

**Geography**  
**1 Unit**

**I. SPECIFIED COURSE OBJECTIVES**

- a. Students should be able to evaluate and select resources, data services, and geographic tools to generate, manipulate, and interpret information
- b. Analyze location, direction, size, and/or shape
- c. Analyze multiple criteria to distinguish various locations, places, and regions
- d. Analyze the impact of natural environment and characteristics of particular locations on settlement patterns
- e. Analyze how humans modify and/or are impacted by the natural environment
- f. Analyze how past and present trends of human migration worldwide impact politics, environment, and societies
- g. Analyze how changes in the environment can impact people worldwide
- h. Analyze the various physical processes which operate the atmosphere, lithosphere, biosphere, and hydrosphere
- i. Analyze the ways in which Earth's natural processes and cycles alter the patterns of Earth's surfaces
- j. Students should understand six essential elements of Geography
  1. ***The World in Spatial Terms***- This involves the use of maps to study people, places and environments
  2. ***Places and Regions***- This deals with the human and physical features of how we define and perceive various regions
  3. ***Physical Systems***- This involves the study of earthquakes, rivers, volcanoes, weather patterns and similar topics and also how plants and animals relate to these nonliving physical systems
  4. ***Human Systems***- This looks at how human activities, movements, and settlements shape Earth's surface, while also looking at causes and results of conflicts between peoples
  5. ***Environment and Society***- This looks at the relationship between people and the environment
  6. ***The Uses of Geography***- This looks at how geography helps us understand the relationship among people, places, and environments over time.

## **II. SPECIFIED OUTLINE OF COURSE CONTENT**

The course of Geography will provide the student with knowledge, concepts, values, and skills to become an effective person in our society. It should give awareness to the things that are going on around them in everyday life. Students participating in the course of 9<sup>th</sup> Grade Geography will be able to:

### ***A. Develop and understanding of the world patterns and problems***

1. Identify the living resources such as grasslands and wildlife of different nations
2. Recognize the different soil resources of the world as in the origin and types of soils
3. Understand the mineral resources as in different metals, fuels, and water resources found throughout Earth
4. Develop and understanding of the life processes of civilization with the importance in the manufacturing and trade and its importance in the union of people
5. Recognize transportation on land, inland water, on the sea, and through the air, and the importance of communication
6. Describe Earth's position in the solar system, how rotation and revolution affect Earth, distinguish between solstices and equinoxes and analyze how Earth's environment is unique in the solar system
7. Describe and identify how the Sun affects the Earth's atmosphere and the factors which affect the Earth's climate

### ***B. Develop and understanding of the nature of nations through growth, its fundamentals of national strength, and the size, shape, and location of the countries.***

1. Understanding Europe as a whole, its British lands and people, and nations of the West European mainland
2. Identifying and understanding how Russia, Ukraine and Belarus are the back yard of Europe
3. Develop and understanding of the nations of China, Japan and the nations of the Indian peninsula and the history behind each
4. Understand the Middle Eastern people, their heritage, changing ways of life and their future
5. Identify the smaller nations of Southern Asia, mainland Southeast Asia, and the islands of Southeast Asia
6. Develop and understanding of the nature of Africa and the parts such as northern Africa, Equatorial Africa, southern Africa, and what the future holds for Africa

7. Develop and understanding the environment, people and history of Australia and New Zealand
8. Identify the nature of Latin America and South America and the problems they have what the future holds for these regions
9. Understand the United States, Canada, and Mexico what the future holds for each
10. Develop an understanding of the locations of the nations that are discussed with map studies showing each background and history

### **III. Plans for Student Evaluations**

Evaluation procedure must be appropriate to the student's needs and developmental levels as well as course goals and objectives.

#### **A. Teacher Made Tests**

1. Chapter Tests
2. Notes and Section Quizzes
3. Semester Tests
4. Map Tests

#### **B. Homework and assigned projects**

### **IV. SPECIFIED STANDARDS FOR PASSING**

In order to receive a passing grade in 9<sup>th</sup> Grade Geography, the student must successfully complete all written assignments and master the objectives set forth in the course by a 70% passing grade set by the school and the teacher.

***\*\*The content standards, as set by the state, for a high school level geography class follow this page.\*\****

## 9-12 WORLD GEOGRAPHY STANDARDS

### STUDENTS WILL:

1. use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective by selecting appropriate maps, map projections, and other graphic representations to analyze geographic problems; constructing maps using fundamental cartographic principles including translating narratives about places and events into graphic representations; interpreting maps and other geographic tools through the analysis of case studies and using data; and using geographic tools to represent and interpret the earth's physical and human systems.
2. develop knowledge of the earth to locate people, places, and environments by drawing a complex and accurate map from memory to answer questions about the location of human and physical features; identifying and locating physical and human features, in the student's own and nearby communities, in the United States, and in regions of the world (e.g., rivers, mountains, regions, and countries); and analyzing maps of a certain location people have made from memory and compare to determine similarities and differences.
3. know how to analyze the dynamic spatial organization of people, places, and environments by analyzing geographic information using a variety of scales - local, national, and international (e.g., growth issues in Sioux Falls, New York City, and Southeast Asia); analyzing patterns of distribution and arrangement of settlements; and analyzing patterns and processes of the diffusion of human activities.
4. know the physical and human characteristics of places by analyzing human and physical characteristics that give a place meaning and significance, and describing the changing human and physical characteristics of places.
5. know how and why people define regions by applying the concept of regions to organize the study of a geographic issue using multiple criteria, and analyzing changes in regions and recognizing the patterns of those changes (e.g., the Middle East has become a region of economic importance to the United States).
6. know how culture and experience influence people's perceptions of places and regions by analyzing why places and regions are important to human identity, comparing and contrasting how and why different groups in society view places and regions differently, and analyzing the ways places and regions reflect cultural change (e.g., the change in the use of the South Dakota prairie from grazing to cultivated crops).
7. know how the physical process shapes the earth's surface patterns by explaining the various interactions resulting from the earth-sun relationship; explaining the interaction of the earth's physical systems (e.g., the interaction of climate and ocean water as exemplified by El Nino); and explaining the variation in the effects of physical processes across the earth's surface (e.g., the effects of wind variations in shaping landforms).

8. know the characteristics, location, distribution, and migration of human populations by analyzing reasons for variation in population distribution, analyzing the causes and types of human migration and its effects on places, evaluating trends and effects of world population numbers and patterns, and analyzing the physical and cultural impact of human migration.
9. know the nature and spatial distribution of cultural patterns by analyzing how cultures shape the character of a region, describing the processes of cultural diffusion, and describing the effect of technology on the development and change of cultures.
10. know the patterns and networks of economic interdependence by comparing and contrasting the characteristics and distribution of economic systems; analyzing factors influencing economic interdependence of countries, including world trade; analyzing connections among local, regional, and world economies (e.g., transportation routes, movement patterns, and market areas); and analyzing how and why levels of economic development vary among places.
11. know the processes, patterns, and functions of human settlement by explaining the causes and effects of urbanization (e.g., rural-to-urban migration leads to urbanization), comparing and contrasting the differing characteristics of settlement in developing and developed countries, and examining how and why large cities grow together.
12. know how cooperation and conflict among people influence the division and control of the earth's surface by describing how cooperation and conflict among people contribute to political, economic, and social divisions of the earth's surface; describing the forces and processes of cooperation that unite people across the earth's surface (e.g., the nations of Western Europe have joined together in the European Union); and analyzing how differing points of view and self-interests play a role in conflict over territory and resources.
13. know how human actions modify the physical environment by analyzing ways that humans depend upon, adapt to, and affect the physical environment; and evaluating ways in which technology has expanded human capacity to modify the physical environment.
14. know how physical systems affect human systems by comparing and contrasting how changes in the physical environment can increase or diminish its capacity to support human activity (e.g., the Sahel), identifying and evaluating alternative strategies to respond to constraints placed on human systems by the physical environment (e.g., the use of irrigation in arid environments), and analyzing how humans perceive and react to natural hazards.
15. know the changes that occur in the meaning, use, location, distribution, and importance of resources by analyzing how technology affects the definition of, access to, and use of resources; describing why people have different viewpoints with respect to resource use; and evaluating policies and programs for resource use and management.
16. know how to apply geography to understand the past by analyzing how differing perceptions of places, people, and resources have affected events and conditions

in the past; and analyzing the fundamental role that places and environments have played in history (e.g., the Russian winter played an important part in the defeat of Napoleon's army).

17. know how to apply geography to understand the present and plan for the future by evaluating a contemporary issue using geography knowledge, skills, and perspectives; and comparing and contrasting how different viewpoints influence the development of policies designed to use and manage the earth's resources.