

# PALMETTO HIGH SCHOOL WORLD GEOGRAPHY CURRICULUM GUIDE

Unit of Study	State Standards	Human Geography Essential Questions/Correlation	Possible Activities	United States History Essential Questions
<b>1-Physical Geography</b>	<p><b>Standard WG - 2:</b> The student will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface, including the dynamics of the atmosphere, biosphere, hydrosphere, and lithosphere.</p> <p><b>WG-2.1</b>  <b>WG-2.2</b>  <b>WG-2.3</b>  <b>WG-2.4</b>  <b>WG-2.5</b>  <b>WG-2.6</b></p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. What are the four systems that describe Earth's surface and how do they interact? <b>(WG – 2.1)</b></li> <li>2. How does Earth-sun relationship affect events and conditions in every part of the world? <b>(WG – 2.2)</b></li> <li>3. How do physical processes shape the patterns of features on Earth's surface? <b>(WG – 2.3)</b></li> <li>4. How are ecosystems and biomes altered? <b>(WG – 2.4)</b></li> <li>5. What are the types and characteristics of biomes and how are they impacted? <b>(WG – 2.5)</b></li> <li>6. What role do environmental controls have on the organization of ecosystems? <b>(WG – 2.6)</b></li> </ol>	<ul style="list-style-type: none"> <li>• Label the parts of the lithosphere</li> <li>• Compare maps of tectonic plates and mountain ranges</li> <li>• View maps of the oceanic circulation system</li> <li>• Compare photos of the physical processes that occur in dry environments (desertification, dust storms, soil erosion, etc.)</li> <li>• Compare climates around the world</li> <li>• Identify land forms and the physical processes that formed them (canyons, mesas, deltas)</li> <li>• Create a food chain or web</li> <li>• Label a world map of the different biomes</li> <li>• Create a collage portraying the characteristics of each biome</li> <li>• Compare maps of world vegetation</li> <li>• Research one environmental control and write a paper (climate, soil and topography, natural catastrophes, biotic factors, human impact)</li> <li>• PowerPoint/Smartboard Lecture</li> <li>• Reading Study Guide</li> <li>• 5 Themes of Geography Webquest</li> <li>• Unit Review Worksheets</li> <li>• Free Response Question Practice</li> <li>• Map Skills Test</li> <li>• Unit Test</li> </ul>	<p>N/A</p>

# PALMETTO HIGH SCHOOL WORLD GEOGRAPHY CURRICULUM GUIDE

<p><b>2- Geography: It's Nature and Perspectives</b></p>	<p><b>Standard WG - 1:</b> The student will demonstrate an understanding of the physical and human characteristics of place, including the creation of regions and the ways that culture and experience influence the perception of place.</p> <p><b>WG-1.1</b>  <b>WG-1.2</b>  <b>WG-1.3</b>  <b>WG-1.4</b>  <b>WG-1.5</b></p>	<p><b>A. Analyze the science of Geography through key concepts and the evolution of tools/ideas that geographers use.</b></p> <p><b>B. Define and explain the 5 Themes of Geography and how they relate to the following key issues</b></p> <ol style="list-style-type: none"> <li>1. How do geographers describe where things are? (WG 1.3)</li> <li>2. Why is each point on Earth unique? (WG 1.3)</li> <li>3. Why are different places similar? (1.1, 1.2)</li> <li>4. How does geography affect places where people choose to settle? (WG 1.1, 1.4, 1.5)</li> <li>5.</li> </ol>	<p><b>• Mapping Lab: North America</b></p> <ul style="list-style-type: none"> <li>• Label United States Fall Lines (Philadelphia, Baltimore, Raleigh and Columbia are examples)</li> <li>• Research ways that people take advantage of the physical environment and write a paper/give a presentation</li> <li>• Identify and describe categories of human characteristics that define a location as a place</li> <li>• Identify and describe how certain places can have meanings which distinguish them from other places.</li> <li>• Research a US state and describe how it has changed over time.</li> <li>• Interview a parent and determine how your views of your home country compare to your parents views that have much more experience living in that place.</li> <li>• Conduct a poll to determine how people view places in their community differently</li> <li>• PowerPoint/Smartboard Lecture</li> <li>• Reading Study Guide</li> <li>• 5 Themes of Geography Webquest</li> <li>• Unit Review Worksheets</li> <li>• Free Response Question Practice</li> <li>• Map Skills Test</li> <li>• Unit Test</li> <li>• Key Terms and Diagrams/Models Index Cards</li> <li>• “Five Themes of Geography“ Worksheet</li> <li>• Five Themes of Geography Graphic Chart</li> </ul>	<p>USHC 1.1</p> <p>What were the religious, political, social and economic differences between the English colonial regions (New England, Middle, Southern)?</p>
--	---	---	---	--

# PALMETTO HIGH SCHOOL WORLD GEOGRAPHY CURRICULUM GUIDE

Unit of Study	State Standards	Human Geography Essential Questions/Correlation	Possible Activities	United States History Essential Questions
<b>3-Population</b>	<p><b>Standard WG - 3:</b> The student will demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth's surface.</p> <p><b>WG – 3.1</b>  <b>WG – 3.2</b>  <b>WG – 3.3</b>  <b>WG – 3.4</b>  <b>WG – 3.5</b></p> <p><b>Standard WG - 1:</b> The student will demonstrate an understanding of the physical and human characteristics of place, including the creation of regions and the ways that culture and experience influence the perception of place.</p> <p><b>WG – 1.5</b></p>	<p><b>A. Population</b></p> <ol style="list-style-type: none"> <li>1. Where is the world's population distributed? <b>(WG 3.1)</b></li> <li>2. Where has the world's population increased? <b>(WG 3.1)</b></li> <li>3. Why is population increasing at different rates in different countries? <b>(WG 3.2)</b></li> <li>4. Analyze and use the Demographic Transition Model to determine stages of population development. <b>(WG 3.2)</b></li> <li>5. Why might the world face and overpopulation problem? <b>(WG 3.1-3.5)</b></li> </ol> <p><b>B. Migration</b></p> <ol style="list-style-type: none"> <li>6. Why do people migrate? <b>(WG 3.3)</b></li> <li>7. Where are migrants distributed? <b>(WG 3.5)</b></li> <li>8. Why do migrants face obstacles? <b>(WG 3.4)</b></li> <li>9. Why do people migrate within a country? <b>(WG 3.3)</b></li> </ol>	<ul style="list-style-type: none"> <li>• <b>Mapping Lab 2: SOUTH AMERICA</b></li> <li>• Use a map to identify population patterns and describe the reasons for the locations of these population centers.</li> <li>• Use data to predict demographic shifts in particular populations</li> <li>• Construct and interpret population pyramids for different countries and project the population 20 to 40 years in the future.</li> <li>• Research pro-natal and anti-natal policies of different countries and evaluate the effectiveness and appropriateness of each policy.</li> <li>• Identify and explain push and pull factors which cause people to migrate</li> <li>• Examine the costs to environmental and human systems of migrations caused by war or famine.</li> <li>• Describe the cultural traits and skills that benefit migrants in bridging the changes they encounter</li> <li>• Research an immigrant group and identify the influences that migrants have on places as lasting cultural markers and the challenges migrants might face in adjusting to a new environment.</li> <li>• Analyze the daily large-scale urban to suburban migration on cities</li> <li>• PowerPoint/Smartboard Lecture</li> <li>• Reading Study Guide</li> <li>• Unit Review Worksheets</li> <li>• Free Response Question Practice</li> <li>• Map Skills Test</li> <li>• Unit Test</li> </ul>	<p>USHC 4.5            What were the causes and effects of urbanization in the late 19<sup>th</sup> century?</p> <p>USHC 7.6            What were the causes and effects of suburbanization in postwar America following World War II?</p>

# PALMETTO HIGH SCHOOL WORLD GEOGRAPHY CURRICULUM GUIDE

Unit of Study	State Standards	Human Geography Essential Questions/Correlation	Possible Activities	United States History Essential Questions
<p><b>4-Cultural Patterns and Processes</b></p>	<p><b>Standard WG - 4:</b> The student will demonstrate an understanding of the characteristics of culture, the patterns of culture, and cultural change.</p> <p><b>WG – 4.1</b>  <b>WG – 4.2</b>  <b>WG – 4.3</b>  <b>WG – 4.4</b>  <b>WG – 4.5</b></p> <p><b>Standard WG - 1:</b> The student will demonstrate an understanding of the physical and human characteristics of place, including the creation of regions and the ways that culture and experience influence the perception of place.</p> <p><b>WG – 1.2</b></p>	<p><b>A. Folk and Popular Culture</b></p> <ol style="list-style-type: none"> <li>1. Where do folk and popular cultures originate and diffuse? (WG 4.1)</li> <li>2. Why is popular culture widely distributed? (WG 4.1)</li> <li>3. Why does globalization of popular culture cause problems? (WG 4.5)</li> </ol> <p><b>B. Language</b></p> <ol style="list-style-type: none"> <li>5. Where are English language speakers distributed? (WG 4.5)</li> <li>6. Why is English related to other languages? (WG 4.5)</li> <li>7. Where are other language families distributed? (WG 4.5)</li> <li>8. Why do people preserve local languages? (WG 4.5)</li> </ol> <p><b>C. Religion</b></p> <ol style="list-style-type: none"> <li>9. Where are religions distributed? (WG 4.4)</li> <li>10. Why do religions have distributions? (WG 4.4)</li> <li>11. Why do religions organize space in distinctive patterns?</li> <li>12. What is the spatial distribution of local places of worship? (WG 4.4)</li> <li>13. Why do territorial conflicts arise among religious groups? (WG 4.2)</li> </ol> <p><b>D. Ethnicity</b></p> <ol style="list-style-type: none"> <li>14. Where are ethnicities distributed? (WG 4.3)</li> <li>15. Why have ethnicities been transformed into nationalities? (WG 4.5)</li> <li>16. Why do ethnicities clash? (WG 4.3)</li> </ol>	<p>● <b>Mapping Lab 4: AFRICA</b></p> <ul style="list-style-type: none"> <li>● Identify and compare the cultural characteristics of different regions and people</li> <li>● Analyze how landscapes, including land use and buildings, reflect cultural traits and preferences</li> <li>● Research a country in African and compare and contrast how belief systems affect how people view and use the environment</li> <li>● Describe a transformation of the natural environment to meet human needs</li> <li>● Research the religious differences in Sudan and compare the role that culture plays in incidents of cooperation and conflict</li> <li>● Research for evidence of cultural traits that may be attributed to diffusion</li> <li>● Evaluate the spread of culture traits that contribute to cultural convergence</li> <li>● Examine the advantages and disadvantages of cultural retention by describing examples of cultural traits that are maintained by groups and explain how some may be positive and others negative</li> <li>● Examine how transregional alliances and multinational organizations can alter cultural solidarity.</li> <li>● PowerPoint/Smartboard Lecture</li> <li>● Reading Study Guide</li> <li>● Unit Review Worksheets</li> <li>● Free Response Question Practice</li> <li>● Map Skills Test</li> <li>● Unit Test</li> </ul>	<p>USHC 4.1</p> <p>What were the reasons for and impact of westward expansion on the development of the United States (specifically the impact on Native American cultures)?</p> <p>South Carolina Festivals  Webquest: Locate and describe festivals in South Carolina and describe the cultural landscape that contributes to its success  World Religions Diagram  Map the places of worship and their affiliations of Williamston</p>

# PALMETTO HIGH SCHOOL WORLD GEOGRAPHY CURRICULUM GUIDE

Unit of Study	State Standards	Human Geography Essential Questions/Correlation	Possible Activities	United States History Essential Questions
<p><b>5-Political Organization s of Space</b></p>	<p><b>Standard WG - 7:</b> The student will demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth’s surface.  <b>WG – 7.1</b>  <b>WG – 7.2</b>  <b>WG – 7.3</b>  <b>WG – 7.4</b>  <b>WG – 7.5</b>  <b>WG – 7.6</b></p> <p><b>Standard WG - 1:</b> The student will demonstrate an understanding of the physical and human characteristics of place, including the creation of regions and the ways that culture and experience influence the perception of place.  <b>WG – 1.4</b></p>	<p><b>A. Political Geography</b>            1. Where are states located? (WG 7.3, 7.4)            2. Why do boundaries between states cause problems? (WG 7.1, 7.2, 7.4, 7.5)            3. Why do states cooperate with each other? (WG 7.2, 7.5)            4. Why has terrorism increased?(WG 7.2, 7.5)            5. What is the impact of globalization on common ideals for people in all regions? (WG 7.6)</p>	<ul style="list-style-type: none"> <li>• <b>Mapping Lab 4: SOUTH WEST ASIA (Middle East)</b></li> <li>• Create a chart, diagram or map of public services offered to citizens by government agencies and explain the area served by each.</li> <li>• Use maps and documents to compare and contrast the different types of power and influence used to divide and control territory.</li> <li>• Identify political boundaries that are based on physical and/or human characteristics</li> <li>• Detail a territorial conflict which indicates that people value the right to divide Earth to satisfy their particular perceptions and values)</li> <li>• Examine the effects of interventionist policies by developed countries on lesser developed countries.</li> <li>• Explain the significance and challenges of formal political agreements in dividing and controlling space on Earth.</li> <li>• Identify historical and modern examples of dividing and controlling space</li> <li>• Analyze the impacts of regional alliances intended for political, military, cultural economic division and control.</li> <li>• Describe the functions of the United Nations and its specialized agencies.</li> <li>• Examine articles, maps and media reports to describe the ways that countries, states and agencies cooperate to solve contemporary issues.</li> <li>• On a local scale, students will identify the spatial boundaries in which civic participation takes place.</li> <li>• PowerPoint/Smartboard Lecture</li> <li>• Reading Study Guide</li> <li>• Unit Review Worksheets</li> <li>• Free Response Question Practice</li> <li>• Map Skills Test</li> <li>• Unit Test</li> </ul>	<p>USHC 2.3            How did the U.S. regional differences between the North, South and West impact the economic development of each region?</p> <p>USHC 3.1            What were the political events, issues and compromises that divided the nation and led to the Civil War?</p> <p>USHC 7.1            What were the factors that led to the rise of three strong totalitarian governments in the 1920s and 1930s?</p>

# PALMETTO HIGH SCHOOL WORLD GEOGRAPHY CURRICULUM GUIDE

Unit of Study	State Standards	Human Geography Essential Questions/Correlation	Possible Activities	United States History Essential Questions
<p><b>6- Agricultural and Rural Land Use</b></p>	<p><b>Standard WG - 5:</b> The student will demonstrate an understanding of the role that geography plays in economic development.  <b>WG – 5.2</b>  <b>WG – 5.3</b></p> <p><b>Standard WG - 8:</b> The student will demonstrate an understanding of how human actions modify the physical environment; how physical systems affect human systems; and how resources change in meaning, use, distribution, and importance.  <b>WG—8.1</b>  <b>WG—8.2</b>  <b>WG—8.3</b>  <b>WG—8.4</b></p>	<p><b>A. Agriculture</b></p> <ol style="list-style-type: none"> <li>1. Where did Agriculture originate? (WG 8.4, 8.5)</li> <li>2. Where are agricultural regions in less developed countries? (WG-5.2, 8.2)</li> <li>3. Where are agricultural regions in more developed countries? (WG-5.2)</li> <li>4. Why do farmers face economic difficulties? Solutions? (WG-5.3)</li> <li>5. In what ways to humans get what they need from the physical environment? (WG-8.1, 8.2, 8.3)</li> </ol> <p>*Standard 5 discusses briefly developing and developed countries.*</p>	<ul style="list-style-type: none"> <li>• <b>Mapping Lab 5: ASIA</b></li> <li>• Explain the differences and challenges between developing and developed countries</li> <li>• Investigate different development paths such as self-sufficiency and International Trade.</li> <li>• Define and classify economic activities into primary, secondary and tertiary categories.</li> <li>• Examine and map the relationships between providers of components in different manufacturing industries.</li> <li>• Use the Von Thunen model to explain the location of differing types of agriculture related to the location of the market, land rent and transportation costs.</li> <li>• Use maps, aerial photographs and graphs to illustrate change in the physical environment due to the development of agriculture</li> <li>• Investigate how the construction of dams and levees on rivers affects places downstream. Analyze the consequences of humans changing he physical environment. Describe and locate environmental hazards in the physical environment.</li> <li>• PowerPoint/Smartboard Lecture</li> <li>• Reading Study Guide</li> <li>• Unit Review Worksheets</li> <li>• Free Response Question Practice</li> <li>• Map Skills Test</li> <li>• Unit Test</li> </ul>	<p>USHC 1.1            What were the religious, political, social and economic differences between the English colonial regions (New England, Middle, Southern)?</p> <p>USHC 4.2            What were the problems of farmers in the late 19<sup>th</sup> century and how did these impact the role of farmers in politics?</p> <p>USHC 4.5            What were the causes and effects of urbanization in the late 19<sup>th</sup> century?</p> <p>USHC 6.1            What new social, economic and cultural changes took place in the U.S. during the 1920s due to scientific innovations and consumer financing (Great Migration of African American tenant farmers and sharecroppers)?</p>

# PALMETTO HIGH SCHOOL WORLD GEOGRAPHY CURRICULUM GUIDE

Unit of Study	State Standards	Human Geography Essential Questions/Correlation	Possible Activities	United States History Essential Questions
<p><b>7-Industrialization and Development</b></p>	<p><b>Standard WG - 5:</b> The student will demonstrate an understanding of the role that geography plays in economic development.</p> <p><b>WG – 5.1</b>  <b>WG – 5.2</b>  <b>WG – 5.3</b>  <b>WG – 5.4</b>  <b>WG – 5.5</b>  <b>WG – 5.6</b></p>	<p><b>A. Resources</b></p> <ol style="list-style-type: none"> <li>1. Why are resources being depleted? (WG-5.1)</li> <li>2. Why are resources being polluted?(WG-5.1)</li> <li>3. Why are resources reusable? (WG-5.1)</li> <li>4. Why can resources be conserved?(WG-5.1)</li> </ol> <p><b>B. Development</b></p> <ol style="list-style-type: none"> <li>1. Why does development vary among countries? (WG-5.1)</li> <li>2. Where are more and less developed countries distributed?(WG-5.2)</li> <li>3. Why do less developed countries face obstacles to development? (WG-5.2)</li> </ol> <p><b>C. Industrialization</b></p> <ol style="list-style-type: none"> <li>1. Where is industry distributed? (WG-5.3, 5.4)</li> <li>2. Why do industries have different distributions? (WG-5.3, 5.4)</li> <li>3. Where is industry expanding? (WG-5.4)</li> <li>4. Why are location factors changing? (WG-5.4)</li> <li>5. What are the advantages and disadvantages that accompany global trade agreements among countries? (WG-5.5)</li> </ol>	<ul style="list-style-type: none"> <li>• <b>Mapping Lab 6: EUROPE</b></li> <li>• Compare and contrast past trade patterns, imports and exports, among countries at different times with current patterns</li> <li>• Investigate differing development paths such as Self-sufficiency and International Trade.</li> <li>• Define and classify economic activities into primary, secondary, and tertiary.</li> <li>• Examine and map the relationships between providers of components in different manufacturing industries.</li> <li>• Collect data on where items in the home originate or are manufactured and then map these locations and analyze why the items were made or grown in that location.</li> <li>• Generate a list of items produced in their local region and map the places where they are shipped.</li> <li>• Use a business directory to map local businesses or other economic activities and then suggest why they are located where they are.</li> <li>• Compare and contrast the advantages and possible disadvantages that accompany global trade agreements among countries.</li> <li>• Discuss the flow of goods between and among countries and make judgments as to whether this is positive or negative.</li> <li>• Identify the modes of transportation and communication used to move people, products and ideas from place to place.</li> <li>• PowerPoint/Smartboard Lecture</li> <li>• Reading Study Guide</li> <li>• Unit Review Worksheets</li> <li>• Free Response Question Practice</li> <li>• Map Skills Test</li> <li>• Unit Test</li> </ul>	<p>USHC 2.3 How did the U.S. regional differences between the North, South and West impact the economic development of each region?</p> <p>USHC 4.1 What were the reasons for and impact of westward expansion on the development of the United States (specifically the impact on Native American cultures)?</p> <p>USHC 4.2 What were the problems of farmers in the late 19<sup>th</sup> century and how did these impact the role of farmers in politics?</p> <p>USHC 4.4 How did the problems with labor in the late 19<sup>th</sup> century lead to the development of labor organizations with increased public and government support in the U.S.?</p>

# PALMETTO HIGH SCHOOL WORLD GEOGRAPHY CURRICULUM GUIDE

Unit of Study	State Standards	Human Geography Essential Questions/Correlation	Possible Activities	United States History Essential Questions
<p><b>8-Cities and Urban Land Use</b></p>	<p><b>Standard WG - 6:</b> The student will demonstrate an understanding of the processes, patterns, and functions of human settlement.</p> <p><b>WG—6.1</b>  <b>WG—6.2</b>  <b>WG – 6.3</b>  <b>WG – 6.4</b>  <b>WG-6.5</b>  <b>WG-6.6</b></p> <p><b>Standard WG - 8:</b> The student will demonstrate an understanding of how human actions modify the physical environment; how physical systems affect human systems; and how resources change in meaning, use, distribution, and importance.</p> <p><b>WG – 8.1</b>  <b>WG – 8.2</b>  <b>WG – 8.3</b></p>	<p><b>A. Urban Patterns</b></p> <ol style="list-style-type: none"> <li>1. Where have urban areas grown? (WG-6.1)</li> <li>2. Where are people distributed within urban areas? (WG-6.1, 6.2)</li> <li>3. Why do inner cities have distinctive problems? (WG-6.5)</li> <li>4. Why do suburbs have distinctive problems? (WG-6.5, 6.6)</li> <li>5. What are some solutions to urban issues? (WG-6.6)</li> </ol> <p><b>B. Services</b></p> <ol style="list-style-type: none"> <li>1. Where did services originate? (WG-6.4)</li> <li>2. Why are consumer services distributed in a regular pattern? (WG-6.3, 6.4)</li> <li>3. Why do business services locate in large settlements? (WG-6.3, 6.4)</li> <li>4. Why do services cluster downtown? (WG-6.3, 6.4)</li> </ol>	<p><b>• Mapping Lab 7: AUSTRALIA AND PACIFIC ISLES</b></p> <ul style="list-style-type: none"> <li>• Use maps and photographs to observe the different types of settlement patterns across regions.</li> <li>• Use maps and images at different scales to identify settlement patterns.</li> <li>• Identify and map locations of megacities for two periods and analyze the changes in their distributions.</li> <li>• Compare and contrast the urban structure of cities before and after gains or losses of industries.</li> <li>• Explain the changes in global communications that have affected the functions of cities.</li> <li>• Investigate how opportunities may vary between urban and rural area by comparing and contrasting jobs and services.</li> <li>• Use data from direct observations and community maps to make a table to show how land is used.</li> <li>• Use various urban models to explain the structures and patterns in cities.</li> <li>• Research and describe the cultural imprints and environmental challenges of increasing urbanization.</li> <li>• Use maps to create a proposed city plan that addresses and solves common urban issues.</li> <li>• Use maps, aerial photographs and graphs to illustrate change in the physical environment of the local community or region due to the development of agriculture, transportation networks, urban growth, etc.</li> <li>• Compare historical and/or contemporary case studies in which changes in the physical environment reduced the environment’s ability to support human populations.</li> <li>• Identify how people change their behaviors in response to environmental hazards.</li> </ul> <ul style="list-style-type: none"> <li>• PowerPoint/Smartboard Lecture</li> <li>• Reading Study Guide</li> <li>• Unit Review Worksheets</li> <li>• Free Response Question Practice</li> <li>• Map Skills Test</li> <li>• Unit Test</li> </ul>	<p>USHC 1.1            What were the religious, political, social and economic differences between the English colonial regions (New England, Middle, Southern)?</p> <p>USHC 4.5            What were the causes and effects of urbanization in the late 19<sup>th</sup> century?</p> <p>USHC 6.1            What new social, economic and cultural changes took place in the U.S. during the 1920s due to scientific innovations and consumer financing (Great Migration of African American tenant farmers and sharecroppers)?</p>



**PALMETTO HIGH SCHOOL WORLD GEOGRAPHY CURRICULUM GUIDE**

DRAFT