Oroville Union High School District
Course Description

Course Title:	Geography and Freshmen Success
Aeries Course #:	401A
CBEDS #:	2702
Course Length:	One Semester
Type of Credit(s):	Social Science (5 credits)
A-G Approved:	Pending
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	No
Grade Level(s):	9
Primary Textbook(s):	Geography Alive Regions and People, Teachers' Curriculum Institute, Diane Hart, 2006, ISBN 1-58371-427-8
Supplemental Materials:	None
Reading Materials:	None
Reference Materials:	None
Supplemental Films:	Planet Earth Hotel Rwanda Rabbit-Proof Fence Alaska's Last Oil Everest Documentary 16th Man
Digital Resources:	YouTube, PBS, National Geographic, TCI Online

<u>Course Overview</u>

Students in grade nine must realize one of the realities of the contemporary world is the increasing influence of other nations in the daily life of the American citizen. This course in 20th Century Geography and Technology is designed to provide an understanding of the distribution and characteristics of the world's major cultures and of the dynamic of human migration and cultural diffusion. Emphasis will be placed on the cultures of the world and a technology based student presentation. Ninth grade geography is a foundation course to World History, United States, History, Government and Economics. Students will engage in educational experiences and self-exploration that promote learning about personal, academic, and organizational strategies related to student success in high school, college and career. **This course meets the CSU/UC "A-G" Subject" requirement.**

Please attach a copy of all standards that apply to this course.

Board Approval Date: 6/19/19

History-Social Science Content Standards
Grades 9 – 12: Introduction

Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve. They are to be assessed only in conjunction with the content standards in grades nine through twelve.

In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills.

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 on 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 and recognize that events could have taken other directions.
5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.