

World Geography

The World Geography course provides students with an introduction to both physical and cultural geography. After an introduction to geography, students study each major region of the world. For each region, students learn about the importance of the physical geography and its impact on the region's development. Students study cultural aspects of each region and examine the influence of geography on the cultural development of each region.

SSWG1 The student will explain the physical aspects of geography.

- a. Describe the concept of place by explaining how physical characteristics such as landforms, bodies of water, climate, soils, natural vegetation, and animal life are used to describe a place.
- b. Explain how human characteristics, such as population settlement patterns, and human activities, such as agriculture and industry, can describe a place.
- c. Analyze the interrelationship between physical and human characteristics of a place.

SSWG2 The student will explain the cultural aspects of geography.

- a. Describe the concept of place by explaining how the culture of a region is a product of the region's physical characteristics.
- b. Explain how cultural characteristics of a place can be used to describe a place.
- c. Analyze how physical factors such as mountains, climate, and bodies of water interact with the people of a region to produce a distinctive culture.
- d. Explain how the development of customs and traditions help to define a culture and a people.

SSWG3 The student will describe the interaction of physical and human systems that have shaped contemporary North Africa/Southwest Asia.

- a. Describe the location of major physical features and their impact on North Africa/Southwest Asia.
- b. Describe the major climates of North Africa/Southwest Asia and how they have affected the development of North Africa/Southwest Asia.
- c. Analyze the impact natural resources, especially oil, have on North Africa/Southwest Asia.
- d. Analyze the impact of water supplies on the growth of population centers.
- e. Explain the impact of Judaism, Christianity, and Islam on the development of the region's culture.
- f. Explain why this region contains areas on two different continents.
- g. Describe the major ethnic and cultural groups in North Africa/Southwest Asia; include major customs and traditions.

SSWG4 The student will describe the interaction of physical and human systems that have shaped contemporary Sub-Saharan Africa.

- a. Describe the location of major physical features and their impact on Sub-Saharan Africa.
- b. Describe the major climates of Sub-Saharan Africa and how they have affected the development of Sub-Saharan Africa.
- c. Describe the pattern of population distribution in the countries of Sub-Saharan Africa in relation to urbanization and modernization.
- d. Explain how Sub-Saharan Africa's physical features have had an impact on the distribution of its population.
- e. Analyze how the migration of people such as the Bantu and Zulu has had an impact on the economic, cultural, and political aspects of Sub-Saharan Africa.
- f. Analyze strengths and weaknesses in the development of Sub-Saharan Africa; include factors such as linguistic, tribal, and religious diversity; literacy levels; and the colonial legacy.
- g. Describe the ethnic and religious groups in Sub-Saharan Africa; include major customs and traditions.
- h. Analyze the impact of drought and desertification on Sub-Saharan Africa.

SSWG5 The student will describe the interaction of physical and human systems that have shaped contemporary South Asia, Southeastern Asia, and Eastern Asia.

- a. Describe the location of major physical features and their impact on the regions of Asia.
- b. Describe the major climates of each region and how they have affected each region's development.
- c. Analyze the impact of the topography and climate on population distribution in the regions.
- d. Describe the various ethnic and religious groups in the region and the effect of geography on their development and their major customs and traditions.
- e. Analyze the impact of population growth in the region on both the region and on other regions of the world; include China, India, and Japan.
- f. Explain the division of the Indian subcontinent into India and Pakistan and the eventual creation of Bangladesh.
- g. Describe the Pacific Rim and its cultural, political, and economic significance.

SSWG6 The student will describe the interaction of physical and human systems that have shaped contemporary Europe.

- a. Describe the location of major physical features and their impact on Europe.
- b. Describe the major climates of Europe and how they have affected Europe.
- c. Analyze the importance of Europe's coastal location, climatic characteristics, and river systems regarding population, economic development, and world influence.
- d. Describe the various ethnic and religious groups in Europe and the influence of geography on those groups and their major customs and traditions.
- e. Explain why Europe has a highly integrated network of highways, waterways, railroads, and airline linkages.
- f. Analyze the impact of geography on Russia in terms of population distribution, trade, and involvement in European affairs.
- g. Analyze the environmental issues associated with industrial and natural resource development in Europe, including Russia.

SSWG7 The student will describe the interaction of physical and human systems that have shaped contemporary Latin America.

- a. Explain why the region is known as Latin America; include cultural reasons.
- b. Describe the location of major physical features and their impact on Latin America.
- c. Describe the major climates of Latin America and how they have affected Latin America.
- d. Explain how geographic features and climatic patterns affect population distribution.
- e. Analyze the impact of natural disasters and political instability on economic activity in Latin America.
- f. Describe the various ethnic and religious groups in Latin America; include South America, Central America and the Caribbean, as well as major customs and traditions.
- g. Analyze the impact of deforestation on Latin America and explain actions being taken.
- h. Explain how Latin American countries such as Brazil are developing their resources to compete in the global market and to improve industrial productivity.
- i. Analyze the impact illegal drug production and trade have on Latin America.

SSWG8 The student will describe the interaction of physical and human systems that have shaped contemporary Canada and the United States.

- a. Describe the location of major physical features and their impact on Canada and the United States.
- b. Describe the major climates of Canada and the United States and how they affect Canada and the United States.
- c. Explain the reasons for the population distribution in Canada and the United States.
- d. Explain how the physical geography of Canada and the United States contributed to regional growth and development.
- e. Describe the ethnic and religious groups in Canada and the United States; include major customs and traditions.
- f. Analyze how transportation and communications improvements led to the growth of industry in the United States and the consequences of such growth, especially environmentally, for both Canada and the United States.

SSWG9 The student will describe the interaction of physical and human systems that have shaped contemporary Oceania, including Australia, New Zealand, and Antarctica.

- a. Describe the location of major physical features and their impact on the region.
- b. Describe the major climates and their impact on the region.
- c. Analyze the impact isolation has had on the cultural and biological development of the region.
- d. Describe the various ethnic and religious groups; include major customs and traditions.
- e. Explain how the migration of diverse ethnic groups and available natural resources have affected the economic and political development.
- f. Explain why it was necessary for world governments involved in the exploration of Antarctica to develop and sign the Antarctic Treaty of 1961.

Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary; and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context. Beginning in the middle grades, students start to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

SSWGRC1 Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books
 - Discuss messages and themes from books in all subject areas.
 - Respond to a variety of texts in multiple modes of discourse.
 - Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing context
 - Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words

Social Studies Skills Matrices

MAP AND GLOBE SKILLS

GOAL: The student will use maps to retrieve social studies information.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use inch to inch map scale to determine distance on map			I	M	A	A	A	A	A	A
6. use map key/legend to acquire information from, historical, physical, political, resource, product and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events			I	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. use graphic scales to determine distances on a map					I	M	A	A	A	A
11. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

INFORMATION PROCESSING SKILLS

GOAL: The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

I: indicates when a skill is introduced in the standards and elements as part of the content

D: indicates grade levels where the teacher must develop that skill using the appropriate content

M: indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

A: indicates grade levels where students will continue to apply and improve mastered skills

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A