COURSE DESCRIPTION

Course Title: Geography I - Geography Skills

Course Number: 00109

Course Prerequisites: None

Course Description: (Include "no final exam" or "final exam required")
Geography I covers the terms, skills, and concepts needed to understand the study of geography. The Five Themes of Geography, physical features of Earth, types and parts of maps, latitude and longitude, world religions, types of government, and economic systems will be addressed in this course. There is no final exam for this course.

Suggested Grade Level: 6

Length of Course: x   One Semester _____ Two Semesters   _____Other:

Units of Credit: .50

PDE *Certification and Staffing Policies and Guidelines (CSPG)* **Required Teacher Certification(s)**

Elementary Education, Middle Level Social Studies, and/or Secondary Social Studies

Certification verified by WCSD Human Resources Department:

      x   Yes   _____ No

Board Approved Textbooks, Software, Materials:
Title:
Publisher:
ISBN #:
Copyright Date:
Date of WCSD Board Approval:

Date Written:	June 2010
Date Approved:	December 6, 2010
Implementation Year:	2011-2012

Suggested Supplemental Materials:
- Smartboard
- Erasable maps for map skills
- Newspapers
- Magazines
- Current Event documents
- Classroom videos (examples can be found on www.howstuffworks.org)
- Pull down maps
- Globes
- Access to computer lab

Course Standards

PA Academic Standards:
5.1 Principles and Documents of Government
5.2 Rights and Responsibilities of Citizenship
5.3 How Government Works
6.1 Scarcity and Choice
6.2 Markets and Economic Systems
7.1 Basic Geographic Literacy
7.2 Physical Characteristics of Places and Regions
7.3 Human Characteristics of Places and Regions
7.4 Interactions between People and the Environment

WCSD Academic Standards: None

Industry or Other Standards: Common Core Standards charts for literacy, science and technical subjects.

Beginning the 2010-2011 school year, we will begin implementing the Common Core Standards. This is a three-year implementation plan. By 2012-2013 we should be using the common core standards exclusively.

Reading Standards for Literacy in Science and Technical Subjects Grades 6-8
Key Ideas and Details
1. Cite specific textual evidence to support analysis of science and technical texts.

2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
Craft and Structure
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
Integration of Knowledge and Ideas
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
Range of Reading and Level of Text Complexity
10. By the end of grade 8, read and comprehend science/ technical texts in the grades 6-8 text complexity band independently and proficiently.

Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 6 - 8
Text Types and Purposes
1. Write arguments focused on *discipline-specific* content.
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrates an understanding of the topic or text, using credible sources.

c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

3. The standards require that students be able to incorporate narrative elements effectively into arguments and informative/ explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step

procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the internet, to produce and publish writing and present the relationships between information ad ideas clearly and efficiently.

Research to Build and Present Knowledge

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

SPECIFIC EDUCATIONAL OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

GOVERNMENT:
5.1.   PA Standard: 5.1.6 Principles and Documents of Government

X – performance assessed during that semester

	Performance Indicators	**1**	**2**	**Assessment**
B.	Compare and contrast a direct **democracy** with a **republican form of government**.	X		Venn Diagrams Cooperative Learning Quizzes Tests Projects Verbal Discussions Bellringers
F.	Describe how **citizens** and leaders use political symbols.	X		Venn Diagrams Cooperative Learning Quizzes Verbal Discussions Bellringers

PA Standard: 5.2.6 Rights and Responsibilities of Citizenship

	Performance Indicators	**1**	**2**	**Assessment**
A.	Compare and contrast rights and responsibilities of **citizenship** in the community, **state**, and nation.	X		Venn Diagrams Cooperative Learning Quizzes Bellringers
B.	Explain how **citizens** resolve conflicts in society and **government.**	X		Venn Diagrams Cooperative Learning Quizzes Bellringers
C.	Describe the importance of political **leadership** and **public service.**	X		Venn Diagrams Cooperative Learning Quizzes Bellringers
D.	Explain why participation in **government** and **civic life** is important	X		Venn Diagrams Cooperative Learning Quizzes Bellringers

PA Standard: 5.3.6 How Government Works

	Performance Indicators	**1**	**2**	**Assessment**
B.	Define and compare the role and structure of local, **state**, and national **governments.**	X		Venn Diagrams Cooperative Learning
C.	Describe how local, **state**, and national **governments** provide services.	X		Quizzes Tests Projects
D.	Identify leadership positions and their primary duties at the local, state, and national levels	X		Verbal Discussions Bellringers

ECONOMICS:

PA Standard: 6.1.6 Scarcity and Choice

	Performance Indicators	1	2	Assessment
A.	Explain how limited **resources** and unlimited **wants** cause **scarcity.**	X		Chart Comparisons Cooperative Learning Quizzes Projects Bellringers
B.	Compare ways that people meet their needs with how they meet their wants. Describe how resources are combined to produce different goods and services.	X		

PA Standard: 6.2.6 Markets and Economic Systems

	Performance Indicators	1	2	Assessment
A.	Describe the interaction of **consumers** and **producers** of **goods** and **services** in the state and national **economy.**	X		Chart Comparisons Cooperative Learning Quizzes Projects Bellringers
G.	Examine how various **economic systems** address the three basic questions. What to produce? How? For whom?	X		Chart Comparisons Cooperative Learning Quizzes Projects Bellringers

GEOGRAPHY
PA Standard: 7.1.6 Geography Literacy

	Performance Indicators	1	2	Assessment
A	**7.1.6.A:** Describe how common **geographic tools** are used to organize and interpret information about people, **places**, and **environment**.	X		Venn Diagrams Cooperative Learning Quizzes Tests Projects
B	**7.1.6.B:** Describe and locate **places** and **regions** as defined by physical and **human features**	X		Verbal Discussions Map Skills Bellringers

PA Standard: 7.2.6 Physical Characteristics of Places and Regions

	Performance Indicators	1	2	Assessment
A.	**7.2.6.A:** Describe the characteristics of **places** and **regions.**	X		Comparison charts Quizzes Tests Group Discussion
B.	**7.2.6.B:** Describe the physical processes that shape patterns on Earth's surface.	X		Current Event Map Skills

PA Standard: 7.3.6 Human Characteristics of People and Places

	Performance Indicators	1	2	Assessment
A.	**7.3.6.A:** Describe the human characteristics of **places** and **regions** using the following criteria: Population Culture Settlement Economic activities Political activities	X		Current Event Quizzes Tests Cooperative Learning Venn Diagram Bellringers Map Skills

PA Standard: 7.4 Interactions between People and the Environment

	Performance Indicators	1	2	Assessment
A.	**7.4.6.A:** Describe and explain the effects of the **physical systems** on people within **regions.**	X		Writing Assignments Quizzes Tests
B.	**7.4.6.B:** Describe and explain the effects of people on the **physical systems** within **regions**	X		Comprehension Completion Map Skills Cooperative Learning

ASSESSMENTS

PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

Portfolio Assessment: _____ Yes __x__ No

District-wide Final Examination Required: _____ Yes __x__ No

Course Challenge Assessment: None

REQUIRED COURSE SEQUENCE AND TIMELINE
(Content must be tied to objectives)

Content Sequence	Dates
I. Introduction to Geography	2-3 weeks
II. Parts of a Map	4-5 weeks
III. Absolute Location	3-4 weeks
IV. World Concepts	4-5 weeks
V. Application Project	2-3 weeks

Objectives:

I. Introduction to Geography

The students will examine the five fields that contribute to the study of social studies.

Students will explain the five themes used to explain geography, and how these themes are used to help explain places and the people that inhabit them.

They will identify and explain the many types of physical features of the Earth.

II. Parts of a Map

Students will explore the types of maps used by geographers, as well as the importance of titles on these maps.

The students will examine symbols that are used in map keys in order to properly interpret the meaning of a map.

They will explore both cardinal and intermediate directions of the compass rose to help determine Earth's hemispheres and to locate items on a map.

Students will interpret the scale of a map to determine distances.

They will apply skills to the creation of an original map.

III. Absolute Location

Students will explore the concepts of latitude and longitude that are used to determine locations both on Earth's surface and on maps.

They will identify locations using the concepts of latitude and longitude.

IV. World Concepts

Students will examine the five major religions of the world that contribute to the development of a region's culture and influenced its history.

The students will examine the six major types of governments in the world to determine their influence on a region's culture.

They will examine different economic systems found throughout the world and how they impact a region.

V. Application Project
    Students will apply the concepts and skills covered in this course to create an original country, its map, and explanation of culture that includes religion, government, and economy.

WRITING TEAM: Tristen Blair, Randi Crosby, and Jinelle Salvatore

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination?   _____ Yes   __X__ No
2. Does this course issue a mark/grade for the report card?   __X__ Yes   _____ No
3. Does this course issue a Pass/Fail mark?   _____ Yes   __X__ No
4. Is the course mark/grade part of the GPA calculation?   __X__ Yes   _____ No
5. Is the course eligible for Honor Roll calculation?   __X__ Yes   _____ No
6. What is the academic weight of the course?

    _____ No weight/Non credit   __X__ Standard weight

    _____ Enhanced weight