

**Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study**

Department	Social Science		Course Title	Human Geography		
Course Code	S0371	Grade Level(s)	9 th & 10 th		Course Length	1 semester
Credits/Semester	5 credits	Required for Graduation?	No	Elective Credit?	Yes	
Prerequisites	None					
Community College Articulation?			Name of College			
UC/CSU Articulation?		Name of University				
Meets UC/CSU “a-g” Requirement?		Meets NCAA Requirement?		Weighted Course Credit?		

COURSE DESCRIPTION

Human geography will analyze people and places and explain how they interact across space and time to create the world. The course will introduce concepts that will show how geography influence world cultures, the movement of people, and current global issues by researching where people live and how cultural identity helped to develop the diverse political, economic, and social systems around the world.

GOALS: (Expected performance outcomes for students)

1. Students will master physical geography by studying spatial distribution, the five themes of geography, cultural landscape by studying a variety of maps used by Geographers.
2. Students will study the concept of population distribution and density by focusing on world population growth as well as regional, national, and local growth. By focusing on population growth students will be able to analyze demographic transition, disease distribution, and future population growth and decline.
3. Students will study the concept of culture by researching and analyzing local and popular culture. Students will further their knowledge of culture by studying the importance of identity in race, ethnicity, and gender.
4. Students will study the importance of language and how they are distributed globally.
5. Students will study the impact religion has on culture, geography, and politics.
6. Student will study political geography by looking at concepts that develop Nations while also reviewing current border disputes.
7. Students will review urban geography by looking at why people migrate to cities. They will continue their spatial distribution by focusing on where cities are located and why?
8. Students will study the importance of Agriculture and industry by researching the beginning of each theme and its impact on globalization.
9. Students will study the impact of humans on the environment by focusing on global issues facing the world today.

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California Content Standards

CHRONOLOGICAL AND SPATIAL THINKING

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW

1. Students distinguish valid arguments from fallacious arguments in historical interpretations
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

HISTORICAL INTERPRETATION

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations of determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values.
4. Students understand the meaning, implication, and impact of historical events while recognizing that events could have taken other directions.
5. Students analyze human modifications of a landscape, and examine the resulting environmental policy issues.

WORLD HISTORY, CULTURE AND GEOGRAPHY

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

1. Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

2. Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison).

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4. Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.

5. Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.

10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).

2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

4. Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

1. Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

2. Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.

3. Discuss the important trends in the regions today and

US History

11.2 Students analyze the relationship among the rise of industrialization, large-scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.

2. Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.

3. Trace the effect of the Americanization movement.

4. Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.

6. Trace the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography.

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

1. Describe the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protection, family-centered communities).

11.8 Students analyze the economic boom and social transformation of post–World War II America.

2. Describe the significance of Mexican immigration and its relationship to the agricultural economy, especially in California.

6. Discuss the diverse environmental regions of North America, their relationship to local economies, and the origins and prospects of environmental problems in those regions.

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7. Describe the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology.

8. Discuss forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles).

Economics

12.1 Students understand common economic terms and concepts and economic reasoning.

1. Examine the causal relationship between scarcity and the need for choices.

4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.

5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).

Evaluation

Student achievement will be measured using multiple assessment tools, included but not limited to benchmark test results, final exams, end-of-unit tests, quizzes, homework, class work, notebooks, portfolios, authentic performance assessments, and written assessments using the district's rubric. District-wide benchmark assessments will be assessed using the following chart:

Performance Standards - Benchmark Assessments				
Far Below Basic = F	Below Basic = D	Basic = C	Proficient = B	Advanced Proficient = A

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Unit 1	Length of Unit (1 week) ...					
	Key Terms	Standards*		Model Tasks**		Tools & Text
Introduction to Human Geography	Human Geography Globalization Spatial Distribution Culture Cultural diffusion	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation,		1. Students will answer the following questions in a Journal: What is human geography? What are geographic questions? What do maps tell us about the world and cultures 2. Students will make thematic maps that represent the 5 themes geography	D C B A	Teacher resource book Student Atlas Student textbook Poster on 5 themes of geography
Differentiation	Support -- for students who are struggling with the content	Content: teach SQ4R reading method, How to define the five themes of geography? How to interpret maps? Process: Use visuals to demonstrate differences in geographical regions. Powepoint and video that show how regions are formed. Product: Students will make flashcards of key terms, students will be given maps to trace regions				
	Extension – for high achieving students. Required activities for all honors courses.	Content: How to use the five themes to explain culture Process: Use reading materials and primary sources to show connection with literature and geography Product: students will write a mini research paper, produce a video project that will show how man changed geography and how items change naturally				
Evaluation	Formative Assessments: Students will be assessed through weekly quizzes, journal writing assignments, chapter tests. Summative Assessments: technological Projects, research papers, Unit exams, group debates/simulations					

* Standards are to be identified by frequency on California Standards Tests. A high frequency standard will be labeled with an “H”, a Medium frequency standard will be labeled “M”, and a low frequency standard will be labeled “L”.

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Unit 2	Length of Unit (1- 2 weeks) ...					
	Key Terms	Standards*		Model Tasks**		Tools & Text
Population •	Population distribution Population density Infant mortality Life expectancy AIDS One Child Policy Environmental issues	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation, 10.2, 10.4, 10.10, 11.2, 11.3, 11.8		1. Students will answer the following questions in their daily Journal writing notebook: Where in the world do people live and why? Why does population composition matter? How do governments affect population? 2. Create graphs using technology or by hand to demonstrate the development of population and how it impacted geography from past & current. Followers rural to urban movement. 3. Current event project	D C B A	Teacher resource book Student Atlas Student textbook Video on global issues Online Video demand: www.learner.org/reso urces;series180.html# program
Differentiation	Support -- for students who are struggling with the content	Content: : teach SQ4R reading method, students will be given key terms to better understand the material Process: students will continue to write words in a journal Product: journal dictionary				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Global issues Process: students will write a letter to a house representative on an issue they choose to research explaining the importance to correct the issue Product: A letter				
Evaluation	Formative Assessments: Students will be assessed through weekly quizzes, journal writing assignments, chapter tests. Summative Assessments: technological Projects, research papers, Unit exams, group debates/simulations					

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Unit 3	Length of Unit (2 weeks) ...					
	Key Terms	Standards*		Model Tasks**	Tools & Text	
<i>(Migration of people</i>	Cyclic Movement Periodic Movement Migration Colonization Forced migration	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation, 10.4, 11.2, 11.8, 12.1		1. Students will answer the following questions Journal writing: Why do people migrate? Where do people migrate? How do governments affect migration? 2. Create a 3-D model of Push-Pull...migration of people from one region to another	D C B A	Teacher resource book Student Atlas Student textbook Video on global issues Online Video demand: www.learner.org/reso urces;series180.html# program
Differentiation	Support -- for students who are struggling with the content	Content: teach SQ4R reading method, Students will view videos and continue to create their vocabulary journals. The journals will also go beyond word and make photograph Process: students will work in individually and in groups to develop vocabulary Product: journal writings, photograph, and skits using the words				
	Extension – for high achieving students. Required activities for all honors courses.	Content: Movement of people Process: students will research movement of people in history and develop a video or paper on the movement Product: video or research paper				
Evaluation	Formative Assessments: Students will be assessed through weekly quizzes, journal writing assignments, chapter tests. Summative Assessments: technological Projects, research papers, Unit exams, group debates/simulations					

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Unit 4	Length of Unit 2 weeks				
	Key Terms	Standards*		Model Tasks**	Tools & Text
Local Culture, Popular culture, Landscapes Neolocalism assimilation	Culture Folk culture Custom Traditions Popular culture Local culture	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation, 10.10, 11.3, 12.1		1. Journal writing: What is the difference between local and popular cultures? How are local cultures sustained? 2. Create a short culture research paper that demonstrates how other regions impacted the development of culture 3. Simulations 4. heritage poems 5. Create Mandala project	D C B A Teacher resource book Student Atlas Student textbook Video on global issues Online Video demand: www.learner.org/resources;series180.html#program
Differentiation	Support -- for students who are struggling with the content	Content: : teach SQ4R reading method, students will continue to create vocabulary journal and students will read children folk tales to demonstrate culture Process: read along with children folktales from the around the world and discussion Product: discussion of folk tales and journal on vocabulary words			
	Extension – for high achieving students. Required activities for all honors courses.	Content: the importance of popular culture Process: Research how the media impacts culture Product: students will view media propaganda and use the research to determine how culture impact other culture through cultural diffusion.			
Evaluation	Formative Assessments: Students will be assessed through weekly quizzes, journal writing assignments, chapter tests. Summative Assessments: technological Projects, research papers, Unit exams, group debates/simulations				

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Unit 5	Length of Unit : 2 Weeks				
	Key Terms	Standards*	Model Tasks**		Tools & Text
Identity: Race, Ethnicity, Gender	Racism Sense of place Gender Ethnicity succession	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation, 11.8, 12.1	1. Journal writings for students: What is identity and how are identities constructed? How do places affect identity, and how can we see identities in places? How do geographers reflect and shape power relationships among groups? 2. Create a mini research family tree 3. Write a biography report	D C B A	Teacher resource book Student Atlas Student textbook Video on global issues Online Video demand: www.learner.org/resources;series180.html#program
Differentiation	Support -- for students who are struggling with the content	Content: Vocabulary Journal writing Process: : teach SQ4R reading method, Students will continue to write vocabulary down to demonstrate key terms Product: journal writing notebook			
	Extension – for high achieving students. Required activities for all honors courses.	Content: Students will learn about racism and other issues Process: Students will learn how authors demonstrate racism and a sense of self by looking a literature. Product: Presentation of book to the class and a book report			
Evaluation	Formative Assessments: Students will be assessed through weekly quizzes, journal writing assignments, chapter tests. Summative Assessments: technological Projects, research papers, Unit exams, group debates/simulations				

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Unit 6	Length of Unit (2 weeks) ...				
	Key Terms	Standards*	Model Tasks**		Tools & Text
Development of Language	Culture Language Dialects Extinct languages Lingua franca Global language	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation, 10.3, 10.4, 10.10	1. Student journal writing book: What are languages and what role do languages play in culture? Why languages are distributed the way they are? 2. Simulation on use of Language “slang” from different time periods – into skits 3. Comparison chart on how languages developed	D C B A	Teacher resource book Student Atlas Student textbook Video on global issues Online Video demand: www.learner.org/resources/series180.html#program (video: the Loss of Native Languages in Alaska)
Differentiation	Support -- for students who are struggling with the content	Content: Journal vocabulary notebook Process: : teach SQ4R reading method, students will continue their log writing for vocabulary Product: Journal notebook			
	Extension – for high achieving students. Required activities for all honors courses.	Content: Students will study the development of language Process: looking at the development of language and find similarities and differences Product: Work in groups to show how language is the same			
Evaluation	Formative Assessments: Students will be assessed through weekly quizzes, journal writing assignments, chapter tests. Summative Assessments: technological Projects, research papers, Unit exams, group debates/simulations				

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Unit 7	Length of Unit 1.5 weeks...				
	Key Terms	Standards*	Model Tasks**		Tools & Text
World Religion	Religion Judaism Christianity Islam Buddhism Hinduism Fundamentalism Extremism Indigenous religions	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation, 10.1, 11.3	1. student journal writings - What is religion, and what role does it play in culture? Where did the major religions originate and how did they diffuse? 2. Students will create 3-D cube tracing the development of religion and its impact on culture	D C B A	Teacher resource book Student Atlas Student textbook Video on global issues Online Video demand: www.learner.org/resources;series180.html#program
Differentiation	Support -- for students who are struggling with the content	Content: World Religion Process: teach SQ4R reading method, Students will take notes from power point and view videos, develop Venn diagrams to show comparisons and contrasts Product: Have questions and discussions on the main ideas of the religion			
	Extension – for high achieving students. Required activities for all honors courses.	Content: World Religion Process: To compare and contrast world religion Product: Students will write a compare and contrast essay with a well developed essay			
Evaluation	Formative Assessments: Students will be assessed through weekly quizzes, journal writing assignments, chapter tests. Summative Assessments: technological Projects, research papers, Unit exams, group debates/simulations				

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Unit 8	Length of Unit 2 weeks				
	Key Terms	Standards*	Model Tasks**		Tools & Text
<i>Political & Urban geography</i>	Nation Geo political Multinational Democracy Stateless nations Colonialism Industrialization Urban Rural River valley Surplus	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation, 10.4, 10.10, 11.2	1. Student journal writing assignment How space is politically organized into states and nations? How do states spatially organize their governments? How are boundaries established? When and why did people move to cities? 2. Students will prepare for a debate on the development of international borders in relation to historical accounts 3. map development to show border shifts through time 4. Students will make PSA announcements that address political issues	D C B A	Teacher resource book Student Atlas Student textbook Video on global issues Online Video demand: www.learner.org/resources/series180.html#program (video: International Boundaries)
Differentiation	Support -- for students who are struggling with the content	Content: teach SQ4R reading method, comparing different view points Process: develop a portfolio that will combine key words from previous units Product: portfolio that will show students work: short paragraphs, journals, vocabulary			
	Extension – for high achieving students. Required activities for all honors courses.	Content: comparing different view points Process: design a media portfolio Product: Audio and video portfolio			
Evaluation	<i>Formative Assessments: Students will be assessed through weekly quizzes, journal writing assignments, chapter tests.</i> <i>Summative Assessments: technological Projects, research papers, Unit exams, group debates/simulations</i>				

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Unit 9	Length of Unit 2 weeks				
	Key Terms	Standards*		Model Tasks**	Tools & Text
Human Environment And Globalization	Pangaea Global warming Acid rain Soil erosion Globalization	Chronological and Spatial Thinking, Historical Research, Evidence, and Point of View, Historical Interpretation, 10.10, 11.8, 12.1		1. Journal writing: How has the Earth environment changed over time? How have humans impacted Earth's environment? What is globalization? How have identities changed in a globalization world? 2. Global issues poster or collage with situation report 3. PSA video on global issues	D C B A Teacher resource book Student Atlas Student textbook Video on global issues Online Video demand: www.learner.org/reso urces;series180.html# program
Differentiation	Support -- for students who are struggling with the content	Content: Journal key term writing & notetaking skills Process: students will Product:			
	Extension – for high achieving students. Required activities for all honors courses.	Content: Students will learn the importance of globalization Process: students will study how the human environment and globalization process works with document based questions Product: students will write an essay using primary documents			
Evaluation	Formative Assessments: Students will be assessed through weekly quizzes, journal writing assignments, chapter tests. Summative Assessments: technological Projects, research papers, Unit exams, group debates/simulations				

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