

World Geography Year-Long Overview

Students in social studies should explore key questions through multiple sources to develop claims about social studies content. As such, teachers must create instructional opportunities that delve deeply into **content** and guide students in developing and supporting **claims** about social studies concepts.

World Geography Content Focus	World Geography Claims
<ul style="list-style-type: none"> • Interactions between humans and their physical geography • Movement of goods, ideas, and people over time 	<ul style="list-style-type: none"> • What patterns exist in world geography? • How have human’s interactions with their physical geography changed over time? • How does geography impact historical events, politics, and the economy?

Content: Students develop a deep understanding of the interconnectedness of people and place. By analyzing the physical and human systems, geographical features, and regional commonalities of different locations around the world, students explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas. To accomplish this, they:

- Use key questions to build understanding of content through multiple sources
- Corroborate sources and evaluate evidence by considering author, occasion, and purpose

Claims: Students develop and express claims through discussions and writing which examine the impact of relationships between ideas, people, and events across time and place. Students evaluate primary and secondary sources to deepen their understanding and to support their own claims about the content of United States history. To accomplish this, they

- Recognize recurring themes and patterns in history, geography, economics, and civics
- Evaluate the causes and consequences of events and developments

Sample Scope and Sequence

<u>Unit 1</u>	<u>Unit 2</u>	<u>Unit 3</u>	<u>Unit 4</u>	<u>Unit 5</u>	<u>Unit 6</u>
Geographic Principles	The Americas	Europe	Asia, Australia, and Oceania	Middle East and North Africa	Africa – South of the Sahara
August – Mid-September	Mid-September – October	November – December	January – February	March	April – May
<u>GLEs</u> : WG.1.1-4, WG.2.1-4	<u>GLEs</u> : WG.1.4, WG.2.2-4, WG.3.1-3, WG.4.1-4, WG.5.1-5, WG.6.3-4	<u>GLEs</u> : WG.1.2, WG.1.4, WG.2.2, WG.2.4, WG.3.1-3, WG.4.1-5, WG.5.1, WG.5.3, WG.5.5, WG.6.3	<u>GLEs</u> : WG.1.4, WG.2.4, WG.3.1-3, WG.4.1-4, WG.5.1-4, WG.6.2-4	<u>GLEs</u> : WG.1.1, WG.1.4, WG.2.2, WG.2.4, WG.3.1-2, WG.4.2-5, WG.5.1-5, WG.6.1-4	<u>GLEs</u> : WG.1.2, WG.1.4, WG.2.2-4, WG.3.1, WG.4.1-4, WG.5.1-4, WG.6.3-4

Unit 1: Geographic Principles

(August–Mid-September)

Unit overview: In this unit students explore how we use geography to examine relationships between people and places. This unit will build the foundation for geographic principles which will support each of the following units of study.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
<p>Geography 25 days</p>	<ul style="list-style-type: none"> • How have advancements in technology affected the study of geography? (WG.1.1) • How do various map projections distort spatial relationships when compared with the globe? (WG.1.2-3) • How do climate and weather phenomena affect people living in different regions? (WG.1.2, WG.1.4, WG.2.2, WG.2.4) • How can humans influence their environment and how are they also influenced by their environment? (WG.2.4) • How does the physical environment impact countries in a region? (WG.2.1, WG.2.3) • What impact does the location of natural, human, and capital resources have on patterns of economic activity and land use in regions? (WG.2.3-4) 	<p>Sample Tasks</p> <ul style="list-style-type: none"> • Survivor: Earth, NASA • Geographical Influences, NASA <p>Possible Sources</p> <ul style="list-style-type: none"> • <i>Using Internet Primary Sources to Teach Critical Thinking Skills in Geography</i>, Gary S. Elbow and Marth B. Sharma • <i>Pushes and Pulls: Why People Migrate</i>, Robert Walker • The 4 Spheres, YouTube • What's It Like Where You Live?, Missouri Botanical Garden • Biosphere, National Geographic • Lithosphere, National Geographic • The World Ocean, National Geographic • Prevailing Winds, National Geographic • Elevation, National Geographic

Unit 2: The Americas

(Mid-September–October)

Unit overview: In this unit students explore the major economic, political, and physical features of the Americas.

Topic and Days	Content and Claims	Possible Sources
<p>North America</p> <p>15 days</p>	<ul style="list-style-type: none"> • What factors influence North American climate regions and how does this effect population distribution and economic development? (WG.1.4, WG.2.2, WG. 3.1, WG.4.1) • What factors affect the historical migration patterns to and within North America? (WG.4.3, WG.5.1) • What are the characteristics of settlement patterns that exist within major North American cities? (WG.4.1, WG.5.1) • What unifying cultural or physical characteristics developed in various regions of North America? (WG.2.3-4, WG.3.2-3, WG.4.1, WG.5.3, WG. 5.5) • What were the most significant effects of the Colombian Exchange? (WG.4.4, WG.6.3) 	<p>Possible Sources</p> <ul style="list-style-type: none"> • Expedition Blue Planet: North America, National Geographic • <i>North America</i>, Steve Sheinkin • <i>North America</i>, Minnie Ashcroft • <i>North America</i>, Cass R. Sandak • North America, National Geographic • <i>“The Columbian Exchange,”</i> Alfred W. Crosby • Population Density in the United States, National Geographic • Westward Expansion Through Maps, National Geographic • Mapping Landforms, National Geographic • Migration, The Human Journey, National Geographic
<p>Latin America</p> <p>15 days</p>	<ul style="list-style-type: none"> • What physical features are the most influential to Latin America? (WG.2.2-4, WG.4.2) • How did colonization impact Latin American and what lasting effects can be seen today? (WG.3.1, WG.4.3, WG.5.1-2) • What is the specific interdependence that exists between the people and the 	<p>Possible Sources</p> <ul style="list-style-type: none"> • <i>Middle and South America</i>, Mark Stewart • <i>South America</i>, Ewan McLeish • <i>South America</i>, David Peterson • <i>South America</i>, Carl Proujan • South America, National Geographic • Archaeological Map of Central America, National Geographic • Destination: Costa Rica, National Geographic

	<p>physical geography of Latin America? (WG.3.1, WG.5.3, WG.6.4)</p> <ul style="list-style-type: none">• What specific factors attribute to the differences in the levels of standard of living within the Americas? (WG.5.4)	
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Unit 3: Europe

(November–December)

Unit overview: In this unit students explore the major economic, political, and physical features of Europe.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
25 days	<ul style="list-style-type: none"> • How have western Europeans adapted to and affected their environment through technology and innovation? (WG.4.1-2, WG.5.5) • What factors have attributed to the continuity of European cultures despite waves of migration and warfare? (WG.4.3-4, WG.5.1) • What impact has the diffusion of western European culture had on other regions of the world? (WG.3.3, WG.4.4, WG.5.2) • How does physical geography and human processes lead to the formation of boundaries and political systems? (WG.1.4, WG.2.2, WG.2.4, WG.3.2, WG.4.1, WG.6.3) • What has caused the many transformations that the political maps of Eastern Europe and Russia have undergone from the end of WWII to today? (WG.1.2, WG.1.4, WG.3.1-2, WG.4.5) • How has the rise and fall of communism affected the physical, cultural, and economic environment of Russia, Eastern Europe, and their relationships with other countries? (WG.3.1-3, WG.4.5, WG.5.3) • How do location and management of resources affect the movement of product and people? (WG.6.3) 	<p>Possible Sources</p> <ul style="list-style-type: none"> • <i>Europe</i>, Suzanne Francis • <i>Europe and Russia</i>, Sherilin Chanek • <i>Western Europe</i>, John Dornberg • <i>Eastern Europe</i>, Sarah Howell • Europe, National Geographic • Physical Geography of Europe, National Geographic

Unit 4: Asia, Australia, and Oceania

(January–February)

Unit overview: In this unit students explore the major economic, political, and physical features of the regions of Asia, Australia and Oceania.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
25 days	<ul style="list-style-type: none"> • What comparisons in levels of economic development exist across each region? (WG.3.1, WG.5.4) • What influence do major religions in South Asia have on the culture, economy, and politics of those countries? (WG.4.3-4) • What evidence of influence has Western culture had on South Asia in the past and the present? (WG.4.1) • How have countries in East Asia attempted to address their overpopulation issue? (WG.5.2, WG.6.2) • What are ways that people in each region adapt to and modify their physical environment? (WG.1.4, WG.2.4, WG.3.2, WG.4.2, WG. 6.2-4) • How does China exert economic, political, and social influence on the rest of the world? (WG.3.1, WG.3.3, WG.5.3) • How, where, and why have people migrated to and through Oceania, Australia, and New Zealand? (WG.3.2, WG.4.3, WG.5.1) • How have native populations in Oceania, Australia, and New Zealand maintained and/or integrated traditional customs and lifestyles? (WG.3.2, WG.4.1, WG.4.4) 	<p>Possible Sources</p> <ul style="list-style-type: none"> • <i>West Asia</i>, Robert Henderson • <i>East Asia</i>, Minnie Ashcroft • <i>China and Southeast Asia</i>, Katherine Prior • <i>Asia</i>, David Lambert • <i>Oceania and Antarctica</i>, Carl Proujan • Australia and Oceania, National Geographic • <i>Australia and Oceania</i>, Kate Darian-Smith • <i>Australia</i>, Mary Colson • <i>Australia</i>, Ann Heinrichs • <i>Australia</i>, Jean F. Blashfield • Asia, National Geographic • Destination: New Zealand, Overview, National Geographic

Unit 5: Middle East and North Africa

(March)

Unit overview: In this unit students explore the major economic, political, and physical features of the Middle East and North Africa.

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
20 days	<ul style="list-style-type: none"> • How do different cultural beliefs influence public policy and decision making processes across this region? (WG.4.3, WG.4.5, WG.5.5) • How have challenges such as civil unrest, warfare and pandemic disease affect population patterns, demographics and standards of living of African countries? (WG.1.1, WG.1.4, WG.3.1, WG.5.1-2, WG.5.4) • How and why have the major religions of the Middle East influenced the culture, economy, and politics of this region? (WG.3.1, WG.4.3-4) • What unifying cultural and physical characteristics are found among the countries of the Middle East and North Africa? (WG.2.2, WG.2.4, WG.3.2, WG.4.2, WG.5.3) • How have countries in the Middle East and North Africa dealt with issues related to their most important resources? (WG.5.3, WG.6.1-2, WG.6.3-4) • What were the significant contributions and lasting impacts of ancient civilizations in this region? (WG.4.4, WG.4.5) 	<p>Possible Sources</p> <ul style="list-style-type: none"> • Destination: North Africa, National Geographic • <i>The Nile: River in the Sand</i>, Molly Aloian • <i>The Middle East: In Search of Peace</i>, Cathryn J. Long • The Geography of Afghanistan, National Geographic • <i>The Middle East: Israel and Palestine</i>, John King • Africa, National Geographic

Unit 6: Africa – South of the Sahara

(April–May)

Unit overview: In this unit students explore the major economic, political, and physical features of the regions of Africa

Topic and Days	Content and Claims	Sample Tasks and Possible Sources
25 days	<ul style="list-style-type: none"> • How does the history of colonization continue to affect the economic and social aspects of African countries today? (WG.1.2, WG.1.4, WG.3.1, WG.4.3-4, WG.5.1-4, WG.6.3) • What physical processes and relationships support different African biomes? (WG.1.4, WG.2.2-4, WG.4.1-2, WG.6.4) • How have challenges such as pandemic disease, genocide, and other challenges affecting African countries and how are countries trying to overcome these challenges? (WG.3.1, WG.4.4, WG.5.2) • As a result of geography, are African countries, politically, culturally and economically, more similar or different? (WG.3.1, WG.4.4) 	<p>Possible Sources</p> <ul style="list-style-type: none"> • <i>South Africa</i>, Claire Throp • <i>South Africa: the Land</i>, Domini Clark • <i>South Africa: the People</i>, Domini Clark • <i>South Africa: the Culture</i>, Domini Clark • Destination: South Africa, National Geographic • Africa, National Geographic • Destination: Southern Africa, National Geographic • Destination: East Africa, National Geographic • Destinations: West and Central Africa, National Geographic • Exploring Africa, Michigan State University

Standard 1 – World in Spatial Terms and Uses of Geography

Students organize information and solve geographic problems using geographical tools, representations, and technologies.

- WG.1.1 Describe the impact of technology on the study of geography and gather geographic information using technological tools
- WG.1.2 Explain Earth’s grid system, using latitude and longitude to locate key places and to answer geographic questions about that place
- WG.1.3 Compare and contrast various types of maps and map projections and evaluate distortions associated with each map projection
- WG.1.4 Use geographic representations to locate the world’s continents, major landforms, major bodies of water and major countries and to solve geographic problems

Standard 2 – Physical Systems

Students answer geographic questions about Earth’s physical systems to explain ecosystems and natural processes.

- WG.2.1 Describe and categorize elements of the natural environment as belonging to one of the four components of Earth’s physical systems: atmosphere, lithosphere, biosphere, or hydrosphere
- WG.2.2 Identify and locate world climate regions and evaluate the impact of the Earth/Sun relationship, ocean currents, wind currents, and elevation on each climate region
- WG.2.3 Compare and contrast regions of the world by analyzing the plant and animal life indigenous to the region (ecosystems)
- WG.2.4 Explain and give examples of natural and human processes that shape Earth’s surface and identify specific locations where these processes occur

Standard 3 – Region

Students examine the unifying characteristics of a given region and determine the challenges and opportunities created by the development of that region.

- WG.3.1 Analyze how cooperation, conflict, and self-interest impact the cultural, political, and economic regions of the world and relations between nations
- WG.3.2 Determine the unifying characteristics that regions possess and explain changes that they have experienced over time
- WG.3.3 Explain how human and physical characteristics facilitate or hinder regional interactions

Standard 4 – Place

Students will identify the physical and cultural characteristics of a particular location and investigate changes to it over time.

- WG.4.1 Determine the physical and human characteristics that comprise the identity of a given place
- WG.4.2 Analyze the distinguishing physical characteristics of a given place to determine their impact on human activities
- WG.4.3 Identify and analyze distinguishing human characteristics of a given place to determine their influence on historical events
- WG.4.4 Evaluate the impact of historical events on culture and relationships among groups
- WG.4.5 Examine the relationship between social, economic, and government systems and describe how each system has changed a given place over time

Standard 5 – Human Systems

Students examine the movement of human populations, information, ideas, and goods throughout history and its impact on human settlement and the economies of various countries.

- WG.5.1 Describe and classify reasons for human migration in terms of push or pull factors to determine the changes and similarities in these factors over time
- WG.5.2 Use population pyramids, geographic data and maps to analyze the current impact of population growth and to predict future population trends
- WG.5.3 Describe and illustrate specific examples of economic interdependence in various regions
- WG.5.4 Determine the factors that contribute to a country's standard of living
- WG.5.5 Explain how changes in technology have contributed to the spread of ideas and information throughout the world

Standard 6 – Environment and Society

Students analyze ways in which humans adapt to, modify, and depend upon Earth's physical environment.

- WG.6.1 Describe technological advances that have allowed humans to modify the environment and analyze the impact of these advances on the environment
- WG.6.2 Identify challenges posed by the physical environment and evaluate strategies that will allow humans to more effectively deal with these challenges
- WG.6.3 Analyze the distribution of resources and describe their impact on human systems (past, present, and future)
- WG.6.4 Assess the role of government and business in preserving or consuming natural resources and protecting or destroying the physical environment