

Scope & Sequence World Geography

World Geography Yearlong

Week	Topic	Standard
11-13	<u>Cultural Geography</u>	The student will apply social science skills to understand the characteristics of cultural differences by: a) demonstrating how human geography, political, and environmental factors influence the characteristics of places and regions. The student will apply the concept of a region to analyze how cultural characteristics, such as climate, language, and religion, influence the characteristics of different regions. b) describing how different cultural perspectives, and c) developing and evaluating maps.
14-16	<u>U.S. & Canada</u>	The student will apply the concept of a region to analyze how cultural characteristics, such as climate, language, and religion, influence the characteristics of different regions. b) describing how different cultural perspectives, and c) developing and evaluating maps. The student will analyze the characteristics of different regions by: a) identifying and analyzing the characteristics of different regions. b) describing major physical and cultural characteristics of different regions. c) recognizing cultural influences.
17-19	<u>Latin America</u>	The student will apply the concept of a region to analyze how cultural characteristics, such as climate, language, and religion, influence the characteristics of different regions. b) describing how different cultural perspectives, and c) developing and evaluating maps. The student will analyze the characteristics of different regions by: a) identifying and analyzing the characteristics of different regions. b) describing major physical and cultural characteristics of different regions. c) recognizing cultural influences.

World Geography Yearlong Scope and Sequence

Week	Topic	Standard
1	<u>Intro to Geography</u> - what is it, why is it important	The student will demonstrate skills for historical thinking and geographic analysis by: a) using geographic information to determine patterns and trends to understand world regions. b) analyzing, interpreting, and synthesizing maps, charts, graphs, and pictures to determine characteristics of world regions. c) using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives.
2-3	<u>Basic Geography Skills</u> - maps	The student will demonstrate skills for historical thinking and geographic analysis by: a) using geographic information to determine patterns and trends to understand world regions. b) analyzing, interpreting, and synthesizing maps, charts, graphs, and pictures to determine characteristics of world regions. c) using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives. d) explaining indirect cause-and-effect relationships to understand geographical connections. e) analyzing multiple connections across time and place. f) using a decision-making model to analyze and explain the connections for and consequences of a specific choice made. g) investigating and researching to develop problems orally and in writing.
4-6	<u>Physical Geography</u>	The student will analyze how physical and ecological processes shape Earth's surface by: a) explaining physical, climate patterns and weather phenomena and their effects on people and places. b) describing how human activities influence the environment and are influenced by it, and c) explaining how technology affects how society and culture adapt to the environment.
7-8	<u>Economic Geography</u>	The student will apply social science skills to evaluate the significance of natural, human, and economic factors by: a) comparing the distribution of major natural resources throughout world regions. b) showing the influence of resources on patterns of economic activity and trade, and c) evaluating perspectives regarding the use of resources.
9-10	<u>Population Geography</u>	The student will apply social science skills to compare and contrast the distribution, growth, and characteristics of human populations by: a) examining demographic data to determine the relative level of development. b) describing how developed and developing countries and c) comparing and contrasting the level of economic development in the world and quality of life. The student will apply social science skills to analyze the patterns of urban development by: a) applying the concepts of site and situation to urban centers in each region. b) explaining how the functions of urban and cities have changed over time. c) describing the unique influence of urban areas and challenges they face. The student will apply social science skills to analyze the impact of globalization by: a) identifying factors, including comparative advantage, that influence the distribution of economic activities and trade. b) describing ways the economic and social interactions change over time, and c) mapping, describing, and evaluating economic relations.



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