

## Connecting Themes/Enduring Understandings Used in World Geography

Students should be able to demonstrate understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout this course. Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

**Beliefs and Ideals:** The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

**Conflict and Change:** The student will understand that when there is conflict between or within societies, change is the result.

**Conflict Resolution:** The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise.

**Culture:** The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

**Distribution of Power:** The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

**Governance:** The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases

**Location:** The student will understand that location affects a society's economy, culture, and development.

**Movement/Migration:** The student will understand that the movement or migration of people and ideas affects all societies involved.

**Production, Distribution, Consumption:** The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

**Rule of Law:** The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.

**Technological Innovation:** The student will understand that technological innovations have consequences, both intended and unintended, for a society.

World Geography Curriculum Map for the Georgia Standards of Excellence in Social Studies

The following curriculum map is part of a GaDOE collection of Unit Frameworks for the World Geography Social Studies Course.

Unit #/Title	Unit 1: Connecting Themes	Unit 2: Physical Geography	Unit 3: Cultural Geography	Unit 4: Political Geography
<b>GSE for Social Studies</b>	<b>NA</b>	<b>SSWG1</b>	<b>SSWG2</b>	<b>SSWG3</b>
<b>Key Concepts</b>	<p>Beliefs &amp; Ideals</p> <p>Conflict &amp; Change</p> <p>Conflict Resolution</p> <p>Culture</p> <p>Distribution of Power</p> <p>Governance</p> <p>Individuals, Groups &amp; Institutions</p> <p>Location</p> <p>Movement/Migration</p> <p>Production, Distribution &amp; Consumption</p> <p>Rule of Law</p> <p>Technological Innovation</p>	<p>Impact of Physical features on settlement patterns in the following regions:</p> <ul style="list-style-type: none"> <li>• North America(1a)</li> <li>• Central and South America (1b)</li> <li>• Europe(1c)</li> <li>• Africa (1d)</li> <li>• Central and SW Asia (1e)</li> <li>• South Asia, SE Asia, E. Asia (1f)</li> <li>• Oceania (1g)</li> </ul> <p>Impact of Spatial distribution of Natural resources on global settlement patterns (1h)</p>	<p>Connections of Physical and human characteristics to identities and culture (2)</p> <p>Relationships of ethnic compositions to cultural landscape (2a)</p> <p>Impact of language on place (2b)</p> <p>Effects of religion on a place (2c)</p> <p>Impact of cultural beliefs on gender, race, and ethnicity (2d)</p> <p>Process of cultural diffusion and convergence (2e)</p>	<p>Creation and change of political boundaries (3a)</p> <p>Geography’s impact on participation in global exchange (3b)</p> <p>Causes of internal and external conflicts among ethnic groups (3c)</p> <p>Explain the influence of global organizations and networks on different scales. (3d)</p>

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Unit #/Title	Unit 5: Population Geography	Unit 6: Environmental Geography	Unit 7: Economic Geography
<b>GSE for Social Studies</b>	<b>SSWG4</b>	<b>SSWG5</b>	<b>SSWG6</b>
<b>Key Concepts</b>	<p>Assess demographic patterns of populations using various models (4a)</p> <p>Analyze population issues related to government policies and their effects (4b)</p> <p>Explain push/pull factors involved in human migration (4c)</p> <p>National vs local responses to migration (4d)</p>	<p>Changes in agricultural techniques and technologies (5a)</p> <p>Analyze water insecurity (5b)</p> <p>Analyze impacts of industrialization and resource management (5c)</p> <p>Analyze international and governments responses to natural disasters (5d)</p> <p>Evaluate how global trade systems impact environmental sustainability (5e)</p>	<p>Using key demographic and social indicators to compare level of economic development (6a)</p> <p>Explain the relationship between levels of development and economic activities (6b)</p> <p>Factors that influence location and spatial distribution of economic activities (6c)</p> <p>Causes and consequences of urbanization (6d)</p> <p>Analyze the impact of trade across international borders and government relationships (6e)</p>