Geography 9B Pacing Guide

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| Week Number  | Unit/Lesson Title  | Standards | Assessments |
| 1 | **Uni**t: World resources**Lesson**: Introduction to course |  *G5.9-12.7* Analyze and interpret Earth’s **physical** and **human****features** using appropriate geographic tools and technologies.National Geography Standard 1: **The World in Spatial Terms** How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information. | -Class schedules-Class rules-Class syllabi-Ice breakers/ Team Building World Resources lesson/ People and Geography Water lesson |
| 2 | **Uni**t: The United StatesLesson: Regions within the U.S. |  *G5.9-12.1* Use **map elements** including scale to identify and locate **physical** and **human features** in the United States and the world.*G6.[9-12].1* Determine how relationships between humans and the **physical environment** lead to the development of and connections among **places** and **region**s.*G6.[9-12].8* Use **absolute** and **relative location** (including latitude and longitude) to locate prominent countries, cities, and **physical** **features** in different **regions** of the world.National Geography Standard 1: **The World in Spatial Terms** How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information. | -Outlines maps of the U.S.-Gross Domestic Product Activity-Develop a magazine activity -Region Report-Timeline   |
| 3 | **Uni**t: Canada**Lesson**: The Past and Today | *G6.[9-12].1* Determine how relationships between humans and the**physical environment** lead to the development of and connectionsamong **places** and **region**s.*G6.[9-12].4* Analyze selected historical issues, **demographics**, andquestions using the geographic concept of **regions**. | -Outline for Television Documentary of Canadian History-Panel discussion --Write a position paper of British and French Influence and Rights |
| 4 | **Uni**t: Latin America**Lesson**: Exploring Mexico | National Geography Standard 9: Human SystemsThe Characteristics, Distribution, and Migration of Human Population on Earth’s Surfaces *G6.[9-12].5* Explain why **places** and **regions** are important to**cultural identity** and can serve as forces for both **unification** and**fragmentation**.*G6.[9-12].6* Compare characteristics of **places** and **regions** fromdifferent perspectives. | -Mapping Mexico -Cultural poster activity-Timeline of Mexican History-Making Comparison of Rural and Urban areas |
| 5 | **Uni**t: Latin America**Lesson**: Central America and the Caribbean  | *G6.[9-12].5* Explain why **places** and **regions** are important to**cultural identity** and can serve as forces for both **unification** and**fragmentation**.*G6.[9-12].6* Compare characteristics of **places** and **regions** fromdifferent perspectives. | -Mapping the region-Panama Canal Activity -Political campaign speeches (countries are assigned to students)-Oral report on one Caribbean Country of student choice- |
| 6 | **Uni**t: Latin America **Lesson**: Brazil | *G7.[9-12].8* Evaluate changes in the size and structure ofcultural, political, and economic organizations.The Characteristics, Distribution, and Migration of Human Population on Earth’s Surfaces *G6.[9-12].5* Explain why **places** and **regions** are important to**cultural identity** and can serve as forces for both **unification** and**fragmentation**.*G6.[9-12].6* Compare characteristics of **places** and **regions** fromdifferent perspectives. | -Mapping of Brazil-Brazilian Role Play (assign students different roles of everyday Brazilian people)-Guest speakers from Brazil-Poster activity   |
| 7 | **Unit**: Latin America**Lesson**: Countries of South America  | *G7.[9-12].2* Evaluate the impact of **migration** and settlement onphysical and human systems.*G7.[9-12].3* Analyze the development of civilizations and theimpact it has on the changes and progress of human development*G6.[9-12].6* Compare characteristics of **places** and **regions** fromdifferent perspectives. | - News Reports of different countries in the Tropics- Recreating an Andean market day-The important of Potatoes activity-Physical Characteristics of Southern Grassland Countries  |
| 8 |  **Unit**: Western Europe**Lesson**: The British Isles and Nordic Nations | *G6.[9-12].1* Determine how relationships between humans and the**physical environment** lead to the development of and connectionsamong **places** and **region**s.*G6.[9-12].2* Explain why characteristics of **place** change.*G6.[9-12].3* Apply the concept of **region** to organize and study ageographic issue.*G6.[9-12].4* Analyze selected historical issues, **demographics**, andquestions using the geographic concept of **regions**. | -British Empire activity -Advertisement Writing Activity-Search for the Loch Ness Monster-Forming an opinion about countries belonging to the UK or not.-Five minute “television ad” of an assigned Nordic Nation.  |
| 9 | **Unit**: Central and Western Europe**Lesson:** France | *G6.[9-12].5* Explain why **places** and **regions** are important to**cultural identity** and can serve as forces for both **unification** and**fragmentation**.*G6.[9-12].6* Compare characteristics of **places** and **regions** fromdifferent perspectives. | -Map puzzle of France Activity -Souvenir lesson -Architectural design of famous landmarks activity-Travel documentary monologue |
| 10 | **Unit:** Central and Western Europe**Lesson:** Germany | *G6.[9-12].5* Explain why **places** and **regions** are important to**cultural identity** and can serve as forces for both **unification** and**fragmentation**.*G6.[9-12].6* Compare characteristics of **places** and **regions** fromdifferent perspectives*G7.[9-12].5* Evaluate why major cities develop in particulargeographic **locations** and how this affects **cultures**. | -Germany a divided country activity.-Writing an newspaper article of reunification process from a German perspective.-Oral report on Belgium/Holland-Austrian/Switzerland Postage Stamp lesson |
| 11 | Unit: Mediterranean EuropeLesson: Spain and Portugal  | *G6.[9-12].5* Explain why **places** and **regions** are important to**cultural identity** and can serve as forces for both **unification** and**fragmentation**.*G6.[9-12].6* Compare characteristics of **places** and **regions** fromdifferent perspectives. | -Map of Spain -Using an almanac or internet to compare and contrast Spain and Portugal- |
| 12 | **Unit:** Mediterranean Europe**Lesson:** Italy |  *G7.[9-12].4* Compare characteristics and patterns of **rural** and**urban migration** and settlement in **developing** and **developed****countries**.*G7.[9-12].5* Evaluate why major cities develop in particulargeographic **locations** and how this affects **cultures**. | -Making a concept map of Italy-Volcanoes and Pompeii Lesson |
| 13 | **Unit**: Mediterranean Unit**Lesson**: Greece |  *G7.[9-12].2* Evaluate the impact of **migration** and settlement onphysical and human systems.*G7.[9-12].3* Analyze the development of civilizations and theimpact it has on the changes and progress of human development. | -Birthplace of Democracy of lesson plan -Volcanoes activity  |
| 14 | **Unit**: Central Europe and Northern Eurasia **Lesson**: Poland |  *G6.[9-12].5* Explain why **places** and **regions** are important to**cultural identity** and can serve as forces for both **unification** and**fragmentation**.*G6.[9-12].6* Compare characteristics of **places** and **regions** fromdifferent perspectives. | -Map of Central Europe-Multi ethnic activity exploring Poland, Hungary, and Slovakia. |
| 15 | **Unit**: Central Europe**Lesson:** Balkan Peninsula  | *G6.[9-12].5* Explain why **places** and **regions** are important to**cultural identity** and can serve as forces for both **unification** and**fragmentation**.*G6.[9-12].6* Compare characteristics of **places** and **regions** fromdifferent perspectives. |  -Jigsaw puzzle of Balkan Peninsula Activity-Cultural Poster Activity -Chernobyl Delay Investigation-Fuel in Belarus activity  |
| 16 | **Unit**: Russia**Lesson:** Regions of Russia and the Emergence of Russia | U.S. National Geography Standard 10: Human SystemsThe Characteristics, Distribution, and Complexity of Earth’s Cultural Mosaics*G7.[9-12].3* Analyze the development of civilizations and theimpact it has on the changes and progress of human development. | * Map out Russia Activity
* -Time zones Activity
* Timeline of Russia
* Cold War Propaganda Activity
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| 17 | **Unit:** Russia **Lesson**: Geographic Issues in Russia | *G7.[9-12].1* Analyze **demographic** trends in the world.*G6.[9-12].8* Use **absolute** and **relative location** (including latitudeand longitude) to locate prominent countries, cities, and **physical****features** in different **regions** of the world. | -Culture and Music in Russian History-Fast Food comes to Moscow |
| 18 | **Unit**: Asia**Lesson:** China | *G7.[9-12].1* Analyze **demographic** trends in the world.*G7.[9-12].2* Evaluate the impact of **migration** and settlement onphysical and human systems.*G7.[9-12].3* Analyze the development of civilizations and theimpact it has on the changes and progress of human development. | -History of China Overview-Development of China Lesson PlanRegions of China Activity |
| 19 | Unit: Review of Course | *G7.[9-12].3* Analyze the development of civilizations and theimpact it has on the changes and progress of human development. | -Reflections of Course-Final Group Presentations -Final Semester Test |