Organizing a Geography Class - Regions, Topics, or ???

Here is a question that administrators, assessors, and textbook authors think is very important:

Should a geography class be organized regionally (one world region after another) or topically (an outline of big ideas)?

People who actually teach successful geography classes, however, rarely think that this question matters much. Here's why:

If you organize a class topically, you need "vignettes" (regional examples) to make the abstract topics seem "real."

If you organize a class regionally, you need "theory boxes" (topical explanations) to keep it from being rote memorization.

Bottom line - teachers should think of a class as a matrix. Checkmarks can identify the geographic ideas that are most important to help us understand a given region, and/or the world regions where particular concepts are especially easy to teach.

Mark the world region where you would find it easiest to teach about each MCCC/GLCE topic:

	Whole	North	Australia	South		Southwest	Russia	China	_	South
GLCE/MCCC Topics	World	America	Oceania	America	Africa	Asia	C Asia	East Asia	Europe	Asia
What is Geographic Inquiry?										
Themes/tools of Geography										
Physical features and regions										
Patterns of population										
Population pyramids, growth										
Patterns of human settlement										
What is culture?										
Cultural adaptation, change										
Cultural diffusion (spread)										
What are resources? (BIGJobs)										
Comparing economic systems										
Why do countries trade?										
Why are some countries rich?										
Civilizations, empires, colonies										
Governments, borders, treaties										
Revolutions, terrorists, refugees										