

GEOGRAPHY SECTION

PURPOSE: Students will identify and describe spatial organization of the earth's surface. They will compare and contrast relationships among people, places, and physical and human environments to illustrate interactions that occur in our interconnected world. Students will define and correctly use social studies vocabulary appropriate to geography.

HIGH ACHIEVEMENT UNIT OUTCOMES:

Outcome I: Students will use maps, graphic representations, and technology, locate and use information about people, places and environments.

Components

1. Students will identify major political and physical features on the earth from memory and compare the relative location of these features.
2. Students will interpret maps and other graphic representations to identify world events to suggest solutions to world problems.
3. Students will describe how mental maps influence past, present, and future decisions about location, settlement and public policy.
4. Students will produce maps and other geographic representations using data from a variety of sources.
5. Students will display the ability to use geographic tools and technology to interpret and justify spatial organization.

Outcome II: Students will describe the spatial organization of people, places, and environments of the regions of the world.

Components

1. Students will identify and describe how regional frameworks are used to interpret the complexity of the earth.
2. Students will explain the factors that effect human and physical changes in regions.
3. Students will describe how regions are used to analyze past and present geographic issues to answer geographic questions. (eg. conflicts caused by overlapping regional identities)
4. Students will explain why regions are important to individuals and group identities as symbols for unifying of fragmenting society. (Arab World, Bible Belt, Chinatown)
5. Students will identify and describe the ways in which people's perceptions and use of places and regions reflect individual perspective and change. (land use, property values, settlement patterns, job opportunities)

Outcome III: Students will describe the Earth's physical systems and explain the processes that shape the Earth's surface.

Components

1. Students will describe which physical processes affect different regions. (desert, earthquakes, drought, flood)
2. Students will explain the earth's physical processes, patterns, and cycles using concepts of physical geography.
3. Students will identify and describe the distribution of ecosystems by interpreting relationships between soil, climate, plant and animal life.
4. Students will describe how the earth's physical processes are dynamic and interactive.
5. Students will explain an ecosystem to analyze and solve problems regarding environmental issue.

Outcome IV: Students will describe how economic, political, cultural, and social processes interact to change human populations, interdependence, cooperation, and conflict.

Components

1. The students will describe trends to predict and evaluate the local to global impact of population growth and migration on physical and human systems in response to environmental, social, political, economic and technological changes.
2. Students will describe how communication and transportation contribute to both cultural convergence and cultural divergence.
3. Students will explain the spatial aspects of economic activities and systems.(labor supply, land values, demand, market areas)
4. Students will describe the function, structures and characteristics of local to global settlement patterns.(town vs. cities, developing vs. developed countries, megalopoli)
5. Students will explain how cultural cooperation and conflict are involved in shaping the distribution of land and the connection between cultural, political and economic spaces on earth

Outcome V: The students will describe the effects of interactions between human and physical systems.

Components

1. Students will explain the local to global impact that technology has on the modification of the physical environment. (cars, logging, flood plains, construction)
2. Students will describe alternative strategies to respond to constraints placed on human systems by the physical environment. (irrigation, earthquake proof structures, dams)
3. Students will identify and describe policies and programs for resource management.

4. Students will explain the relationship between resources and the exploration, colonization, and settlement patterns of the regions of the world.(mercantilism, imperialism, colonization)

Outcome VI: Students will define and correctly use social studies vocabulary appropriate to grade level.

Locations expected in courses in high school

Beijing	Bering Sea	Ural Mountains	Chile
Berlin	Buenos Aries	Vancouver	Constaninople
Black Sea	Caspain sea	Volga River	Euphrates Rive
Bosporus Strait	Danube River	Yellow River	Ganges River
Brazil	Dominican Republic	Zaire River	Himalayan Mountains
English Channel	Haiti	50 U.S. Sate capitals	Hudson Bay
Geneva	Iberian Peninsula	Arkansas River	Indus River
Hong Kong	Johannesburg	Atlanta	Jerusalem
Iran	Lagos	Caribbean Sea	Mecca
Iraq	Lake Victoria	Chicago	Mesopotamia
Israel	Lisbon	Colorado River	Mexico City
Jordan	Madrid	Denver	Montreal
Libya	Morocco	Grand Canyon	Netherlands
Major countries of S.E.Asia	Mt Everest	Gulf of California	Ohio River
Major countries of Asia	New Delhi	Kansas City	Persia
Major countries of Africa	Niger River	Kaw River	Portugal
Major countries of N.America	Los Angles	Quebec City	Ob River
Major counties of Europe	Philippines	Missouri River	Red Sea
Moscow	Po River	Mt. McKinley	Spain
Panama Canal	Puerto Rico	New York City	St. Lawrence River
Sahara Desert	Pyrenees Mountains	Rio Grande	Tigris River
Saudi Arabia	Rhine River	Topeka	Yangtze River
Singapore	Rio de Janeiro	Wichita	Russia
Suez Canal	Sea of Japan	Adriatic Sea	Seine River
Tokyo	Aleutian Islands	Amazon River	Athens
Alps Mountains	Strait of Gibraltar	Sydney	Bering Strait
Arabian Sea	Thames River	Chesapeake Bay	The Hague
Atlas Mountains			
Baghdad			
Baltic Sea			
Major countries of South America			