

9<sup>th</sup>- Geography  
Curriculum Mapping  
2019-2020  
Wade Gall

<b>Unit:</b> <i>The Geographer's World; Earth in Space</i>		<b>Time:</b> <i>August 2019</i>
<b>Standards Taught</b>		
<ul style="list-style-type: none"> <li>● 9-12.G.1.1-Use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective</li> <li>● 9-12.G.2.1-Distinguish between the Five Themes of Geography and their key components</li> <li>● 9-12.G.2.2-Describe a given region or area utilizing the Five Themes of Geography</li> <li>● 9-12.G.3.1Analyze the cultural and physical processes that make places unique</li> <li>● 9-12.G.3.3-Differentiate between formal, functional, and perceptual regions</li> <li>● 9-12.G.3.4-Apply the concept of interdependence to regions and place</li> <li>● 9-12.G.4.1-Recognize the components, processes, interdependence and spatial distribution, of Earth's physical systems.</li> <li>● 9-12.G.7.1Analyze key processes that have resulted in changes within Earth's physical and human systems</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> <li>● <i>Bell Ringer Exercises</i></li> <li>● <i>Lecture/Notes over Chapters 1 &amp; 2</i></li> <li>● <i>Assignments which corresponded with the lesson.</i></li> <li>● <i>Assessments</i></li> </ul>
<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Geography, perspective, cartography, meteorology, region, formal region, functional region, perception, perceptual regions, grid, latitude, longitude, parallels, meridians , prime meridian, degrees, hemispheres, continents, solar system, planets, moons, satellites, solar energy, rotation, revolution, tropics, polar regions, atmosphere</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i>  <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i>

	<i>lithosphere, hydrosphere, biosphere, environment</i>	<i>Notes Quizzes/Test over the information that was covered in the Module</i>
<b>Reflection:</b> Students reacted well to the information and just how much geography is used in daily life and how it affects so many aspects of our lives.	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <i>What are the two main branches of geography?</i></li> <li>• <i>How do we use geography?</i></li> <li>• <i>What are some ways we can organize our world and the study of geography?</i></li> <li>• <i>How do geographers and mapmakers organize the world?</i></li> <li>• <i>What kinds of special maps do geographers use?</i></li> <li>• <i>Who do geographers use climate graphs &amp; population pyramids?</i></li> <li>• <i>What is Earth's position in the solar system?</i></li> <li>• <i>How do rotation and revolution affect Earth?</i></li> <li>• <i>What is the difference between Solstices and Equinoxes?</i></li> <li>• <i>How does the angle of the Sun's rays affect the amount of solar energy at different locations on Earth?</i></li> <li>• <i>What are the spheres of Earth?</i></li> <li>• <i>How is Earth's environment unique in our solar system?</i></li> </ul>	

<b>Unit:</b> <i>The Geographer's World; Earth in Space</i>	<b>Time:</b> <i>September 2019</i>	
<b>Standards Taught</b>		
<ul style="list-style-type: none"> <li>• 9-12.G.1.1-Use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective</li> <li>• 9-12.G.1.2-Employ mental maps to organize information about cultures, places, and environment in a spatial context</li> <li>• 9-12.G.3.1-Analyze the cultural and physical processes that make places unique</li> <li>• 9-12.G.3.2-Gather, organize, and analyze evidence that shows how the physical environment and culture contribute to the characteristics of places and regions</li> <li>• 9-12.G.4.1-Recognize the components, processes, interdependence and spatial distribution, of Earth's physical systems.</li> <li>• 9-12.G.5.1-Analyze the characteristics, distribution, and migration of human populations</li> <li>• 9-12.G.5.3-Explain how human migration impacts local and global politics, economies, societies, and regions</li> <li>• 9-12.G.6.1-Identify specific adaptive strategies employed by different cultures in similar environments</li> <li>• 9-12.G.6.2-Evaluate how different cultures identify and utilize natural resources</li> <li>• 9-12.G.7.2-Elaborate upon the interaction of physical and human systems and their influence on current and future condition</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>

<p><i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i></p>	<p><i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i></p>	<p><i>To assess the students' knowledge of the information that has been discussed the students completed:</i></p> <ul style="list-style-type: none"> <li>• <i>Bell Ringer Exercises</i></li> <li>• <i>Lecture/Notes over Chapters 7, 8 &amp; 9</i></li> <li>• <i>Assignments which corresponded with the lesson.</i></li> <li>• <i>Assessments</i></li> </ul>
<p><b>Prior Knowledge Needed</b></p>	<p><b>Vocabulary</b></p>	<p><b>Assessments</b></p>
<p><i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i></p>	<p><i>Provinces, Hinterland, parliament, regionalism, separatism, colonies, plantations, bilingual, megalopolis, Corn, dairy, &amp; wheat belts, silicon valley, gentrification, superpower, barrier islands, piedmont, fall line, hot spot, lichens, alluvial soils, newsprint</i></p>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p><b>Reflection:</b> Overall the class enjoyed learning about Canada &amp; the United States. Some were surprised at how close our histories mirror each other.</p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• <i>What are the major landform regions of the United States and Canada?</i></li> <li>• <i>What are the major physical features, climates, biomes, plants, mineral, natural resources and animals of the United States and Canada?</i></li> <li>• <i>What are some of the important events in the history of the United States?</i></li> <li>• <i>What are some unique elements of American culture?</i></li> <li>• <i>What is the economic importance of the American Northeast, Midwest, South and Western regions?</i></li> <li>• <i>What are some important environmental issues in the United States?</i></li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>What are some natural hazards that affect the lives of Americans?</i></li> <li>• <i>How are city and population patterns changing in the United States?</i></li> <li>• <i>How is the American economy tied to other nations around the world?</i></li> <li>• <i>Which European nations played a role in Canada's early history?</i></li> <li>• <i>What are some important features of Canadian culture?</i></li> <li>• <i>What resources and activities drive Canada's economy?</i></li> <li>• <i>How is Canada organized and governed?</i></li> <li>• <i>How does the United States influence Canada today?</i></li> <li>• <i>How have geographic factors affected Canada's national unity?</i></li> </ul>
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<b>Unit: Mexico, Central American &amp; the Caribbean, South America, India</b>		<b>Time: October 2019</b>
<b>Standards Taught</b>		
<ul style="list-style-type: none"> <li>• 9-12.G.1.1-Use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective</li> <li>• 9-12.G.1.2-Employ mental maps to organize information about cultures, places, and environment in a spatial context</li> <li>• 9-12.G.3.1-Analyze the cultural and physical processes that make places unique</li> <li>• 9-12.G.3.2-Gather, organize, and analyze evidence that shows how the physical environment and culture contribute to the characteristics of places and regions</li> <li>• 9-12.G.3.4-Apply the concept of interdependence to regions and places</li> <li>• 9-12.G.5.1-Analyze the characteristics, distribution, and migration of human populations</li> <li>• 9-12.G.5.2-Identify and explain the characteristics, distribution, and complexity of Earth's various cultures</li> <li>• 9-12.G.5.3-Explain how human migration impacts local and global politics, economies, societies, and regions</li> <li>• 9-12.G.6.1-Identify specific adaptive strategies employed by different cultures in similar environments</li> <li>• 9-12.G.6.2-Evaluate how different cultures identify and utilize natural resources</li> <li>• 9-12.G.6.3-Explain the ways technology expands the human capacity to use and modify the physical environment</li> <li>• 9-12.G.7.2-Elaborate upon the interaction of physical and human systems and their influence on current and future condition</li> <li>• 9-12.G.7.3-Critique the role of multiple perspectives in contemporary geographic policies and issues</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> <li>• <i>Bell Ringer Exercises</i></li> </ul>

	<i>environment is structured and has rules and procedures in place.</i>	<ul style="list-style-type: none"> <li>• <i>Lecture/Notes over Chapters 10, 11, 12, &amp; 13</i></li> <li>• <i>Assignments which corresponded with the lesson.</i></li> <li>• <i>Assessments</i></li> </ul>
<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Subcontinent, pantheon, caste, partition, reincarnation, cottage industries, sepoy, dharma, jute, boycott, karma, mangrove, bauxite, indigenous, mulattoes, ecotourism, commonwealth, creole, voodoo, Santeria, caricom, tree line, El Nino, La Nina, latifundia, buffer state, coup, minifundia, favelas, landlocked</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i>  <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i>  <i>Notes Quizzes/Test over the information that was covered in the Module</i>
<b>Reflection:</b> <i>Overall the student did well the information from these chapters. Many of the questions and comments came from the India chapter and the different religions that they have as well as the caste system and how it is still used today in many of the villages.</i>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <i>What are the main landforms, climates, biomes, and natural resources of Mexico, Central American, the Caribbean, South America, and India?</i></li> <li>• <i>What were the cultures of Mexico before the Spanish arrived?</i></li> <li>• <i>How did Spanish control change Mexico?</i></li> <li>• <i>What are the economic &amp; cultural regions of Mexico?</i></li> <li>• <i>What challenges does Mexico face today &amp; in the future?</i></li> <li>• <i>How has Central America's history shaped the region today?</i></li> <li>• <i>What are some of the important events in the history of the Caribbean?</i></li> <li>• <i>What are some of the economic activities in Central America &amp; the Caribbean?</i></li> </ul>	

	<ul style="list-style-type: none"> <li>• <i>What are some of the important events in the early history of South America?</i></li> <li>• <i>How did the colonial era and independence affect South America?</i></li> <li>• <i>What is the economy of South America like today?</i></li> <li>• <i>What issues and challenges face South America today?</i></li> <li>• <i>What are the major events and empires of India's early history?</i></li> <li>• <i>How did European contact affect India?</i></li> <li>• <i>What are the major religions practiced in India?</i></li> <li>• <i>What are some of the features of India's culture?</i></li> <li>• <i>What are the main features of India's economy?</i></li> <li>• <i>What are the differences between India's cities &amp; villages?</i></li> <li>• <i>What challenges does India face today?</i></li> </ul>
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<b>Unit: Australia &amp; New Zealand; The Pacific Islands</b>		<b>Time: November 2019</b>
<b>Standards Taught</b>		
<ul style="list-style-type: none"> <li>• 9-12.G.1.1-Use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective</li> <li>• 9-12.G.1.2-Employ mental maps to organize information about cultures, places, and environment in a spatial context</li> <li>• 9-12.G.3.1-Analyze the cultural and physical processes that make places unique</li> <li>• 9-12.G.3.2-Gather, organize, and analyze evidence that shows how the physical environment and culture contribute to the characteristics of places and regions</li> <li>• 9-12.G.3.4-Apply the concept of interdependence to regions and places</li> <li>• 9-12.G.5.1-Analyze the characteristics, distribution, and migration of human populations</li> <li>• 9-12.G.5.2-Identify and explain the characteristics, distribution, and complexity of Earth's various cultures</li> <li>• 9-12.G.5.3-Explain how human migration impacts local and global politics, economies, societies, and regions</li> <li>• 9-12.G.6.1-Identify specific adaptive strategies employed by different cultures in similar environments</li> <li>• 9-12.G.6.2-Evaluate how different cultures identify and utilize natural resources</li> <li>• 9-12.G.6.3-Explain the ways technology expands the human capacity to use and modify the physical environment</li> <li>• 9-12.G.7.2-Elaborate upon the interaction of physical and human systems and their influence on current and future condition</li> <li>• 9-12.G.7.3-Critique the role of multiple perspectives in contemporary geographic policies and issues</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> <li>• <i>Bell Ringer Exercises</i></li> </ul>

	<i>and has rules and procedures in place.</i>	<ul style="list-style-type: none"> <li>• <i>Lecture/Notes over Chapters 31 &amp; 32</i></li> <li>• <i>Assignments which corresponded with the lesson.</i></li> <li>• <i>Assessments</i></li> </ul>
<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Artesian wells, outback, marsupials, aborigines, extensive agriculture, exotic species, Maori, atoll, trust territories, pidgin languages, matrilineal, copra, EEZ, phosphates</i>	<p><i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i></p> <p><i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<b>Reflection:</b> <i>Overall the student did well the information from these chapters. Many of the questions and comments came from the similarities and differences between Australia, New Zealand and the Pacific Islands</i>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• <i>What are the main features of Australia's and New Zealand's natural environments?</i></li> <li>• <i>What are the main features of Australia's and New Zealand's history and culture?</i></li> <li>• <i>What are some important features of Australia's and New Zealand's human systems and challenges facing them today and in the future?</i></li> <li>• <i>How are the Pacific Islands divided into subregions?</i></li> <li>• <i>What are the climates, biomes, economies and resources found in Australia, New Zealand, and the Pacific Islands?</i></li> <li>• <i>What are some of the traditions and culture found in Australia, New Zealand and the Pacific Islands?</i></li> <li>• <i>What are some of the challenges faced by Australia, New Zealand, and the Pacific Islands today?</i></li> </ul>	

<b>Unit: The British Isles; Russia, Belarus, &amp; Ukraine</b>	<b>Time: December 2019</b>	
<b>Standards Taught</b>		
<ul style="list-style-type: none"> <li>● 9-12.G.1.1-Use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective</li> <li>● 9-12.G.1.2-Employ mental maps to organize information about cultures, places, and environment in a spatial context</li> <li>● 9-12.G.3.1-Analyze the cultural and physical processes that make places unique</li> <li>● 9-12.G.3.2-Gather, organize, and analyze evidence that shows how the physical environment and culture contribute to the characteristics of places and regions</li> <li>● 9-12.G.3.4-Apply the concept of interdependence to regions and places</li> <li>● 9-12.G.5.1-Analyze the characteristics, distribution, and migration of human populations</li> <li>● 9-12.G.5.2-Identify and explain the characteristics, distribution, and complexity of Earth's various cultures</li> <li>● 9-12.G.5.3-Explain how human migration impacts local and global politics, economies, societies, and regions</li> <li>● 9-12.G.6.1-Identify specific adaptive strategies employed by different cultures in similar environments</li> <li>● 9-12.G.6.2-Evaluate how different cultures identify and utilize natural resources</li> <li>● 9-12.G.6.3-Explain the ways technology expands the human capacity to use and modify the physical environment</li> <li>● 9-12.G.7.2-Elaborate upon the interaction of physical and human systems and their influence on current and future condition</li> <li>● 9-12.G.7.3-Critique the role of multiple perspectives in contemporary geographic policies and issues</li> </ul>		
<b>Differentiation/Assessment:</b>	<b>Classroom Management and Environment:</b>	<b>What will the students be doing?</b>
<i>Students who needed the extra help received guided notes, extra time for assignments/quizzes/tests, and shortened quizzes/tests.</i>	<i>The classroom is set up with 10 tables with 2 to 3 students per table. Allows for easy access to discussion/group work. Overall the environment is structured and has rules and procedures in place.</i>	<i>To assess the students' knowledge of the information that has been discussed the students completed:</i> <ul style="list-style-type: none"> <li>● <i>Bell Ringer Exercises</i></li> <li>● <i>Lecture/Notes over Chapters</i></li> <li>● <i>Assignments which corresponded with the lesson.</i></li> <li>● <i>Assessments</i></li> </ul>
<b>Prior Knowledge Needed</b>	<b>Vocabulary</b>	<b>Assessments</b>
<i>I checked the students' prior knowledge of each lesson by having the students write down as much information as they could about what they believed the section was about or would cover</i>	<i>Eurasia, icebreakers, taiga, czar, serfs, abdicate, Bolsheviks, soviets, autarky, gulag, shatter belt, light industry, sequent occupance, famine, constitutional monarchy, primate city, European Union, uninhabitable, geysers, socialism</i>	<i>Guided Reading Worksheet(s) filled out while reading the Section/Lesson before going over the lesson with Lecture/Notes</i>  <i>Writing Assessments over Module information covering the students' thoughts/beliefs on the topics covered along with their</i>



		<p><i>explanations of those thoughts/beliefs</i></p> <p><i>Notes Quizzes/Test over the information that was covered in the Module</i></p>
<p><b>Reflection:</b>  <i>Overall the student did well the information from these chapters. Many of the questions and comments came from the similarities between Britain and America. On the opposite side of things was the major difference in lifestyle in Russia and the United States even though they have been partners in major events for many years.</i></p>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• <i>How has history affected the culture of the British Isles?</i></li> <li>• <i>What are the cultures of Ireland and British Isles so similar?</i></li> <li>• <i>How has the British economy changed over the last 200 years?</i></li> <li>• <i>What is the main issue that has caused so much tension in Northern Ireland?</i></li> <li>• <i>What are some of the main industries in France?</i></li> <li>• <i>What are some of the challenges that France faces today?</i></li> <li>• <i>What are some of the historical ties that the Benelux nations share?</i></li> <li>• <i>What are the main cities and economies of the Benelux nations?</i></li> <li>• <i>How are the Scandinavian cultures similar and different from each other?</i></li> <li>• <i>What are the industries that Scandinavia relies on?</i></li> <li>• <i>Where do most people live in Scandinavia?</i></li> <li>• <i>What are the main landforms, rivers, climates, vegetation, and natural resources, of Russia, Ukraine, &amp; Belarus?</i></li> <li>• <i>What are some of the main events in Russia's history?</i></li> <li>• <i>How did the Soviet Union develop &amp; what was it like for its citizens?</i></li> <li>• <i>What are some of the features of Russian, Ukraine, &amp; Belarus culture?</i></li> </ul>	