement. The software is preprogrammed to work with all KAMICO® assessments. It is easily customized to work with other instructional materials and assessments as well as teacher-, school-, district-, or state-created assessments. **DATA CONNECTION®** analyzes academic data from individual students, classes, grade levels, and demographic groups. Reports are presented in tabular and graphic form. Item analysis is provided to help determine the most effective method of instruction.

KAMICO® Instructional Media, Inc., supports efforts to ensure adequate yearly progress and eliminate surprises in high-stakes test results.

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State of Texas Assessments of Academic Readiness
World Geography Assessment
Eligible Texas Essential Knowledge and Skills

Reporting Category 1:
History, Government, and Citizenship

The student will demonstrate an understanding of the ways geography influences history, political systems, political activity and civic processes.

- (1) **History.** The student understands how geography and processes of spatial exchange (diffusion) influenced events in the past and helped to shape the present. The student is expected to
 - (A) analyze the effects of physical and human geographic patterns and processes on the past and describe their impact on the present, including significant physical features and environmental conditions that influenced migration patterns and shaped the distribution of culture groups today; and ***Readiness Standard***
 - (B) trace the spatial diffusion of phenomena such as the Columbian Exchange or the diffusion of American popular culture and describe the effects on regions of contact. ***Readiness Standard***
- (2) **History.** The student understands how people, places, and environments have changed over time and the effects of these changes. The student is expected to
 - (A) describe the human and physical characteristics of the same regions at different periods of time to evaluate relationships between past events and current conditions; and ***Readiness Standard***
 - (B) explain how changes in societies have led to diverse uses of physical features. ***Supporting Standard***
- (13) **Government.** The student understands the spatial characteristics of a variety of global political units. The student is expected to
 - (B) compare maps of voting patterns or political boundaries to make inferences about the distribution of political power.
Supporting Standard

- (14) **Government.** The student understands the processes that influence political divisions, relationships, and policies. The student is expected to
- (B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; and ***Supporting Standard***
 - (C) analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU). ***Readiness Standard***
- (15) **Citizenship.** The student understands how different points of view influence the development of public policies and decision-making processes on local, state, national, and international levels. The student is expected to
- (A) identify and give examples of different points of view that influence the development of public policies and decision-making processes on local, state, national, and international levels; and ***Supporting Standard***
 - (B) explain how citizenship practices, public policies, and decision making may be influenced by cultural beliefs, including nationalism and patriotism. ***Supporting Standard***

Reporting Category 2: Geography

The student will demonstrate an understanding of Earth's physical and human patterns, characteristics and processes that affect people, places and environments.

- (3) **Geography.** The student understands how physical processes shape patterns in the physical environment. The student is expected to
- (A) explain weather conditions and climate in relation to annual changes in Earth-Sun relationships; ***Supporting Standard***
 - (B) describe the physical processes that affect the environments of regions, including weather, tectonic forces, erosion, and soil-building processes; and ***Readiness Standard***
 - (C) examine the physical processes that affect the lithosphere, atmosphere, hydrosphere, and biosphere. ***Supporting Standard***

- (4) **Geography.** The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to
- (A) explain how elevation, latitude, wind systems, ocean currents, position on a continent, and mountain barriers influence temperature, precipitation, and distribution of climate regions; **Readiness Standard**
 - (B) describe different landforms and the physical processes that cause their development; and **Supporting Standard**
 - (C) explain the influence of climate on the distribution of biomes in different regions. **Supporting Standard**
- (5) **Geography.** The student understands how political, economic, and social processes shape cultural patterns and characteristics in various places and regions. The student is expected to
- (A) analyze how the character of a place is related to its political, economic, social, and cultural elements; and **Readiness Standard**
 - (B) interpret political, economic, social, and demographic indicators (gross domestic product per capita, life expectancy, literacy, and infant mortality) to determine the level of development and standard of living in nations using the terms Human Development Index, less developed, newly industrialized, and more developed. **Supporting Standard**
- (6) **Geography.** The student understands the types, patterns, and processes of settlement. The student is expected to
- (A) locate and describe human and physical features that influence the size and distribution of settlements; and **Supporting Standard**
 - (B) explain the processes that have caused changes in settlement patterns, including urbanization, transportation, access to and availability of resources, and economic activities. **Readiness Standard**
- (7) **Geography.** The student understands the growth, distribution, movement, and characteristics of world population. The student is expected to
- (A) construct and analyze population pyramids and use other data, graphics, and maps to describe the population characteristics of different societies and to predict future population trends; **Supporting Standard**

- (B) explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration; ***Readiness Standard***
 - (C) describe trends in world population growth and distribution; and ***Readiness Standard***
 - (D) examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture. ***Supporting Standard***
- (8) **Geography.** The student understands how people, places, and environments are connected and interdependent. The student is expected to
- (A) compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology; ***Readiness Standard***
 - (B) describe the interaction between humans and the physical environment and analyze the consequences of extreme weather and other natural disasters such as El Niño, floods, tsunamis, and volcanoes; and ***Readiness Standard***
 - (C) evaluate the economic and political relationships between settlements and the environment, including sustainable development and renewable/non-renewable resources. ***Supporting Standard***
- (9) **Geography.** The student understands the concept of region as an area of Earth's surface with related geographic characteristics. The student is expected to
- (A) identify physical and/or human factors such as climate, vegetation, language, trade networks, political units, river systems, and religion that constitute a region; and ***Readiness Standard***
 - (B) describe different types of regions, including formal, functional, and perceptual regions. ***Supporting Standard***

**Reporting Category 3:
Culture**

The student will demonstrate an understanding of the patterns, characteristics and processes of cultures.

- (16) **Culture.** The student understands how the components of culture affect the way people live and shape the characteristics of regions. The student is expected to
- (A) describe distinctive cultural patterns and landscapes associated with different places in Texas, the United States, and other regions of the world and how these patterns influenced the processes of innovation and diffusion; ***Supporting Standard***
 - (B) describe elements of culture, including language, religion, beliefs and customs, institutions, and technologies; ***Readiness Standard***
 - (C) explain ways various groups of people perceive the characteristics of their own and other cultures, places, and regions differently; and ***Supporting Standard***
 - (D) compare life in a variety of urban and rural areas in the world to evaluate political, economic, social, and environmental changes. ***Supporting Standard***
- (17) **Culture.** The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to
- (A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive; ***Readiness Standard***
 - (B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution; ***Supporting Standard***
 - (C) compare economic, political, or social opportunities in different cultures for women, ethnic and religious minorities, and other underrepresented populations; and ***Supporting Standard***
 - (D) evaluate the experiences and contributions of diverse groups to multicultural societies. ***Supporting Standard***

- (18) **Culture.** The student understands the ways in which cultures change and maintain continuity. The student is expected to
- (A) analyze cultural changes in specific regions caused by migration, war, trade, innovations, and diffusion; **Readiness Standard**
 - (B) assess causes, effects, and perceptions of conflicts between groups of people, including modern genocides and terrorism; **Supporting Standard**
 - (C) identify examples of cultures that maintain traditional ways, including traditional economies; and **Supporting Standard**
 - (D) evaluate the spread of cultural traits to find examples of cultural convergence and divergence such as the spread of democratic ideas, U.S.-based fast-food franchises, the English language, technology, or global sports. **Supporting Standard**

**Reporting Category 4:
Economics, Science, Technology, and Society**

The student will demonstrate an understanding of how resources, economic activities, economic systems, and issues are related to economic and technological development.

- (10) **Economics.** The student understands the distribution, characteristics, and interactions of the economic systems in the world. The student is expected to
- (A) describe the forces that determine the distribution of goods and services in free enterprise, socialist, and communist economic systems; **Supporting Standard**
 - (B) classify where specific countries fall along the economic spectrum between free enterprise and communism; **Supporting Standard**
 - (C) compare the ways people satisfy their basic needs through the production of goods and services such as subsistence agriculture versus commercial agriculture or cottage industries versus commercial industries; and **Readiness Standard**
 - (D) compare global trade patterns over time and examine the implications of globalization, including outsourcing and free trade zones. **Supporting Standard**

- (11) **Economics.** The student understands how geography influences economic activities. The student is expected to
- (A) understand the connections between levels of development and economic activities (primary, secondary, tertiary, and quaternary); **Supporting Standard**
 - (B) identify the factors affecting the location of different types of economic activities, including subsistence and commercial agriculture, manufacturing, and service industries; and **Supporting Standard**
 - (C) assess how changes in climate, resources, and infrastructure (technology, transportation, and communication) affect the location and patterns of economic activities. **Readiness Standard**
- (12) **Economics.** The student understands the economic importance of, and issues related to, the location and management of resources. The student is expected to
- (A) analyze how the creation, distribution, and management of key natural resources affects the location and patterns of movement of products, money, and people; and **Readiness Standard**
 - (B) evaluate the geographic and economic impact of policies related to the development, use, and scarcity of natural resources such as regulations of water. **Supporting Standard**
- (19) **Science, technology, and society.** The student understands the impact of technology and human modifications on the physical environment. The student is expected to
- (A) evaluate the significance of major technological innovations in the areas of transportation and energy that have been used to modify the physical environment; **Readiness Standard**
 - (B) analyze ways technological innovations such as air conditioning and desalinization have allowed humans to adapt to places; and **Supporting Standard**
 - (C) examine the environmental, economic, and social impacts of advances in technology on agriculture and natural resources. **Readiness Standard**

- (20) **Science, technology, and society.** The student understands how current technology affects human interaction. The student is expected to
- (A) describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); and ***Supporting Standard***
 - (B) examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development. ***Supporting Standard***

Social Studies Skills

These skills will not be listed under a separate reporting category. Instead, they will be incorporated into the test questions in reporting categories 1–4 and will be identified along with content standards.

- (13) **Government.** The student understands the spatial characteristics of a variety of global political units. The student is expected to
- (A) interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries.
- (21) **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to
- (A) analyze and evaluate the validity and utility of multiple sources of geographic information such as primary and secondary sources, aerial photographs, and maps;
 - (B) locate places of contemporary geopolitical significance on a map; and
 - (C) create and interpret different types of maps to answer geographic questions, infer relationships, and analyze change.
- (22) **Social studies skills.** The student communicates in written, oral, and visual forms. The student is expected to
- (C) use geographic terminology correctly.

- (23) **Social studies skills.** The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to
- (B) use case studies and GIS to identify contemporary challenges and to answer real-world questions.

Name _____ Date _____

1



What natural feature has helped Switzerland maintain its neutrality for over 700 years?

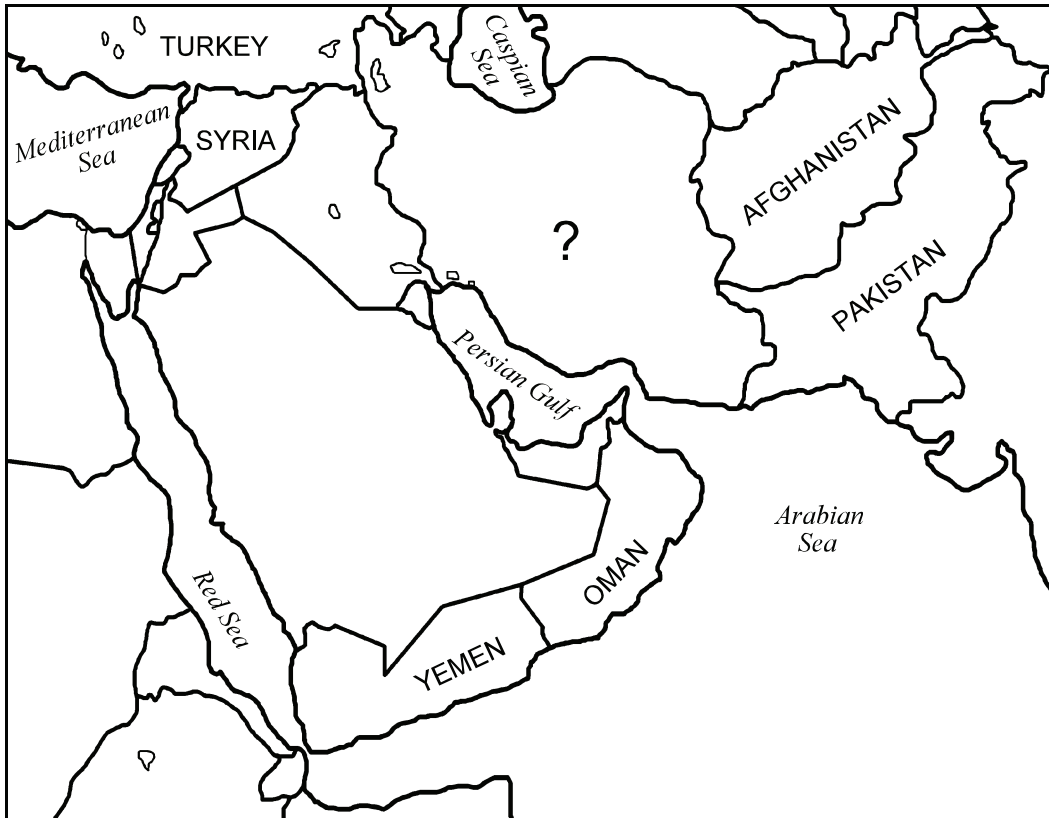
- A It is smaller in area than the surrounding countries.
- B It is surrounded by large, powerful countries.
- C Much of the country is enclosed by tall mountains.
- D It does not have any rivers.

- 2** As a result of the Columbian Exchange, American food crops like potatoes, corn, squash, beans, cassava, and peanuts made their way east across the Atlantic. What was one result of these new crops in Europe, Asia, and Africa?
- F** Native Americans made money on the increased trade.
 - G** Population increases were possible.
 - H** There were no more famines in Europe and Africa.
 - J** Due to expanded trade, shipbuilders began building steel vessels.
- 3** The seasons in the Northern and Southern hemispheres are opposite due to —
- A** global warming.
 - B** the revolution and tilt of Earth.
 - C** the sun's position in the galaxy.
 - D** the distance between Earth and the sun.
- 4** Plate tectonics are physical processes that —
- F** cause soil erosion.
 - G** dry up oceans.
 - H** exist only in Earth's core.
 - J** cause volcanoes.

- 5** The hydrosphere is most affected by —
- A** floods.
 - B** the water cycle.
 - C** deforestation.
 - D** erosion.
- 6** Bhutan is a small country in South Asia nestled in the Himalayan mountain range. The country consists of mostly subsistence farmers who practice Buddhism and speak the Dzonkha dialect. Recently, Bhutan has seen an increase in its tourism industry, but the government sets limits on the number of tourists —
- F** because Bhutan has a poor transportation system.
 - G** because Bhutan has few hotels.
 - H** in order to keep drugs out of the country.
 - J** in order to preserve Bhutan's cultural traditions.
- 7** A cultural hearth —
- A** consists of the members of a nuclear family.
 - B** is an area from which innovations such as in agriculture and technology spread to other cultures.
 - C** is a place in a family dwelling considered by a particular culture to be the heart of the home.
 - D** consists of measurements of a family's consumption of natural resources in home heating.

- 8** Under the free enterprise system, the market economy's production and distribution is driven by —
- F** supply and demand.
 - G** government subsidies.
 - H** equal distribution of wealth.
 - J** communal ownership.
- 9** China is a communist country, but the Chinese government is moving toward a market system as it allows some privately-owned businesses. China can be classified as having a —
- A** command economy.
 - B** mixed economy.
 - C** free enterprise economy.
 - D** socialist economy.

10



Identify the country, labeled with a question mark, that has a theocratic government based on Islamic ideologies.

- F Iraq
- G Saudi Arabia
- H Iran
- J Syria

Student
Name:

STAAR CONNECTION™
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Diagnostic Series World Geography

World Geography assessment questions are listed below by reporting category and TEKS.

Circle the number of any problem that has been answered incorrectly.

Next, circle the TEKS that needs additional reinforcement.

Assessment 1

Question Number	Answer	Reporting Category	TEKS	Readiness or Supporting Standard	Social Studies Skill
1	C	1	1A	Readiness	21C
2	G	1	1B	Readiness	22C
3	B	2	3A	Supporting	22C
4	J	2	3B	Readiness	22C
5	B	2	3C	Supporting	22C
6	J	3	16A	Supporting	—
7	B	3	16B	Readiness	22C
8	F	4	10A	Supporting	22C
9	B	4	10B	Supporting	22C
10	H	1	14B	Supporting	21B 22C

Assessment 2

Question Number	Answer	Reporting Category	TEKS	Readiness or Supporting Standard	Social Studies Skill
1	B	1	14B	Supporting	22C
2	H	1	14C	Readiness	—
3	D	2	4B	Supporting	22C
4	H	2	8A	Readiness	—
5	A	2	6A	Supporting	21C
6	G	3	17B	Supporting	—
7	D	3	17A	Readiness	—
8	F	4	11A	Supporting	22C
9	B	4 4	19B 19C	Supporting Readiness	22C
10	D	1	14C	Readiness	21B