**MS World Geography**

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| **Theme 1- Tools of Social Science Inquiry-** In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.   * Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) * Develop compelling questions and research geography. * Anticipate and utilize the most useful sources to address their questions. * Develop and test claims and counter-claims to address their questions. * Take informed action based on their learning | | | | | |
| **Strand** | ***1. History: Continuity and Change*** | ***2. Government Systems and Principles*** | ***3. Geographical Study*** | ***4. Economic Concepts*** | ***5. People, Groups, and Cultures*** |
| **Disciplinary Tools** | A. Create and use historical maps and timelines in order to represent continuity and change within and among regions over time.  B. Evaluate historical solutions to problems within and among regions in order to draw conclusions about current and future decisions.  C. With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product which applies an aspect of geography to a contemporary issue. | 1. Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society. 2. Analyze current human environmental issues using relevant geographic sources to propose solutions. | A. Create and use maps, graphs, statistics, and geo- spatial technology in order to explain relationships and reveal spatial patterns or trends.  B. Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.  C. Locate the states of the  United States and  corresponding regions.  D, Locate the cities of  Missouri, the United States and the world. | A. Using a geographic lens, evaluate economic decisions to determine costs and benefits on society. | A. Analyze material cultureto explain a people’s perspective and use of place.  B. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.  C. Compare and contrast the human characteristics within and among contemporary and historic regions over time. |
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| **Disciplinary Tools** | D. Using an inquiry lens, develop compelling geographic questions, determine helpful resources and consider multiple points of views represented in the resources.  E. Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem. |  | E. Locate the major  nations of the world.  F. Locate the major  landforms of the  world. |  |  |

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| **Theme 2- World Geography and Cultures**- The study of world geography and cultures focuses on human and physical systems of the world’s regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize **spatial reasoning** and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by “regions” several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions. | | | | | |
| **Strand** | ***1. History: Continuity and Change*** | ***2. Government Systems and Principles*** | ***3. Geographical Study*** | ***4. Economic Concepts*** | ***5. People, Groups, and Cultures*** |
| **Key Concepts and Understandings** | 1. Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place. 2. Explain how forces of nature impact historic and current conflicts and cooperation. 3. Evaluate the impact of human settlement activities on the environmental and cultural characteristic of specific places and regions. | 1. Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions. 2. Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws. | 1. Describe how physical processes shape the environment of a place. 2. Describe a variety of ecosystems, and explain where they may be found. 3. Explain how   human-environmental interactionsshape people and places.   1. Explain how the movement of people, goods, and ideas impact regions. | 1. Analyze resource availability to explain the causes and impacts of conflict or cooperation. 2. Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.   C. Use economic concepts such as GDP, scarcity, inflation, to describe and compare places and regions.  D. Analyze economic systems to explain their impact on peoples’ behavior and choices. | 1. Compare and contrast the human characteristicswithin and among regions. 2. Explain how groups and institutions of a place develop to meet peoples’ needs. 3. Analyze the relationship between the physical environment and cultural traditions to determine their impact on individuals, groups, and institutions. 4. Analyze religion and belief systems of a place to determine their impact on people, groups, and cultures.   E. Describe how a peoples’ culture is expressed  through their art, architecture and literature. |

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| Possible Sources of Study | Historical, political, and thematic maps  * Geospatial technology * Cartographical overlays * United Nation Statistical Database * Annual World Almanac statistics * Media from regional sources |    | Evidence of Material Culture   * Photographs o Architecture o Technology * Artifacts of daily life   Excerpts of literature from local authors |

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