Kansas Standards
For
History
Government
And
Social Studies

Adopted April 16, 2013
The World Geography course familiarizes students with the world using the five geographic themes and essential elements. Students should develop skills and knowledge about location, place, human/environmental interaction, movement, and regions. The course should compare and contrast these themes across all continents. Special attention must be given to the most essential skills and knowledge of the discipline. The course should focus on geographic habits of mind to promote higher level thinking and problem solving. The course should require students to apply skills and knowledge to content information involving different regions of the world. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply the learning to their own lives. Students are able to apply their geographic knowledge to their community, state, nation, world, and themselves. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students’ ability to integrate content as part of their understanding of the Standards and Benchmarks. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated, but is made available as a suggested grade level scope and sequence to assist in the planning of local lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of geography rather than simple acquisition of content knowledge.

- Geography Themes and Skills
- Latin America
- Europe
- North Africa and the Middle East
- Sub-Saharan Africa
- North Asia
- South Asia
- Australia, Antarctica, and the Pacific World

Standards
1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

**Connecting with Best Practices and Literacy Expectations**

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of world geography.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations, and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

State assessments will focus on the Standards and Benchmarks, not specific content. The following Instructional Narrative and Content Outline may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of geography rather than simple acquisition of content knowledge.

As they prepare to teach the World Geography course teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education and “Geography for Life: National Geography Standards, Second Edition” from the National Council for Geographic Education (NCGE).

**Connecting with Past Learning**

Students should possess a general understanding of Kansas geography, symbols, industry, culture, and identify with a community or region of the state. They should have basic geography skills and an awareness of the different regions of the U.S. They will be familiar with geography themes and general physical and human geography, U.S. History to 1800 and World History to about 1500. They should have experience with the Best Practices and Literacy Expectations and should be aware of the discipline’s specific ways of thinking or *habits of mind*. Students will be able to link their understanding of geography with events in integrated courses such as World and U.S. History. They possess understanding and needed background knowledge in geography and other social studies disciplines. Students should have experience reading, writing, and speaking about geography. Students should also be able to recognize, evaluate, analyze, and investigate specific topics in order to draw conclusions or parallels between those topics and others.

**Connecting with Future Learning**

Students will be asked to link their understanding of geography with events in future integrated courses such as world and U.S. History. This understanding will provide needed background knowledge in other courses such as literature, science, and other technical subjects, as well as post-secondary pursuits. The
skills and content taught at this grade level may be used as background and prior knowledge for the future. Critical components of their experience in world geography should include reading, writing, and speaking about geography. Students should become more familiar with specific habits of mind that make up the history, government, and social studies disciplines. Students should also be able to recognize, evaluate, analyze, and investigate specific topics in order to draw conclusions or parallels between those topics and others.

**Instructional Narrative and Content Outline**

The content included in this outline is sufficient for a two-semester class. Districts are encouraged to modify this outline to meet the needs of their students and curriculum.

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of world geography would include, but not be limited to, the following as part of a high-quality high school instructional design.

This narrative and outline is intended to assist in 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. The outline is not a list of required items, and so, was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. It would be impossible for students to learn, for example, about the Regional areas, without also learning about the countries within that region, so specific nations may not appear in this outline.

This also means that the outline should be amended in ways that best fit the instructional needs of students. While retaining the integrity of the outline’s scope and sequence, districts may choose to eliminate certain items from the list or to teach the outline in a different order. The various world regions may present unique or special topics that might pique student interest or reveal particular insight into the region. Teachers should feel free to design lessons that capitalize on a region’s unique character.

**Geography Themes and Skills**

It is recommended that a review of “Geography Themes and Skills” be the initial unit in order to establish what students know and understand about Geography. Formative assessment of this unit is critical in developing future lessons, but the decision in which order units are taught remains with the local district.

In this unit students should address geographic themes, such as the five themes of geography, the essential elements, the National Geography standards, and the National Council for the Social Studies (NCSS) Thematic strands. In addition students should interpret various types of geographic information and how geographers look at the world. In this unit students should be introduced to existing and emerging technologies in geography. Students should be able to analyze the major geographic regions of the world using knowledge about geographic spatial terms, physical systems, human systems, and understand the relationships among people, places, and the environment. Students will be able to apply these skills to analyze and interpret the past, present, and future in area studies. This unit should include:
Geographic themes
location, place, human/environment interaction, movement, region

Maps and mapping
absolute and relative location, latitude, longitude, equator, Prime Meridian, International Date Line, poles, Tropics of Cancer and Capricorn, Arctic and Antarctic circles, and other important meridians/lines of latitude, a compass rose, including cardinal and intermediate directions, Locate continents, oceans, major physical and political regions on a map or globe, mountain ranges, river systems, ecosystems, plains, plateaus, deserts, valley, glacier, strait, peninsula, hills

Geographic Technology
satellite mapping, dynamic mapping systems, global positioning systems (GPS), geographic information systems (GIS)

Latin America
(Mexico, Central America and the Caribbean Islands, Caribbean South America, Pacific South America, and Atlantic South America)

In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined with consideration to the five geographic themes and essential elements. Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

Physical Geography
physical features, climate, weather, resources, boundaries

Human Geography
demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

Interaction of Human/Physical Systems
environmental trends and issues, exploited resources and peoples

Sample Compelling Questions

- What critical decision about land use has had the most significant impact on the geography of the region? (Standard 1)
- What are the circumstances surrounding human rights in the region? (Standard 2)
- How have specific beliefs, ideas, and diversity impacted the geography of the region? (Standard 3)
- How has the geography of the region changed over time? (Standard 4)
- How has geography shaped the culture and relationships in the region? (Standard 5)

Europe
(Southern Europe, West-Central Europe, Northern Europe, Eastern Europe, and Russia)
In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined with consideration to the five geographic themes and essential elements. Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

**Physical Geography**
- physical features, climate, weather, resources, boundaries

**Human Geography**
- demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

**Interaction of Human/Physical Systems**
- environmental trends and issues, exploited resources and peoples

**Sample Compelling Questions**

- What critical decision has had the most significant impact on the geography of the region? (Standard 1)
- What are the circumstances surrounding human rights in the region? (Standard 2)
- How have specific beliefs, ideas, and diversity impacted the geography of the region? (Standard 3)
- How has the geography of the region changed over time? (Standard 4)
- How has geography shaped the culture and relationships in the region? (Standard 5)

**North Africa and the Middle East**
(North Africa, the Eastern Mediterranean, and the Arab Peninsula)

In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined with consideration to the five geographic themes and essential elements. Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

**Physical Geography**
- physical features, climate, weather, resources, boundaries

**Human Geography**
- demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

**Interaction of Human/Physical Systems**
- environmental trends and issues, exploited resources and peoples

**Sample Compelling Questions**
High School World Geography

- What critical decision has had the most significant impact on the geography of the region? (Standard 1)
- What are the circumstances surrounding human rights in the region? (Standard 2)
- How have specific beliefs, ideas, and diversity impacted the geography of the region? (Standard 3)
- How has the geography of the region changed over time? (Standard 4)
- How has geography shaped the culture and relationships in the region? (Standard 5)

Sub-Saharan Africa
(West Africa, East Africa, Central Africa, Southern Africa)

In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined with consideration to the five geographic themes and essential elements. Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

**Physical Geography**
- physical features, climate, weather, resources, boundaries

**Human Geography**
- demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

**Interaction of Human/Physical Systems**
- environmental trends and issues, exploited resources and peoples

Sample Compelling Questions

- What critical decision has had the most significant impact on the geography of the region? (Standard 1)
- What are the circumstances surrounding human rights in the region? (Standard 2)
- How have specific beliefs, ideas, and diversity impacted the geography of the region? (Standard 3)
- How has the geography of the region changed over time? (Standard 4)
- How has geography shaped the culture and relationships in the region? (Standard 5)

North and Central Asia
(Central Asia, China, Mongolia, Taiwan, Japan, and the Koreas)

In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined with consideration to the five geographic themes and essential elements. Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

**Physical Geography**
- physical features, climate, weather, resources, boundaries
Sample Compelling Questions

- What critical decision has had the most significant impact on the geography of the region? (Standard 1)
- What are the circumstances surrounding human rights in the region? (Standard 2)
- How have specific beliefs, ideas, and diversity impacted the geography of the region? (Standard 3)
- How has the geography of the region changed over time? (Standard 4)
- How has geography shaped the culture and relationships in the region? (Standard 5)
Australia, Antarctica and the Pacific World
(Australia, New Zealand, Pacific Islands and Antarctica)

In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined with consideration to the five geographic themes and essential elements. Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

**Physical Geography**
- physical features, climate, weather, resources, boundaries

**Human Geography**
- demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

**Interaction of Human/Physical Systems**
- environmental trends and issues, exploited resources and peoples

**Sample Compelling Questions**

- What critical decision has had the most significant impact on the geography of the region? (Standard 1)
- What are the circumstances surrounding human rights in the region? (Standard 2)
- How have specific beliefs, ideas, and diversity impacted the geography of the region? (Standard 3)
- How has the geography of the region changed over time? (Standard 4)
- How has geography shaped the culture and relationships in the region? (Standard 5)