Social Studies Curriculum

Geography: Grade 9-12
Course Description

Geography is a half-year elective course designed to engage and strengthen students’ geographical skills and analytical abilities. This course looks at the development of the Earth, how humans view and utilize it, and the repercussions of various environmental issues. Additionally, geography analyzes the way in which the earth has become a global community and what that means for the economic, political, and social relationship between nations. As students progress through this course, they will continue to strengthen their reading, writing, processing, and research skills, as this is an interdisciplinary course.
# Geography

## PACING CHART

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>5 Themes of Geography</td>
<td>6 Weeks</td>
</tr>
<tr>
<td>Unit 2</td>
<td>The Western Hemisphere</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 3</td>
<td>The Eastern Hemisphere</td>
<td>6 Weeks</td>
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<tr>
<td>Unit 4</td>
<td>Environmental Issues</td>
<td>6 Weeks</td>
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</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

**CRP4. Communicate clearly and effectively and with reason.**
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation.**
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
## Career Ready Practices

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
### Career Ready Practices

CRP12. **Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
### Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

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<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
<td></td>
<td>Color code materials</td>
</tr>
</tbody>
</table>

**Recall**

- Teacher-made checklist
- Use visual graphic organizers
- Reference resources to promote independence
- Visual and verbal reminders
- Graphic organizers

**Organization**

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
Enrichment

Accommodate Based on Students Individual Needs: Strategies

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
Assessments

Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
Craft and structure:
- 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.

Integration of Knowledge and Ideas:
- RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.
Grade: 9-12

Unit: I – 5 Themes of Geography
4 Weeks

Topic: 5 Themes of Geography:
The study of geography relies upon five basic themes, location (both relative and absolute), place, region, movement, and human-environment interaction. Each of themes can be broken down into subcategories that include human, cultural, natural, and physical characteristics.

NJCCCS:

Standards: CCSS: RH.9-10.4, RH.9-10.7, RH.9-10.9

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify different maps and tools used in geography.</td>
<td>What is the study of geography?</td>
<td><strong>Jigsaw:</strong> Jigsaw the different parts/elements of a map. Have students explain their purpose.</td>
<td><strong>National Geographic types and parts of a map:</strong> <a href="http://www.nationalgeographic.com/xpeditions/lessons/09/g68/cartographyguidestudent.pdf">http://www.nationalgeographic.com/xpeditions/lessons/09/g68/cartographyguidestudent.pdf</a></td>
<td><strong>ELA:</strong> Research the different types of maps and their uses.</td>
</tr>
<tr>
<td>Standard:</td>
<td>What are the different types of maps and how are they used in geography?</td>
<td><strong>Chart:</strong> Compare and contrast the differences between maps (flat, round, physical, political) in a chart.</td>
<td><strong>SAS Curriculum Pathways interactive world map:</strong> <a href="http://www.sascurruculumpathways.com/portal/Launch?id=2000">http://www.sascurruculumpathways.com/portal/Launch?id=2000</a></td>
<td><strong>Fine Arts:</strong> Draw different types of maps of New Jersey.</td>
</tr>
<tr>
<td>CCSS: RH.9-10.7 RH.9-10.9</td>
<td>What tools do we use to understand the world?</td>
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<tr>
<td></td>
<td>How do maps reflect change over time?</td>
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**NJDOE Student Learning Objectives**

- Identify different maps and tools used in geography.
- What is the study of geography?
- What are the different types of maps and how are they used in geography?
- What tools do we use to understand the world?
- How do maps reflect change over time?

**Essential Question**

- What is the study of geography?
- What are the different types of maps and how are they used in geography?
- What tools do we use to understand the world?
- How do maps reflect change over time?

**Sample Activities**

- **Jigsaw:** Jigsaw the different parts/elements of a map. Have students explain their purpose.
- **Chart:** Compare and contrast the differences between maps (flat, round, physical, political) in a chart.

**Resources**

- **National Geographic types and parts of a map:** [http://www.nationalgeographic.com/xpeditions/lessons/09/g68/cartographyguidestudent.pdf](http://www.nationalgeographic.com/xpeditions/lessons/09/g68/cartographyguidestudent.pdf)

**Interdisciplinary Connections**

- **ELA:** Research the different types of maps and their uses.
- **Fine Arts:** Draw different types of maps of New Jersey.
<table>
<thead>
<tr>
<th><strong>Utilize geography skills needed to locate places on a map.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong></td>
</tr>
<tr>
<td><strong>CCSS:</strong> RH.9-10.7</td>
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</tbody>
</table>

- How are relative and absolute location used in geography?
- What effect does a location’s latitude and longitude have on its climate?
- What are the names of continents, oceans, and geographic markers?

<table>
<thead>
<tr>
<th><strong>Mapping:</strong> Label the major continents and bodies of water on a blank map.</th>
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<tbody>
<tr>
<td><strong>Mapping:</strong> Give each student coordinates and have them identify the location and climate found there.</td>
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<tr>
<th><strong>Current Events/ Mapping:</strong> Have students research a current event article for an assigned coordinate.</th>
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<tbody>
<tr>
<td><strong>Google Earth:</strong> use this site to take an interactive tour of the Earth: <a href="https://www.google.com/earth/">https://www.google.com/earth/</a></td>
</tr>
<tr>
<td><strong>EduPlace Maps:</strong> print out different styles of blank maps for students to fill in: <a href="http://www.eduplace.com/ss/maps/">http://www.eduplace.com/ss/maps/</a></td>
</tr>
<tr>
<td><strong>National Geographic Interactive climate map:</strong> <a href="http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1&amp;theme=Temperature+-+Year&amp;c=0%7C0&amp;sf=1800000000">http://education.nationalgeographic.com/education/mapping/interactive-map/?ar_a=1&amp;theme=Temperature+-+Year&amp;c=0%7C0&amp;sf=1800000000</a></td>
</tr>
<tr>
<td><strong>SAS Curriculum Pathways lesson on memorizing maps:</strong> <a href="http://www.sascurriculumpathways.com/portal/Launch?id=1490">http://www.sascurriculumpathways.com/portal/Launch?id=1490</a></td>
</tr>
<tr>
<td><strong>Scribble Maps:</strong> create your own maps: <a href="http://www.scribblemaps.com/create/#lat=42.99885199676053&amp;lng=-81.2735193353752&amp;z=7&amp;t=hybrid">http://www.scribblemaps.com/create/#lat=42.99885199676053&amp;lng=-81.2735193353752&amp;z=7&amp;t=hybrid</a></td>
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<thead>
<tr>
<th><strong>Mathematics:</strong> Relate map coordinates to x and y-axis used in mathematics.</th>
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<tbody>
<tr>
<td><strong>ELA:</strong> Reinforce research and summary writing skills that are utilized in English.</td>
</tr>
<tr>
<td><strong>ELA:</strong> Create a mnemonic to memorize continents, countries, oceans, etc. <a href="http://www.sascurriculumpathways.com/portal/Launch?id=1490">http://www.sascurriculumpathways.com/portal/Launch?id=1490</a></td>
</tr>
</tbody>
</table>
| Analyze the way in which a place is developed and described by humans. | What physical features make up the landscape of a place?  
What is the significance of the Earth-Sun relationship?  
What effect do elevation and latitude have on a place?  
What are some ways humans influence and are influenced by the environment?  
What are the religions, languages, and customs of a region? | **Charts:** Create a bar or line graph comparing the climate (temperature, rainfall, etc.) of various locations.  
**Charts:** Have students select a place and create a T-Chart that describes the physical and human characteristics of a place.  
**Writing:** Have students write an essay describing their hometowns physical and human characteristics using descriptive vocabulary and in the first person.  
**Writing:** Write a poem about where you live that incorporates the physical and human characteristics.  
**Reading:** Identify the titles of the books students have read or are currently reading in English class. Have them identify the language the author uses to describe the physical and human characteristics of the setting. | **Mathematics:** Use quantitative data in the form of mathematical and scientific graphs to measure and compare information.  
**ELA:** Reinforce writing skills in narrative and descriptive essays.  
**ELA:** Relate how authors describe a book’s setting to how place is described.  
**Fine Arts:** Draw/paint a nature scene of a place that students remember most. |
<table>
<thead>
<tr>
<th>Identify the characteristics that make up a region.</th>
<th>What unifying characteristics make up a region?</th>
<th><strong>Mapping</strong>: Create a map of your hometown or an area you know well on grid paper or the online map creator (see resources). Divide it up into well-known regions (business district, Little Italy).</th>
<th><strong>Scribble Maps- create your own maps</strong>: <a href="http://www.scribblemaps.com/create/#lat=42.99885199676053&amp;lng=-81.27351933593752&amp;z=7&amp;t=hybrid">http://www.scribblemaps.com/create/#lat=42.99885199676053&amp;lng=-81.27351933593752&amp;z=7&amp;t=hybrid</a></th>
<th><strong>Mathematics</strong>: Use of geometry shapes and grid to layout students hometown ties into mathematical skills.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard</strong>: CCSS: RH.9-10.7</td>
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<tr>
<td>Analyze the way humans interact with the environment.</td>
<td>How have humans affected their environment? How are the short and long term implications for environmental tampering?</td>
<td><strong>Research</strong>: Select a location you would like to travel to. Based on the climate, terrain, and environment, create a packing list on what you would need to adapt to that environment.</td>
<td><strong>Discovery Channel Top 10 ways humans have affected their environment</strong>: <a href="http://www.discovery.com/tv-shows/curiosity/topics/10-ways-man-destroying-environment.htm">http://www.discovery.com/tv-shows/curiosity/topics/10-ways-man-destroying-environment.htm</a></td>
<td><strong>ELA</strong>: Reinforce research and summary writing skills that are utilized in English.</td>
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<td><strong>Standard</strong>: CCSS: RH.9-10.7</td>
<td></td>
<td><strong>Listing</strong>: Make a list of everyday activities (watering the lawn, driving a car, smoking) and evaluate whether these activities are helpful or harmful and what they can do to change them.</td>
<td><strong>Human Impact on Antarctica</strong>: <a href="http://www.antarctica.gov.au/environment/human-impacts-in-antarctica">http://www.antarctica.gov.au/environment/human-impacts-in-antarctica</a></td>
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</table>
Trace the methods of movement around the world throughout history.

**Standard:**  
CCSS:  
RH.9-10.7  
RH.9-10.9

| Trace the methods of movement around the world throughout history. | What advancements have been made in history that have allowed us to travel and move throughout the world? | Research: Research how people, goods, and ideas are transported into Paterson.  
Research: List items that are commonly found in a home or a classroom (desk, textbooks, computer). Identify the brand name and where it was manufactured.  
Research/ Mapping: Make a class list of major religions and beliefs. Have students’ research where they originated and how they made their way to the United States to trace that ideas movement. | National Geography Supply Chain Simulation Activity:  
http://education.nationalgeographic.com/education/activity/a-supply-chain/?ar_a=1 | ELA: Reinforce research and summary writing skills that are utilized in English. |
## Unit 1 Vocabulary

<table>
<thead>
<tr>
<th>Geography</th>
<th>Absolute Location</th>
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<tbody>
<tr>
<td>Physical Map</td>
<td>Latitude</td>
</tr>
<tr>
<td>Political Map</td>
<td>Longitude</td>
</tr>
<tr>
<td>Topography</td>
<td>Elevation</td>
</tr>
<tr>
<td>Hemisphere</td>
<td>Region</td>
</tr>
<tr>
<td>Compass</td>
<td>Place</td>
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<tr>
<td>Scale</td>
<td>Human Environment Interaction</td>
</tr>
<tr>
<td>Relative Location</td>
<td>Movement</td>
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### Choose 1

<table>
<thead>
<tr>
<th>Unit Project (Suggested)</th>
<th>Unit Project (Suggested)</th>
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<tbody>
<tr>
<td><strong>Suggested Unit 1 Project:</strong></td>
<td><strong>Suggested Project 2:</strong></td>
</tr>
<tr>
<td>Have students design their own country using what they have learned about geography. They should include a map with regions, bodies of water, mountain ranges, man-made features, etc. They should also include the absolute location of their country and describe how their climate is affected by their location. In a written piece that should accompany their map, students should provide information on the economic basis of their country, description of its human characteristics, and a key for their map.</td>
<td>Create a collage of pictures from magazines, the internet, etc. that are examples of each of the 5 themes of geography.</td>
</tr>
</tbody>
</table>