

Scope & Sequence World Geography

World Geography Yearlong

Week	Topic	Standard
11-13	Cultural Geography	The student will apply social science skills to understand cultural differences by: a) determining how human migration, political, and environmental factors influence how human populations are distributed in places and regions. The student will apply the concept of a: a) analyzing how cultural change influences how different cultures are perceived, and c) developing and refining maps.
14-16	U.S. & Canada	The student will apply the concept of a: a) explaining how characteristics of their culture c) analyzing how cultural change influences how different cultures are perceived, and c) developing and refining maps. The student will analyze the characteristics of their culture: a) identifying and analyzing the characteristics of their culture: b) describing major physical and environmental features and characteristics of their culture: c) recognizing cultural influences.
17-19	Latin America	The student will apply the concept of a: a) explaining how characteristics of their culture b) describing how regional features of their culture c) analyzing how cultural change influences how different cultures are perceived, and c) developing and refining maps. The student will analyze the characteristics of their culture: a) identifying and analyzing the characteristics of their culture: b) describing major physical and environmental features and characteristics of their culture: c) recognizing cultural influences.

World Geography Yearlong Scope and Sequence

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



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Christian Drosten



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