

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 economic forces have influenced the distribution of places and regions. The student will apply the concept of a cultural landscape to: a) analyzing how cultural change influences the distribution of places and regions. b) explaining how different cultural perspectives, and c) developing and evaluating maps.
14-16	U.S. & Canada	The student will apply the concept of a cultural landscape to: a) explaining how human migration, political, and economic forces have influenced the distribution of places and regions. b) analyzing how cultural change influences the distribution of places and regions. c) explaining how different cultural perspectives, and d) developing and evaluating maps. The student will analyze the characteristics of the cultural landscape to: a) describing major physical and cultural features. b) explaining how human migration, political, and economic forces have influenced the distribution of places and regions. c) analyzing how cultural change influences the distribution of places and regions. d) explaining how different cultural perspectives, and e) developing and evaluating maps.
17-19	Latin America	The student will apply the concept of a cultural landscape to: a) explaining how human migration, political, and economic forces have influenced the distribution of places and regions. b) analyzing how cultural change influences the distribution of places and regions. c) explaining how different cultural perspectives, and d) developing and evaluating maps. The student will analyze the characteristics of the cultural landscape to: a) describing major physical and cultural features. b) explaining how human migration, political, and economic forces have influenced the distribution of places and regions. c) analyzing how cultural change influences the distribution of places and regions. d) explaining how different cultural perspectives, and e) developing and evaluating maps.

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: a) using geographic information to determine patterns and trends in understand world regions, historical, contemporary, and contemporary maps, charts, graphs, and pictures in different characteristics of world regions , creating maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives.
2-3	Basic Geography Skills - maps	The student will demonstrate skills for historical thinking and geographical analysis by: a) using geographic information to determine patterns and trends in understand world regions, historical, contemporary, and contemporary maps, charts, graphs, and pictures in different characteristics of world regions , creating maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives. b) explaining how human migration and other relationships in understand geographical characteristics. c) analyzing multiple economic sources, time and place. d) using a decision-making model to analyze and explain the location for and consequences of a specific choice made. e) 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: a) explaining how human migration, political, and economic forces have influenced the distribution of places and regions. b) analyzing how cultural change influences the distribution of places and regions. c) explaining how different cultural perspectives, and d) developing and evaluating maps.
7-8	Economic Geography	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, for understanding the influence of resources on patterns of economic activity, and trade, and b) 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: a) examining demographic data to determine the relative level of development, for understanding human development and developing countries, and b) 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 concept of cities and suburbs to explain urban growth in world regions. b) explaining how the functions of cities and urban areas change 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 that economic and social interactions change over time, and c) mapping, describing, and evaluating economic relations.



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United States. Office of Education



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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 *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 *A Guide to Curriculum Development in Social Studies* ,1992 **The Detroit Educational Bulletin** Detroit (Mich.). Board of Education,1920 Annual Report Illinois. Civil Service Commission,1914

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