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| **Geography Long Term Transfer Goals**  *Transfer goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school.* | |
| *Students will be able to independently use their learning of geography to make decisions at personal, local, state, national, and international levels which will impact freedoms and liberties of self and others. These decisions will use geography to impact*   1. Government 2. Justice 3. Domestic tranquility 4. Common defense 5. The general welfare 6. Future generations   “Knowledge will forever govern ignorance: And a people who mean to be their own Governors, must arm themselves with the power which knowledge gives.” ― [**James Madison**](https://www.goodreads.com/author/show/63859.James_Madison) | |
| **Big Ideas** | **Essential Questions** |
| Geographic tools are constructs of man to represent time, space and place. | How are the tools of geography used to represent time, space and place? |
| The phenomena of the earth, its physical features, places and resources, have been and will be an influence on freedom and liberty. | How do physical features, natural resources and locations (geography) influence freedom and liberty? |
| Geographic features influence human activities in exercising freedom and liberty. | How do human actions to control freedom and liberty reflect in geography around the world? |
| People will use physical features, natural resources, and locations to influence their freedom and liberty. | How does the pursuit of liberty and freedom alter people, physical features, resources or places of the earth? |

Geography

| **Geography Curriculum Framework** | | | | | |
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| **Geography**  **Standard Category** | **Big Idea** | **Concept** | **Essential Question** | **Competencies** | **Vocabulary** |
| **7.1 Basic Geographic Literacy** | Geographic tools are constructs of man to represent time, space and place. | Geographic tools were created to study earth’s phenomena. | How are the tools of geography used to represent time, space and place? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Cartography  Freedom  GIS - Geographic  Information Systems  Globes  Liberty  Location  Maps and their  Elements |
| **7.2 The Physical Characteristics of Places and Regions** | The phenomena of the earth, its physical features, places, and resources, have been and will be an influence on freedom and liberty. | The earth’s physical features, resources, and places influence movement and use of the land for liberty and freedom. | How do physical features, natural resources and locations (geography) influence freedom and liberty? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Freedom  Liberty  Physical features  Resources |
| **7.3 The Human Characteristics of Places and Regions** | Geographic features influence human activities in exercising freedom and liberty. | People are dependent on physical features, resources and places for exercising their liberty and freedom. | How do human actions to control freedom and liberty reflect in geography around the world? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Demographic  Ethnicity  Mobility  Region  Spatial distribution |
| **7.4 The Interactions Between People and Places** | People will use physical features, natural resources, and locations to influence their freedom and liberty. | To exercise freedom and liberty people will adapt or alter geographic resources, features and places. | How does the pursuit of liberty and freedom alter people, physical features, resources or places of the earth? | Refer to the grade band in the academic standards for specific competencies.  Use content to demonstrate:   1. Analytic Thinking 2. Critical Thinking 3. Strategic Thinking 4. Chronological Thinking | Key terms in addition to the glossary of terms from the Academic Standards document:  Dependent  Interaction  Physical environment  Spatial patterns |