

Geography

Grades 9-10

1 Semester

Prerequisite – NONE

Overview: World Geography helps students to develop their spatial views and perspectives of the world, and to understand the relationships between people, places and environments. Students examine where people, places and resources are located, why they are there and why this matters. They explore the effects of the environment on human activities and the impact of these activities on the environment.

Units of Study	Big Ideas	Key Concepts	Essential Questions	Suggested Resources
Introduction (1 week)	How is Geography similar to and different from other social studies courses?	1.1 geography as a field of inquiry 1.2 Five themes introduction 1.3 accessing information- research skills 1.4 validity of sources	What is geography and why do we need to study it?	
Location and Physical Geography (3 weeks)	How do physical characteristics of a place influence the culture of a group	2.1 how to use the resources- read maps, charts, online maps, GPS, GIS?, census data, timelines, etc. 2.2 location, space, place and regions 2.3 climate, seasons 2.4 political maps, regions	Where in the world is _____ and how do I locate it?	
Cultural Geography (4 weeks)	How do students see themselves? How do other people see us and themselves?	3.1 How students view the world from their perspective/cultural lens 3.2 practices, beliefs/religions, way of life, common experiences in the current age 3.3 language, view of women, view of children, view of	How are people around the world similar or different from me in this day and age?	

Units of Study	Big Ideas	Key Concepts	Essential Questions	Suggested Resources
		minorities, etc.		
Human Interaction and Movement (3 weeks)	Why did people, goods and ideas get the way they are currently? How and why people interact?	4.1 Movement of people, goods & ideas-population and migration 4.2 political organization of space 4.3 Nationalism, nation vs. state, acculturation, assimilation, multiculturalism, 4.4 cultural/regional conflicts	How does the stuff I use get to my house? Is “my” culture mine?	
Human and Environment Interaction (3 weeks)	How do various people impact and interact with the physical world?	5.1 resource management 5.2 emerging world vs. developed world- industrialization and economic development 5.3 agriculture, food production and rural land use 5.4 cities and Urban land	How do we use our natural resource?	
Thinking Globally: Predictions and Conclusions (2 weeks)	What changes can we predict for the future and how can I be involved?	6.1 resources-pollution & limited resources, food, lumber, oil, information, etc. 6.2 land-“hot spots” & territorial wars in nuclear age 6.3 ideas-cultural conflicts	What’s next and why should I care?	

Priority Social Studies Standards:

GY. A. A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.

1. Use maps and globes to locate places and regions;
5. Evaluate the importance of the locations of human and physical features in interpreting geographic patterns.

GY.B. A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.

4. dDiscuss how and why groups and individuals identify with places.

GY.C. A student should understand the dynamic and interactive natural forces that shape the Earth’s environments

2. Distinguish the functions, forces, and dynamics of the physical processes that cause variations in natural regions.

GY.D. A student should be able to make and use maps, globes, and graphs to gather, analyze, and report spatial (geographic) information.

4. Analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity.

GY.E A student should understand and be able to evaluate how humans and physical environments interact

3. Understand the varying capacities of physical systems, such as watersheds, to support human activity.

HY.A. A student should understand that history is a record of human experiences that links the past to the present and the future.

5. Understand that history is a narrative told in many voices and expresses various perspectives of historical experience;

7. Understand that history is dynamic and composed of key turning points.

HY.C. A student should develop the skills and processes of historical inquiry.

1. Use appropriate technology to access, retrieve, organize, and present historical information;

3. Apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record;

4. Use historical perspective to solve problems, make decisions, and understand other traditions.

HY.D. A student should be able to integrate historical knowledge with historical skill to effectively participate as a citizen and as a lifelong learner.

2. Solve problems by using history to identify issues and problems, generate potential solutions, assess the merits of options, act, and evaluation the effectiveness of actions.

G/C.A. A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.

1. Understand the necessity and purpose of government.

2. Understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty.

G/C.B. A student should understand the constitutional foundations of the American political system and the democratic ideals of this nation.

3. Understand the United States Constitution, including separation of powers, the executive, legislative, and judicial branches of government, majority rule, and minority rights.

4. Know how power is shared in the United States' constitutional government at the federal, state, and local levels.

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G/C.D. A student should understand the role of the United States in international affairs.

1. Analyze how domestic politics, the principles of the United States Constitution, foreign policy, and economics affect relations with other countries.
3. Exercise political participation by discussing public issues, building consensus, becoming involved in political parties and political campaigns, and voting.
5. Analyze the causes, consequences, and possible solutions to current international issues.
7. Implement ways of solving problems and resolving conflict.

G/C.E. A student should have the knowledge and skills necessary to participate effectively as an informed and responsible citizen.

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7. Implement ways of solving problems and resolving conflict.

G/C.F. A student should understand the economies of the United States and the state and their relationships to the global economy.

5. Understand the basic concepts of supply and demand, the market system, and profit.

G/C.G. A student should understand the impact of economic choices and participate effectively in the local, state, national, and global economies.

1. Apply economic principles to actual world situations.
3. Identify and compare the costs and benefits when making choices.

CS.A. Culturally knowledgeable students are well grounded in the cultural heritage and traditions of their community.

7. Determine the place of their cultural community in the regional, state, national, and international political and economic systems

CS.B. Culturally knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

1. Acquire insights from other cultures without diminishing the integrity of their own.

CS.C. Culturally knowledgeable students are able to actively participate in various cultural environments.

1. Perform subsistence activities in ways that are appropriate to local cultural traditions.
3. Attain a healthy lifestyle through which they are able to maintain their social, emotional, physical, intellectual, and spiritual well-being.
4. Enter into and function effectively in a variety of cultural settings.

CS.CD. Culturally knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning.

5. Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems.
6. Engage in a realistic self-assessment to identify strengths and needs and make appropriate decisions to enhance life skills.

CS.E. Knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

7. Determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds.

Priority Literacy Standards:

LIL.A. A student should understand how information and resources are organized.

5. Identify and use search strategies and terms that will produce successful results.

LIL.B. A student should understand and use research processes necessary to locate, evaluate, and communicate information and ideas.

4. Evaluate the validity, relevancy, currency, and accuracy of information;

LIL.C. A student should recognize that being an independent reader, listener, and viewer of material in print, non-print, and electronic formats will contribute to personal enjoyment and lifelong learning.

2. Read, listen, and view a wide variety of literature and other creative expressions.

LIL.D. A student should be aware of the freedom to seek information and possess the confidence to pursue information needs beyond immediately available sources.

4. Evaluate information representing diverse views in order to make informed decisions.

LIL.E A student should understand ethical, legal, and social behavior with respect to information resources.

3. Understand and respect intellectual property rights and copyright laws.

Priority Reading Standards:

R.KI.9-10.2 Determine the central ideas or information of a primary or secondary source; provide accurate summary of how key events or ideas develop over the course of the text.

R.CS.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

R.IK.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

R.RR.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

W.TTP.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.PD.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.RB.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.TTP.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Vocabulary: sustainability, interrelationships/ interconnectedness, hemispheres, seasons, latitude & longitude, compass rose axis, rotation, cultural geography, trends, patterns, movement, interaction, location, place and regions, physical geography, absolute location, relative location

