

Geography for Life

Description

In Geography for Life students will explore the world around them. Using the six essential elements established by the National Geographic Society students will be able to grasp both the basic elements of geography and the more advanced concepts of how humans interact with each other and the environment.

Course Overview

Course Objectives

Students should:

- have a deeper understanding of the world in which they live.
- have a greater sense of geographic literacy.
- appreciate the interdependence of people and the diversity of cultures.
- be able to describe the relationship between people and the environment.

Essential Questions

- What are the relationships between people and their environments?
- What does it mean to be part of a global community?
- What does a geographer do?

Assessments

Common Assessments

- Island Project

Skill Assessments

Content Outline

- I. [Spatial Terms](#)
- II. [Places and Regions](#)
- III. [Physical Systems](#)
- IV. [Human Systems](#)
- V. [Environment and Society](#)
- VI. [Uses of Geography](#)

Standards

[National Geographic Standards](#)

- *The World in Spatial Terms*
- *Places and Regions*
- *Physical Systems*
- *Human Systems*
- *Environment and Society*
- *The Uses of Geography*

Grade Level Skills

Students be able to:

- utilize basic geography skills.
- group data in categories according to appropriate criteria.
- compare and contrast.
- identify cause and effect in specific events.

Pacing Guide

1st Marking Period		2nd Marking Period		3rd Marking Period		4th Marking Period				
September	October	November	December	January	February	March	April	May	June	
Unit 1		Unit 2		Unit 3		Unit 4		Unit 5		Unit 6
Spatial Terms		Places and Regions		Physical systems		Human Systems		Environment and Society		Uses of Geography
6 weeks		5 weeks		6 weeks		8 weeks		6 weeks		4 weeks

Unit I - The World in Spatial Terms, 6 Weeks [top](#)

Standards

The World In Spatial Terms

Geography studies relationships between people, places, and environments by mapping information about them into a spatial context.

1. How to use maps and other geographic representations, tools and technologies to acquire, process and report information from a spatial perspective.
2. How to use mental maps to organize information about people, places, and environments in a spatial context.
3. How to analyze the spatial organization of people, places, and environments on Earth's surface.

Unit Objectives

Students will be able to:

- define and identify and explain the Five Themes of Geography and apply them to one's own personal geography.
- identify and utilize the various map components.
- identify and compare advantages and disadvantages of various map projections and globes.
- analyze and interpret various types of maps to collect, compile, and organize geographic information.
- organize information about people, places, and environments by using mental maps.
- analyze the spatial organization of people, places, and environments on the Earth's surface.
- explain the difference between cardinal and intermediate directions.

Essential Question

- How do you view the world?

Focus Questions

- What are the Five Themes of Geography?
- How do geographers display information about the Earth?
- What are the main components of maps/globe?
- How do mental maps give us a sense of the world around us?
- Why are things where they are?

Assessments

- Island Part I
- Vocabulary assessments

Skill Objectives

Students will:

- incorporate geographic vocabulary into class discussion and in written responses. (See Glossary)
- generate a list of main ideas for geographer's tools.
- find the distortion of size, shape, and distance on a map.
- choose when to use appropriate map projections for a given task.
- use and calculate scale.
- find exact locations using a global grid.
- use legend/key to identify what symbols mean on a map.
- label the cardinal directions on a map.
- draw a political map of a region.
- label physical features on a physical map.
- use satellite software (ex. Google Earth).
- construct mental maps of selected locales, regions, states, countries, or continents.
- use a road map to give directions between points.

Unit II - Human and Physical Characteristics of Places and Regions, 5 weeks [top](#)

Standards

Places And Regions

The identities and lives of individuals and peoples are rooted in particular places in those human constructs called regions.

4. The physical and human characteristics of places.
5. That people create regions to interpret earth's complexity.
6. Low culture and experience influence people's perceptions of places and regions.

Unit Objectives

Students will be able to:

- identify the physical and human characteristics of places.
- identify the characteristics and types of regions around the world.
- understand that people create regions to interpret the Earth's complexity.
- identify and explain the cultural universals that affect all people.
- understand that culture and experience influence people's perception of places and regions.

Essential Question

- How do places and regions help us to gain a better understanding of the world in which we live?

Focus Questions

- How do you describe a place?
- How do you relate various places to each other?
- What is culture?
- How does your culture affect your view of the world?

Assessments

- Island Part II
- Journal Entry: What is your perception of the Nacerima after reading just one article?
- Journal entry: What is the other group like?
- Journal entry: Does ethnocentrism have a positive or negative connotation?
- Journal entry: Give three examples of when you needed to consider viewpoint in your life.
- Create a Venn Diagram (columns not circles) to explain the difference between national and cultural identity
- Using formative assessments (one minute essays, hand signals and index card summaries/questions to check for student understanding of the key vocabulary words in the unit
- Read one of two articles about an Attack on the Congo River and write a newspaper article about what took place. The responses will then lead to a discussion on viewpoint

Skill Objectives

Students will:

- name and locate major bodies of water, major mountain ranges, major river systems, countries, and major cities on a selected continent.
- categorize characteristics of places in terms of whether they are physical or human.
- list various regions around the world.

		<ul style="list-style-type: none">• categorize regions in terms of whether they are formal, functional, or perceptual.• give examples of how places and regions change over time.• give examples of various cultural characteristics of one's own culture and others.• give examples of culturally important places in their life and how they are perceived by others.• give examples of culturally important places of their cultures and how they are perceived by oneself.
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Unit III - Physical Systems, 6 weeks [top](#)

Standards

Physical Systems

Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.

- 7. The physical processes that shape the patterns of Earth's surface.
- 8. The characteristics and spatial distribution of ecosystems on Earth's surface.

Unit Objectives

Students will be able to:

- identify and examine the physical processes operating in the Earth's atmosphere.
- identify and examine the physical processes operating in the Earth's lithosphere.
- identify and examine the physical processes operating in the Earth's hydrosphere.
- identify and examine the physical processes operating in the Earth's biosphere.
- identify and compare the characteristics and locations of ecosystems.

Essential Question

- Is the earth alive?

Focus Questions

- What are the physical systems of the earth?
- How does the earth and sun affect the physical processes on the earth?
- How do ecosystems work?
- How do physical processes produce change in the ecosystems?
- How do human activities influence change in the ecosystem?

Assessments

- Create a children's book to emphasize the relationship between the sun and the earth
- Write a report explaining the importance of ocean currents and wind patterns on an area's climate
- Island Part III

Skill Objectives

Students will:

- list forms of erosion.
- state how erosional agents produce landforms.
- describe ocean currents and ways they affect the climate.
- compare regions of the world with similar physical features.
- connect earth/sun relationship to weather phenomena (hurricanes, tornadoes, floods etc.).
- map with precision the occurrence of earthquakes on Earth over a given period and draw conclusions concerning regions of tectonic instability.
- describe the processes that produce fossil fuels.
- find regions with potential for hydroelectric power and agriculture based upon topographical and climate maps.
- describe the effects of weather phenomena on the physical environment.
- explain how and why ecosystems differ from place to place.

		<ul style="list-style-type: none">• explain an ecosystem in terms of their characteristics.• explain the ability an ecosystem has to withstand stress caused by physical events.• list geographic reasons for geysers to hydrothermal vents.• explain the impact of human s within a given ecosystem.• explain how humans can interact with the ecosystem in different regions of the world.• recall Earth/sun relationships including reasons for seasons.
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Unit IV - Human Systems, 8 weeks [top](#)

Standards

Human Systems

People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface.

9. The characteristics, distribution, and migration of human population on Earth's surface.
10. The characteristics, distribution, and complexity of Earth's cultural mosaics.
11. The patterns and networks of economic interdependence on Earth's surface.
12. The processes, patterns, and functions of human settlement.
13. How the forces of cooperation and conflict among people influence human control of Earth's surface.

Unit Objectives

Students will be able to:

- describe the structure of different populations through the use of demographic concepts.
- analyze population characteristics of places to explain population patterns.
- explain migration streams over time.
- identify ways in which communities reflect the cultural background of their people.
- describe and explain the patterns of cultural diffusion in the creation of cultural mosaics.
- analyze and evaluate issues related to the spatial distribution of economic activities.
- identify factors involved in the development of cities.
- explain the causes and consequences of urbanization.
- explain why people cooperate but also engage in conflict to control the Earth's surfaces.

Essential Question

- Can all countries be successful?

Focus Questions

- How are human populations distributed on the earth's surface?
- How has cultural diffusion affected places and cultures?
- Why is there a need for global economic interdependence?
- Why do humans live where they do?
- Why are there problems with the political divisions of land?

Assessments

- Island IV Island IV
- Interpreting various maps
- Creating various maps and graphs including population density, population pyramids
- Create a Venn Diagram comparing and contrasting developed vs. developing countries
- Short answer description of an example of cultural diffusion and its impact on an areas culture
- Vocabulary assessments

Skill Objectives

Students will:

- list demographic concepts.
- organize information in a population pyramid.
- identify reasons for patterns on a population density map.
- identify causes and effects of migration.
- explain how physical barriers can impede the flow of people.
- explain how people can overcome physical barriers.
- list places that have been altered by human movement.
- describe landscape features and cultural patterns of migrant populations.
- define cultural diffusion and explain its affect on an

		<p>area's culture.</p> <ul style="list-style-type: none">• compare and contrast developed and developing countries.• map international trade routes (current and historic).
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Unit V - Environment and Society, 6 weeks [top](#)

Standards

Environment And Society

The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources, and human activities are also influenced by Earth's physical features and processes.

- 14. How human actions modify the physical environment.
- 15. How physical systems affect human systems.
- 16. The changes that occur in meaning, use, distribution and importance of resources.

Unit Objectives

- Students will be able to:
- examine ways that people in different parts of the world have adapted to their physical environment.
 - identify human caused threats to the natural environment.
 - identify and understand the potential of a physical environment to meet the needs of humans and the limitations of the same environment.
 - analyze examples of changes in the physical environment that have reduced the capacity of the environment to support human activity.
 - analyze world patterns of resource distribution and utilization, and explain the consequences of use of renewable and nonrenewable resources.
 - identify ways in which occurrences in the natural environment can be a hazard to humans.
 - evaluate ways in which technology has expanded the capability of humans to modify the physical environment.

Essential Question

- Do we control the earth or does it control us?

Focus Questions

- How do humans modify the physical environment?
- How do physical systems affect human systems?
- How does the worldwide distribution and usage of resources affect our society?

Assessments

- Map resources
- Compare and contrast resources of different regions
- Analysis of renewable and nonrenewable resources by region

Skill Objectives

- Students will:
- list ways that humans adapt to the environment.
 - define carrying capacity.
 - list the challenges of carrying capacity.
 - find affects that technology has had on the environment.
 - find the value of resources in the current market.
 - research and compare a conflict over resources in the past and today.

Unit VI - The Uses of Geography, 4 weeks [top](#)

Standards

The Uses Of Geography

Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time--that is, of Earth as it was, is, and might be.

- 17. How to apply geography to interpret the past.
- 18. How to apply geography to interpret the present and plan for the future.

Unit Objectives

Students will be able to:

- understand the importance of bringing the spatial and environmental focus of geography to study the events of history.
- understand that the events of history take place within a geographic context.
- understand that events in history are motivated by people's perceptions of geographic context.
- understand that the geographic approach helps to explain why events did happen a particular way but not necessarily why they must have happened.
- create geographic questions and analyze their answers.
- analyze and reach an informed decision about an issue.

Essential Question

- Is understanding geography essential to understanding history?

Focus Questions

- How does geography affect events from the past?
- How will geography affect the future?

Assessments

- Prediction for future geographic trends.
- Geographic questions for peers

Skill Objectives

Students will:

- list pros and cons.
- write geographic questions.
- research two sides of an issue.
- create a pro/con chart.
- list geographic obstacles create geographic questions about an issue.
- thoroughly answer their questions with all options presented.