

World Geography
Social Studies
Curriculum Framework

Revised 2006

Course Title: World Geography
 Course/Unit Credit: 0.5
 Course Number:
 Teacher Licensure: Secondary Social Studies

World Geography

World Geography is a one-semester high school social studies elective course which emphasizes the interaction of humans and their physical and cultural environments. The study of geography will focus on five major themes: location, place, human/environment interactions, movement, and regions. The study includes current developments around the world that affect physical and cultural settings. Physical settings studies will include topography, resources, climates, and environmental conditions. Cultural settings include population, political structures, life styles, economics, and customs. Students will analyze and interpret a variety of geographic resources and use primary and secondary sources, maps, pictorial and graphic evidence, as well as newer technologies. This course stresses application, problem-solving, higher-order thinking skills, and use of classroom performance-based/open-ended assessments with rubrics. Arkansas Department of Education approval is not required.

Strand Standards

<i>Spatial Geography</i>	
	1. Students shall analyze information about people, places, and the environment using maps, globes, atlases, and available technology.
Places and Regions	
	2. Students shall investigate the physical characteristics of places and regions.
Physical Systems	
	3. Students shall analyze the physical systems of the Earth.
Human Systems	
	4. Students shall analyze the influence of cooperation and conflict on the division of the Earth's surface.
	5. Students shall examine the role of culture on human systems.
	6. Students shall examine the role of geography on economic development.
Environment and Society	
	7. Students shall analyze human interaction with the physical environment.
Application of Geography	
	8. Students shall analyze local, regional, and international policies or phenomenon from a geographic perspective.

Strand: *Spatial* Geography

Content Standard 1: Students shall analyze information about people, places, and the environment using maps, globes, atlases, and available technology.

SG.1.WG.1	Explain the importance of the Earth's <i>grid system</i>
SG.1.WG.2	Develop an Earth grid system using major lines of <i>latitude</i> and <i>longitude</i> and the north and south poles
SG.1.WG.3	Compute the difference in time around the world using lines of longitude
SG.1.WG.4	Interpret a variety of maps and images (e.g., <i>topographical map</i> , physical, climate, political, highway, <i>thematic map</i>)
SG.1.WG.5	Evaluate reasons for choosing a specific technology (e.g., <i>aerial photography</i> , <i>satellite-produced imagery</i> , <i>Landsat</i> , <i>Geographic Information System</i>) to analyze selected geographic problems (e.g., <i>pollution</i> , <i>deforestation</i> , <i>overpopulation</i>)
SG.1.WG.6	Critique maps that illustrate biased points of view (e.g., political, military, historical)
SG.1.WG.7	Analyze factors that shape a person's mental map (e.g., mass media, geographic education, prejudices, travel experience, literature)
SG.1.WG.8	Identify ways in which mental maps influence human decisions about location, settlement, and public policy
SG.1.WG.9	Create maps, graphs, or charts to illustrate information about people, places, and the environment using data collected from primary and secondary sources

Strand: Places and Regions

Content Standard 2: Students shall investigate the physical characteristics of places and regions.

PR.2.WG.1	Examine the physical characteristics that constitute a region (e.g., <i>desert, rainforest, plateau, savanna, tundra</i>)
PR.2.WG.2	Explain the concept of region as a way of categorizing, interpreting, and ordering complex information about the Earth: <ul style="list-style-type: none">• climatic• political• agricultural• economic• perceptual
PR.2.WG.3	Analyze physical changes in regions and the factors that lead to those changes (e.g., Aral Sea, Three Gorges Dam, Dust Bowl)
PR.2.WG.4	Research the physical characteristics of places/regions which must be considered before developing an area (e.g., <i>floodplain</i> , coastal flood zone, earthquake zone, river crossing, volcanic regions)
PR.2.WG.5	Explain physical processes that create specific physical characteristics (e.g., climate, erosion, <i>tectonics</i>)

Strand: Physical Systems

Content Standard 3: Students shall analyze the physical systems of the Earth.

PS.3.WG.1	Categorize the features of the following physical system: <ul style="list-style-type: none">• <i>lithosphere</i>• <i>biosphere</i>• <i>hydrosphere</i>• <i>atmosphere</i>
PS.3.WG.2	Describe the effects of the tilt of the Earth's axis on the cycle of the seasons in the northern and southern hemispheres (e.g., <i>equinox, solstice</i>)
PS.3.WG.3	Analyze the influence of weather and climate on the geography of a place (e.g., <i>El Nino, Ice Age, tornado, hurricane</i>)
PS.3.WG.4	Explain the differences for the distribution pattern of the world's climates (e.g., ocean currents, wind currents, landforms)
PS.3.WG.5	Investigate the major physical processes that produce landforms using available technology (e.g., <i>erosion, earthquakes, fold, fault, volcanic eruptions</i>)

Strand: Human Systems

Content Standard 4: Students shall analyze the influence of cooperation and conflict on the division of the Earth's surface.

HS.4.WG.1	Discuss reasons for worldwide population trends (e.g., food supply, health care, disease control, employment)
HS.4.WG.2	Analyze the <i>push factors</i> and <i>pull factors</i> that influenced human migration (e.g., political conditions, economic incentives, religion, and family ties)
HS.4.WG.3	Analyze the changing structure and functions of population centers over time (e.g., growth of suburbs, lack of housing, loss of farm land, city services)
HS.4.WG.4	Describe problems that arose in creating trade routes which were influenced by physical features (e.g., Silk Road, Suez Canal, Panama Canal)
HS.4.WG.5	Construct a distribution pattern of the world's races, religions, and languages to determine sources of geographic conflict
HS.4.WG.6	Investigate cultural cooperation or conflict which can cause changes in a region (e.g., Crusades, creation of Israel and Pakistan, Balkans, Tibet, European Union)

Strand: Human Systems

Content Standard 5: Students shall examine the role of culture on human systems.

HS.5.WG.1	Examine the cultural changes introduced by various ethnic groups within regions
HS.5.WG.2	Compare and contrast cultural differences in religions, languages, gender roles, and political systems
HS.5.WG.3	Evaluate the spread of cultural traits, which have contributed to <i>cultural convergence</i> (e.g., fast-food franchises, English language, fashion and music trends)
HS.5.WG.4	Describe transportation and communication technologies, which have contributed to <i>cultural convergence</i> (e.g., computers, jet aircraft, electronic media, satellite links)
HS.5.WG.5	Examine the cultural characteristics that link regions (e.g., British Commonwealth, Latin America, Southeast Asia)
HS.5.WG.6	Examine the cultural factors that have promoted political change (e.g., break up of the Soviet Union, Sub-Saharan Africa, Balkan Crisis, Middle East, Northern Ireland, Asian revolutions)

Strand: Human Systems

Content Standard 6: Students shall examine the role of geography on economic development.

HS.6.WG.1	Compare and contrast the influences of major economic structures on human systems (e.g., <i>barter economy, command economy, market economy, developed countries, developing countries</i>)
HS.6.WG.2	Explain economic development in terms of <i>primary economic, secondary economic, and tertiary economic</i> activities as determined by geographic region
HS.6.WG.3	Analyze the relationship between a country's <i>infrastructure</i> and its level of development
HS.6.WG.4	Examine global trade routes before and after the development of major canals
HS.6.WG.5	Develop hypotheses to explain changes that occurred in world trade patterns over time
HS.6.WG.6	Investigate the economic interdependence of countries and regions over time (e.g., North American Free Trade Agreement, Organization of Petroleum Exporting Countries, European Union, <i>outsourcing</i>)

Strand: Environment and Society

Content Standard 7: Students shall analyze human interaction with the physical environment.

ES.7.WG.1	Survey ways that people have been influenced by the physical environment
ES.7.WG.2	Research naturally occurring, hazardous events and their impact on humans using available technologies (e.g., tornadoes, fire, flood, earthquakes, hurricanes, volcanic eruptions)
ES.7.WG.3	Evaluate human activities, which have a negative effect on the environment (e.g., <i>pollution, deforestation, global warming, desertification</i> , depletion of certain plant and animal species)
ES.7.WG.4	Investigate ways in which technology has expanded the capacity of humans to modify the physical environment
ES.7.WG.5	Analyze the changes in the physical environment that have modified the capacity to support and feed humans
ES.7.WG.6	Analyze different points of view on the use of <i>renewable resources</i> and <i>non-renewable resources</i>
ES.7.WG.7	Investigate various energy management plans which emphasize conservation
ES.7.WG.8	Examine human impact on the depletion of ocean and coastal resources

Strand: Application of Geography

Content Standard 8: Students shall analyze local, regional, and international policies or phenomenon from a geographic perspective.

AG.8.WG.1	Examine the diffusion of a phenomenon and the impact on regions of contact (e.g., spread of bubonic plague, use of tobacco, AIDS)
AG.8.WG.2	Discuss different points of view on a particular geographic issue
AG.8.WG.3	Research various special interest groups and their environmental policies
AG.8.WG.4	Evaluate the impact of tourism on developing countries
AG.8.WG.5	Explore the role of international political organizations in protecting the environment (e.g., United Nations, European Union, Organization for Petroleum Exporting Countries)
AG.8.WG.6	Investigate the possible consequences of a world temperature fluctuation on humans, other living things, and physical systems
AG.8.WG.7	Explain various ways places are made distinctive and meaningful by altering physical features (e.g., <i>terracing</i> , interstate highway system, Trans-Siberian Railroad, dams, canals, irrigation systems)

Appendix

Glossary for World Geography

Aerial photography	Photography of part of the Earth's surface usually taken from an airplane
Barter economy	An economy that lacks a commonly accepted currency, so all exchanges must be made with goods and services
Biosphere	The realm of Earth which includes all plant and animal life forms
Command economy	A system in which the basic economic questions are generally answered by the government
Cultural convergence	The blending of two or more cultures
Deforestation	The loss or destruction of forests mainly for logging or farming
Desert	Any region that receives less than ten inches of precipitation annually
Desertification	Process by which grasslands change to desert
Developed country	Country that has a great deal of technology and manufacturing
Developing country	Country in the process of becoming industrialized
El Nino	A combination of temperature, wind, and water effects in the Pacific Ocean, which causes heavy rains in some areas and drought in others
Equinox	The two days during the calendar year when all latitudes have twelve hours of both daylight and darkness and the sun is directly overhead at the equator
Erosion	Wearing away of the Earth's surface by wind, water, or glaciers
Fault	Crack in the Earth's crust
Floodplain	A generally flat valley area bordering a stream or river that is subject to inundation
Fold	A bend in layers of rock sometimes caused by plate movement
Geographic Information System (GIS)	Computer tools for processing and organizing details and satellite images with other pieces of information
Global warming	Theory that the Earth's temperature is warming due to increased greenhouse gases in the atmosphere as a result of human activities
Grid system	A pattern of lines on a chart or map, such as those representing latitude and longitude, which helps determine absolute location and assists in the analysis of distribution patterns
Hydrosphere	The water realm of Earth, which includes water included in the oceans, lakes, rivers, ground, glaciers, and water vapor in the atmosphere
Infrastructure	The basic urban necessities like streets and utilities
Landsat	A series of Earth-observing satellite missions jointly managed by NASA and the United States Geological Survey. Landsat satellites collect information about Earth from space.
Latitude	Angular distance north or south of the equator measured in degrees, minutes, and seconds
Lithosphere	The uppermost portion of the solid Earth, including soil, land, and geologic formation
Longitude	A distance east or west of the meridian of Greenwich measured in degrees, minutes, and seconds
Market economy	Using markets as the primary means of organizing and coordinating production

Nonrenewable resources	Resources that cannot be replaced such as minerals and fossil fuels
Outsourcing	A practice used by different companies to reduce costs by transferring portions of work to outside suppliers rather than completing it internally.
Overpopulation	A situation in which the existing population is too large to be adequately supported by available resources at current levels of consumption
Plateau	Upland surface more or less flat and horizontal, which is upheld by resistant beds of sedimentary rock or lava flows and bounded by steep cliffs
Pollution	The indirect or direct process resulting from human action by which any part of the environment is made potentially or actually unhealthy, unsafe, or hazardous to the welfare of the organisms which live in it
Primary economic activity	The production of naturally existing or culturally improved resources
Pull factors	The social, political, economic, and environmental attractions of new areas that draw people away from their previous location
Push factors	The social, political, economic, and environmental forces that drive people away from their previous location to search for new ones
Rainforest	An area of dense broadleaf vegetation that receives heavy rainfall year round
Renewable resources	Resources that cannot be used up or can be replaced naturally or grown again in a relatively short amount of time
Satellite image	An image produced by a variety of sensors which measure and record electromagnetic radiation. The collected data are turned into digital form for transmission to ground receiving stations. The data can be reconverted into imagery resembling a photograph
Savanna	Broad grassland in the tropics with few trees
Secondary economic activity	The conversion of raw materials into finished industrial products
Solstice	A bi-annual event in which the daylight hours are longest or shortest
Spatial	Pertains to space on Earth's surface
Tectonics	Theory that the Earth's surface is comprised of moving parts
Terracing	Creating step-like flat surfaces on steep hill slopes for the purpose of farming land that is subject to erosion under normal cultivation practices
Tertiary economic activity	The provision of services; service industry
Thematic map	A map representing a specific spatial distribution, theme, or topic
Topographical map	A map which depicts changing elevation in landforms
Tundra	Vast rolling, treeless plain in high latitude climates in which only the top few inches of ground thaw in summer