

COURSE SYLLABUS

HEADING

Paulding County High School

World Geography

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Class website: <https://www.paulding.k12.ga.us/Domain/2649>

Canvas Page for course: <https://paulding.instructure.com/courses/47950>

*Tutoring offered on Tuesdays & Thursdays from 3:30 – 4:00. Also, before school, during lunch, and after other days by appointment.

OUTLINE OF MATERIAL

Social Studies Georgia Standards of Excellence

Georgia Department of Education

World Geography

The world geography course provides students with an analytical view of how geographic factors have and continue to influence human behavior on the earth. Students will examine how the physical and cultural geographic factors contribute to varying levels of cooperation within the major world regions. Additionally, students will examine the importance that political, environmental, and economic factors have in a region's development.

Physical Geography

SSWG1 Explain why physical characteristics of place such as landforms, bodies of water, climate, and natural resources act as contributing factors to world settlement patterns.

a. Identify and describe climates and locations of major physical features of North America.

Explain how these physical characteristics impact settlement patterns including, but not limited to, the Mississippi River System, the Appalachian and Rocky Mountains, and the Canadian Shield.

b. Identify and describe climates and locations of major physical features of Central and South America. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Andes Mountains, Amazon Basin, Atacama Desert, and the Pampas.

c. Identify and describe climates and locations of major physical features of Europe. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Alps, Pyrenees, and Ural Mountains, and the Rhine, Danube, and Seine Rivers.

d. Identify and describe climates and locations of major physical features of Africa. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Nile River Valley, the Sahara, the Kalahari Desert, the Sahel, and the Congo River Basin.

e. Identify and describe climates and locations of major physical features of Central and Southwest Asia. Explain how these physical characteristics impact settlement patterns

including, but not limited to, the Zagros Mountains, Tigris and Euphrates Rivers, Persian Gulf and the Caspian Sea.

f. Identify and describe climates and locations of major physical features of South Asia,

Southeastern Asia, and Eastern Asia. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Himalayan Mountains and Tibetan Plateau, Gobi Desert, Ganges, Indus, Huang He, and Yangtze Rivers.

g. Identify and describe climates and locations of major physical features of Oceania, including Australia, New Zealand, and Antarctica. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Great Dividing Range and Great Victoria Desert.

h. Describe the spatial distribution of natural resources, including, but not limited to, fuel and energy, agricultural, and mineral sources. Predict how distribution of natural resources continues to impact global settlement patterns.

Cultural Geography

SSWG2 Evaluate how the physical and human characteristics of places and regions are connected to human identities and cultures.

a. Examine how ethnic compositions of various groups has led to diversified cultural landscapes, including, but not limited to, architecture, traditions, food, art, and music.

b. Examine how language can be central to identity and a unifying or a divisive force (e.g.,

Bantu, French-Canadians (Quebecois), and Basques.

c. Examine the effects of universalizing and ethnic religions on local populations, including, but not limited to, Christianity, Judaism, Islam, Hinduism and Buddhism.

d. Examine the impact of cultural beliefs on gender roles and perceptions of race and ethnicity as they vary from one region to another (e.g., the caste system, apartheid, and legal rights for women).

e. Explain the processes of culture diffusion and convergence through the effects of various media norms, transnational corporations, and technological advancements in transportation infrastructure (e.g., Coca-Cola and American fast food restaurants, social media networks, and universalized clothing choices).

Political Geography

SSWG3 Evaluate how cooperation and conflict among people influence the division and control of the earth's surface.

a. Explain why political boundaries are created and why they change (e.g., nation, state vs. nation-state; political vs. ethnic sovereignty; the unrecognized states of Palestine, Kosovo, and Taiwan).

b. Explain how geography (size, shape, and relative location) can be an advantage or disadvantage to participation in global exchange (e.g., Chile, Indonesia, Russia, Canada, South Africa/Lesotho, Turkey, and Switzerland).

c. Explain the causes of external and internal conflicts among cultural groups, including but not limited to ongoing border disputes and separatist movements (e.g., partition of India, post-colonial Africa, and independence movements of the Scots, Kurds, and Basques).

d. Explain how political, economic, and social networks and organizations of global power influence places, countries, and regions (e.g., United Nations, NAFTA, African Union, the European Union, the Association of Southeast Asian Nations, 1961 Antarctica Treaty, Non-Governmental Organizations, and social media).

Population Geography

SSWG4 Assess the characteristics, spatial distribution, and migration of human populations on the earth's surface.

a. Assess demographic patterns of population using graphs, maps, and other models (e.g., Demographic Transition Model, population density maps, and global migration patterns).

b. Analyze population issues in reference to pro and anti-natal policies of different countries and their effects on population characteristics (e.g., China's natalist policy, maternity/paternity leave policies, and child subsidies).

c. Explain how push and pull factors contribute to human migration patterns and evaluate the impact of migration on the use of resources and provision of services (e.g., guest workers, refugees, and evacuees).

d. Compare the response of different groups and governments to migration, including national migration policies and differing responses by local communities (e.g., quotas, amnesty, resettlement programs, and official language laws).

Environmental Geography

SSWG5 Analyze human interactions with the world's environments.

a. Describe how and why agricultural techniques and technology have changed over time (e.g., irrigation, crop rotation, green revolution, and GMO's).

b. Analyze the impact of water insecurity around the world (e.g., drought, desertification, water rights, and depletion of the Aral Sea).

c. Analyze the economic, political and environmental impacts associated with industrialization and natural resource management around the world (e.g., fracking, strip mining, building of dams and reservoirs, deforestation, sustainable development, and renewable vs. nonrenewable resources).

d. Analyze international and varied local governmental responses to natural disasters in countries around the world (e.g., hurricanes, earthquakes, and tsunamis).

e. Evaluate how global trade systems impact environmental sustainability in both importing and exporting countries (e.g., plantation farming in Africa and Central/South America, overfishing of global waterways, and international lumber trade).

Economic Geography

SSWG6 Examine the spatial distribution of major economic systems and analyze the role geography plays in economic development.

- a. Compare the levels of economic development of countries in terms of Gross Domestic Product (GDP) per capita and key demographic and social indicators (e.g., literacy rate, life expectancy, gender, access to healthcare, and UN Sustainable Development Goals for 2030).
- b. Explain the relationship between levels of development and economic activity in terms of primary, secondary, and tertiary activities (e.g., resource extraction, manufacturing, and services).
- c. Describe the factors that influence the location and spatial distribution of economic activities, including the factors of site and situation (e.g., river systems, transportation hubs, research triangles, deep seaports).
- d. Describe and explain causes and consequences of the worldwide trend towards urbanization in terms of development (e.g., changing employment patterns, urban sprawl, squatter settlements, and gentrification).
- e. Analyze the impact of trade across international borders and its impact on government relationships among countries (e.g., legal trade: NAFTA, EU, and OPEC; illegal trade: human trafficking, drug trade, and counterfeiting/black market goods).

***EACH INSTRUCTIONAL UNIT TAKES APPROXIMATELY TWO WEEKS**

ASSESSMENTS

- THERE MAY BE AN INFORMAL PRE-TEST AT THE BEGINNING OF EACH INSTRUCTIONAL UNIT.
- THERE WILL BE A VARIETY OF FORMATIVE ASSESSMENTS THROUGHOUT THE INSTRUCTIONAL UNIT – TYPICALLY INCLUDED ARE: MAPPING ASSIGNMENT, MAPPING LAB CHALLENGE, MAP QUIZ, NOTES ON READING AND LECTURE, GROUP AND PARTNER LESSONS OF GEOGRAPHIC ISSUES IN THE REGION OF STUDY.
- THERE WILL BE A SUMMATIVE ASSESSMENT AT THE END OF EACH INSTRUCTIONAL UNIT.
- THERE MAY BE A MIDTERM EXAM AROUND THE 9 WEEK MARK WHICH WILL BE WORTH A TYPICAL SUMMATIVE UNIT TEST.
- THERE WILL BE A FINAL EXAM DURING FINALS WEEK WORTH 20% OF THE COURSE FINAL AVERAGE.

GRADES

- Each student's grade will be constructed in the following way:
- Semester Average:
 - 71% of the semester average will come from summative unit tests
 - 29% of the semester average will come from the formative unit assignments
 - 0% of the semester average will come from informal assignments
- Course Final Average:
 - 80% of the Course Final Average will come from the Semester Average (see above)
 - 20% of the Course Final Average will come from the final exam

***This syllabus is subject to change at any time throughout the course.**

1st Semester – Fall 2019

Week 0: (8/1-8/2): Policies, Procedures, Classroom Expectations & Introductions

Week 1: (8/5-8/9): The Basics of Geography – TCI Lesson 1 & A Spatial Way of Thinking – TCI Lesson 2 – *Map & Globe Skills* – **Unit 1 Assessment**

Week 2: (8/12-8/16): Begin Unit 2 – Canada & The U.S. – Mapping Lab Challenges & Quiz, Settlement Patterns and Ways of Life in Canada – TCI Lesson 3 – *SSWG 1ah, 2b, 6c*

Week 3: (8/19-8/23): Urban Sprawl in North America: Where Will it End? – TCI Lesson 5, Consumption Patterns in the U.S.: The Impact of Living Well – TCI Lesson 7 *SSWG 6ad*

Week 4: (8/26-8/30): Migration to the U.S.: The Impact on People & Places – TCI Lesson 8 – *SSWG 2a & 4cd* – **Unit 2 Assessment**

Week 5: (9/3-9/6 *9/2 – Labor Day): Begin Unit 3 – Latin America – Mapping Lab Challenges & Quiz, Dealing with Extreme Weather: Hurricanes in the Caribbean – TCI Lesson 11 – *SSWG 1bh & 5d*

Week 6: (9/9-9/13 – 9/11 Early Release): Land Use Conflict in the Amazon Rainforest – TCI Lesson 12 – *SSWG 5ce* – **Unit 3 Assessment**

Week 7: (9/16-9/20): Begin Unit 4 – Europe & Russia – Mapping Lab Challenges & Quiz, Supranational Cooperation in the European Union – TCI Lesson 14 – *SSWG 1ch & 3d*

Fall Break (9/23-9/27)

Week 8: (9/30-10/4): Population Dilemmas in Europe – TCI Lesson 15, New Nation-States from the Old Soviet Empire: Will They Succeed? – TCI Lesson 18 – *SSWG 3a & 4a* – **Unit 4 Assessment**

****Mid-Term Exam (Optional)***

Week 9: (10/7-10/11): Begin Unit 5 – Africa – Mapping Lab Challenges & Quiz, Nigeria: A country of Many Cultures – TCI Lesson 22 – *SSWG 1dh & 3c*

Week 10: (10/14-10/18 *Parent Conference Week): Resources and Power in Post-Apartheid South Africa – TCI Lesson 23, – *SSWG 2d & 3b* – **Unit 5 Assessment**

Week 11: (10/21-10/25): Begin Unit 6 – Southwest & Central Asia – Mapping Lab Challenges & Quiz, Video Series on Comparative Monotheistic, Universalizing Religions – *SSWG 1eh & 2c*

Week 12: (10/28-11/1): Oil in Southwest Asia: How “Black Gold” Has Shaped a Region – TCI Lesson 24, The Aral Sea: Central Asia’s Shrinking Water Source – TCI Lesson 26 – *SSWG 5b & 6e* – **Unit 6 Assessment**

Week 13: (11/4-11/8 *11/5 Student Holiday): Begin Unit 7 – Monsoon Asia – Mapping Lab Challenges & Quiz, Video Series on Comparative Polytheistic, Ethnic Religions & Eastern Philosophies – *SSWG 1fh & 2c*

Week 14: (11/11-11/15): Tech Workers & Time Zones: India’s Comparative Advantage – TCI Lesson 28, China: The World’s Most Populous Country – TCI Lesson 30 – *SSWG 4ab & 6b*

Week 15: (11/18-11/22): The Global Sneaker: From Asia to Everywhere – TCI Lesson 32 – *SSWG 2e & 6e* – **Unit 7 Assessment**

Thanksgiving Break (11/25-11/29)

Week 16: (12/2-12/6): Begin Unit 8 – Oceania & Antarctica – Mapping Lab Challenges & Quiz, Antarctica: Researching Climate Change at the Coldest Place on Earth – TCI Lesson 35 – *SSWG 1gh & 5c*

Week 17: (12/9-12/13): Wiggle Room & **Unit 8 Assessment**

Week 18: Finals Week (12/16-12/20)

Christmas Holiday Break (12/23/19-1/2/2020)