

# World Geography

## Social Studies

### Key Instructional Activities

The world geography course provides students with an analytical view of how geographic factors have and continue to influence human behavior on the earth. Students will examine how the physical and cultural geographic factors contribute to varying levels of cooperation within the major world regions. Additionally, students will examine the importance that political, environmental, and economic factors have in a region's development. Map and Globe and Informational Processing Skills Matrices are utilized as a foundation for students to locate, analyze, and synthesize information related to social studies topics.



The C3 Framework emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. The Four Dimensions center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to enable students to become active and engaged citizens in the 21st century.



*Along with content knowledge, students will be introduced to the following skills through a broad range of topics:*

- identify issues and/or problems and alternative solutions
- identify and use primary and secondary sources
- construct charts and tables
- analyze artifacts
- draw conclusions and make generalizations
- formulate appropriate research questions
- check for consistency of information
- interpret political cartoons
- compare and contrast the categories of natural, cultural, and political features found on maps
- use a map to explain impact of geography on historical and current events
- 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  
*(More information on the skills matrices can be  
found as an appendix to the GSE at  
[Georgiastandards.org](http://Georgiastandards.org))*

## **The C3 Social Studies Classroom**

*Inquiry-based approaches...provide students with opportunities to authentically engage in social studies with intellectual, student-centered learning activities. Through inquiry, students can be motivated to explore their curiosities and build their knowledge using approaches beyond simple recitation and memorization of facts (Dague, 2020).*

## Inquiry Based Practices

### 1. Teachers and students balance their thoughts, beliefs, and practices.

- Teachers strike a balance between their expertise by allowing students to learn and do on their own with support from the teacher.
- Students actively construct knowledge rather than passively receive it.
- Students engage with featured sources to construct their arguments with support from the teacher.
- Students construct content knowledge and make arguments independently and collaboratively.

### 2. Teachers and students balance assessment needs.

- Teachers develop assessments through formative and summative performance tasks that give students opportunities to learn by doing.
- Teachers create a variety of performance tasks (e.g., T-charts, debates, structured discussions, claim-making, arguments).
- Teachers focus on process and product when supporting students' arguments.
- Students are independent in their work with supporting scaffolding.
- Students develop ideas freely and provide support for all of their ideas.

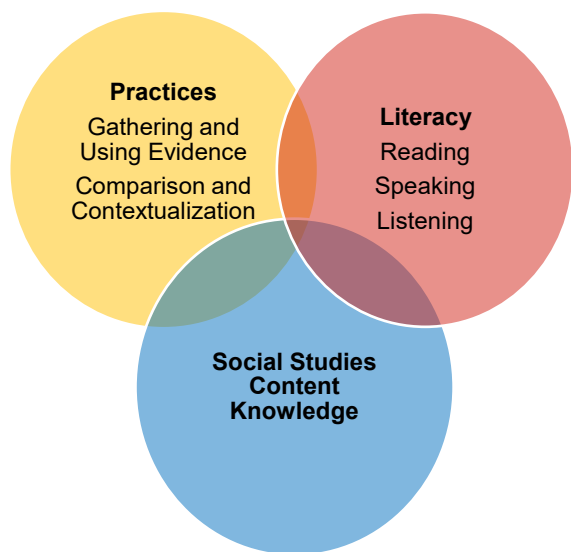
### 3. Teachers provide students with scaffolding to complete the complex academic work of inquiry.

- Teachers provide constant feedback and support students' learning as they navigate questions, tasks, and sources.
- Students consider multiple perspectives to deepen their knowledge.

### 4. Teachers develop practices that are considerate of students' interest and skills.

- Teachers to stage the compelling question to promote students' interest.
- Teachers to encourage students to take their ideas beyond the classroom.
- Students to work with sources that spark their curiosity and interest in the topic.

## Content and Skills Integration



FROM A Social Studies Classroom Where...	TO A Social Studies Classroom Where...
Students experience an additional nonfiction reading class or textbook-focused instruction.	Students learn to read, discuss, and write like social scientists.
Students develop literacy skills and social studies practices separately.	Students develop disciplinary literacy skills and social science practices in tandem.
Students learn content knowledge.	Students integrate and apply concepts, skills, and content knowledge.

# World Geography Social Studies System Pacing Overview



## **Unit 1 Expected Dates: Early August**

### **Connecting Themes and Enduring Understandings**

The focus of this important initial unit is themes and enduring understandings rather than specific standards. The themes link to students' own experiences and knowledge and lay the foundation for the rest of the Seventh Grade Social Studies course. Upon conclusion of this unit, students will be able to demonstrate effective knowledge and use of the enduring understandings and can apply them to their daily lives and curriculum content.

## **Unit 2 Expected Dates: Late August to Mid-September**

### **Physical Geography**

In this unit, students will be able to identify and describe climatic conditions and locate major physical features on various continents. Students will also explain how the physical characteristics of a place act as contributing factors to world settlement patterns. With an understanding of the physical features of the Earth, students will predict how the spatial distribution of natural resources (i.e. fuel and energy, agriculture, and mineral resources) will influence global settlement patterns.

## **Unit 3 Expected Dates: Mid-September to Mid-October**

### **Cultural Geography**

In this unit, students will examine how ethnicity, language, religion, and gender roles can be a unifying or divisive force within a cultural landscape. An understanding of the processes of cultural diffusion and convergence through various media norms, transnational corporations, and technological advancements in transportation will aid students in evaluating how the physical and human characteristics of a place and region connect to human identities and cultures.

## **Unit 4 Expected Dates: Mid-October through November**

### **Political Geography**

In this unit, students will evaluate how cooperation and conflict among people influence the division and control of Earth's surface. Students will focus on how political boundaries are created and why they change. They will understand and explain conflict among cultural groups and determine how the geography of a country can be an advantage or disadvantage. Finally, students will be able to explain how networks and organizations influence places around the world on many scales.

## **Unit 5 Expected Dates: December through January**

### **Population Geography**

In this unit, students will assess the demographic patterns of populations using graphs, maps, and other models. Students will analyze population issues in regards to pro and anti-natal policies and determine how push and pull factors contribute to migration patterns. Finally, students will compare the responses of different groups and governments to migration and will explain the impact of migration on the use of resources and services.

## **Unit 6 Expected Dates: February**

### **Environmental Geography**

In this unit, students will examine various ways that humans interact with the world's environments. As part of this study, students will analyze agricultural techniques and technologies and the impact of water insecurity around the world. An examination of the economic, political, and environmental impacts of industrialization and natural disasters will prompt discussion of various international and local responses to environmental concerns. Finally, students will evaluate global trade systems in regards to their impacts on environmental sustainability.

**Unit 7 Expected Dates: March and April****Economic Geography**

In this unit, students will examine the spatial distribution of major economic systems around the world. Students will analyze the role geography plays in economic development by comparing the levels of development of countries. Students will understand the relationship between levels of development and economic activities. Students will describe the factors that influence location and spatial distribution of economic activities and will explain the causes and consequences of urbanization on development. Finally, students will analyze the impact of trade and government relationship related to trade and economics.

**Unit 8 Expected Dates: May****Personal Finance**

In this unit, students will examine basic economic concepts pertaining to financial literacy. Students will learn economic terms and concepts that will allow them to develop critical thinking skills for both short and long-term economic decisions and money management. Students will be able to make reasoned judgments and become more competent decision makers, while exploring benefits and risks of those choices. Upon conclusion of this unit, students will be able to evaluate personal and global scenarios from a financial perspective. As students examine incentives (money), and the fact that they are often limited, students will gain a more economic perspective that will build understanding of our complex and integrated global economics

# HOW CAN YOU SUPPORT YOUR CHILD'S SUCCESS?

The adoption of more rigorous standards in Social Studies has led to a change in how social studies is taught in the classroom. You can encourage critical thinking, problem solving, and participatory skills necessary for students to become engaged citizens by asking questions. In each unit, students should have the opportunity to develop their own questions about content, apply disciplinary tools to expand their thinking, evaluate credible sources to gather information, communicate conclusions after inquiries, and determine whether to take action based on new understandings about the world in which we live.

Dimension of Learning	Questions You Might Ask
<b>Developing Questions and Planning Inquiries</b>	<ul style="list-style-type: none"> <li>• What are you learning in social studies?</li> <li>• What do you wonder about that?</li> <li>• What is your point of view about that topic?</li> <li>• What might someone else's point of view be about the topic?</li> </ul>
<b>Applying Disciplinary Concepts and Tools</b>	<ul style="list-style-type: none"> <li>• How would a historian ask questions about this topic?</li> <li>• How would a political scientist ask questions about this topic?</li> <li>• How would a geographer ask questions about this topic?</li> <li>• How would an economist ask questions about this topic?</li> <li>• Why would professionals of different disciplines ask different questions?</li> </ul>
<b>Evaluating Sources and Using Evidence</b>	<ul style="list-style-type: none"> <li>• What online sources would you use to find out more information about that topic? What print sources might you use?</li> <li>• How do you know if a source is reliable?</li> <li>• How do you determine if a source is relevant to your topic?</li> </ul>
<b>Communicating Conclusions and Taking Informed Action</b>	<ul style="list-style-type: none"> <li>• Has your thinking changed after learning about this topic?</li> <li>• Have you thought about what you can do to address issues in today's society related to this topic?</li> </ul>

## Resources that may help your student in World Geography.

Online McGraw-Hill Textbook: Geography: The Human and Physical World (Students logon through SSO tab on [www.hcbe.net](http://www.hcbe.net))

Geography games: <http://www.sheppardsoftware.com/Geography.htm>

Engaging maps: <https://www.esri.com/en-us/industries/education/schools/our-story/>

Discovery Education: [www.discoveryeducation.com](http://www.discoveryeducation.com)

Can You Make it as an Uber Driver? Personal Finance Game

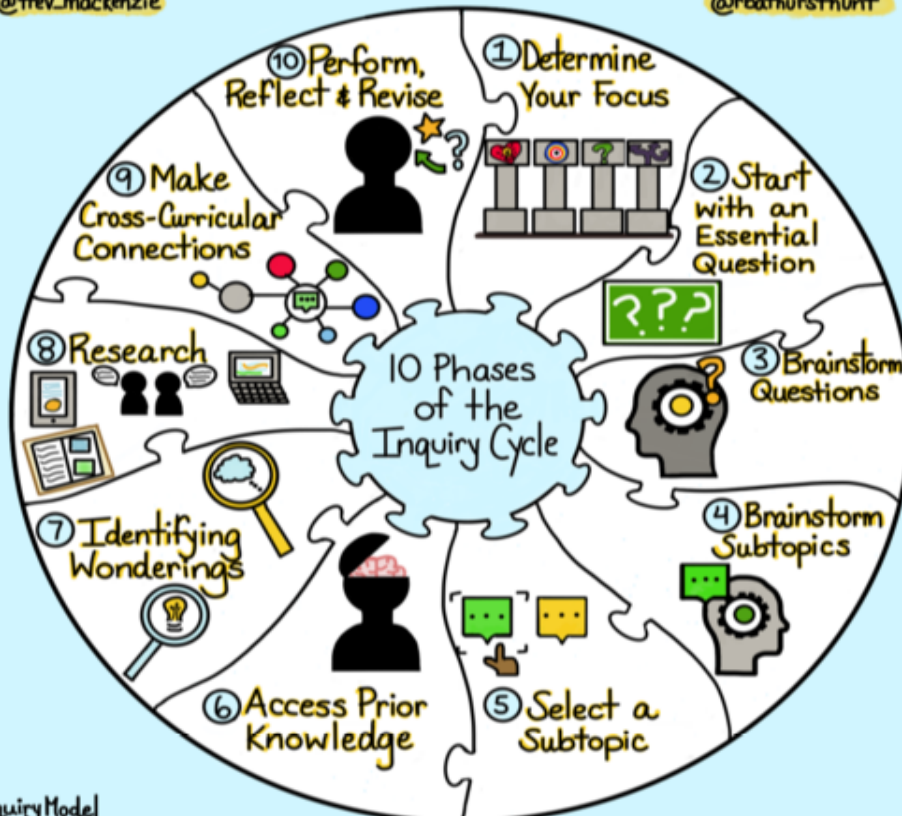
<https://docs.google.com/document/d/1oj3rM1iEyKfB1uRP5jdIq2s9OIQ6XBEV79vxEGZADHg/edit>



# The Inquiry Cycle

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Inspired by: Alberta Inquiry Model

#InquiryMindset

## 10 Characteristics of the Inquiry Classroom

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- 1 Nurture student passions & talents
  - 2 Empower student voice & honour student choice
  - 3 Increase motivation and engagement
  - 4 Foster curiosity and a love for learning
  - 5 Teach grit, perseverance, growth mindset & self-regulation
  - 6 Make research meaningful & develop strong research skills
  - 7 Deepen understanding to go beyond memorizing facts and content
  - 8 Fortify the importance of asking good questions
  - 9 Enable students to take ownership over their own learning and to reach their goals
  - 10 Solve the problems of tomorrow in the classrooms of today
- Genius Hour**  
**20% Time**  
**Passion Projects**