

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) developing and refining 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) developing and refining maps. The student will analyze the characteristics of different regions by: a) explaining how characteristics of these regions influence the characteristics of their cultures. c) analyzing how cultural characteristics, such as climate, language, and religion, influence the characteristics of different regions. d) explaining how different cultural perspectives, and e) developing and refining maps. The student will analyze the characteristics of different regions by: a) identifying and analyzing the characteristics of these regions. b) describing major physical and environmental characteristics of these regions. c) explaining 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) developing and refining maps. The student will analyze the characteristics of different regions by: a) identifying and analyzing the characteristics of these regions. b) describing major physical and environmental characteristics of these regions. c) explaining 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 geographical 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 geographical 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 historical cause-and-effect relationships to understand geographical connections. e) analyzing multiple contemporary sources, time and place. f) using a decision-making model to analyze and explain the limitations 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 influences the environment and are influenced by it, and c) explaining how technology affects how society and 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 advantages, 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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Minjie Lin



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Rivista J-Reading n. 1-2014 Gino De Vecchis,2014-06-01 IN QUESTO NUMERO Sirpa Tani National cases international collaboration an example from Finland Joop van der Schee Looking for an international strategy for geography education Andrea Favretto Scale factor and image resolution some cartographic considerations Judit t Visi Educational landscape and possibilities Geography education in the light of a survey Lorena Rocca Cristina Minelle Francesco Bussi Building geographical knowledge together the case of a Geography teaching on line course THE LANGUAGE OF IMAGES Edited by Elisa Bignante and Marco Maggioli MAPPING SOCIETIES Edited by Edoardo Boria TEACHING FROM THE PAST **The Business of Education** Joel Spring,John Eric Frankson,Corie A. McCallum,Diane Price Banks,2017-07-06 The Business of Education a comprehensive view of how education policy is made in the US and in some cases globally analyzes and critiques the influence of educational policy networks in a wide range of contexts and from a variety of perspectives including testing college preparation juvenile detention centers special education the arts teacher evaluation systems education of undocumented immigrants college faculty preparation and financial aid A network chart in most chapters illustrates how the major political actors mainly private philanthropic foundations for profit companies government officials and politicians involved in the network are linked Joel Spring internationally renowned scholar and analyst of educational policy situates and frames the network studies in an introduction discussing general theories of education policy networks *Resources in Education* ,1985 **The Geography of Uzbekistan** Lola Gulyamova,2022-12-02 This book describes the geography of Uzbekistan and its unique history and culture It focuses on the development of Uzbekistan as a result of its location on the crossroads of the Silk Road The influence of global and regional environmental challenges on the current landscape and similar issues are discussed and analyzed from a historical perspective Contemporary tensions and reforms in social economical and cultural life are described with the aim to draw a picture of modern paths to transformation and development The Geography of Uzbekistan includes also information on geology nature and natural resources in particular water The book discusses the social and environmental impacts of the Aral Sea disaster and shows new paths of transformation and development for this Central Asian country **After Piketty** Heather Boushey,J. Bradford DeLong,Marshall Steinbaum,2017-05-08 Are Thomas Piketty s analyses of inequality on target Where should researchers go from here in exploring the ideas he pushed to the forefront of global conversation In After Piketty a cast of economists and other social scientists tackle these questions in dialogue with Piketty in what is sure to be a much debated book in its own right Federal Register ,2012-04 The Parliamentary Debates (Hansard). Great Britain. Parliament. House of Lords,2012 *Dissertation Abstracts International* ,1970 *The Times Index* ,2011 Indexes the Times Sunday times and magazine Times literary supplement Times educational supplement Times educational supplement Scotland and the Times higher education supplement Canadian Periodical Index ,1996 **National Journal** ,2003

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