

World Geography

UNIT 1: Studying Geography



ESSENTIAL QUESTION

BIG IDEAS

What does the study of geography tell us about the earth and its people?

Students will...

- assess geography as a field of inquiry.
- analyze the ways geographers describe and illustrate where things are located.
- evaluate the ways geographic perception is shaped.
- compare factors that change the geography of regions over time.
- evaluate the extent to which lifestyle and geography of a region are related.

GUIDING QUESTIONS

Content

- What are the different forms of geography? (e.g., Branches of Physical Geography - biogeography, climatology, geomorphology, hydrology, pedology and/or Branches of Human Geography - cultural geography, development geography, economic geography, health geography, historic geography, population geography, medical geography, political geography, transportation geography or settlement geography)
- How does geography relate to and help explain the other social sciences? (e.g., history, economics, anthropology, political science, resource distribution, geopolitics, migration history)
- How do geographers show information on maps? (e.g., map projections, distortion, latitude and longitude, absolute location, and relative location)
- What are the features of a map and what do they communicate? (e.g., title, grid system, scale, compass rose, legend/key)
- Why do geographers use a variety of maps to represent the world? (e.g., political, cultural, physical, climatic, resource, topographic, vegetation, population density, economic activity)
- What are the advantages and disadvantages of using different geographic representations? (e.g., maps, globes, graphs, diagrams, aerial and other photographs, remotely-sensed images, geographic visualizations)
- How do natural systems shape physical geography? (e.g., the atmosphere, the biosphere, the hydrosphere, and lithosphere)
- How do the physical systems create, maintain, and modify the features making up the Earth's surface? (e.g., impact of the hydrosphere in shaping physical geography like the Grand Canyon, lithosphere creating things like mountain ranges or islands like Hawaii)
- How have geographic factors caused places to develop differently in regions across the world? (e.g., Environmental Determinism, resources for housing)
- What are perceptual regions? (e.g., the Midwest (U.S.), the South (U.S.), the Middle East, Eastern Europe)
- How are perceptual regions defined by peoples' feelings and attitudes about certain regions? (e.g., the Midwest, First World, Appalachia, and the Midlands)
- How do geographers use and analyze regions to interpret and organize the Earth's surface? (e.g.,

cultural landscape, formal region/uniform region, functional & vernacular regions)

- How does perception play a role in the creation and development of global understandings? (e.g., Western perception of the Middle East, misrepresentations of cultures, how imperialism impacts state development)
- How do people relate to their environment? (e.g., Environmental Determinism, Possibilism)
- How do people adapt their environment to meet their needs? (e.g., Possibilism; Dijks in Netherlands, golf courses in Arizona, farming techniques like terracing)

Process

- How do I describe and analyze how geography is used in the other social sciences?
- How do I use mental maps to organize information about people, places, and environments in a spatial context?
- How do I use multiple sources to compare the different forms of geography? (e.g. branches of Physical Geography - biogeography, climatology, geomorphology, hydrology, pedology and/or branches of Human Geography - cultural geography, development geography, economic geography, health geography, historic geography, population geography, medical geography, political geography, transportation geography or settlement geography.)
- How do I analyze geographic representations to determine the distribution of physical features around the world?
- How do I analyze geographic representations to determine the distribution of human-created features around the world?
- How do I analyze how physical geography shaped the development of the human species?

Reflective

- How does understanding the world's geography impact your understanding of the world?
- How does your perception of different places shape the way you interpret the world and people in it?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards and Benchmarks

- The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures. (1.1)
- The student will analyze the context and draw conclusions about choices and consequences. (1.2)
- The student will recognize and evaluate continuity and change over time. (4.1)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states and nations. (5.1)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)

World Geography

UNIT 2: Culture



ESSENTIAL QUESTION

BIG IDEAS

How does Geography shape culture?

Students will...

- describe and analyze the building blocks of culture.
- evaluate the extent to which lifestyle and geography of a region are related.
- analyze how beliefs, ideas, and diversity define and shape cultural patterns.
- evaluate how cultural patterns impact geography.
- compare geographic factors that contribute to human diversity.

GUIDING QUESTIONS

Content

- What are the building blocks of culture? (e.g., language, norms, values, rituals, symbols)
- How does a people's material culture reflect their geographic environment? (e.g., clothing, cooking, artwork)
- How does diffusion impact the spread of culture? (e.g., contagious diffusion - social media, relocation diffusion - English in the US, hierarchical diffusion - No Child Left Behind, stimulus diffusion - variation of McDonald's menus in the world)
- What is the difference between folk (traditional) culture and pop culture? (e.g., rural/urban, homogeneous/heterogeneous populations; food, material goods, customs)
- How is a culture's folk (traditional) culture impacted by geography? (e.g., Igloos of the Inuit - uses resources and designed to deal with the elements)
- Why do cultural patterns and landscapes vary by place and region? (e.g., use of wool in cold places vs. linen in warm places)
- What impacts a person's worldview and cultural identity? (e.g., race, ethnicity, language, gender, age, religion, ideology, and history)

Process

- How do I analyze the building blocks of culture?
- How do I analyze how diffusion has spread culture and cultural traits through time and space? (e.g., use of English language through relocation diffusion)
- How do I describe how culture is expressed in landscapes? (e.g., land usage, resources usage)
- How do I describe how land and resource use are representative of cultural identity? (e.g., traditional artforms usually utilize and express landscapes like the use of Ochre pigment, Japanese efficiency - they've had to be because their land usage has had to be)
- How do I analyze changes in building blocks of culture? (e.g., increase/decrease in religious practices, changes in cultural norms, dying languages, race/ethnicity demographic changes in regions/countries)
- How do I evaluate the role globalization has had in influencing cultural interactions and change? (e.g., Cultural imperialism)
- How do I describe differences in how popular and folk culture diffused?

- How do I describe how geography impacts cultural patterns and landscapes in different places and regions?
- How do I analyze how cultural differences can lead to conflict?

Reflective

- How does my worldview and cultural identity shape the way I view other places?
- How has globalization impacted cultures?
- Are new cultures/languages being created?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards and Benchmarks

- The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.1)
- The student will analyze the context and draw conclusions of how societies are shaped by the identities, beliefs, and practices of individuals and groups. (3.2)
- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.3)
- The student will investigate and connect continuity and change to a contemporary issue. (4.3)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states and nations. (5.1)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)

World Geography

UNIT 3: Movement



ESSENTIAL QUESTION

BIG IDEAS

Why do humans move?

Students will...

- examine how culture and ideas move across the globe.
- analyze population trends.
- examine the reasons why humans move.
- examine patterns of economic interdependence.

GUIDING QUESTIONS

Content

- How does the introduction of new technologies create change within a culture (e.g., television, cellular or mobile phone, Internet)
- How might increased educational opportunities change a culture? (e.g., life expectancy, medical services/access, literacy rates, living standards)
- How do the building blocks of culture spread? (e.g., cultural diffusion of food, holidays, clothing, religion)
- How do new technologies impact cultural diffusion? (e.g., television, films, Internet)
- Why do people move to new locations? (e.g., for more or better jobs, for better living conditions)
- What factors might force people to leave their current homes for a new location? (e.g., fear of war, religious persecution, famine).
- What are the characteristics of the Demographic Transition Model? (e.g., birth/death rates, natural increase rates, population rates)
- How did/do technological developments in transportation systems change production and consumption patterns and increase the flow of commerce around the world? (e.g., the roles of wagons, railroads, canals, container shipping, air travel, and satellites in moving goods, people, and information).
- Why do places become major hubs of economic activity? (e.g., research universities provide ideas and skilled labor to Silicon Valley's computer manufacturing companies, low-cost labor in Chinese cities provide the incentive to move manufacturing jobs from the United States and Europe).

Process

- How do I describe how cultural arts and artifacts can spread through travel, education, and international marketing? (e.g., weaving and cloth making, baskets, painting, body adornment, sculptures)
- How do I describe how groups of people have been forced to move against their wills? (e.g., African slave trade, Cherokee Trail of Tears, Japanese internment camps in World War II)
- How do I explain how the Demographic Transition Model may be used to predict population trends in different countries? (e.g., when moving from a subsistence agricultural economy to a more diverse market economy)
- How do I explain the effects of changing dependency ratios in a country during the demographic transition? (e.g., slowing population growth requires proportionately fewer people to support more

people in the upper ages of a population, faster growing populations have more workers to support aging populations)

- How do I compare the experience of European countries that underwent the demographic transition in the 18th and 19th centuries and Asian countries experiencing the demographic transition in the 20th and 21st centuries?
- How do I analyze the importance of location and geographic distribution in relation to the advantage for countries that belong to the European Union (EU), North American Free Trade Agreement (NAFTA), and Central American Free Trade Agreement (CAFTA)? (e.g., common boundaries to expedite movement of goods and products, reduction of transport time and distance, complementary production so that products made in one country are in demand in several others, cooperative arrangements for piecework on parts that are eventually assembled in one or more of the membership countries)
- How do I analyze the impact of globalization on less-developed and developed regions and nations in terms of costs and benefits? (e.g., manufactured products at a lower price and economies of scale have both negative and positive consequences)

Reflective

- How does immigration impact a nation?
- Is population growth needed to keep a nation strong and an economy healthy?
- Do the benefits of globalization outweigh the damages?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards and Benchmarks

- The student will investigate and connect examples of choices and consequences with contemporary issues. (1.3)
- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.3)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will investigate and connect continuity and change to a contemporary issue. (4.3)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states and nations. (5.1)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)

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UNIT 4: Interactions



ESSENTIAL QUESTION

BIG IDEAS

Can humans cooperate to solve problems?

Students will...

- explain how territorial divisions are used to manage Earth's surface.
- evaluate how countries and organizations cooperate to address global issues.
- assess the impact of the interaction between humans and their environment.
- analyze changing environments and evaluate possible mitigation strategies.

GUIDING QUESTIONS

Content

- What are regional alliances and how do they attempt to assert control over regional/global politics, militaries, cultures, or economies? (e.g., European Union [EU], United Nations [UN], North American Free Trade Agreement [NAFTA], African Union, Organization of Petroleum Exporting Countries [OPEC].)
- How do nations (i.e., ethnic groups) seek territorial and national identity? (e.g., the Kurds in Turkey, Iraq, and Iran; Palestinians in Israel, Lebanon, and Jordan; Tamils in Sri Lanka and India)
- How does the “Law of the Sea” define the extent and rights of the territorial jurisdiction of a nation state? (e.g., control of passage of warships, rights to minerals on the ocean floor)
- What are the potential results of recommendations generated by international efforts to address changes in climate? (e.g., the series of agreements at Montreal, Kyoto, and Copenhagen)
- What are the consequences, deliberate and inadvertent, of human activities that have global implications? (e.g., dispersal of plant and animal species, fungi, and disease worldwide; global petroleum production, transport, and consumption; global climate change)
- How do humans modify the physical environment to grow crops for global export? (e.g., siltation, desertification, deforestation, etc.)
- What issues face modern society as a result of human modification of the physical environment? (e.g., acid rain, urban heat islands, costs of sustainable/green construction techniques)
- Why might residents of different regions of the country evaluate energy policy proposals differently? (e.g., Alaska and Arctic National Wildlife Refuge [ANWR] oil drilling, California and off-shore oil production, mid-Atlantic states and the Marcellus Oil Shale Field)
- What are the different perspectives about international climate change agreements regarding carbon emissions from the points of view of the developed countries and the less-developed countries?

Process

- How can I analyze and explain the impacts of regional alliances intended for political, military, cultural, or economic control? (e.g., the political integration of the European Union [EU] countries, United Nations [UN] oversight of the military division of the Korean Peninsula, the economic and cultural impacts of North American Free Trade Agreement [NAFTA])

- How do I evaluate the success of United Nations (UN) agencies in dealing with global issues? (e.g., peacekeeping and prevention of terrorist activities, disease prevention, emergency aid, climate change, education)
- How can I analyze how globalization has contributed to the development of regional organizations and describe how those organizations have changed over time? (e.g., European Union [EU], North Atlantic Treaty Organization [NATO], North American Free Trade Agreement [NAFTA], African Union, Organization of Petroleum Exporting Countries [OPEC])
- How do I evaluate the implications of modifying the physical environment to grow crops for global export? (e.g., Brazil - soybeans for global export)
- How do I compare the costs and benefits of alternative solutions for a human-caused environmental problem, such as acid rain (e.g., coal with lower sulfur content, scrubbers on smokestacks, nuclear waste disposal, use of alternative energies) or urban heat islands? (e.g., green roof construction, increased public transportation, energy efficient buildings)
- How do I evaluate the feasibility, costs, and benefits of green construction techniques (e.g., Leadership in Energy and Environmental Design [LEED] certification) and explain how these efforts may increase sustainability and mitigate human impact on the physical environment?

Reflective

- How do countries work together to solve problems?
- Can humans undo damage done to the environment by their activities?
- How do humans negatively or positively impact their environment? Can it be positive?
- How have humans adapted to their environment through time?

FOCUS STANDARDS

Kansas History, Government, and Social Studies Standards and Benchmarks

- The student will investigate and connect examples of choices and consequences with contemporary issues. (1.3)
- The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues. (3.3)
- The student will analyze the context and draw conclusions about continuity and change. (4.2)
- The student will investigate and connect continuity and change to a contemporary issue. (4.3)
- The student will recognize and evaluate dynamic relationships that impact lives in communities, states and nations. (5.1)
- The student will analyze the context and draw conclusions about dynamic relationships. (5.2)
- The student will investigate and connect dynamic relationships to contemporary issues. (5.3)
- The student will use their understanding of choices and consequences; how societies are shaped by the identities, beliefs, and practices of individuals and groups; continuity and change; and/or dynamic relationships to make a claim or advance a thesis using evidence and argument. (1.4, 3.4, 4.4, 5.4)