

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

Course Outline World Geography

Date: February 2007

Subject Area: Social Science

Proposed Grade Level(s): 9 - 12

Course Length: 1 year

Grading: A-F

Credits: 5 per Semester

Prerequisite: None

BRIEF COURSE DESCRIPTION:

The World Geography course is designed to teach students the different facets of our world from the physical to the cultural. Students will be able to identify the five themes of geography which include regions, locations, places, movements, and human environment interaction. They will learn how to use maps, projections, charts, and diagrams. Students will learn about climate and ecosystems and how that interrelates to human culture. Students will understand the cause and effect relationship of resources upon population, hunger, and the environment. Students will also examine a variety of cultures in the world such as clothing, food, religion, and language as we tour each continent. High schools may also choose to offer this course as a semester elective only.

GENERAL GOALS/PURPOSES:

World Geography will focus on three areas:

- *Teaching to the National Geographical Standards:* which was established in 1994 and includes, but not limited to, using maps and other geographical representations, analyzing the special organizations of people, places, and environments in a special context, physical processes that shape the patterns of the earth surface, and the physical and human characteristics of places.
- *Teaching the concepts of Geography:* which include climates, cooperation and conflict, cultures, economic activities and systems, government and citizenship, migration, patterns of settlement, physical characteristics and processes, and natural resources to name a few.
- *Teaching social science skills:* analyzing graphic data and images, identifying main ideas and summarizing, drawing inferences and conclusions, distinguishing fact and opinion, comparing and contrasting, analyzing primary sources, researching and presentation skills.

STUDENT READING COMPONENT:

Students will receive instruction on the effective use of their textbooks important reading techniques as well as analytical development skills to help them in the understanding of their textbooks. World Geography will include a plethora of support materials which students will utilize, including a virtual book (disk) to take home for their computers.

STUDENT WRITING:

Students will have several opportunities for exploratory research/reports as well as an interactive notebook, projects, and learning MLA format to show their writing skills.

ORAL COMPONENT:

Students will learn how to verbalize their research through class presentations and communication within their individual groups.

Final Assessment:

Student assessment will come in many forms including participation, projects, reports, and tests. The purpose of this course is to provide students with a basic understanding of our world as was developed in the standards established in the Geography for Life: National Geography Standards (1994). There will be a common final as established per the district.

DETAILED UNITS OF INSTRUCTION:

National Geographical Standards: The text book being considered is Prentice Hall's "World Geography Building a Global Perspective". This book is based on the national standards established in 1994 from a publication produced by the Geography Education Standards Project on behalf of the American Geographical Society, Association of American Geographers, National Council of Geographical Education, and National Geographical Society.

Key areas to address:

- Week1-2: Physical and Human Geography, which includes the basic study of geography, climates and ecosystems, population and culture, resources and land use.
- Week3-4: The United States and Canada, including the regional atlas of both countries, historical overview, physical characteristics, climates and ecosystems, population and culture, resources and land use.
- Week5-6: Latin America, including the regional atlas of Central and South America, historical overview, physical characteristics, climates and ecosystems, population and culture, resources and land use.
- Week7-8: Western Europe, including the regional atlas of British Isle and Nordic Nation, Central Western Europe, and Mediterranean Europe, historical overview, physical characteristics, climates and ecosystems, population and culture, resources and land use.
- Week 9-10: Central Europe, Northern Eurasia, and Russia, including the regional atlas, historical overview, physical characteristics, climates and ecosystems, population and culture, resources and land use.
- Week11-12: Central and Southwest Asia, and the Caucasus, including the regional atlas, historical overview, physical characteristics, climates and ecosystems, population and culture, resources and land use.
- Week13-14: Africa divided by region (North, West and Central, East and Southern), which includes the regional atlas, historical overview, physical characteristics, climates and ecosystems, population and culture, resources and land use.
- Week15-16: Southern Asia, which includes the regional atlas, historical overview, physical characteristics, climates and ecosystems, population and culture, resources and land use.
- Week17-18: East Asia and the Pacific World, which includes the regional atlas, historical overview, physical characteristics, climates and ecosystems, population and culture, resources and land use.

THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS IN:

Reading, Writing, and Social Science

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

National Geographical Standards (Geography for Life: National Geography Standards (1994))

- 1) How to use maps and other geographic representation, tools, 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.
- 3) How to analyze the spatial organization of people, places, and environments on Earth's surface.
- 4) The physical and human characteristics of places.
- 5) How culture and experience influence people's perception of places and regions.
- 6) The physical processes that shape the patterns of the Earth's surface.
- 7) The characteristics and spatial distribution of ecosystems on the Earth's surface.
- 8) The characteristics, distribution, and migration of human populations on the Earth's surface.
- 9) The patterns and networks of economic interdependence on the Earth's surface.
- 10) The process, patterns, and functions of human settlement.
- 11) How human actions modify the physical environment.
- 12) How physical systems affect human systems.
- 13) How to apply geography to interpret the past.
- 14) How to apply geography to interpret the present and plan for the future.

DISTRICT ESLR'S TO BE ADDRESSED:

- **Self-Directed Learners:** who will be able to use their notes, software, and textbooks to assist them in their learning outside of the classroom.
- **Efficient Communicators:** who can utilize social science concepts through group activities and oral presentations.
- **Quality Producers:** who understand the relevance of organization, time management, and display this ability through their work.
- **Constructive Thinkers:** who are able to analyze cause and effect, distinguish fact and opinion, problem solve, synthesize information, and transfer information from one median to the next.
- **Collaborative Workers:** who can work in a variety of settings in culturally diverse groups. They will create their own teams and study groups to further their understanding of the content area.
- **Responsible Citizens:** who understand the concept of RAD (responsibility, accountability, and discipline) which will further develop them as model citizens.