



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2011

Subject Content: Human Geography Grade 9th

Indicates the Curriculum Map

Weeks 1 – 3	Weeks 4 – 6
Unit/Topic Geography: Its Nature and Perspectives And Geographic Skills	Unit/Topic Population
CORE CONTENT 4.1 Common Core Standards SS-HS-4.1.1 Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface. <p align="right">DOK 3</p> SS-HS-4.1.2 <i>Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information.</i> SS-HS-4.1.3 <i>Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available</i>	CORE CONTENT 4.1 Common Core Standards SS-HS-1.1.3 <i>Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).</i> SS-HS-4.2.2 Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place. <p align="right">DOK 2</p> SS-HS-4.4.2 Students will explain how human modifications to the physical environment

<p>I can:</p> <ul style="list-style-type: none"> • Describe geography as a field of inquiry. • Describe the evolution of key geographical concepts and models associated with notable geographers. • Identify the key concepts underlying the geographical perspective: location, space, place, scale, pattern, regionalization , and globalization. 	<p>I can:</p> <ul style="list-style-type: none"> • Understand how to use and think about maps and spatial data. • Understand and interpret the implications of associations among phenomena in places. • Recognize and interpret at different scales the relationships among patterns and processes. • Define regions and evaluate the regionalization process. • Characterize and analyze changing interconnections among places. 	<p>I can:</p> <ul style="list-style-type: none"> • Explain the uses of new geographic technologies, such as GIS and GPS. • Describe the sources of geographical ideas and data: the field, census data. 	<p>I can:</p> <ul style="list-style-type: none"> • Understand the geographical analysis of population. • Explain the concepts of destiny, distribution, and scale. 	<p>I can:</p> <ul style="list-style-type: none"> • Describe patterns of composition; age, sex, race, and ethnicity. • Discuss the relationship between population and natural hazards: past, present, and future. 	<p>I can:</p> <ul style="list-style-type: none"> • Describe population in terms of historical trends and projections for the future. • Explain theories of population growth, including the Demographic Model. • Understand patterns of fertility, mortality, and health.
<p>Critical Vocabulary</p> <p>Model (Demographic Transition, Epidemiological Transition, Gravity, Von Thunen, Weber, Stages of Growth [Rostow], Concentric</p>	<p>Critical Vocabulary</p> <p>Distortion Projection Grid (North and South Poles, latitude, parallel, equator, longitude, meridian, prime meridian, international</p>	<p>Critical Vocabulary</p> <p>Geographic Information System (GIS) Global Positioning System (GPS) Sequent Occupance</p>	<p>Critical Vocabulary</p> <p>Agricultural Density Arithmetic Density Demography Ecumene Overpopulation Physiological Density</p>	<p>Critical Vocabulary</p> <p>Crude Birth Rate (CBR) Crude Death Rate (CDR) Doubling Time Infant Mortality Rate (IMR) Life Expectancy</p>	<p>Critical Vocabulary</p> <p>Agricultural Revolution Census Demographic Transition Dependency Ratio Epidemiologic Transition Epidemiology Industrial Revolution</p>

<p>Circle [Burgess], Sector [Hoyt], Multiple Nuclei, Central Place [Christaller]) Built Landscape Cultural Landscape Arithmetic Density Physiological Density Cultural Hearth Relocation Expansion Hierarchical Contagious Stimulus Physical attributes (natural landscape) Remote Sensing Time Zones</p>	<p>date line) Map Map Scale Mental Map Absolute direction Relative direction Dispersing/Concentration (dispersed/scattered, clustered/agglomerated) Absolute Distance Relative Distance Distribution Environmental Determinism Absolute Location Relative Location Site Location Situation Location Place Name Location Pattern (linear, centralized, random)</p>			<p>Natural Increase Rate (NIR) Total Fertility Rate (TFR)</p>	<p>Medical Revolution Pandemic Population Pyramid Sex Ratio Zero Population Growth (ZPG)</p>
<p>Suggested Strategies/Activities</p> <p>Inquiry based best practice Cooperative Group Work Research using the web Mapping Activities Social Studies Skill- Builders Interviews with Primary Sources</p>	<p>Suggested Strategies/Activities</p> <p>Inquiry based best practice Cooperative Group Work Research using the web Mapping Activities Social Studies Skill- Builders Interviews with Primary Sources Vocabulary Enhancement Activities</p>	<p>Suggested Strategies/Activities</p> <p>Inquiry based best practice Cooperative Group Work Research using the web Mapping Activities Social Studies Skill- Builders Interviews with Primary Sources Vocabulary</p>	<p>Suggested Strategies/Activities</p> <p>Inquiry based best practice Cooperative Group Work Research using the web Mapping Activities Social Studies Skill- Builders Interviews with Primary Sources Vocabulary</p>	<p>Suggested Strategies/Activities</p> <p>Inquiry based best practice Cooperative Group Work Research using the web Mapping Activities Social Studies Skill- Builders Interviews with Primary Sources</p>	<p>Suggested Strategies/Activities</p> <p>Inquiry based best practice Cooperative Group Work Research using the web Mapping Activities Social Studies Skill- Builders Interviews with Primary Sources Vocabulary Enhancement Activities</p>

Primary Sources	Primary Sources	Primary Sources	Primary Sources	Primary Sources	Primary Sources
United Streaming	United Streaming	United Streaming	United Streaming	United Streaming	United Streaming
DVD Selections	DVD Selections	DVD Selections	DVD Selections	DVD Selections	DVD Selections
Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks
Student Handouts	Student Handouts	Student Handouts	Student Handouts	Student Handouts	Student Handouts
Internet Resources	Internet Resources	Internet Resources	Internet Resources	Internet Resources	Internet Resources
Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT

Weeks 7-9	Weeks 10-12
Unit/Topic	Unit/Topic
Migration	Folk and Popular Culture
CORE CONTENT 4.1 Common Core Standards	CORE CONTENT 4.1 Common Core Standards
<p><i>SS-HS-1.1.3</i></p> <p><i>Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).</i></p> <p>SS-HS-4.3.1</p> <p>Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as</p>	<p><i>SS-HS-1.1.3</i></p> <p><i>Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).</i></p> <p><i>SS-HS-2.2.1</i></p> <p><i>Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States</i></p>

<p>Why do people Migrate?</p>	<p>Where are migrants distributed?</p> <p>Why do migrants face obstacles?</p>	<p>Why do people migrate within a country?</p>	<p>Where do folk and popular cultures originate and diffuse?</p>	<p>Why folk culture is clustered and popular culture is widely distributed.</p>	<p>Why does globalization of popular culture cause problems?</p>
<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> • Explain the regional variations of demographic transitions. 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> • Describe the effects of population policies: including, population movement, push and pull factors, and major voluntary and involuntary migrations at different scales. 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> • Describe the effects of population policies: including, population movement, push and pull factors, and major voluntary and involuntary migrations at different scales. 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> • Explain the similarities and differences between popular and folk culture. • Understand the cultural differences that exist between ethnicities and genders. 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> • Explain how people from different cultures with different perspectives view regions in different ways, sometimes resulting in conflict in the modern world and United States. 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> • Use a variety of tools to analyze perceptions and perspectives of people and historical events in the modern world and United States History. • Explain the reasons why conflict and competition may develop as cultures emerge in the modern world and the United States.
<p>Critical Vocabulary</p> <p>Circulation Emigration Floodplain Immigration Intervening Obstacles Intraregional Obstacles</p>	<p>Critical Vocabulary</p> <p>Brain Drain Chain Migration Forced Migration Guest Workers Involuntary Immigration</p>	<p>Critical Vocabulary</p> <p>Counter Urbanization Internal Immigration Interregional Immigration</p>	<p>Critical Vocabulary</p> <p>Culture Custom Ethnicity Folk Culture Gender Habit</p>	<p>Critical Vocabulary</p> <p>Stereotype Taboo Tradition</p>	<p>Critical Vocabulary</p> <p>Acculturation Assimilation Cultural Adaptation Cultural Core/Periphery Pattern Cultural Ecology</p>

<p>Migration Migration Transition Mobility Net Migration Refugees</p>	<p>Pull Factor Push Factor Quotas Undocumented Immigrants Voluntary Immigration</p>		<p>Popular Culture Adaptive Strategies Anglo-American Landscape Characteristics Architectural Form Built Environment Folk Culture Folk Food Folk House Folk Songs Folklore Material Culture Nonmaterial Culture</p>		<p>Cultural Identity Cultural Landscape Cultural Realm Culture Culture/Region (Formal, Functional, Vernacular, Expansion, Relocation) Diffusion Types (Expansion, Relocation) Innovation Adoption Maladaptive Diffusion</p>
<p>Suggested Strategies/Activities</p> <p>Inquiry based best practice Cooperative Group Work Research using the web Mapping Activities Social Studies Skill-Builders Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano’s compare/contrast strategy Writing For Understanding</p>	<p>Suggested Strategies/Activities</p> <p>Inquiry based best practice Cooperative Group Work Research using the web Mapping Activities Social Studies Skill-Builders Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano’s compare/contrast strategy Writing For Understanding</p>	<p>Suggested Strategies/Activities</p> <p>Inquiry based best practice Cooperative Group Work Research using the web Mapping Activities Social Studies Skill-Builders Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano’s compare/contrast strategy Writing For Understanding</p>	<p>Suggested Strategies/Activities</p> <p>Inquiry based best practice Cooperative Group Work Research using the web Mapping Activities Social Studies Skill-Builders Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano’s compare/contrast strategy Writing For Understanding</p>	<p>Suggested Strategies/Activities</p> <p>Inquiry based best practice Cooperative Group Work Research using the web Mapping Activities Social Studies Skill-Builders Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano’s compare/contrast strategy Writing For Understanding</p>	<p>Suggested Strategies/Activities</p> <p>Inquiry based best practice Cooperative Group Work Research using the web Mapping Activities Social Studies Skill-Builders Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano’s compare/contrast strategy Writing For Understanding</p>

Weeks 13-15	Weeks 16-18
<p align="center">Unit/Topic</p> <p align="center">World Religions</p>	<p align="center">Unit/Topic</p> <p align="center">Language</p>
<p align="center">CORE CONTENT 4.1 Common Core Standards</p> <p><i>SS-HS-1.1.3</i></p> <p><i>Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).</i></p> <p><i>SS-HS-2.2.1</i></p> <p><i>Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</i></p> <p>SS-HS-2.3.1</p> <p>Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p align="right">DOK 2</p> <p><i>SS-HS-4.2.1</i></p> <p><i>Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the</i></p>	<p align="center">CORE CONTENT 4.1 Common Core Standards</p> <p><i>SS-HS-1.1.3</i></p> <p><i>Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).</i></p> <p><i>SS-HS-2.2.1</i></p> <p><i>Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</i></p> <p>SS-HS-2.3.1</p> <p>Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p align="right">DOK 2</p> <p><i>SS-HS-4.2.1</i></p> <p><i>Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the</i></p>

<p><i>Appalachian region).</i></p> <p>SS-HS-4.2.4</p> <p><i>Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</i></p> <p>SS-HS-5.1.1</p> <p>Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p style="text-align: right;">DOK 3</p>	<p><i>Appalachian region).</i></p> <p>SS-HS-4.2.4</p> <p><i>Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</i></p> <p>SS-HS-5.1.1</p> <p>Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p style="text-align: right;">DOK 3</p>
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CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics Monotheism	Identify Sub-Topics Polytheism	Identify Sub-Topics Why do territorial conflicts arise among religious groups?	Identify Sub-Topics Where are English Language speakers distributed and how is English related to other languages?	Identify Sub-Topics Where are other language families distributed?	Identify Sub-Topics Why do people preserve local languages?
I CAN STATEMENTS: I can: <ul style="list-style-type: none"> Understand the cultural differences that exist between 	I CAN STATEMENTS: I can: <ul style="list-style-type: none"> Understand the cultural differences that exist between 	I CAN STATEMENTS: I can: <ul style="list-style-type: none"> Evaluate how the U.S. government's response to contemporary issues and societal 	I CAN STATEMENTS: I can: <ul style="list-style-type: none"> Describe the key concepts of culture: including traits, diffusion, 	I CAN STATEMENTS: I can: <ul style="list-style-type: none"> Explain how various human needs are met through interaction in 	I CAN STATEMENTS: I can: <ul style="list-style-type: none"> Describe the environmental impact of cultural attitudes and

religions.	religions.	<p>problems reflects the needs, wants and demands of its citizens.</p> <ul style="list-style-type: none"> Interpret how places and regions serve as meaningful symbols for individuals and societies. Understand the cultural landscapes and cultural identity of a society: including values and preferences, symbolic landscapes, and sense of place. 	<p>acculturation, and cultural regions.</p> <ul style="list-style-type: none"> Understand the cultural differences that exist between languages. 	<p>and among social institutions in the modern world and the United States.</p>	<p>practices on the society.</p> <ul style="list-style-type: none"> Understand the cultural landscapes and cultural identity of a society: including values and preferences, symbolic landscapes, and sense of place.
<p>Critical Vocabulary</p> <p>Monotheism Christianity Islam Judaism Covenant Denomination Diocese Sect Pilgrimage Ghetto Missionary Fundamentalism</p>	<p>Critical Vocabulary</p> <p>Polytheism Buddhism Hinduism Jainism Confucianism Animism Autonomous Religion Caste Pagan Solstice</p>	<p>Critical Vocabulary</p> <p>Ethnic Religion Branch Holocaust Hierarchical Religion Universalizing Religion Interfaith Boundaries Ethnic Cleansing Ethnic Conflict Ethnic Enclave Ethnic Group Ethnic Homeland Ethnic Landscape</p>	<p>Critical Vocabulary</p> <p>British Received Pronunciation (BRP) Creolized Language Dialect Isogloss Language Language Branch Language Family Language Group Literary Tradition Official Language Standard Language Vulgar Latin</p>	<p>Critical Vocabulary</p> <p>Indo-European Languages Linguistic Diversity Monolingual Multilingual Toponymy Trade Language</p>	<p>Critical Vocabulary</p> <p>Ebonics Extinct Language Franglais Isolated Language Lingua Franca Pidgin language</p>

Summative	Summative	Summative Unit 5 Exam	Summative	Summative	Summative Unit 6 Exam
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Textbook Primary Sources United Streaming DVD Selections Student Notebooks Student Handouts Internet Resources Computer/PPT	Textbook Primary Sources United Streaming DVD Selections Student Notebooks Student Handouts Internet Resources Computer/PPT	Textbook Primary Sources United Streaming DVD Selections Student Notebooks Student Handouts Internet Resources Computer/PPT	Textbook Primary Sources United Streaming DVD Selections Student Notebooks Student Handouts Internet Resources Computer/PPT	Textbook Primary Sources United Streaming DVD Selections Student Notebooks Student Handouts Internet Resources Computer/PPT	Textbook Primary Sources United Streaming DVD Selections Student Notebooks Student Handouts Internet Resources Computer/PPT

Weeks 19-21	Weeks 22-24
Unit/Topic	Unit/Topic
Political Geography	Agricultural and Rural Land Use
CORE CONTENT 4.1 Common Core Standards	CORE CONTENT 4.1 Common Core Standards

SS-HS-1.1.3

Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

SS-HS-2.2.1

Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

SS-HS-2.3.1

Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

DOK 2

SS-HS-3.4.3

Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

DOK 2

SS-HS-4.1.1

Students will use a variety of geographic tools (e.g., maps, globes,

SS-HS-1.1.3

Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).

SS-HS-3.4.3

Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).

DOK 2

SS-HS-4.1.3

Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

SS-HS-4.3.2

Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity.

DOK 2

SS-HS-4.4.1

Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.

photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface.

DOK 3

SS-HS-4.1.3

Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

SS-HS-4.4.2

Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

DOK 2

SS-HS-5.1.1

Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).

DOK 3

SS-HS-4.4.2

Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

DOK 2

SS-HS-4.4.3

Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).

CURRICULUM

CURRICULUM

Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
<p>Identify Sub-Topics</p> <p>Where are states located?</p>	<p>Identify Sub-Topics</p> <p>Why do boundaries cause problems?</p> <p>Why do states cooperate with each other?</p>	<p>Identify Sub-Topics</p> <p>Why has terrorism increased?</p>	<p>Identify Sub-Topics</p> <p>Where did Agriculture originate?</p>	<p>Identify Sub-Topics</p> <p>Where are agricultural regions located in less developed countries and in more developed countries?</p>	<p>Identify Sub-Topics</p> <p>Why do farmers face economic difficulties?</p>
<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> Describe the territorial dimensions of politics: including the concept of territoriality. Describe the nature and meaning of boundaries and the influences of boundaries on identity, interaction, and exchange. 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> Understand the evolution of the contemporary political pattern: the nation-state concept, colonialism and imperialism, and federal and unitary states. 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> Describe the challenges to inherited political-territorial arrangements: (e.g., changing nature of sovereignty; fragmentation, unification, alliance; spatial relationships between political patterns and patterns of ethnicity, economy, and environment; electoral geography, including gerrymandering) 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> Explain the development and diffusion of agriculture. 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> Understand the major agricultural production regions: including agricultural systems associated with major bio-climatic zones, variations within major zones and effects of markets, and linkages and flows among regions of food production and consumption. Understand rural land use and settlement patterns (e.g. models of land use, including von Thunen's model, settlement patterns associated with 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> Describe the modern commercial agriculture: the characteristics of the Third Revolution: blending of primary, secondary, and tertiary activities, intensification of mechanization, and development of biotechnology. Describe the Green Revolution and the beginning of the biotechnologic revolution (e.g., spatial organization of industrial agriculture, diffusion of

				major agriculture types)	industrial agriculture, future food supplies and environmental impacts of agriculture-hopes and fears)
<p>Critical Vocabulary</p> <p>Boundary City-State Colony Imperialism Microstate Sovereignty State</p>	<p>Critical Vocabulary</p> <p>Compact State Elongated State Federal State Fragmented State Frontier Gerrymandering Landlocked State Perforated State Prorupted State Unitary State</p>	<p>Critical Vocabulary</p> <p>Geopolitics International Organization Iron Curtain Reapportionment Regionalism Reunification Stateless Ethnic Groups Stateless Nation Supranationalism Territorial Disputes Theocracy</p>	<p>Critical Vocabulary</p> <p>Agribusiness Agriculture Commercial Agriculture Crop Prime Agricultural Land Seed Agriculture Subsistence Agriculture Vegetative Planting</p>	<p>Critical Vocabulary</p> <p>Cereal Grain Chaff Combine Crop Rotation Double Cropping Grain Horticulture Hull Intensive Subsistence Agriculture Milkshed Paddy Pastoral Nomadism Pasture Plantation Ranching Reaper Sawah Slash-And-Burn Agriculture Shifting Cultivation Spring Wheat Swidden Thresh Transhumance Truck Farming Wet Rice Winnow Winter Wheat</p>	<p>Critical Vocabulary</p> <p>Desertification Green Revolution Ridge Tillage</p>

Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
<p>Inquiry based best practice Cooperative Group Work Research using the web Mapping Activities Social Studies Skill-Builders Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano’s compare/contrast strategy Writing For Understanding</p>	<p>Inquiry based best practice Cooperative Group Work Research using the web Mapping Activities Social Studies Skill-Builders Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano’s compare/contrast strategy Writing For Understanding</p>	<p>Inquiry based best practice Cooperative Group Work Research using the web Mapping Activities Social Studies Skill-Builders Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano’s compare/contrast strategy Writing For Understanding</p>	<p>Inquiry based best practice Cooperative Group Work Research using the web Mapping Activities Social Studies Skill-Builders Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano’s compare/contrast strategy Writing For Understanding</p>	<p>Inquiry based best practice Cooperative Group Work Research using the web Mapping Activities Social Studies Skill-Builders Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano’s compare/contrast strategy Writing For Understanding</p>	<p>Inquiry based best practice Cooperative Group Work Research using the web Mapping Activities Social Studies Skill-Builders Interviews with Primary Sources Vocabulary Enhancement Activities Interpreting Secondary Sources Marzano’s compare/contrast strategy Writing For Understanding</p>
<p>Balanced Assessment: Formative</p> <p>Vocabulary Tests</p> <p>Open Response Items</p> <p>Bell-Ringers (etc.)</p> <p>Summative</p>	<p>Balanced Assessment: Formative</p> <p>Vocabulary Tests</p> <p>Open Response Items</p> <p>Bell-Ringers (etc.)</p> <p>Summative</p>	<p>Balanced Assessment: Formative</p> <p>Vocabulary Tests</p> <p>Open Response Items</p> <p>Bell-Ringers (etc.)</p> <p>Summative</p>	<p>Balanced Assessment: Formative</p> <p>Vocabulary Tests</p> <p>Open Response Items</p> <p>Bell-Ringers (etc.)</p> <p>Summative</p>	<p>Balanced Assessment: Formative</p> <p>Vocabulary Tests</p> <p>Open Response Items</p> <p>Bell-Ringers (etc.)</p> <p>Summative</p>	<p>Balanced Assessment: Formative</p> <p>Vocabulary Tests</p> <p>Open Response Items</p> <p>Bell-Ringers (etc.)</p> <p>Summative</p>

		Unit 7 Exam			Unit 8 Exam
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Primary Sources	Primary Sources	Primary Sources	Primary Sources	Primary Sources	Primary Sources
United Streaming	United Streaming	United Streaming	United Streaming	United Streaming	United Streaming
DVD Selections	DVD Selections	DVD Selections	DVD Selections	DVD Selections	DVD Selections
Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks
Student Handouts	Student Handouts	Student Handouts	Student Handouts	Student Handouts	Student Handouts
Internet Resources	Internet Resources	Internet Resources	Internet Resources	Internet Resources	Internet Resources
Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT

Weeks 25-27	Weeks 28-30
Unit/Topic	Unit/Topic
Industrialization and Economic Development	Cities and Urban Land Use
CORE CONTENT 4.1 Common Core Standards	CORE CONTENT 4.1 Common Core Standards
SS-HS-2.3.1	SS-HS-4.1.1
Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).	Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface.

<p>SS-HS-3.2.1</p> <p>Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security and growth in the modern world.</p>	<p>DOK 2</p> <p><i>SS-HS-4.1.3</i></p> <p><i>Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.</i></p>
<p>SS-HS-3.4.3</p> <p>Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p>	<p>DOK 2</p> <p>SS-HS-4.2.2</p> <p>Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place.</p> <p>DOK 2</p>
<p>SS-HS-4.3.2</p> <p>Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity.</p>	<p>DOK 2</p> <p><i>SS-HS-4.2.3</i></p> <p><i>Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).</i></p> <p>SS-HS-4.3.2</p> <p>Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity.</p>
<p><i>SS-HS-4.4.1</i></p> <p><i>Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.</i></p> <p>SS-HS-4.4.2</p>	<p>DOK 2</p> <p><i>SS-HS-4.4.1</i></p> <p><i>Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.</i></p>

Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

DOK 2

SS-HS-5.1.1

Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).

DOK 3

SS-HS-4.4.2

Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

DOK 2

CURRICULUM

CURRICULUM

Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
<p>Identify Sub-Topics</p> <p>Where did industry originate?</p>	<p>Identify Sub-Topics</p> <p>Where is industry distributed and why do industries have different distributions?</p>	<p>Identify Sub-Topics</p> <p>Why do industries face problems?</p>	<p>Identify Sub-Topics</p> <p>Where have urban areas developed?</p>	<p>Identify Sub-Topics</p> <p>Where are people distributed within urban areas?</p>	<p>Identify Sub-Topics</p> <p>Why do inner cities have distinctive problems?</p> <p>Why do suburbs have distinctive problems?</p>
<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> Understand the key concepts in industrialization and development. 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> Describe the growth and diffusion of industrialization; including the 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> Explain the contemporary patterns and impacts of industrialization 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> Define urbanization. Explain the origin and evolution of 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> Explain the comparative models of internal city 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> Explain the urban planning and design process. Describe impacts

	<p>changing roles of energy and technology, Industrial Revolution, evolution of economic cores and peripheries, and geographic critiques of models of economic localization (i.e., land, rent, comparative costs of transportation), industrial location, economic development, and world systems.</p>	<p>n and development.</p>	<p>cities: including historical patterns of urbanization, rural-urban migration and urban growth, global cities and megacities, and models of urban systems.</p> <ul style="list-style-type: none"> Describe the functional character of contemporary cities. 	<p>structure including transportation and infrastructure, political organization of urban areas, and patterns of race, ethnicity, gender, and class.</p>	<p>of suburbanization and edge cities.</p>
<p>Critical Vocabulary</p> <p>Cottage Industry Industrial Revolution Maquiladora Textile</p>	<p>Critical Vocabulary</p> <p>Break-Of-Bulk Point Bulk-Graining Industry Bulk-Reducing Industry Labor-Intensive Industry Fordist Post-Fordist Right-To-Work State Site Factors Situation Factors</p>	<p>Critical Vocabulary</p> <p>Trading Bloc</p>	<p>Critical Vocabulary</p> <p>Metropolitan Statistical Area (MSA) Micropolitan Statistical Area Squatter Settlement Urbanized Area</p>	<p>Critical Vocabulary</p> <p>Census Tract Multiple Nuclei Model Sector Model</p>	<p>Critical Vocabulary</p> <p>Annexation Council of Government Density Gradient Edge City Filtering Up Gentrification Greenbelt Peripheral Model Public Housing Redlining Rush Hour Smart Growth Sprawl Underclass</p>

		Unit 9 Exam			Unit 10 Exam
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Primary Sources	Primary Sources	Primary Sources	Primary Sources	Primary Sources	Primary Sources
United Streaming	United Streaming	United Streaming	United Streaming	United Streaming	United Streaming
DVD Selections	DVD Selections	DVD Selections	DVD Selections	DVD Selections	DVD Selections
Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks
Student Handouts	Student Handouts	Student Handouts	Student Handouts	Student Handouts	Student Handouts
Internet Resources	Internet Resources	Internet Resources	Internet Resources	Internet Resources	Internet Resources
Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT
Weeks 31-33			Weeks 34-36		
Unit/Topic			Unit/Topic		
Resource Issues			Resource Issues Cont.		
CORE CONTENT 4.1 Common Core Standards			CORE CONTENT 4.1 Common Core Standards		
<i>SS-HS-2.2.1</i>			<i>SS-HS-2.2.1</i>		

<p><i>Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</i></p> <p>SS-HS-3.4.3</p> <p>Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p style="text-align: right;">DOK 2</p>			<p><i>Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</i></p> <p>SS-HS-3.4.3</p> <p>Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p style="text-align: right;">DOK 2</p>		
<p>SS-HS-4.4.2</p> <p>Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p style="text-align: right;">DOK 2</p>			<p>SS-HS-4.4.2</p> <p>Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p style="text-align: right;">DOK 2</p>		
<p><i>SS-HS-4.4.3</i></p> <p><i>Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).</i></p>			<p><i>SS-HS-4.4.3</i></p> <p><i>Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).</i></p>		
CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36

<p align="center">Identify Sub-Topics</p> <p>Why are resources being depleted?</p>	<p align="center">Identify Sub-Topics</p> <p>Why are resources being depleted?</p>	<p align="center">Identify Sub-Topics</p> <p>Why are resources being polluted?</p>	<p align="center">Identify Sub-Topics</p> <p>Why are some resources reusable and some not?</p>	<p align="center">Identify Sub-Topics</p> <p>Why can resources be reserved?</p>	<p align="center">Identify Sub-Topics</p> <p>Why are some resources reusable and some not?</p> <p>Why can resources be reserved?</p>
<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> • Understand why our resources are being depleted. 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> • Understand why our resources are being depleted. 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> • Explain how/why resources are being polluted; air pollution, water pollution, and land pollution. 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> • Understand the similarities and differences of renewing resources and recycling resources, and will compare the pollution reduction strategies. • Discuss how resources can be conserved. 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> • Discuss how resources can be conserved. 	<p>I CAN STATEMENTS:</p> <p>I can:</p> <ul style="list-style-type: none"> • Understand the similarities and differences of renewing resources and recycling resources, and will compare the pollution reduction strategies. • Discuss how resources can be conserved.
<p>Critical Vocabulary</p> <p>Animate Power Biomass Fuel Breeder Reactor Ferrous Fission Fossil Fuel Inanimate Power Nonferrous Nonrenewable Energy</p>	<p>Critical Vocabulary</p> <p>Animate Power Biomass Fuel Breeder Reactor Ferrous Fission Fossil Fuel Inanimate Power Nonferrous Nonrenewable Energy</p>	<p>Critical Vocabulary</p> <p>Acid Deposition Acid Precipitation Air Pollution Biochemical Oxygen Demand (BOD) Chlorofluorocarbon (CFC) Greenhouse Effect Ozone</p>	<p>Critical Vocabulary</p> <p>Active Solar Energy Systems Biodiversity Fusion Geothermal Energy Hydroelectric Power Passive Solar Energy Systems</p>	<p>Critical Vocabulary</p> <p>Active Solar Energy Systems Biodiversity Fusion Geothermal Energy Hydroelectric Power Passive Solar Energy Systems</p>	<p>Critical Vocabulary</p> <p>Active Solar Energy Systems Biodiversity Fusion Geothermal Energy Hydroelectric Power Passive Solar Energy Systems</p>

Summative	Summative	Summative Unit 11 Exam	Summative	Summative	Summative Final Human Geography Exam
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Textbook	Textbook	Textbook	Textbook	Textbook	Textbook
Primary Sources	Primary Sources	Primary Sources	Primary Sources	Primary Sources	Primary Sources
United Streaming	United Streaming	United Streaming	United Streaming	United Streaming	United Streaming
DVD Selections	DVD Selections	DVD Selections	DVD Selections	DVD Selections	DVD Selections
Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks	Student Notebooks
Student Handouts	Student Handouts	Student Handouts	Student Handouts	Student Handouts	Student Handouts
Internet Resources	Internet Resources	Internet Resources	Internet Resources	Internet Resources	Internet Resources
Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT	Computer/PPT

Suggested PD:

Questioning Strategies

Multiple Learner Strategies

History Alive!

Technology Integration in a Classroom Setting

AP Human Geography Training

