

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 the development of human settlements and patterns of population. The student will apply the concept of: a) analyzing how cultural change occurs, including how different world perspectives, and c) developing and refining maps.
14-16	U.S. & Canada	The student will apply the concept of: a) explaining how characteristics of their culture b) describing how regional land characteristics of their culture c) analyzing how cultural change occurs, including how different world perspectives, and c) developing and refining maps. The student will analyze the characteristics of their culture, including: a) identifying and analyzing the characteristics of their culture b) describing major physical and environmental features c) recognizing cultural influences.
17-19	Latin America	The student will apply the concept of: a) explaining how characteristics of their culture b) describing how regional land characteristics of their culture c) analyzing how cultural change occurs, including how different world perspectives, and c) developing and refining maps. The student will analyze the characteristics of their culture, including: a) identifying and analyzing the characteristics of their culture b) describing major physical and environmental features 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, including: analyzing, comparing, and contrasting major, ethnic, political, and economic characteristics of world regions , 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 studying geographic information to determine patterns and trends in understand world regions, including: analyzing, comparing, and contrasting major, ethnic, political, and economic characteristics of world regions , creating maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives. a) using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives. b) explaining indirect cause-and-effect relationships to understand geographical connections. c) analyzing multiple connections across time and space. d) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made. e) 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) 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 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) comparing the distribution of major natural resources throughout world regions. b) analyzing the influence of resources on patterns of economic activity and land use. 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: a) examining demographic data to determine the relative level of development. b) describing how the distribution of human populations and development, 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 city and urbanization to major cities in each region. b) explaining how the functions of cities and urban areas 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.



Geography Scope 2014 Grade 1

Theresa Bourke, Reece Mills, Rod Lane

A red circular graphic with a gradient, appearing as a partial circle or a stylized arrow pointing to the right, located to the right of the author names.

Geography Scope 2014 Grade 1:

Developing Core Literacy Proficiencies, Grade 6 Odell Education, 2016-07-21 The Developing Core Literacy Proficiencies program is an integrated set of English Language Arts Literacy units spanning grades 6-12 that provide student centered instruction on a set of literacy proficiencies at the heart of the Common Core State Standards CCSS Reading Closely for Textual Details Making Evidence Based Claims Making Evidence Based Claims about Literary Technique Grades 9-12 Researching to Deepen Understanding Building Evidence Based Arguments The program approaches literacy through the development of knowledge literacy skills and academic habits Throughout the activities students develop their literacy along these three paths in an integrated engaging and empowering way Knowledge The texts and topics students encounter in the program have been carefully selected to expose them to rich and varied ideas and perspectives of cultural significance These texts not only equip students with key ideas for participating knowledgeably in the important discussions of our time but also contain the complexity of expression necessary for developing college and career ready literacy skills Literacy Skills The program articulates and targets instruction and assessment on twenty CCSS aligned literacy skills ranging from making inferences to reflecting critically Students focus on this set of twenty skills throughout the year and program continually applying them in new and more sophisticated ways Academic Habits The program articulates twelve academic habits for students to develop apply and extend as they progress through the sequence of instruction Instructional notes allow teachers to introduce and discuss academic habits such as preparing and completing tasks that are essential to students success in the classroom The program materials include a comprehensive set of instructional sequences teacher notes handouts assessments rubrics and graphic organizers designed to support students with a diversity of educational experiences and needs The integrated assessment system centered around the literacy skills and academic habits allows for the coherent evaluation of student literacy development over the course of the year and vertically across all grade levels

Assessment in Geographical Education: An International Perspective Theresa Bourke, Reece Mills, Rod Lane, 2022-02-27 In recent years there has been increased attention paid to the importance of assessment in Geographical Education the chosen subject for this book Assessment is an important tool for collecting information about student learning and for providing timely data to inform key stakeholders including students teachers parents and policymakers To be effective assessment needs to be valid reliable and fair Validity is about ensuring that we assess what we claim we are assessing Reliability is about measuring performance and understanding in a consistent way Without validity and reliability assessment is unlikely to provide equitable opportunities for students to demonstrate what they know and can do As geography educators it is therefore important that we identify the core concepts and skills in geography that we want students to master We need a clear understanding of what the progression of learning looks like for each concept and skill so we can develop fit for purpose assessments that track and improve student learning While there is a substantial literature on evidence based assessment in

secondary school contexts research exploring best practice assessment in geography is rare This is a concern given the distinctive nature of geography and the important role of assessment in the learning process This scholarly collection seeks to address this issue by connecting research in educational assessment with the domain of geography The chapters are written by leading researchers in Geographical Education from across the globe These chapters provide examples of innovation through the collective voices of geography teacher educator scholars from across Australia USA South Korea Germany Switzerland and Singapore What unifies the work in this book is that each chapter focuses on a key feature of the discipline of geography providing scholarly examples of evidence based practices for assessing student s knowledge and skills

Dislocating the Orient Daniel Foliard,2017-04-13 While the twentieth century s conflicting visions and exploitation of the Middle East are well documented the origins of the concept of the Middle East itself have been largely ignored With *Dislocating the Orient* Daniel Foliard tells the story of how the land was brought into being exploring how maps knowledge and blind ignorance all participated in the construction of this imagined region Foliard vividly illustrates how the British first defined the Middle East as a geopolitical and cartographic region in the nineteenth and early twentieth centuries through their imperial maps Until then the region had never been clearly distinguished from the East or the Orient In the course of their colonial activities however the British began to conceive of the Middle East as a separate and distinct part of the world with consequences that continue to be felt today As they reimagined boundaries the British produced disputed and finally dramatically transformed the geography of the area both culturally and physically over the course of their colonial era Using a wide variety of primary texts and historical maps to show how the idea of the Middle East came into being *Dislocating the Orient* will interest historians of the Middle East the British empire cultural geography and cartography

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

Social Studies for Young Children Gayle Mindes,Mark Newman,2021-08-30 This book anchors the social studies as the central unifying force for young children Teachers use the inquiry process to foster child development of social skills and citizenship ideals in their first classroom experiences Curriculum is built starting with children s natural curiosity to foster literacy in all its form speaking listening reading writing Along the way young children acquire knowledge and academic skills in civics economics geography and history Shown throughout are ways to promote social learning self

concept development social skills and citizenship behaviors Featured here are individually appropriate and culturally relevant developmental practices Considered are the importance of family collaboration and funds of knowledge children bring to early care and education Contributors to this edition bring expertise from bilingual early education literacy special education and the social studies Beginning with citizenship and community building the authors consider all aspects of teaching young children leading to a progression of capacity to engage civically in school and community Mindful Social Studies Tori K. Flint,Natalie Keefer,2022-08-16 Mindful Social Studies Frameworks for Social Emotional Learning and Critically Engaged Citizens situates the field of social studies education as uniquely poised to integrate anti racist equity and asset based pedagogies with contemplative mindfulness based strategies to promote the knowledge skills and dispositions students need to be effective citizens Students Social Emotional Learning SEL hinges upon their experience s engaging in authentic learning that strengthens cognitive skills including critical thinking self awareness reflection compassion empathy and perspective taking In this volume the co editors have curated reflective K 16 practitioner style research focused and theory based chapters that explore social justice orientated contemplative pedagogies as well as mindfulness related frameworks and strategies for teaching social studies and the social and behavioral sciences In this book chapter authors explore ways of cultivating specific mindfulness related social studies dispositions and transformative rationales and approaches for critical mindfulness and SEL based on compelling arguments for meeting the needs of students families and educators in a dynamic and increasingly diverse society **Current Academic Studies in Educational Sciences** Abdülkadir Kabadayı,2021-05-15 Current Academic Studies in Educational Sciences Daily Graphic Kingsley Inkoom,2014-09 **The Social Studies Curriculum** E. Wayne Ross,2014-11-01 The Social Studies Curriculum Fourth Edition updates the definitive overview of the issues teachers face when creating learning experiences for students in social studies The book connects the diverse elements of the social studies curriculum civic global social issues offering a unique and critical perspective that separates it from other texts Completely updated this book includes twelve new chapters on the history of the social studies democratic social studies citizenship education anarchist inspired transformative social studies patriotism ecological democracy Native studies inquiry teaching Islamophobia capitalism and class struggle gender sex sexuality and youth experiences in school and critical media literacy All the chapters from the previous edition have been thoroughly revised and updated including those on teaching social studies in the age of curriculum standardization and high stakes testing critical multicultural social studies prejudice and racism assessment and teaching democracy Readers are encouraged to reconsider their assumptions and understanding about the origins purposes nature and possibilities of the social studies curriculum *Elementary Social Studies* S.G. Grant,Bruce A. VanSledright,2014-03-14 Organized around four commonplaces of education learners and learning subject matter teachers and teaching and classroom environment Elementary Social Studies provides a rich and ambitious framework to help social studies teachers achieve powerful teaching

and learning results By blending the theoretical and the practical the authors deeply probe the basic elements of quality instruction planning implementation and assessment always with the goal of creating and supporting students who are motivated engaged and thoughtful Book features and updates to the third edition include New chapter on classroom assessment that outlines and compares existing assessment strategies contextualizes them within the framework of state standards and articulates a constructivist approach that moves away from traditional high stakes testing towards more meaningful ways of evaluating student learning New chapter that highlights and explains key elements of the Common Core State Standards for English Language Arts and shows how the incorporation of critical ELA instruction into the social studies curriculum can foster more ambitious teaching and learning Real classroom narratives that introduce each chapter and provide in depth access to teaching and learning contexts Practical curriculum and resource suggestions for the social studies classroom End of chapter summaries and annotated teaching resources

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