

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: <ul style="list-style-type: none"> a) determining how human migration, political, and economic forces have influenced the distribution of places and regions The student will apply the concept of a: <ul style="list-style-type: none"> a) analyzing how cultural change influences, links, or divides regions b) recognizing how different world perspectives, and c) developing and refining maps
14-16	U.S. & Canada	The student will apply the concept of a: <ul style="list-style-type: none"> a) explaining how characteristics of their nations b) describing how cultural change influences, links, or divides regions c) recognizing how different world perspectives, and d) developing and refining maps The student will analyze the characteristics of their nations: <ul style="list-style-type: none"> a) describing major physical and b) explaining important economic and c) recognizing cultural influences
17-19	Latin America	The student will apply the concept of a: <ul style="list-style-type: none"> a) explaining how characteristics of their nations b) describing how cultural change influences, links, or divides regions c) recognizing how different world perspectives, and d) developing and refining maps The student will analyze the characteristics of their nations: <ul style="list-style-type: none"> a) describing major physical and b) explaining important economic and 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 by: <ul style="list-style-type: none"> a) using geographic information to determine patterns and trends in understand world regions, boundaries, relationships, and connections among places, events, people, and systems in different characteristics of world regions b) using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives c) explaining cultural change and effect relationships in understand geographical connections d) analyzing multiple economic systems over time and place e) using a decision-making model to analyze and explain the locations for and consequences of a specific choice made f) developing and researching to develop products orally and in writing
2-3	Basic Geography Skills - maps	The student will demonstrate skills for historical thinking and geographical analysis by: <ul style="list-style-type: none"> a) using geographic information to determine patterns and trends in understand world regions, boundaries, relationships, and connections among places, events, people, and systems in different characteristics of world regions b) using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives c) explaining cultural change and effect relationships in understand geographical connections d) analyzing multiple economic systems over time and place e) using a decision-making model to analyze and explain the locations for and consequences of a specific choice made f) developing and researching to develop products orally and in writing
4-6	Physical Geography	The student will analyze how physical and ecological processes shape Earth's surface by: <ul style="list-style-type: none"> a) explaining important 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 man's ability to modify and adapt to the environment
7-8	Economic Geography	The student will apply social science skills to evaluate the significance of natural, human, and economic resources by: <ul style="list-style-type: none"> a) comparing the distribution of major natural resources throughout world regions b) observing the influence of resources on patterns of economic activity and trade, and c) evaluating perspectives regarding the use of resources
9-10	Population Geography	The student will apply social science skills to compare and contrast the distribution, growth, and characteristics of human populations by: <ul style="list-style-type: none"> a) examining demographic data to determine the relative level of development b) describing human development 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: <ul style="list-style-type: none"> a) applying the concepts of city and suburbs to explain cities in each region b) explaining how the functions of cities 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: <ul style="list-style-type: none"> 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



Grade 1geograph Scope November

Ensheng Dong



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The Curriculum of the College of Agriculture Carl Raymond Woodward,1921 *Bulletin* United States. Office of Education,1932 *Monthly Record of Current Educational Publications* ,1918 **Record of Current Educational Publications** ,1921 **Bulletin - Bureau of Education** United States. Bureau of Education,1913 *Bulletin* ,1911
Statistics of Land-grant Colleges and Universities United States. Office of Education,1932 **Resources in Education** ,1998 **Graduate Work in Mathematics in Universities and in Other Institutions of Like Grade in the United States** Arthur Coleman Monahan,George Drayton Strayer,International Commission on the Teaching of Mathematics,William Carl Ruediger,Wilson, Louis N.,1911 **Research in Education** ,1973 **Education for Highway Engineering and Highway Transport** Carl Raymond Woodward,Charles Alpheus Bennett,Lewis Alvin Kalbach,National Education Association of the United States. Commission on the Reorganization of Secondary Schools,Samuel Paul Capen,United States. Bureau of Education,William Thomas Bawden,Alva Otis Neal,1920 *CEA. Colorado School Journal* Colorado Education Association,1922 *Records of the Proceedings and Printed Papers of the Parliament* Australia. Parliament,1926 *School Life* ,1945 *The Colorado School Journal* ,1915 **A Guide to Curriculum Development in Social Studies** ,1992
Record of Current Educational Publications United States. Office of Education,1915 *Activities of the Commission and Complete-final Report of the United States George Washington Bicentennial Commission* United States George Washington Bicentennial Commission,1932 *The Detroit Educational Bulletin* Detroit (Mich.). Board of Education,1920
Annual Report Illinois. Civil Service Commission,1914

Grade 1geograph Scope November Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has are more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Grade 1geograph Scope November**," compiled by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve into the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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