World Geography curriculum map, 2017-18

Unit 1 will be taught from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Enduring Understanding, Strand 1: Humans and their physical environment.**  The earth’s physical environment varies greatly from place to place. The interactions between physical systems and human systems create opportunities and challenges for people and places. The implications of these interactions affect both physical systems and human systems. | | | |
| **Essential Questions** | Assessment | Instructional Activities (what the *teacher and students* do) | Materials/pages in text |
| 1. Students will describe the significant forces that influence the physical environment, such as plate tectonics, erosion, climate, and natural disasters, and explain how the effects of physical processes vary across regions of the world. |  |  |  |
| 1. Students will identify patterns evidence in the geographic distribution of ecosystems and biomes and explain how humans interact with them. |  |  |  |
| 1. Students will cite evidence of how the distribution of natural resources affects physical and human systems. |  |  |  |
| 1. Students will use geographic reasoning to propose actions that mitigate or solve issues, such as natural disasters, pollution, climate change, and habitat loss. |  |  |  |
| Some questions you might have students consider:   * How does the physical geography of a place influence the lives of the people in that place? * What are the most significant consequences of human interactions with their environment? * How do physical and human characteristics help geographers define a region? * How are places and regions connected? How are they similar? How are they different? * How does the environment influence which agricultural methods are used in various places? * What are the intended and unintended effects of altering our physical landscape? * How do geographers use geospatial data to help make informed decisions? | | | |

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Unit 2 will be taught from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Enduring Understanding, Strand 2: Population distribution and migration**  The movement and distribution of people is influenced by many factors, including environmental, cultural, economic, and geopolitical forces. These migration trends alter geographic conditions. Geographers use data to understand population distribution and migration by looking at population characteristics, push and pull factors, and numerous other variables. Analyzing this data offers an opportunity to examine complex and challenging real-world issues. | | | |
| **Essential Questions** | Assessment | Instructional Activities (what the *teacher and students* do) | Materials/pages in text |
| 1. Students will evaluate the impact of population distribution patterns at various scales by analyzing and comparing demographic characteristics such as gender, age, ethnicity, and population density using maps, population pyramids, and other geographic data. |  |  |  |
| 1. Students will explain push and pull factors causing voluntary and involuntary migration and the consequences created by the movement of people. |  |  |  |
| 1. Students will investigate the effects of significant patterns of human movement that shape urban and rural environments over time, such as mass urbanization, immigration, and the movement of refugees. |  |  |  |
| Some questions you might have your students consider:   * Why do people live where they live? * Why do people move, sometimes at great risk to themselves? * How might population trends influence aspects of daily life at local, regional, or global scales? * Why do urbanization patterns differ around the world? * How can governmental policies have both intended and unintended consequences for population and migration? * What are the costs and benefits of mass urbanization? * How do geographers use demographic data to make informed decisions? | | | |

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Unit 3 will be taught from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Enduring Understanding, Strand 3: Culture**  Culture is the total sum of human expression. A culture’s purpose, as well as how and where cultures originate, diffuse, and change, are all topics worth studying. Students will explore religion, language, ethnicity and other cultural characteristics by looking at patterns and processes. As students explore what people care about and care for, they can learn not only about other cultures but also about the unique attributes of their own culture. | | | |
| **Essential Questions:** | Assessment | Instructional activities (what *teacher and students* will do) | Materials/text |
| 1. Students will identify and describe the essential defining characteristics and functions of culture. |  |  |  |
| 1. Students will explain how the physical environment influences and is influenced by culture. |  |  |  |
| 1. Students will identify how culture influences sense of place, point of view and perspective, and the relative value placed upon people and places. |  |  |  |
| 1. Students will identify the causes, methods, and effects for the diffusion and distribution of cultural characteristics among different places and regions. |  |  |  |
| 1. Students will explain how the basic tenets of world religions affect the daily lives of people. |  |  |  |
| 1. Students will cite examples of how globalizations creates challenges and opportunities for different cultures. |  |  |  |
| 1. Students will demonstrate an understanding of their own culture’s connection to geography. |  |  |  |
| Some questions you might have students consider:   * How does culture manifest itself on the landscape of the earth? * How does culture influence social structures and gender roles? * What effect does globalization and emerging technologies have on the divergence and convergence of culture? * How do cultures maintain their identities and traditions? * How are humans shaped and influenced by their own cultures? * How can learning about other cultures teach us about our own? | | | |

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Unit 4 will be taught from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Enduring Understanding, Strand 4: Political Systems**  People organize themselves into distinctive groups. Geographers examine how the interactions between these groups influence the division and control of the earth’s surface. Political systems have profound influences on the lives of people, including their access to resources, economic opportunities, and basic rights. | | | |
| **Essential Questions** | Assessment | Instructional activities (what the *teacher and students* will do) | Materials/text |
| 1. Students will explain why and how people organize into a range of political structures at different scales**.** |  |  |  |
| 1. Students will describe and explain the role physical and human characteristics play in establishing political boundaries. |  |  |  |
| 1. Students will explain how cooperation and conflict have many causes, such as differing ideas regarding boundaries, resource control, and land use, as well as ethnic, tribal and national identities. |  |  |  |
| Some questions you might have students consider:   * How and why do people organize themselves into political entities? * How do people distribute power and define roles? * How do political structures interact on a global scale? * Who holds the power at a variety of scales and how are decisions made? * Why is power concentrated in certain parts of the globe? * How do political systems protect or deny the rights of marginalized peoples? | | | |

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Unit 5 will be taught from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Enduring Understanding, Strand 5: Economic development**  Humans have created complex and varied economic systems. These systems, whether based on free markets or other structures, have various levels of development, infrastructure, and division of labor. Economic systems are influenced by their unique landscapes and resources and their locations influence patterns of interconnections with other economic systems. Geographers can use the insights they learn about economic development to identify patterns or propose solutions to complex issues. | | | |
| 1. Students will explain the essential attributes of a developed economy and the patterns of de elopement that differentiate less-developed from more-developed places. |  |  |  |
| 1. Students will describe and compare the function and distribution of economic activities in primary, secondary, and tertiary sectors. |  |  |  |
| 1. Students will explain key economic concepts and their implications for the production, exchange, distribution, and consumption of goods and services. |  |  |  |
| 1. Students will cite examples of various levels of economic interdependence between nations and peoples. |  |  |  |
| 1. Students will describe the costs, benefits, and sustainability of development in terms of poverty rates, standards of living the impact on indigenous people, environmental changes, gender equality, and access to education. |  |  |  |
| Some questions you might have students consider:   * What and who defines a state as developed? * How does geography influence the ways in which people make a living? * Why have some regions developed more rapidly than others? * What are some of the economic patterns evident in more-developed and less-developed countries? * Why are economic activities sometimes located in unexpected or unconventional places? * What are the challenges of sustainable development? | | | |

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