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 States  Lesson: 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 connections  among **places** and **region**s.  *G6.[9-12].4* Analyze selected historical issues, **demographics**, and  questions 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 Systems  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** from  different 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** from  different 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 of  cultural, 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** from  different 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 on  physical and human systems.  *G7.[9-12].3* Analyze the development of civilizations and the  impact it has on the changes and progress of human development  *G6.[9-12].6* Compare characteristics of **places** and **regions** from  different 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 connections  among **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 a  geographic issue.  *G6.[9-12].4* Analyze selected historical issues, **demographics**, and  questions 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** from  different 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** from  different perspectives  *G7.[9-12].5* Evaluate why major cities develop in particular  geographic **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 Europe  Lesson: 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** from  different 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 particular  geographic **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 on  physical and human systems.  *G7.[9-12].3* Analyze the development of civilizations and the  impact 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** from  different 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** from  different 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 Systems  The Characteristics, Distribution, and Complexity of Earth’s Cultural Mosaics  *G7.[9-12].3* Analyze the development of civilizations and the  impact it has on the changes and progress of human development. | | * Map out Russia Activity * -Time zones Activity * Timeline of Russia * Cold War Propaganda Activity |
| 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 latitude  and 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 on  physical and human systems.  *G7.[9-12].3* Analyze the development of civilizations and the  impact it has on the changes and progress of human development. | | -History of China Overview  -Development of China Lesson Plan  Regions of China Activity |
| 19 | Unit: Review of Course | | *G7.[9-12].3* Analyze the development of civilizations and the  impact it has on the changes and progress of human development. | | -Reflections of Course  -Final Group Presentations  -Final Semester Test | | |