



BLUE VALLEY DISTRICT CURRICULUM & INSTRUCTION  
 Social Studies | World Geography



**ORGANIZING THEME/TOPIC**

**FOCUS STANDARDS & SKILLS**

<p><b>UNIT 1: GEOGRAPHIC LITERACY</b>          Themes and skills</p> <p><b>Suggested Time Frame:</b>          Quarter 1/3</p>	<p><b>Why should we study geography?</b></p> <ul style="list-style-type: none"> <li>• Choices have consequences (1)</li> <li>• Individuals have rights and responsibilities (2)</li> <li>• Societies are shaped by beliefs, ideas, and diversity (3)</li> <li>• Societies experience continuity and change over time (4)</li> <li>• Relationships among people, places, ideas and environments are dynamic (5)</li> </ul> <p><b>How do geographers describe where things are?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> </ul> <p><b>How do maps, graphs, and charts shape perception?</b></p> <ul style="list-style-type: none"> <li>• The student will draw conclusions about significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states and nations (3.2)</li> <li>• The student will recognize and evaluate dynamic relationship that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>How has the field of geography changed over time; how has technology changed the study of geography?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> <li>• The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul> <p><b>How do people relate to their environment?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate dynamic relations that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>Why is a geo-literate public essential? How does geo-literacy support virtuous citizenry?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> <li>• The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)</li> </ul>
<p><b>UNIT 2: WORLD REGIONS &amp; PHYSICAL GEOGRAPHY</b></p>	<p><b>How do beliefs, ideas, and diversity impact the geography and culture of a region?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> </ul>

<p><b>Suggested Time Frame:</b> Quarter 1/3</p>	<p><b>How have regions been altered by natural disasters? Who is responsible to aid and assist when a natural disaster occurs?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)</li> <li>• The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>How have societies within a region adapted to and changed the geography of the respective regions?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3)</li> </ul> <p><b>How does the geography of a region change over time?</b></p> <ul style="list-style-type: none"> <li>• Societies experience continuity and change over time (4)</li> </ul> <p><b>To what extent is lifestyle and geography of a region related; how do they influence and interact with each other?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> <li>• The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)</li> </ul>
<p><b>UNIT 3: POPULATION &amp; MIGRATION</b></p> <p><b>Suggested Time Frame:</b> Quarter 1/3</p>	<p><b>Where in the world are people located? How do areas that are highly populated and areas that are sparsely inhabited compare?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)</li> <li>• The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> </ul> <p><b>How does the movement of people and resources influence international relationships among countries?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)</li> <li>• The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul> <p><b>Why does population growth vary among countries?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>How might population change in the future?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul> <p><b>Why do people migrate?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> </ul>

	<p><b>How do beliefs about immigrants influence laws, policies, and attitudes toward immigrants?</b></p> <ul style="list-style-type: none"> <li>• The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> <li>• The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3)</li> </ul> <p><b>To what extent does emigration impact places from which migrants depart?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul>
<p><b>UNIT 4: CULTURAL PATTERNS</b></p> <p><b>Suggested Time Frame:</b> Quarter 2/4</p>	<p><b>How do you define and identify culture? How can you compare cultures?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)</li> <li>• The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)</li> </ul> <p><b>To what extent are outlets of media and communication held responsible for accurately portraying culture?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)</li> </ul> <p><b>How do beliefs, ideas, and diversity define and shape cultural patterns?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)</li> </ul> <p><b>How are different cultural groups distributed?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2)</li> <li>• The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul> <p><b>How do cultures change over time?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)</li> </ul> <p><b>How do cultural patterns impact geography?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul>
<p><b>UNIT 5: GEOPOLITICS</b></p> <p><b>Suggested Time Frame:</b> Quarter 2/4</p>	<p><b>What are the consequences of identifying boundaries?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> </ul> <p><b>What are the rights and responsibilities of global citizenship?</b></p> <ul style="list-style-type: none"> <li>• Individuals have rights and responsibilities (2)</li> </ul> <p><b>What obligations, if any, do other countries have to restore order in failed nation-states?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)</li> </ul>

	<p><b>To what extent has the international community been successful in upholding the Universal Declaration of Human Rights; to what extent has the international community failed?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)</li> <li>• The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)</li> </ul> <p><b>How has terrorism changed over time?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3)</li> </ul> <p><b>How do organized states interact with each other?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul>
<p><b>UNIT 6: ECONOMIC DEVELOPMENT</b></p> <p><b>Suggested Time Frame:</b> Quarter 2/4</p>	<p><b>How do people earn a living in different parts of the world?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)</li> </ul> <p><b>How do laws and political factors influence economic development?</b></p> <ul style="list-style-type: none"> <li>• The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)</li> </ul> <p><b>How do beliefs about resources influence economic decisions?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)</li> </ul> <p><b>How does development vary among regions; how does it change over time?</b></p> <ul style="list-style-type: none"> <li>• The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)</li> <li>• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)</li> </ul> <p><b>What challenges do agricultural areas face; what challenges do urban areas face; how do these challenges compare?</b></p> <ul style="list-style-type: none"> <li>• The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3)</li> <li>• The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</li> </ul> <p><b>How can geographers help resolve the issues that result from using the Earth's resources?</b></p> <ul style="list-style-type: none"> <li>• The student will use his/her understanding of continuity and change to construct a model for contemporary reform (4.4)</li> <li>• The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)</li> </ul>