

# WARREN COUNTY SCHOOL DISTRICT

## Planned Instruction

**Course Title:** World Geography

**Course Number:** 00113

**Suggested Educational Level** 10-12

**Suggested Periods Per Week:** 5 **Length of Period:** 42 minutes

**Suggested Length Of Course:** Semester

**Units Of Credit (If Appropriate):** .5 credits

**Date Written:** 1/31/06 **Date Approved:** June 12, 2006

**Date Reviewed:** Winter 2005 **Implementation Year:** 2006/07

**Teacher Certification Required:** Social Studies

**Standards Addressed (code):**

Geography: 7.1.12.A,B; 7.2.12.A,B; 7.3.12.A,B,C,D,E; 7.4.12.A,B

History: 8.4.12.A,B,C,D

Civics and Government: 5.2.12.D,K

Economics: 6.1.9 A and B, 6.2.9 A, D, E, H, and L, 6.4.9 B and C.

**Relationship to Other Planned Instruction:**

World Geography will help students to gain a better understanding of the world in which we live, and will help students with US History I and II, World History 1600 to present, American Government and Economics.

**Prerequisites:** None

**Special Requirements**

Adaptations and modifications will be done as needed for students with IEP's .

**Writing Team Members:**

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**Standards addressed (code and description):**

Geography:

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7.1.12. A. Analyze data and issues from a spatial perspective using the appropriate geographic tools.

7.1.12. B. Analyze the location of places and regions.

7.2.12. A. Analyze the physical characteristics of places and regions including the interrelationships among the components of Earth's physical systems.

7.2.12. B. Analyze the significance of physical processes in shaping the character of places and regions.

7.3.12. A. Analyze the significance of human activity in shaping places and regions by their population characteristics.

7.3.12. B. Analyze the significance of human activity in shaping places and regions by their cultural characteristics.

7.3.12. C. Analyze the significance of human activity in shaping places and regions by their settlement characteristics.

7.3.12. D. Analyze the significance of human activity in shaping places and regions by their economic characteristics.

7.3.12. E. Analyze the significance of human activity in shaping places and regions by their political characteristics

7.4.12. A. Analyze the impacts of physical systems on people.

7.4.12. B. Analyze the impacts of people on physical systems.

History:

8.4.12. A. Evaluate the significance of individuals and groups who made major political and cultural contributions to world history since 1450

8.4.12. B. Evaluate historical documents, material artifacts and historic sites important to world history since 1450.

8.4.12. C. Evaluate how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organizations, transportation and roles of women since 1450.

8.4.12. D. Evaluate how conflict and cooperation among social groups and organizations impacted world history from 1450 to Present in Africa, Americas, Asia and Europe.

Civics and Government:

5.2.12. D. Evaluate political leadership and public service in a republican form of government.

5.2.12. K. Evaluate the strengths and weaknesses of various systems of government.

Economics:

6.1.9 A. Analyze the Similarities and differences in economic systems

6.1.9 B. Explain how traditional, command, and market economics answer the basic economic Questions.

6.2.9 A. Explain the flow of goods, services, and resources in a mixed economy.

6.2.9 D. Analyze the functions of economic institutions. (e.g. Corporations, not-for-profit institutions.)

6.2.9 E. Explain the how laws of supply and demand and how these affect the prices of goods and services.

6.2.9 H. Analyze the economic roles of government in market economics: a. economic growth and stability, b legal frameworks, and c other economic goals (e.g. environmental protection, competition.

6.2.9 L. Explain how the price on one currency is related to the price of another currency (e. g. Japanese yen in American dollar, Canadian dollar in Mexican Nuevo peso, and other world currencies.)

6.4.9 B. Explain how trade may improve a society's standard of living.

6.4.9 C. Explain why governments sometimes restrict or subsidize trade.

**COURSE DESCRIPTION: (Brief – suitable for course descriptions issued to students.)**

The World Geography course is intended to help students gain a better understanding of the world in which we live, and how people and nations interact with each other and their environment. Students will be engaged in learning about different regions of the world and the cultural developments in their regions. Students will be given a variety of assignments intended to challenge and prepare them for understanding the world around them.

**Outline of Content Sequence and Recommended Time (weeks or days):**

- I. Unit 1: Introduction to the Elements of Geography (2 weeks)
- II Unit 2: Europe and Russia (3 weeks)
- III. Unit 3: North Africa, Southwest Asia (Middle-East) , and Central Asia (4weeks)
- IV. Unit 4: Sub-Sahara Africa (3 weeks)
- V. Unit 5: Southeast Asia (2 weeks)
- VI. Unit 6: East Asia (China, Japan, and North and South Korea) (4 Weeks)

**Specific Educational Objectives to be taught:**

**I. Introduction to the Elements of Geography**

- A. Students will review the 5 themes of Geography (Locations, Place, Region, Human Environmental Interaction, and Movement).
- B. Students will be able to understand the term of spatial relation/pattern refers to.
- C. Students will evaluate the role of the major branches of geography and the different occupation in the field of geography.
- D. Students will compare and contrast the different types of maps and their importance and accuracy.
- E. Students will know how to use, construct, and evaluate graphs and maps.
- F. Students will analyze the new method/technological tools in geography.
- G. Students will create mental maps of various regions.
- H. Students will be able to explain the characteristics of the earth (seasons, day and night, plate tectonics, erosion, glaciers, ocean currents etc.).
- I. Students will know and describe the characteristics and spatial distribution of the ecosystem on the earth.
- J. Students will be able to dramatize the water cycle system/process.
- K. Students will be able to explain the influences of the earth's ocean current on the climate.
- L. Students will be able to evaluate the world climate pattern/changes and their impact on the cultures.
- M. Students will understand the elements that create a climate.
- N. Students will list regions and identify the common characteristics (North Africa, Europe, Asia, etc.).
- O. Students will evaluate methods of changing regions.
- P. Students will understand the population patterns of the earth.
- Q. Students will evaluate reasons and methods of migration and its impact on culture.
- R. Students will be able to explain the measurement of population density.
- S. Students will identify the major elements or aspects of culture.
- T. Students will be able to identify the different levels and types of government and

economic systems found throughout the world.

- U. Students will become familiar with the types of natural resources found in the world.
- V. Students will evaluate the impact of human economic activities on the environment.
- W. Students will be able to discuss the factors that determine a country's economic development and trade relations(G-7/8 and Third World).

## **II. Europe and Russia**

- A. Students will be able to identify and label the countries in Europe including Russia.
- B. Students will be able to identify and label the physical features of Europe.
- C. Students will be able to compare the various government styles of Europe.
- D. Students will evaluate the role of the river systems to the economics of Europe.
- E. Students will be able to compare and contrast the rule of human intervention and natural intervention on a country's physical features.
- F. Students will analyze the role of the ocean currents and there effects on the climate of Europe.
- G. Students will compare the population density in Europe and evaluate what has influence the pattern (war, weather, urbanization).
- H. Students will understand the impact of ancient cultures and historical events on the European cultures of today (Crusades, wars, Holocaust, The E. U., plagues, etc.).
- I. Students will be able to evaluate the role and influences of Religion on Europe.
- J. Students will gain knowledge and evaluate how Europe has changed over the last century (economically and environmental impact).

## **III. North Africa, Southwest Asia and Central Asia**

### **I. Physical Geography**

- A. Students will identify and analyze the physical characteristics and features of the region and the criteria to define it as a region.
- B. Students will identify and analyze the seas, peninsulas, rivers, plains, plateaus and mountains and their interrelationships.
- C. Students will identify and analyze the significance of earthquakes in shaping the character of the region.
- D. Students will analyze the impact of natural resources on specific areas within the region and the region itself.
- E. Students will analyze the impact of physical systems on the people of the region.
- F. Students will analyze how water and rainfall affect the climates and climatic variations in the region.

### **II. Cultural Geography**

- A. Students will identify countries and analyze population and political maps.
- B. Students will analyze population patterns through ethic diversity, population growth and patterns.

- C. Students will analyze the history and government of the region from pre-history through the early empires.
  - D. Students will identify and analyze the 3 major world religions that arose in the region and their impact on the conflicts of the modern era.
  - E. Students will identify and analyze the regional governments of today.
- III. North Africa, Southwest Asia, and Central Asia today
- A. Students will analyze life in the region today in meeting food needs, industrial growth and interdependence.
  - B. Students will analyze water and environmental concerns as well as shrinking seas in the region today.

## **VI. Sub-Sahara Africa**

- A. Students will be able to identify and label the countries in Sub-Sahara Africa.
- B. Students will be able to identify and label the physical features of Sub-Sahara Africa.
- C. Students will be able to compare the various government styles of Sub-Sahara Africa.
- D. Students will evaluate the role of the river systems to the economics of Sub-Sahara Africa.
- E. Students will be able to compare and contrast the rule of human intervention and natural intervention on a country's physical features.
- F. Students will analyze the role of the ocean currents and there effects on the climate of Sub-Sahara Africa.
- G. Students will compare the population density in Sub-Sahara Africa and evaluate what has Influence the pattern (war, weather, urbanization).
- H. Students will understand the impact of ancient cultures and historical events on the Sub-Sahara Africa cultures of today (war, famine, aids, genocide, plagues).
- I. Students will be able to evaluate the role and influences of religion on Sub-Sahara Africa.
- J. Students will gain knowledge and evaluate how Sub-Sahara Africa has changed over the last century (economically and environmental impact).

## **V. Southeast Asia**

- A. Students will be able to identify and label the countries in Southeast Asia.
- B. Students will be able to identify and label the physical features of Southeast Asia.
- C. Students will be able to compare the various government styles of Southeast Asia.
- D. Students will evaluate the role of the river systems to the economics of Southeast Asia.
- E. Students will be able to compare and contrast the rule of human intervention and natural intervention on a country's physical features.
- F. Students will analyze the role of the ocean currents and there effects on the climate of Southeast Asia.
- G. Students will compare the population density in Southeast Asia and evaluate what has influenced the pattern (Vietnam War, other conflicts weather, urbanization).

- H. Students will understand the impact of ancient cultures and historical events on the Southeast Asian cultures of today (wars, famine, floods, tsunami, genocide).
- I. Students will be able to evaluate the role and influences of religion on Europe.
- J. Students will gain knowledge and evaluate how Southeast Asia has changed over the last Century (economically and environmental impact).

#### **VI. East Asia (China, Japan, and North and South Korea)**

- A. Students will be able to identify and label the countries in East Asia.
- B. Students will be able to identify and label the physical features of East Asia.
- C. Students will be able to compare the various government styles of East Asia.
- D. Students will evaluate the role of the river systems to the economics of East Asia.
- E. Students will be able to compare and contrast the rule of human intervention and natural intervention on a country's physical features.
- F. Students will analyze the role of the ocean currents and their effects on the climate of East Asia.
- G. Students will compare the population density in East Asia and evaluate what has influenced the pattern (war, weather, urbanization).
- H. Students will understand the impact of ancient cultures and historical events on the East Asia cultures of today (World War II, Korean War, other conflicts, Chinese Revolution).
- I. Students will be able to evaluate the role and influences of Religion on East Asia.
- J. Students will gain knowledge and evaluate how East Asia has changed over the last Century (economically and environmental impact).

#### **Formative Assessments (optional):**

Oral reports, map making, written reports, tests and quizzes.

#### **Summative Assessments:**

There will be no final exam however after each unit there will be a unit exam based on the specific educational objectives to be taught.

#### **Required/Approved Textbooks and Materials:**

**Book Title:**

**Publisher:**

**ISBN #:**

**Copyright:**

**Date of Adoption:**

