

Michigan City High School Basic Geography			
1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Assessment Type	Assessment Type	Assessment Type	Assessment Type
Bundle #/Standards	Bundle #/Standards	Bundle #/Standards	Bundle #/Standards
Best Practice Methods Reading as a Process Similarities and Differences Summarizing and Note Taking Homework and Practice Nonlinguistic Representation Cooperative Learning Advance Organizers Cues, Questioning Goal Setting Read Aloud Independent Reading Time	Best Practice Methods Reading as a Process Similarities and Differences Summarizing and Note Taking Homework and Practice Nonlinguistic Representation Cooperative Learning Advance Organizers Cues, Questioning Goal Setting Read Aloud Independent Reading Time	Best Practice Methods Reading as a Process Similarities and Differences Summarizing and Note Taking Homework and Practice Nonlinguistic Representation Cooperative Learning Advance Organizers Cues, Questioning Goal Setting Read Aloud Independent Reading Time	Best Practice Methods Reading as a Process Similarities and Differences Summarizing and Note Taking Homework and Practice Nonlinguistic Representation Cooperative Learning Advance Organizers Cues, Questioning Goal Setting Read Aloud Independent Reading Time

Essential Outcomes

Basic Geography

1. Students will be able to understand and apply the earth's grid system.

Learning Goals:

- A. Students will understand and apply Longitude and Latitude basics.
- B. Students will understand how to use different types of maps, recognizing the different types of projections will distort them.

2. Students will understand the ways in which the earth's physical processes are dynamic and interactive.

Learning Goals

- A. Students will demonstrate how plate movements have created mountains, volcanoes, and earthquakes.
- B. Students will understand that changes in human perception can result in an altered environment.
- C. Students will understand how the layers of the earth play a role in plate tectonics.

3. Students will understand the diversity of weather and climate in different regions of the earth.

Learning Goals

- A. Students will understand that location will affect weather and climate.
- B. Students will know how the earth and space dictate weather and climate.
- C. Students will explain how vegetation and biodiversity affect climate patterns.

4. Students will understand how humans can threaten the environment and how the environment can threaten humans.

Learning Goals

- A. Students will analyze ways in which humans affect and are affected by their physical environment.
- B. Students will understand how the natural environment can play a major part in the lives of humans.
- C. Students will understand and identify how humans adapt to physical changes in the environment.
- D. Students will understand the difference between renewable and non-renewable resources and how technology affects them.
- E. Students will explain how deforestation and the development of oil fields have adversely affected society.

5. Students will understand how natural disasters and natural changes affect particular regions and may have global impact.

Learning Goals

- A. Students will understand the economic repercussions of a natural disaster.
- B. Students will understand how changes in the environment affect food production.

6. Students will understand the positive and negative impacts of tourism.

Learning Goals

- A. Students will understand how tourism impacts a regions economy.
- B. Students will understand that policies are needed for travel and how government regulations control travel.
- C. Students will explain how tourism is the economic lifeline for certain region

Basic Geography Bundle #1 – Earths Grid System

Standard Indicator: The World in Spatial Terms			
1.1 Eain the Earth’s grid system, and be able to locate places using degrees of latitude and longitude. 1.2 Demonstrate that, as an attempt to represent the round Earth on flat paper, all maps distort, and be able to evaluate the distortion associated with any given projection.			
Declarative Knowledge		Procedural Knowledge	
Concepts	Students will be able to understand and apply the earth’s grid system.	Processes	1. Reading Process
Organizing Ideas	1. Students will understand and apply Longitude and Latitude basics. 2. Students will understand how to use different types of maps, recognizing the different types of projections will distort them.		
Details	1. Map projection distorts information about Earth. 2. Recognize different types of maps. 3. Identify longitude and latitude	Skills	1. Differentiate between lines of latitude and longitude. 2. Find where a line of latitude intersects with a line of longitude. 3. Read maps using longitude and latitude
Vocabulary	- grid system - map distortion - latitude - map projection - longitude - equator - physical map - Prime Meridian		

Basic Geography Bundle # 2 – Natural Disasters

Standard Indicator: 2: Places and Regions 3: Physical Systems 6: Uses of Geography 2.3- Give examples of how places and regions change over time. 2.4- Give examples and analyze ways in which people’s changing views of places and regions reflect cultural change. 2.8- Identify a region where disasters occur frequently, and give examples of how international efforts bring aid to this region. 3.6-Integrate understandings concerning the physical processes that shape the Earth’s surface and result in existing land forms: plate tectonics, mountain building, erosion, and deposition. 3.9- Explain the safety measure people can take in the event of an earthquake, a tornado, or a hurricane. 6.2 – Analyze the possible effects of natural disasters on the local community.				
Declarative Knowledge				Procedural Knowledge
Concepts	1. Students will understand how natural disasters and natural changes affect regions. 2. Students will understand the ways in which the earth’s physical processes are dynamic and interactive act.			Processes 1. Reading Process 2. Writing Process
Organizing Ideas	1. Students will understand that places and people can change over time. 2. Students will examine regions where disasters occur frequently. 3. Students will demonstrate how plate movements have created mountains, volcanoes, and earthquakes.			
Details	1. Types of changes - human changes - natural changes 2. Effects of disasters - economic - social - environmental 3. Safety measures 4. Identify types of natural disasters Identify the different safety measures you can take during natural disasters.			Skills 1. Compare types of natural disasters. 2. Compare community/national responses
Vocabulary	erosion tornado earthquakes blizzard population tsunami	monsoon glaciers weather irrigation climate drought Greenhouse Effect	hurricane global warming deforestation dams deposition	

Basic Geography Bundle #3 – Weather/Climate

Standard Indicator 3: Physical Systems

Recall and apply knowledge concerning Earth/sun relationships, including “reasons for seasons” and time zones.

Explain the differences between weather and climate.

Identify and account for the distribution pattern of the world’s climate.

Declarative Knowledge				Procedural Knowledge	
Concepts	Students will understand the diversity of weather and climate in different regions of the earth.			Processes	1. Writing Process 2. Reading Process
Organizing Ideas	1. Students will understand that location will affect weather and climate. 2. Students will know how the earth and space dictate weather and climate. 3. Students will explain how vegetation and biodiversity affect climate patterns.				
Details	1. The Earth’s tilt and revolution causes the changing seasons. 2. As elevation increases temperature decreases. 3. As latitude increases temperature decreases. 4. Temperature and precipitation are the two most important factors in determining climate. 5. There are five basic climate regions. - tropical - highland - mid latitude - dry - high latitude 6. Identify the causes of global warming 7. How the water cycle effects weather and climate patterns			Skills	1. Compare how temperature and precipitation determine climate. 2. Compare the characteristics of the basic climate regions
Vocabulary	equator Arctic Circle poles Antarctic Circle	weather tilt equinox	rotation revolution precipitation climate		

Basic Geography Bundle # 4 – Human Influence on Environment

Standard Indicator: 5: Environment and Society 6: Uses in Geography 5.1 – Identify human-caused threats to the world’s environment. 5.2 – Identify ways in which occurrences in the natural environment can be a hazard to humans. 5.5 – Examine the characteristics of major global environmental change. 5.7 – Evaluate how and why the ability of Earth to feed its people has changed over time. 6.10 – Consider the possible consequences of a world temperature increase.			
Declarative Knowledge		Procedural Knowledge	
Concepts	Students will understand how humans can threaten the environment and how the environment can threaten humans.	Processes	1. Reading Process 2. Writing Process
Organizing Ideas	1. Students will analyze ways in which humans affect and are affected by their physical environment. 2. Students will understand how the natural environment can play a major part in the lives of humans. 3. Students will understand and identify how humans adapt to physical changes in the environment. 4. Students will understand the difference between renewable and non-renewable resources and how technology affects them. 5. Students will explain how deforestation and the development of oil fields have adversely affected society.		
Details	1. Identify human threats to the environment. <ul style="list-style-type: none"> - atmospheric and surface pollution - oil spills - deforestation - urban sprawl - species extinction - salinization - agricultural run-off - over fishing - global warming Identify occurrences in the natural environment that are hazardous to humans. <ul style="list-style-type: none"> - Earthquakes - lightening triggered fires - volcanic eruptions - hurricanes - tornadoes - flooding - solar radiation - tsunamis 3. Identify Earth’s changes which affects the ability to feed its people <ul style="list-style-type: none"> - soil depletion - flooding - erosion - droughts 	Skills	1. Compare how different human actions cause environmental issues.

Vocabulary	Atmospheric Pollution Surface Pollution agricultural run-off	Deforestation Earthquake solar radiation over-fishing species extinction	salinization urban sprawl Global Environmental Change Global Warming
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Basic Geography Bundle # 5 - Tourism

Standard Indicator: 6 The Uses of Geography

6.9 – Assess the growing worldwide impact of tourism. Consider the multiple effects of tourism on developing countries, and develop guidelines for Americans who travel as tourists in other countries.

Declarative Knowledge		Procedural Knowledge	
Concepts	Students will understand the positive and negative impacts of tourism.	Processes	<ol style="list-style-type: none"> 1. Reading Process 2. Writing Process
Organizing Ideas	<ol style="list-style-type: none"> 1. Students will understand how tourism impacts a regions economy. 2. Students will understand that policies are needed for travel and how government regulations control travel. 3. Students will explain how tourism is the economic lifeline for certain region 		
Details	<ol style="list-style-type: none"> 1. How certain cities or states economic lifeline relies on tourism. 2. How government regulations control travel and tourism. 3. How tourism can strain an infrastructure. 4. Identify climate impact 	Skills	<ol style="list-style-type: none"> 1. Demonstrate the ability to make travel arrangements 2. Compare different government policies for different regions
Vocabulary	Infrastructure Tourism Government Policy Passports Visa Currency		

**Basic Geography
Assessment Planning Guide – Bundle #1**

Essential Outcome:					
Summative Assessment:					
Describe Assessment and Timeline	Method	Knowledge	Types of Reasoning/Analysis	Performance Skills	Product
Formative #1: Timeline:					
Formative #2: Timeline:					
Formative #3: Timeline					

**Basic Geography
Assessment Planning Guide – Bundle #2**

Essential Outcome:					
Summative Assessment:					
Describe Assessment and Timeline	Method	Knowledge	Types of Reasoning/Analysis	Performance Skills	Product
Formative #1:					
Timeline:					
Formative #2:					
Timeline:					
Formative #3:					
Timeline					

**Basic Geography
Assessment Planning Guide – Bundle #3**

Essential Outcome:					
Summative Assessment:					
Describe Assessment and Timeline	Method	Knowledge	Types of Reasoning/Analysis	Performance Skills	Product
Formative #1: Timeline:					
Formative #2: Timeline:					
Formative #3: Timeline					

**Basic Geography
Assessment Planning Guide – Bundle #4**

Essential Outcome:					
Summative Assessment:					
Describe Assessment and Timeline	Method	Knowledge	Types of Reasoning/Analysis	Performance Skills	Product
Formative #1:					
Timeline:					
Formative #2:					
Timeline:					
Formative #3:					
Timeline					

**Basic Geography
Assessment Planning Guide – Bundle #5**

Essential Outcome:					
Summative Assessment:					
Describe Assessment and Timeline	Method	Knowledge	Types of Reasoning/Analysis	Performance Skills	Product
Formative #1:					
Timeline:					
Formative #2:					
Timeline:					
Formative #3:					
Timeline					