



SAN LEANDRO UNIFIED SCHOOL DISTRICT

SECTION A. COVER PAGE

1. Course Title: World Geography If Title Change, State Old Title: Geography	7. Action <input type="checkbox"/> New Course <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only
2. Date Submitted: June 17, 2015	8. Grade Level(s) <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 11 <input type="checkbox"/> 7 <input type="checkbox"/> 10 <input type="checkbox"/> 12 <input type="checkbox"/> 8
3. Transcript Title/Abbreviation(s)	9. Prerequisites (Please list.) <input type="checkbox"/> Required: (None) <input type="checkbox"/> Recommended: (None)
4. Transcript Course Code/Course Number :	10. Seeking Program Distinction? <input type="checkbox"/> YES (Check one below.) <input type="checkbox"/> NO <input type="checkbox"/> Honors <input type="checkbox"/> AP <input checked="" type="checkbox"/> Other (A-G)
5. Subject Area College Preparatory Elective (G)	11. Is this a CTE course? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO If YES, complete Section C
6. Department Social Science	12. Previously approved by UC? YES <input checked="" type="checkbox"/> NO
13. UC ELIGIBILITY Already eligible? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input type="checkbox"/> g <input type="checkbox"/> Proposing eligibility? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO a <input type="checkbox"/> b <input type="checkbox"/> c <input type="checkbox"/> d <input type="checkbox"/> e <input type="checkbox"/> f <input checked="" type="checkbox"/> g <input type="checkbox"/> Please mark one for approved eligibility or proposed eligibility.	14. Unit Value/Course Credit/Length of Course <input checked="" type="checkbox"/> 0.5 (semester or half-year) <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other
15. School Contact: Name: Traci Avar Phone: 618-4600 Email: tavar@slusd.us Position: teacher	
16. Signatures: Department Chair:  Principal: 	DISTRICT OFFICE USE ONLY Date approved by Board Curriculum Committee Date approved by Board 3/18/15

SECTION B. COURSE CONTENT

17. Course Description

This course is recommended for all 9th grade students who are interested in taking AP World History. Students will intensively explore the physio-graphics of the seven continents of the world. Longitude and latitude will be utilized to locate the various countries and capitals to familiarize students with their locations on the globe. Climates, populations, foods and crops, religions, and ethnicities will be categorized by country.

18. Course Goals and/or Major Student Outcomes

Students will explore our planet through a global lens, examining beyond their local community in order to be 21st Century learners in an ever increasing and interdependent global society. The ultimate goal is for students to gain a greater degree of perspective and become more responsible citizens, valuing the differences among the people and places of our world and appreciating the diverse ways that people are living (and the reasons for those differences). Further, students will develop and incorporate important skills such as using maps to navigate and investigate the earth's geo-political physical landscape, including understanding the location of the world's continents, regions, countries and significant capital cities. While we will be looking at both of the two main aspects of Geography, physical and human, our focus will be significantly more on human geography with a look at physical geography primarily to show how humans are affected by the environment and how we in turn affect our environment. Topics of migration, historic and current political conflicts, population growth and density, the legacy of colonialism and economic development and urbanization are explored in depth. A special focus is placed on levels of development and standard of living.

19. Course Objectives (standards)

National Geography Standards (6/17/2015)

Standard	Description	Essential Element
1	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information	The World in Spatial Terms
2	How to use mental maps to organize information about people, places, and environments in a spatial context	The World in Spatial Terms
3	How to analyze the spatial organization of people, places, and environments on Earth's surface	The World in Spatial Terms
4	The physical and human characteristics of places	Places and Regions

5	That people create regions to interpret Earth's complexity	Places and Regions
6	How culture and experience influence people's perceptions of places and regions	Places and Regions
7	The physical processes that shape the patterns of Earth's surface	Physical Systems
8	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface	Physical Systems
9	The characteristics, distribution, and migration of human populations on Earth's surface	Human Systems
10	The characteristics, distribution, and complexity of Earth's cultural mosaics	Human Systems
11	The patterns and networks of economic interdependence on Earth's surface	Human Systems
12	The processes, patterns, and functions of human settlement	Human Systems
13	How the forces of cooperation and conflict among people influence the division and control of Earth's surface	Human Systems
14	How human actions modify the physical environment	Environment and Society
15	How physical systems affect human systems	Environment and Society
16	The changes that occur in the meaning, use, distribution, and importance of resources	Environment and Society
17	How to apply geography to interpret the past	The Uses of Geography
18	How to apply geography to interpret the present and plan for the future	The Uses of Geography

20. Course Outline

The course is broken into different units. The first is an introduction and overview of geography which includes themes, tools and skills necessary for the understanding and analysis of all subsequent units. The first unit examines the different components and approaches to the study of geography, contrasts different descriptions and functions of maps, weather and climate, time zones, landforms and waterbody identifiers, culture,

religion and economic systems. Students identify the world's continents and major oceans and contrast how different maps offer a variety of perspectives and manipulations of the globe.

The subsequent seven units are categorized by continent/region: North America, South America, Europe, Africa, North and West Asia, South and East Asia, and the Pacific World. For each respective continent/region of study, students explore, apply and contrast in focused depth the themes and skills developed from the first unit as outlined above and in the course goals (Section #18).

Each unit begins with students using maps to identify and label the names of each respective country and significant physical features of that continent/region. Longitude and latitude are utilized to locate the various countries and major capitals as well as to identify their respective impact on climate and time zone. Students call upon prior knowledge to illustrate each content/region in ways that come to mind before we explore the unit in more depth.

For each unit, students conduct an in depth exploration of maps indicating population patterns, climate and precipitation and land use as well as charts comparing standards of living and fast facts. For each, students analyze similarities and differences within each continent/region as well as between different continent/regions of study, especially their own.

Each unit, students read a narrative of an interview from a real life boy or girl (peer-aged) from that continent/region of study who discusses their realities such as the type of home they live in, family structure, experiences in school, daily routines, food, recreation, life and career aspirations, celebrations/holidays, etc. which students contrast with their own lives.

For each unit, students consider and examine the continent/region's natural environments (landforms, climates, plants, animals, natural resources and environmental hazards), history and culture (colonization and independence, timelines, people, languages, religion, food, customs, settlement and land use, agriculture and industry) and current events (economic, political and social developments - issues and challenges).

21. Instructional Materials:

Board approved required text

Title: World Geography Today

Author: Prof. Robert J. Sager; Prof. David M. Helgren

Publisher: Holt, Rinehart and Winston

Supplementary materials

National Geographic films

Globetrekker travel films

News articles (sources such as BBC World News, New York Times Upfront)

Take Five Minutes: Geography (Teacher Created Resources, Inc.)

22. Key Assignments

Unit 1: Introduction to Geography Sample Assignment

Landforms and Waterbodies

Students are provided a description of a landform or waterbody by the teacher (also able to use the textbook) and are prompted to determine its name from provided resources. Students are shown a visual for each term and draw an illustration by each descriptor. Culminating the lesson, students are asked to contrast the difference between key features - i.e. a straight and an isthmus - as well as identify those which exist in their immediate locality and region.

Unit 2: North America

Levels of Development

Students apply their knowledge of economic systems and levels of development to consider the relationship between capitalism and levels of development in global markets. Tools such as key terms, quickwrite, evidence/interpretation charts and Cornell Notes recall question and summary allow an in depth review. This lesson is used as a discussion piece in subsequent lessons to specifically analyze the great contrast between the United States and nations in Central America. These skills and topics are explored in depth again in subsequent units.

Unit 3: South America

Current Events Jigsaw

Students examine and synthesize current events news articles that highlight issues and challenges in different countries of South America. Students identify key components of the article (i.e. what the article is referencing and why it is important to consider) on a graphic organizer and then "jigsaw" - teaching, exchanging and recording information - with three other students who read different articles. This same exercise is used in all units except Unit 1.

Unit 4: Europe

Iberian Peninsula

Students follow a powerpoint and record information on a graphic organizer to contrast Spain and Portugal's early history, language, religion, colonial territories, recent history and economy. Students then apply this information to a written script from the perspective of an American tour guide in charge of trips to the Iberian peninsula. Students design a tourism advertisement to attract American tourists to the Iberian peninsula after first connecting how Spain and Portugal's history is reflected in its culture today, what details about these places may interest visitors, and what images could be included on a tourism poster that reflect some of these ideas.

Unit 5: Africa

Africa Reflections

Students develop written essays and responses to text prompts throughout the unit [this occurs in ALL units, this is just a sampling]. Students are required to use critical thinking skills and reading strategies to decode the text and develop their responses.

Unit 6: North and West Asia

Conflict: Israel & Palestine

In concert with a video about Israel and Palestine - and referencing a map illustrating Palestinian transition in land between 1946-2000 - students use a graphic organizer to consider and record events and viewpoints that support Israel and Palestine's respective viewpoint in laying claim to disputed territory. Following, students consider and record the needs and wants for each side's people, propose solutions, and then participate in mock peace negotiations with one another representing the role of either Palestine or Israel.

Unit 7: South and East Asia

Bhutan Pamphlet

Students explore in depth the least developed and most isolated nation in the world: Bhutan. They enter the minds of a Bhutanese official in the development of an informational pamphlet designed for tourists. Students must research and examine the history and culture of Bhutan, the fees and restrictions in place for visitors, and most importantly, why those are in place. Through this project students discover and explain the environmental and social impact of tourists in Bhutan, why there are such significant restrictions in place to limit negative impact, and the struggle Bhutan faces as it tries to balance opening its borders to foreign influences with protecting and preserving a simplistic, Buddhist and traditional nation.

Unit 8: Pacific World

Adventures in the Pacific World - Internet Research

Using a computer, students engage in an online scavenger hunt of the south pacific through suggested sources and web-links with academic integrity. Documenting information such as geographical features, historical, and people and cultural facts, students develop an online postcard incorporating highlights from their research and presenting the information as though it were from their first hand accounts and experiences.

23. Instructional Methods and/or Strategies

- Map and atlas exploration
- Charts and graphs to analyze and express quantitative data
- Chapter tutorials - reading, powerpoint
- Current events articles and jigsaws
- Exploration of various resources and guided text analysis
- Discussion prompts and response strategies (i.e.- compare and contrast, making a claim with supporting evidence)
- Media: films, slides, computer-based resources
- Group-work and class presentations
- Reading strategy guides and practice (i.e.-"talk to the text", sticky notes, outlines)
- Written essays comparing population, climate, religion, ethnicity, food and crops
- Written essays developing creative solutions for current events issues in a region
- Evidence/interpretation charts to analyze text and videos
- Development of sample travel guides, posters and informational leaflets
- Graphic organizers
- Debates

- Drawing/illustrative/collage exercises (both creative and directed)

24. Assessment Methods and/or Tools

- Daily warm-up and “compass partner” reflection
- Map quizzes
- Multiple-choice tests including matching and true/false
- Exam reviews
- Short-answer writing responses
- Oral presentations
- Unit binder check / assignment review
- Group and individual projects

25. Grading Policy

Grading will be follow the San Leandro Unified School District’s policy. It is expected that assignments will be turned in on time. Late assignments will be accepted if student has communicated to teacher the reasons and actions taken to complete the work in a timely manner.