

# Brunswick High School Social Studies

## World History I - Grade 9

### UNIT 1: Geographic Concepts

<b>Essential Understandings</b>	Geography impacts the way the world works.
<b>Essential Questions</b>	How do we use longitude & latitude? How do we use absolute and relative directions? How do we interpret maps using symbols, keys, scale, perspective, and types? How are different regions formed through physical, political, and cultural forces? What is culture? How do natural resources and climate impact region formation?
<b>Essential Knowledge</b>	Geographic skills are important in helping us understand the formation of the world. The geography, climate, and natural resources of a region influence the culture, economy, and lifestyle of its inhabitants.
<b>Vocabulary</b>	absolute and relative location cultural diffusion, acculturation, assimilation culture, culture traits, culture region race, ethnicity developed/developing countries directional indicator (compass rose), equator, prime meridian globe, map, atlas map projections latitude, longitude, degree hemisphere physical map, political map rural and urban scale, legend (key) 4 oceans, 7 continents The 5 Themes of Geography Tropics of Capricorn & Cancer human geography & physical geography
<b>Essential Skills</b>	Students will be able to apply geographic skills to better understand the physical and political aspects of the world and its cultures. Students will utilize primary and secondary sources. Students will articulate cause and effect. Students will write routinely for a range of tasks. Students will be able to find locations on a map using latitude and longitude.

	<p>Students will make use of map elements to read, interpret, and make conclusions.</p> <p>Students will identify the factors used to create regions.</p> <p>Students will describe the cultural characteristics of specific regions or groups.</p> <p>Students will make connections between the physical characteristics of a region or place and the development of the culture of that region or place.</p> <p>Students will identify specific political, physical, and cultural locations on a given map.</p>
<p><b>Priority Standards and Performance Indicators</b></p>	<p><b>PS SS1</b>  <b>Students will conduct and present original research that utilizes primary and secondary sources in order to analyze, interpret and explain historical (and/or) contemporary social studies topics.</b></p> <p>Students will select and use appropriate research methods, tools, and sources from government, history, economics, geography and/or related fields.</p> <p><b>PS SS3</b>  <b>Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.</b></p> <p>Students will understand that the study of economics includes the theory of supply and demand and the production, distribution, and consumption of goods and services.</p> <p>Students will analyze the roles of specialization, economic interdependence, wealth, poverty, resource distribution, and other economic factors on the economies of the United States and the world.</p> <p><b>PS SS4</b>  <b>Students utilize concepts and processes from geography to understand issues involving people, places, and environments in the United States and the world.</b></p> <p>Students will identify and describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.</p> <p>Students will explain that the study of physical, environmental, and cultural geographic features help people to better predict and evaluate consequences of geographic influences.</p>

	<p>Students will analyze geographic data on physical, environmental, and cultural processes to determine how these processes shape and change places and regions.</p> <p>Students will analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</p>
<p><b>Related Maine Learning Results</b></p>	<p>A. Applications of Social Studies Processes, Knowledge, and Skills Students apply critical thinking, a research process, and discipline-based processes and knowledge from civics/government, economics, geography, and history in authentic contexts.</p> <p>A1 Researching and Developing Positions on Current Social Studies Issues Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <p>A2 Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <p>C. Economics Students draw on concepts and processes from economics to understand issues of personal finance and issues of production, distribution, and consumption in the community, Maine, the United States, and world.</p> <p>C2 Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p>

	<p>D. Geography Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and world.</p> <p>D1 Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <p>D2 Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <p>E. History Students draw on concepts and processes from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.</p> <p>E2 Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p>
<b>Embedded Common Core Standards</b>	<p>Key Ideas and Details:</p> <p>Craft and Structure:</p> <p>CCSS.ELA-LITERACY.RH.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 science.</p> <p>Integration of Knowledge and Ideas:</p> <p>CCSS.ELA-LITERACY.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>

	<p>Range of Reading and Level of Text Complexity:</p> <p>CCSS.ELA-LITERACY.RH.9-10.10</p> <p>By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>
<b>Related Social Studies Practices</b>	<p>Chronological reasoning and causation.</p> <p>Comparison and contextualization.</p> <p>Geographic reasoning.</p> <p>Gathering, using and interpreting evidence.</p> <p>Role of the individual in social and political participation.</p>
<b>Sample Lesson and Activities</b>	<p>Determining coordinates and finding locations using coordinates.</p> <p>Interpretation and identification of map symbols.</p>
<b>Sample Classroom Assessment Methods</b>	<p>Map labeling.</p> <p>Application and use of coordinates to determine locations.</p> <p>Identifying unique cultural elements and resources of various regions.</p>
<b>Assessment Evidence</b>	<p>Pending Proficiency Decisions by District and Site Practices Committee at the Secondary Level</p>
<b>Sample Resources</b>	<p>Geographic Atlases.</p> <p>Unlabeled Maps.</p> <p>Textbook descriptions.</p> <p>Thematic Maps (i.e. Economic, Language, Population)</p>