

GRADES 9, 10, 11, 12

WORLD GEOGRAPHY

Units of Credit:

Eastern Hemisphere – Semester (Elective)

Western Hemisphere – Semester (Elective)

These are two independent semesters.

Prerequisites:

None

Course Overview:

Using the five themes and six essential elements of Geography, World Geography: Eastern Hemisphere explores eastern world regions including Asia, Africa, and the Pacific (excluding Europe) in one semester. In the other semester, World Geography: Western Hemisphere explores western world regions including Europe and Russia. In each independent regional study, students develop the language and tools necessary to understand our world. Each semester the course investigates the natural environments, histories, and cultures that combine to create unique locations in our world. Additionally, current events broaden our global perspective and illustrate our interconnectedness in the 21st Century.

This document provides a template for each semester study. Standards one through seven should be applied to each regional investigation.

World Geography: Learning Targets

Standard WG 1: Students will understand the world in spatial terms.

Competency 1.1: Students will use a variety of maps to analyze the spatial organization of people, places, and environments.

- | |
|---|
| 1. I can use a variety of maps to organize information. (<i>K</i>) |
| 2. I can analyze the spatial organization of people, places, and environments. (<i>R</i>) |

Standard WG 2: Students will understand the human and physical characteristics of places and regions.

Competency 2.1: Students interpret place by its human and physical characteristics.
--

- | |
|---|
| 1. I can describe cultural characteristics of places and regions. (<i>K</i>) |
| 2. I can describe physical characteristics of places and regions. (<i>K</i>) |
| 3. I can analyze the connections between cultural characteristics and physical characteristics in determining the development of places and regions. (<i>R</i>) |

Competency 2.2: Students investigate how people create regions to interpret the earth's surface.

1. I can name regions of our world. (*K*)
2. I can explain why regions help us to understand our world. (*K*)
3. I can compare and contrast regions in our world. (*R*)

Competency 2.3: Students evaluate how culture and experience influence the way people live in places and regions.

1. I can define elements of culture in places and regions. (*K*)
2. I can define elements of experience (history) in places and regions. (*K*)
3. I can analyze how culture and experience influence people's perceptions of places and regions. (*R*)

Standard WG 3: Students will analyze how physical systems shape the earth's surface.

Competency 3.1: Students describe the physical systems that shape the earth's surface.

1. I can explain the physical processes that shape the earth's surface, including plate tectonics, climate, and climate change. (*K*)
2. I can define factors that shape climatic and vegetation patterns on Earth. (*K*)
3. I can identify characteristics of ecosystems and where they are found. (*K*)

Standard WG 4: Students will analyze how human activities shape the earth's surface.

Competency 4.1: Students analyze characteristics, distribution, and migration of human populations on the earth's surface.

1. I can describe the connection between physical environments and settlement. (*K*)
2. I can describe the how and why of human migration. (*K*)
3. I can evaluate how and why humans adapt to their environment. (*R*)
4. I can analyze the impact of human change in one environment on another environment. (*R*)

Competency 4.2: Students analyze economic interdependence among regions and countries.

1. I can classify the world's regions and countries in terms of levels of economic development. (*K*)
2. I can describe economic networks local to global. (*K*)
3. I can explain how infrastructure is connected to level of development. (*K*)
4. I can analyze the interdependence of world and regional economies. (*R*)
5. I can analyze the impact of colonialism on economies. (*R*)
6. I can analyze the relationship between economic development and the distribution of resources. (*R*)

Competency 4.3: Students investigate various forms of governments and their impacts on the people and the natural environment within the context of specific regions and countries.

1. I can describe types of governments that exist in the world's regions and countries. (*K*)
2. I can identify regions/countries where natural environment factors into governance. (*K*)
3. I can connect natural environment, history, and governance to regional conflict and/or cooperation. (*K*)
4. I can appraise the connection between natural environment and governance. (*R*)
5. I can analyze the impact of colonialism on governance. (*R*)

Standard WG 5: Students will understand the interaction of physical and human systems.

Competency 5.1: Students analyze the connectedness between humans and their environment.

1. I can describe the role of technology in modifying the physical environment. (*K*)
2. I can explain how historical events affect physical and human systems. (*K*)
3. I can describe regional environmental issues including desertification, deforestation, and pollution. (*K*)
4. I can predict the potential effect of human modification of the physical environment. (*R*)
5. I can discuss the connectedness between humans and their environment. (*S*)

Competency 5.2: Students assess the importance of natural and human resources.

1. I can describe the roles of natural and human resources in daily life. (*K*)
2. I can explain worldwide distribution and use of human and natural resources. (*K*)
3. I can compare and contrast the use of renewable and nonrenewable resources. (*R*)
4. I can evaluate the role of energy resources as they are consumed, conserved, and recycled. (*R*)

Standard WG 6: Students analyze the impact of world affairs on world geography and in student's lives.

Competency 6.1: Students demonstrate the value of investigating multiple perspectives in examining current affairs and issues.

1. I can connect current news to the study of World Geography. (*K*)
2. I can discuss current issues. (*K*)
3. I can recognize bias in news reporting. (*K*)
4. I can determine common interests and differences of opinion arising from class discussions of current affairs. (*R*)
5. I can evaluate the expansion or contraction of democratic ideals in current news. (*R*)
6. I can critique the degree to which the democratic process is used in decision-making around the world as reported in current news. (*R*)
7. I can model collaboration and compromise in group discussions of current news. (*S*)

Competency 6.2: Students use primary, secondary, and additional ancillary sources to examine world geography and current affairs.

1. I can connect sources to events in World Geography. (*K*)
2. I can connect sources to current events. (*K*)
3. I can analyze differing viewpoints from a variety of sources. (*R*)
4. I can use primary, secondary, and additional ancillary sources to analyze differing viewpoints in world geography and current affairs. (*S*)

Standard WG 7: Students demonstrate the following behaviors: respect, stewardship, integrity, courage, and responsibility.

1. I will treat others with dignity and respect.
2. I will listen to the ideas of others.
3. I will use appropriate language and body language.
4. I will look for ways to be of service to others.
5. I will pick up after myself.
6. I will respect others' property and space.
7. I will acknowledge my mistakes and make amends when possible.
8. I will be honest with myself and others.
9. I will accept recognition for my achievements.
10. I will speak up for what I believe.
11. I will work cooperatively to resolve issues.
12. I will attend school and be on time to class.
13. I will take responsibility for my learning.