World Geography

Social Studies Curriculum Framework

Revised 2014

Course Title: World Geography
Course/Unit Credit: 0.5
Course Number: 474600
Teacher Licensure: Please refer to the Course Code Management System (https://adedata.arkansas.gov/ccms/) for the most current licensure codes.
Grades: 9-12

World Geography

Course Focus and Content

In Grades K-6, students develop foundational geographic knowledge and skills. In Grade 7, students hone skills and understanding of human and physical geography as they examine the various regions of the world. World Geography in Grades 9-12 continues to deepen geographic reasoning, knowledge, and skills as students focus on spatial relationships, places, regions, and human systems. This course emphasizes the interaction of humans and their physical and cultural environments. Students will use spatial and environmental perspectives and available geospatial technologies to analyze and interpret a variety of geographic representations, pictorial and graphic evidence, and data. This type of geographic inquiry helps students understand and appreciate their own place in the world and fosters curiosity about Earth's wide diversity of environments and cultures.

Skills and Application

Throughout the course, students will develop and apply disciplinary literacy skills: reading, writing, speaking, and listening. As students seek answers to compelling and supporting questions, they will examine a variety of primary and secondary sources and communicate responses in multiple ways, including oral, visual, and written forms. Students must be able to select and evaluate sources of information, draw and build upon ideas, explore issues, examine data, and analyze events from the full range of human experience to develop critical thinking skills essential for productive citizens. World Geography does not need Arkansas Department of Education approval.

The acquisition of content knowledge and skills is paramount in a robust social studies program rooted in inquiry. The chart below summarizes social studies practices in Dimensions 1, 3, and 4 of The College, Career, & Civic Life C3 Framework for Social Studies State Standards. These practices should be addressed throughout Grades K-12, building as students acquire the skills. Dimension 2 sets forth the conceptual content, and the alignment to this dimension is embedded in the student learning expectations (SLEs).

Dimension 1 – Questions	Dimension 3 – Sources and Evidence	Dimension 4 – Communicating Ideas
1. Construct compelling questions that promote inquiry around key ideas and issues	4. Gather relevant information from multiple perspectives and a variety of sources; evaluate the credibility of the source by determining its relevance and intended use	6. Construct arguments and explanations that convey ideas and perspectives to appropriate audiences using print, oral, and digital technologies
2. Develop supporting questions that contribute to inquiry: identifying facts, concepts, and interpretations	5. Use evidence from multiple sources to answer compelling and supporting questions by developing arguments with claims and counterclaims and providing explanations	7. Critique the credibility, relevance, and use of evidence in arguments and explanations proposed by self and others
3. Answer compelling and supporting questions using appropriate and available sources that consider multiple points of view		8. Use disciplinary lenses within the social sciences to understand local, regional, and global problems, proposing solutions or assessing strategies and options for action while applying deliberative processes
Engage in disciplinary thinking across the social sciences in Grades K-12		

Strand	Content Standard
World in Spatial Terms	
	1. Students will interpret spatial information using geographic representations and geospatial technologies.
	2. Students will analyze the spatial organization of people, places, and environments on the Earth's surface.
Places and Regions	
	3. Students will analyze regions created by physical characteristics and human influences.
Human Systems	
	4. Students will analyze the characteristics, distribution, and migration of human population and settlement on Earth's surface.
	5. Students will evaluate the characteristics, distribution, and complexity of Earth's cultural regions.
	6. Students will examine the patterns and networks of economic interdependence on Earth's surface.
Environment and Society	
	7. Students will analyze the interactions between humans and their environment.

Notes:

1. Words that appear in italics within this document are defined in the glossary.
2. All items in a bulleted list are required to be taught.
3. The examples given (e.g.,) are suggestions to guide the instructor.
4. Arkansas ELA Standards (ELA-Literacy alignment) key, R.CCR.1 = College and Career Ready Anchor Standard.Reading.1
5. College, Career, & Civic Life C3 Framework for Social Studies State Standards (C3 alignment) key, D2.His.1.9-12 = Dimension 2.History. 1st K-12 Pathway.Grades 9-12
6. The course strands, content standards, and the SLEs are meant to be taught in an integrated manner.
7. The Arkansas Department of Education course curriculum framework is intended to assist in district curriculum development, unit design, and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught; these decisions are left to local districts.

Strand: World in Spatial Terms

Content Standard 1: Students will interpret spatial information using geographic representations and geospatial technologies.

		ELA-Literacy Alignment	C3 Alignment
WSP.1.G.1	Investigate political, cultural, and economic relationships between *places* and *regions* using *geographic representations* and *geospatial technologies*	R.CCR.1, 3, 7 W.CCR.7 SL.CCR.2 L.CCR.6	D1.1, 2.9-12 D2.Geo.1, 2, 3.9-12 D3.1.9-12
WSP.1.G.2	Solve geographic problems created by physical characteristics of *places* and *regions* using multiple *geographic representations* and *geospatial technologies*	R.CCR.1, 3, 7 W.CCR.6, 7 SL.CCR.1, 2, 4 L.CCR.6	D1.1.9-12 D2.Geo.2.9-12 D3.4.9-12
WSP.1.G.3	Analyze various forms of maps that illustrate multiple points of view	R.CCR.6, 7 W.CCR.7 SL.CCR.2, 3 L.CCR.6	D2.Geo.2.9-12 D3.1, 3.9-12
WSP.1.G.4	Create *geographic representations* to illustrate demographic information using data collected from a variety of sources	R.CCR.3 W.CCR.2, 6, 7, 8, 9 SL.CCR.1, 2, 4 L.CCR.6	D2.Geo.1, 2.9-12 D3.1.9-12

Key: WSP.1.G.1 = World in Spatial Terms.Content Standard 1.World Geography.1st Student Learning Expectation

Strand: World in Spatial Terms

Content Standard 2: Students will analyze the spatial organization of people, places, and environments on the Earth's surface.

		ELA-Literacy Alignment	C3 Alignment
WSP.2.G.1	Analyze the *spatial organization* of people, *places*, and environments using location, distance, direction, scale, movement, *region*, and density	R.CCR.1, 3, 7 W.CCR.7 SL.CCR.1, 2 L.CCR.6	D1.2, 3, 4.9-12 D2.Geo.1, 3, 4, 6.9-12 D3.1.9-12
WSP.2.G.2	Research the impact of interdependence and accessibility among people, *places*, and environments	R.CCR.1, 3, 7 W.CCR.7, 8, 9 SL.CCR.2, 4 L.CCR.6	D1.2, 3.9-12 D2.Geo.3, 4, 6.9-12 D3.2.9-12
WSP.2.G.3	Use *spatial data* to answer student generated questions about the relationships between *spatial organization* of people and *places*, people and environment, and *places* and environments	R.CCR.1, 3, 7 W.CCR.1, 7, 9 SL.CCR.1, 4 L.CCR.6	D1.1, 2, 3, 5.9-12 D2.Geo.2, 3.9-12 D3.1.9-12

Key: WSP.2.G.1 = World in Spatial Terms.Content Standard 2.World Geography.1st Student Learning Expectation

Strand: Places and Regions

Content Standard 3: Students will analyze regions created by physical characteristics and human influences.

		ELA-Literacy Alignment	C3 Alignment
PR.3.G.1	Analyze the impact of physical characteristics and human influences on the creation of various *regions* by examining *spatial patterns*, *geographic representations*, and available *geospatial technologies*	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.2 L.CCR.6	D1.1, 2, 3.9-12 D2.Geo.4, 5, 6.9-12 D3.1, 4.9-12
PR.3.G.2	Compare the changes over time on the boundaries and characteristics of *regions* caused by various factors using *geographic representations* and data (e.g., climate, technology, migration, conflict, government)	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.1, 2, 4 L.CCR.6	D1.1, 2, 3, 4.9-12 D2.Geo.4, 5, 6.9-12 D3.1, 3.9-12
PR.3.G.3	Analyze the impact of cultural and social factors on individuals' varying perceptions of *places* and *regions* created by physical characteristics and human influences	R.CCR.1, 3, 6 W.CCR.7, 9 SL.CCR.2, 3	D1.2, 3.9-12 D2.Geo.4, 5, 6.9-12 D3.1, 2.9-12

Key: PR.3.G.1 = Places and Religions.Content Standard 3.World Geography.1st Student Learning Expectation

Strand: Human Systems

Content Standard 4: Students will analyze the characteristics, distribution, and migration of human population and settlement on Earth's surface.

		ELA-Literacy Alignment	C3 Alignment
HS.4.G.1	Use demographic data to characterize the populations of various *places* and reasons for the changes over time (e.g., birth rates, death rates, gender, age, race, ethnicity)	R.CCR.1, 3, 7 W.CCR.1, 7, 9 SL.CCR.2, 5 L.CCR.6	D1.2, 3.9-12 D2.Geo.3, 7, 8.9-12 D3.1, 3, 4.9-12
HS.4.G.2	Analyze the effects of various influences on population distribution (e.g., history, migration, physical environment, economy, politics, technology, climate, land use, resources)	R.CCR.1, 3 W.CCR.7, 9 SL.CCR.2 L.CCR.6	D1.2, 3.9-12 D2.Geo.2, 6, 7, 8, 9.9-12 D3.1, 3.9-12
HS.4.G.3	Analyze various *push- pull- factors* that lead to migration and changes in these factors over time	R.CCR.1, 3 W.CCR.7, 9 SL.CCR.2 L.CCR.6	D1.2, 3.9-12 D2.Geo.7, 8.9-12 D3.1, 2, 3, 4.9-12
HS.4.G.4	Analyze the impact of effects of migration on society (e.g., social, economic, political, cultural)	R.CCR.1, 3 W.CCR.7, 9 SL.CCR.2 L.CCR.6	D1.2, 3.9-12 D2.Geo.7, 8.9-12 D3.1, 2, 3, 4.9-12

Key: HS.4.G.1 = Human Systems.Content Standard 4.World Geography.1st Student Learning Expectation

Strand: Human Systems

Content Standard 5: Students will evaluate the characteristics, distribution, and complexity of Earth's cultural regions.

		ELA-Literacy Alignment	C3 Alignment
HS.5.G.1	Analyze a variety of factors that create cultural *regions* and affect *spatial patterns* and movements of various cultures (e.g., beliefs, languages, ethnicity, gender)	R.CCR.1, 3 W.CCR.7, 9 SL.CCR.2 L.CCR.6	D1.2, 3, 4.9-12 D2.Geo.7, 8, 9.9-12 D3.1, 2, 3, 4.9-12
HS.5.G.2	Examine varying attitudes among different cultures toward the uses of natural and human resources	R.CCR.1, 3 W.CCR.7, 9 SL.CCR.2	D1.2, 3.9-12 D2.Geo.4, 6.9-12 D3.1, 3, 4.9-12
HS.5.G.3	Evaluate societal changes resulting from *cultural diffusion* and *cultural convergence*	R.CCR.1, 3 W.CCR.7, 9 SL.CCR.2 L.CCR.6	D1.2, 3.9-12 D2.Geo.7, 8.9-12 D3.1, 2, 3, 4.9-12

Key: HS.5.G.1 = Human Systems.Content Standard 5.World Geography.1st Student Learning Expectation

Strand: Human Systems

Content Standard 6: Students will analyze the patterns and networks of economic interdependence on Earth's surface.

		ELA-Literacy Alignment	C3 Alignment
HS.6.G.1	Analyze changes in the environment and *cultural characteristics* of a *place* or *region* that influence *spatial patterns* of trade and land use over time	R.CCR.1, 3 W.CCR.7, 9 SL.CCR.2 L.CCR.6	D1.2.9-12 D2.Geo.10.9-12 D3.1, 2, 4.9-12
HS.6.G.2	Evaluate the benefits of various locations in terms of natural, human, and capital resources	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.2	D1.2, 3.9-12 D2.Geo.10, 11, 12.9-12 D3.1, 2, 4.9-12
HS.6.G.3	Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.2	D1.2, 3, 4.9-12 D2.Geo.11.9-12 D3.1, 2, 3, 4.9-12
HS.6.G.4	Examine the diffusion of a phenomenon and its impact on various *regions* of contact (e.g., spread of infectious disease, invasive plants, invasive animals)	R.CCR.1, 3, 7 W.CCR.7, 9 SL.CCR.2	D2.Geo.4, 12.9-12 D2.His.1, 11, 14.9-12 D3.1, 2.9-12

Key: HS.6.G.1 = Human Systems.Content Standard 6.World Geography.1st Student Learning Expectation

Strand: Environment and Society

Content Standard 7: Students will analyze the interactions between humans and their environment.

		ELA-Literacy Alignment	C3 Alignment
ES.7.G.1	Analyze effects of changes made by humans on the physical environment (e.g., industrialization, agricultural, rural land use, urban land use, mining, forestry)	R.CCR.1, 3 W.CCR.7, 9 SL.CCR.2 L.CCR.6	D1.2, 3, 4.9-12 D2.Geo.4, 6.9-12 D3.1, 2, 4.9-12
ES.7.G.2	Analyze ways people have used technology to adapt to and modify the physical environment	R.CCR.1, 3 W.CCR.7, 9 SL.CCR.2	D1.2, 3.9-12 D2.Geo.4.9-12 D3.1, 2, 4.9-12
ES.7.G.3	Research consequences of human-made and natural catastrophes on global trade, politics, and human migration using a variety of primary and secondary sources	R.CCR.1, 3, 7 W.CCR.7, 8, 9 SL.CCR.2, 4 L.CCR.6	D1.5.9-12 D2.Geo.12.9-12 D2.His.9, 14.9-12 D3.1.9-12

Key: ES.7.G.1 = Environment and Society.Content Standard 7.World Geography.1st Student Learning Expectation

Cultural characteristic	Specific idea, beliefs system, or pattern of behavior that characterizes a society or a culturally distinct social group (e.g., cultural characteristics are expressed in celebrations, national holidays, housing types, child-rearing methods, clothing styles, food preferences)
Cultural convergence	Tendency of certain societies to become more similar
Cultural diffusion	Spread of cultural elements from one culture to another
Geographic representation	Any visualization depicting cultural traits or physical features across a defined geographic space (e.g., traditional maps, aerial photographs, remotely sensed images, topologically-integrated networks, or digitally-rendered spatial data in a geographic information system [GIS])
Geospatial technology	Computer hardware and software with which users analyze and represent geographic data at infinitely varied levels; includes technologies related to mapping and interpreting physical and human features on Earth's surface (e.g., global positioning systems, geographic information systems, remote sensing)
Place	Location having distinctive characteristics that gives it meaning and character and distinguishes it from other locations
Push- pull-factor	Social, political, economic, and environmental force that drives people away from their previous location to search for new ones – push-factor; Social, political, economic, and environmental attraction of new areas that draw people away from their previous location – pull-factor
Region	Area with one or more common physical or cultural characteristics or features that give it a measure of homogeneity and make it different from surrounding areas
Spatial organization	Arrangement of and positioning of various physical and human phenomena on Earth's surface
Spatial pattern	Systematic arrangement of various physical and human phenomena on Earth's surface

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