

# Blackhawk School District

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## CURRICULUM

Course Title:	Geography
Course Number:	0248
Grade Level(s):	10-12
Length of Period:	45 Minutes
Length of Course:	Semester
Faculty Author(s):	Jeff Tripodi
Date:	November 2012

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### **SOCIAL STUDIES MISSION:**

The purpose for learning social studies is to prepare students to be responsible, productive citizens who possess an awareness of local, regional and global issues. Students will use problem-solving, critical thinking and analytical skills based upon knowledge of the past in order to successfully impact the present and the future. By building a frame of reference, students will learn to understand and appreciate overarching concepts in literature, film, art and science.

### **COURSE DESCRIPTION:**

This course is a series of short introductions to various aspects of Geography. These aspects include map-making, natural resources, climate, economics, and political and cultural Geography.

### **PA Common Core Standards for Reading and Writing in Social Studies:**

Pennsylvania Department of Education has released standards that describe what students in the social studies classroom should know and be able to do with the English language in reading and writing, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, Blackhawk School District has used them to develop this social studies curriculum.

The standards for Reading are available at:

[http://static.pdesas.org/content/documents/PA\\_Common\\_Core\\_Standards\\_for\\_Reading\\_in\\_History\\_and\\_Social\\_Studies\\_8-7-12.pdf](http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Reading_in_History_and_Social_Studies_8-7-12.pdf)

The standards for Writing are available at:

[http://static.pdesas.org/content/documents/PA\\_Common\\_Core\\_Standards\\_for\\_Writing\\_in\\_History\\_and\\_Social\\_Studies\\_8-7-12.pdf](http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Writing_in_History_and_Social_Studies_8-7-12.pdf)

**ESSENTIAL QUESTIONS:**

Essential questions are the heart of the curriculum. Essential questions are conceptual commitments that teachers will use to guide instructional decision-making. In addition, they are kid friendly so that students can easily understand them. Essential questions are meant to be shared with students in either discussion or posting in the classroom.

Essential questions provide the focus for teaching and learning. The following are the Essential Questions for this class:

1. **How does where people live dictate how people live?**
2. **How does the way people dictate where they live?**
3. **Man vs. Nature: Who wins? Why?**

**ROBUST VOCABULARY:**

Robust vocabulary words are Tier 2 words, meaning that they are complex, powerful, and generalizable. Robust vocabulary words support language development of both lower and high level learners. In addition, robust vocabulary instruction helps prepare students for SATs, upper level high school classes, and college. "Studies showed that robust instruction was quite effective not only for learning the meanings of words but also for affecting reading comprehension." (p. 2 *Bringing Words to Life*)

Teachers are asked to commit to teaching and students USING these words throughout the entire year. Using a variety of instructional strategies, students will learn the meaning of these words in a deep and meaningful way in this content and across other content areas.

The Robust Vocabulary terms for this class are: **Ethnocentrism, Indigenous, Globalization, Hegemony, Resource**

COURSE OUTLINE PROPOSED TIME RESOURCES	OBJECTIVES (PA standard)	LESSON REFLECTION (for future revisions)
<p><b>Geography Skills (8 days)</b></p> <ul style="list-style-type: none"> <li>a. Basic Map Skills</li> <li>b. Map-Making</li> <li>c. Classification of Map Types</li> <li>d. Functions of Cartography</li> <li>e. Mapping Software</li> </ul> <p><b>Resources:</b>  Maps  Videos  DVDs  Computer Software  Periodicals  Web Resources  Teacher-Generated Materials</p>	<p><b>HISTORICAL AND SOCIAL SCIENCE ANALYSIS SKILLS</b>  The skills noted below are skills that students need to practice using to fully understand the concepts found in the social sciences. These general skills should be applied when teaching the content standards. Students should be able to demonstrate the following intellectual, reasoning, reflection, and research skills:</p> <p><b>A. Chronological and Spatial Thinking</b></p> <ol style="list-style-type: none"> <li>1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.</li> <li>2. Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics, but also values and beliefs.</li> <li>3. Use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.</li> <li>4. Relate current events to the physical and human characteristics of places and regions.</li> </ol>	
	<p><b>B. Historical Research, Evidence, and Point of View</b></p> <ol style="list-style-type: none"> <li>1. Distinguish valid arguments from fallacious arguments in historical interpretations.</li> <li>2. Identify bias and prejudice in historical interpretations.</li> <li>3. Evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinction between sound generalizations and misleading oversimplifications.</li> <li>4. Construct and test hypothesis; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</li> </ol> <p><b>C. Historical Interpretation</b></p> <ol style="list-style-type: none"> <li>1. Show the connections, casual, and otherwise, between particular historical events and larger social, economic, and political trends and developments.</li> <li>2. Recognize the complexity of historical causes and effects, including the limitations on determining the cause and effect.</li> <li>3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</li> <li>4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.</li> <li>5. Analyze human modifications of landscapes and examine the resulting environmental policy issues.</li> </ol>	

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<p><b>Global Geographic Literacy (8 days)</b></p> <ul style="list-style-type: none"> <li>a. Continents</li> <li>b. Bodies of Water</li> <li>c. U.S. State identification</li> <li>d. International Identification</li> </ul> <p><b>Resources:</b>  Maps  Videos  DVDs  Computer Software  Periodicals  Web Resources  Teacher-Generated Materials</p>	<ul style="list-style-type: none"> <li>6. Conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic indicators to analyze the aggregate economic behavior of the U.S. economy.</li> <li>7. Relate current events to the physical and human characteristics of past events on places and regions.</li> </ul> <p><b>*Students shall complete one social studies response per 9-week period (refer to Appendix I for Social Studies Reading Response Form). The response must be scored using the Social Studies Rubric found in Appendix II.</b></p> <p><b>GEOGRAPHY</b></p> <p><b>A. The World in Spatial Terms</b></p> <ul style="list-style-type: none"> <li>1. Explain the earth's grid system, and be able to locate places using degrees of latitude and longitude.</li> <li>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.</li> <li>3. Explain that maps contain spatial elements of point, line, and area.</li> <li>4. Ask geographical questions and obtain answers from a variety of sources. <ul style="list-style-type: none"> <li>a. Maps</li> <li>b. Atlas</li> <li>c. Gazetteers</li> <li>d. Bar, Line, and Circle Graphs</li> <li>e. Pictographs</li> <li>f. Tables</li> <li>g. Climographs</li> <li>h. Flow Charts</li> </ul> </li> <li>5. Explain how people develop their own mental maps, or personal perceptions of places in the world, and how experience and culture influence these perceptions. Describe how these perceptions tend to influence decision-making.</li> </ul>	
	<p><b>B. Places and Regions</b></p> <ul style="list-style-type: none"> <li>1. Name and locate the world's major bodies of water, canals, mountain ranges, countries, capes, lines of longitude and latitude, and global points of reference.</li> <li>2. Categorize places in terms of whether they are functional or uniform.</li> <li>3. Give examples of how places and regions change over time.</li> <li>4. Give examples and analyze ways in which people's changing views of places and regions reflect cultural change.</li> <li>5. Explain how the concept of region has been devised by people as a way of categorizing, interpreting, and ordering information about the earth.</li> <li>6. Give examples of how people create regions to help them understand the Earth's complexity.</li> </ul>	

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<b>Physical Geography (20 days)</b> <b>a. Climate and Climate Change</b> <b>b. Landforms</b> <b>c. Weather and Currents</b> <b>d. Water</b> <b>e. Tectonics</b> <b>f. Natural Resources</b>	<ol style="list-style-type: none"> <li>Identify regions where natural disasters occur, and give examples of how human interactions have impacted the effects of such disasters.</li> </ol> <p><b>C. Physical Systems</b></p> <ol style="list-style-type: none"> <li>Identify and account for the distribution pattern of the world's climates.</li> <li>Describe the relational patterns of natural vegetation, ecosystems, and biodiversity to world climate and cultural patterns.</li> <li>Analyze the effect of elevation, water, and other natural forces on a region's climate and weather patterns.</li> </ol>	
<b>Cultural Geography (14 days)</b> <b>a. Principals of Geography</b> <b>b. Globalization</b> <b>c. Agricultural Surplus</b> <b>d. Ethnobotany and Biodiversity</b>  <b>Resources:</b> Maps Videos DVDs Computer Software Periodicals Web Resources Teacher-Generated Materials	<p><b>D. Human Systems</b></p> <ol style="list-style-type: none"> <li>Explain the concept of population dynamics and city growth. Relate population growth rates to health statistics, food supply, or other measures of well-being.</li> <li>Hypothesize about the impact of push/pull factors on human migration.</li> <li>Describe the worldwide trends in urbanization and the technological influences that have led to changes in the growth of urban areas.</li> <li>Analyze the changing structure and functions of cities.</li> <li>Identify patterns of economic activity in terms of primary, secondary, tertiary, and quaternary activities. Realize that the percentage of the working population in each of these categories varies by country and is subject to change.</li> <li>Devise ways of comparing the world's countries in terms of the level of economic development and worldwide interdependence.</li> <li>Explain how change in technology is contributing to both cultural convergence and divergence.</li> <li>Point out specific situations where human or cultural factors are involved in global conflict situations, and identify different viewpoints in the conflict.</li> <li>Explain how different points of view influence policies relating to the use and management of the Earth's resources.</li> <li>Identify and analyze the international organizations of global power and influence.</li> <li>Demonstrate that change on earth is constant, in both the physical and the cultural realm, and the movement of populations, goods and ideas creates ever-altering spatial patterns.</li> </ol>	
	<p><b>E. Environment and Society</b></p> <ol style="list-style-type: none"> <li>Identify human threats to the world's environment: atmospheric and surface pollution, deforestation, desertification, sanitation, over-fishing, urban sprawl, and species extinction.</li> <li>Identify ways in which occurrences in the natural environment can be a hazard to humans and the cause of global pollution.</li> <li>Examine ways that people in different parts of the world have adapted to the physical environment.</li> <li>Examine and debate the characteristics of major global environmental change.</li> </ol>	

	5. Analyze world patterns of resource distribution and utilization, and explain the consequences of using renewable and nonrenewable energy resources.	
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	<p><b>F. The Uses of Geography</b></p> <ol style="list-style-type: none"> <li>1. Describe the ways in which the Earth's physical processes are dynamic and interactive.</li> <li>2. Analyze the possible effect of a natural disaster on the local community, and devise plans to cope with the disaster so as to minimize or mitigate its effect.</li> <li>3. Identify major patterns of human migration, both in the past and present.</li> <li>4. Identify spatial patterns in the movement of people, goods, and ideas throughout history.</li> <li>5. Understand the relationships between changing transportation technologies and increasing urbanization.</li> <li>6. Evaluate the impact of human migration on physical and human systems.</li> <li>7. Assess how people's changing perceptions of geographic features have led to changes in human societies (e.g., global warming, deforestation, etc.).</li> <li>8. Consider the possible consequences of change in the world's temperature.</li> <li>9. Analyze a past historical event in regards to its geographical importance.</li> <li>10. Predict and explain a possible future event as it relates to geographical factors.</li> </ol>	
<p><b>Geopolitics (30 days)</b></p> <ol style="list-style-type: none"> <li>a. Europe</li> <li>b. Middle East</li> <li>c. Resource-Based Political Geography</li> <li>d. Surplus and Scarcity</li> <li>e. National Trade Agencies</li> <li>f. International Regulation of Resources</li> <li>g. Theology and Geography</li> <li>h. The Future of Geopolitics</li> </ol> <p><b>Resources:</b> Maps Videos DVDs Computer Software Periodicals Web Resources Teacher-Generated Materials</p>	<p>8.1.12 A Evaluate chronological thinking (sequential order of historical narrative, continuity and change, and context for events).</p> <p>8.1.9 B Analyze and interpret historical sources.</p> <p>8.1.12 C Evaluate historical interpretations of events.</p> <p>8.1.9 D Analyze and interpret historical research.</p> <p>8.4.12 B Evaluate historical documents, material artifacts and historic sites important to world history since 1450</p> <p>8.4.12 C Analyze how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and roles of women since 1450</p> <p>8.4.12 D Analyze conflict and cooperation among social groups and organizations impacted world history in Africa, Americans, Asia and Europe (1450-present)</p> <p>5.1.12 A Evaluate the major arguments for the necessity of government.</p> <p>5.1.12 J Analyze how the law promotes the common good and protects individual rights.</p> <p>5.2.12 C Interpret the causes of conflict in society and analyze techniques to resolve those conflicts.</p> <p>5.2.12 E Analyze how participation in civic and political life leads to the attainment of individual and public goals.</p> <p>5.4.12 E Compare the purposes and functions of governmental organizations</p> <p>7.1.12 A Analyze data and issues from a spatial perspective using the appropriate geographic tools.</p> <p>7.1.12 B Analyze the location of places and regions.</p> <p>7.2.12 A Analyze the physical characteristics of places and regions including the interrelationships among the components of Earth's physical systems.</p> <p>7.3.12 A Analyze the significance of human activity in shaping places and regions by their population characteristics.</p>	

	7.3.12 B Analyze the significance of human activity in shaping places and regions by their cultural characteristics.	
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	<p>7.3.12 C Analyze the significance of human activity in shaping places and regions by their settlement characteristics.</p> <p>7.3.12 D Analyze the significance of human activity in shaping places and regions by their economic characteristics.</p> <p>7.3.12 E Analyze the significance of human activity in shaping places and regions by their political characteristics.</p> <p>7.4.12 A Analyze the impacts of physical systems on people.</p> <p>7.2.12.B.Analyze the significance of physical processes on shaping the character of places and regions.</p> <p>7.4.12.B Analyze the impacts of people on physical systems</p> <p>6.3.9 B Analyze how unlimited wants and limited resources affect decision-making.</p> <p>6.3.9 C Explain how resources can be used in different ways to produce different goods and services..</p> <p>6.1.12.D Describe historical examples of expansion, recession, and depression internationally.</p> <p>6.2.12.A Analyze the flow of products, resources and money in a mixed economy.</p> <p>6.2.12 F Identify and analyze forces that can change price. (Government actions, weather conditions, international events)</p> <p>6.3.12 A Analyze actions taken as a result of scarcity issues in the regional, national and international economies.</p> <p>6.4.12. D Explain how the location of resources, transportation and communication networks and technology have affected international economic patterns.</p> <p>6.4.9 G Describe geographic patterns of economic activities in the United States (Primary, Secondary, and Tertiary)</p> <p>6.5.12 E Compare distribution of wealth across nations.</p>	