



HIGH SCHOOL ACADEMIC COURSE OUTLINE

Department	History/Social Science		Course Title		Geography		Course Code		2326	
Grade Level	9-12		Short Title		GEOGRAPHY		Grad Requirement			No
Course Length	One semester	Credits per Semester	5	Approved for Honors	No	Required	No	Elective	Yes	
Prerequisites	Recommended English 1-2									
Co-requisites	Recommended English 3-4									
Articulated with LBCC	No		Articulated with CSULB				No			
Meets UC "a-g" Requirement	Yes (g)		Meets NCAA Requirement				Yes			

COURSE DESCRIPTION:

Geography is the study of the world, its physical features and its human inhabitants. In this course, teachers suggest questions to explore our planet and provide students with a framework to study the Earth. Students will study physical, cultural, political and economic Geography. Students apply an understanding of the five themes of Geography, which include location, place, region, movement and human-environmental interaction. The first unit in the course focuses on location, place and region, while units two through five emphasize movement and human-environmental interaction.

COURSE PURPOSE: GOALS

(Student needs the course is intended to meet)

- CONTENT
 - Understand how movement and human-environmental interactions affect the development of social, political and economic systems.
 - Analyze the spatial organization and demographics of region, place and environment.
- SKILLS
 - Integrate Geographic data including maps, satellite images, photographs, informational texts and statistics to develop maps and informational reports about the cultural, political, economic and environmental characteristics of a region at multiple scales.
 - Integrate Geographic data including maps, satellite images, photographs, informational texts and statistics to evaluate and write argumentative reports about the interactions between humans and the environment in the context of cultural patterns, population development, as well as political and economic issues.
- LITERACY
 - Use maps and other geographic representations, tools, and technologies in order to acquire, process, and report information and solve a problem of inquiry.
 - Determine the main ideas and definitions of terms in informational texts in order to make meaning of the text and Geography concepts.
 - Write informational texts to explain geographic representations, as well as cultural, environmental, economic and political world regional differences.
 - Conduct research reports evaluating how movement and human-environmental interaction affect the development of social, political and economic systems.
- APPLICATIONS
 - Apply appropriate technical skills and academic knowledge.

- Communicate clearly, effectively, and with reason.
- Apply technology to enhance productivity.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Work productively in teams while integrating cultural and global competence.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Understand the environmental, social, and economic impacts of decisions.

COURSE PURPOSE: EXPECTED OUTCOMES

Students are expected to perform at a proficient level on a variety of tasks and assessments addressing both the content and skill standards for Geography. Levels of proficiency are defined near the end of this course outline under Performance Criteria.

C3 Framework Indicators and K-12 Pathways for Geography:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

Geographic Representations: Spatial Views of the World

D2.Geo.1.9-12: Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.

D2.Geo.2.9-12: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

D2.Geo.3.9-12: Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

Human-Environment Interaction: Place, Regions, and Culture

D2.Geo.4.9-12: Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

D2.Geo.5.9-12: Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2.Geo.6.9-12: Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

Human Population: Spatial Patterns and Movements

D2.Geo.7.9-12: Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

D2.Geo.8.9-12: Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

D2.Geo.9.9-12: Evaluate the influence of long-term climate variability of human migration and settlement patterns, resource use, and land uses at local-to-global scales.

Global Interconnections: Changing Spatial Patterns

D2.Geo.10.9-12: Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

D2.Geo.11.9-12: Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

D2.Geo.12.9-12: Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

COURSE PURPOSE: EXPECTED INTEGRATED OUTCOMES

Students are also expected to proficiently apply common skills that are relevant across curricular areas, industry sectors, and career pathways. The following are those skills most applicable to this course.

Common Core Reading Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Key Ideas and Details

11-12 R2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Craft and Structure

11-12 R4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in Federalist No. 10).

Integration of Knowledge and Ideas

11-12 R7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Common Core Writing Standards in History/Social Studies Science, and Technical Subjects 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Text Types and Purposes

11-12 W1: Write arguments focused on *discipline-specific content*.

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

11-12 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Research to Build and Present Knowledge

11-12 W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12 W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Standards for Career Ready Practice:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

1. Apply appropriate technical skills and academic knowledge.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.

2. Communicate clearly, effectively, and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others; they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.

4. Apply technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

5. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

9. Work productively in teams while integrating cultural and global competence.

Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

10. Demonstrate creativity and innovation.

Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

11. Employ valid and reliable research strategies.

Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

12. Understand the environmental, social, and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace and profitability of the organization.

OUTLINE OF CONTENT AND SUGGESTED TIME ALLOTMENT:

Reference abbreviations used in the Outline of Content table (Content Standards section and the *CA Career Technical Education Foundation Standards* refer to these documents as follows:

Geo- refers to the indicators to be achieved by the end of 12th grade noted in the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.

R or W- refers to the standards for grades 11 and 12 noted in the California Common Core State Standards for reading and writing.

CR- refers to the Standards for Career Ready Practice of the CA CTE Model Curriculum Standards.

Content sequencing and time allocations are only suggestions and may be adjusted to suit school site curriculum plans, available materials, and student needs.

Unit One: Geographic Representations: Spatial Views of the World (Three to Four Weeks)

Sample Essential Questions: How do we map our world? How do maps reveal the point of view of a map maker? How do people understand world regional differences?

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<ul style="list-style-type: none"> map components (Geo 3) types of maps (Geo 3) elements of a globe (Geo 3) geographic data and patterns (Geo 2; Geo 3) geospatial (Geo 1) spatial patterns (Geo 3) environment (Geo 1) variations in spatial (Geo 3) patterns multiple scales (Geo 3) region (Geo 2) <p>Regional Focus on the following (Geo 1; Geo 2; & Geo 3):</p> <ul style="list-style-type: none"> US and Canada; Latin America/ Middle and South America; Europe; Russia and Republics/ Russia and North Eurasia; Africa; Southwest Asia; South Asia; East Asia; Southeast Asia, Oceania and Antarctica/ Pacific World 	<ul style="list-style-type: none"> work collaboratively to complete any of the following tasks (CR 9) explain elements of a map (Geo 3; R2; W8 & CR 2) define types of maps (Geo 3; R4; W8 & CR 2) define how geographers locate places on a globe analyze of geography data (Geo 3; R4; W8 & CR 2) analyze variations in data (Geo 3; R7; W8 & CR 1) illustrate geographic data at multiple scales (Geo; R7; W2 & W7; W9; CR 1; CR 2 & CR 4) apply regional data to create regional physical (topographic and climatic) maps (Geo 2; Geo 3; R7; W2 ; W7; W9; CR 1; CR 2; CR 4; CR10 & CR 11) 	<p>KEY ASSIGNMENTS/ ASSESSMENTS</p> <p>Regional study of physical geography</p> <p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS</p> <p>Label and define map components</p> <p>Map comparisons (planar, conical, cylindrical, Mercator, homolosine and Robinson)</p> <p>Tree map of map types (physical, political and thematic)</p> <p>Develop a physical map of world</p> <p>Develop a map of world climate zones</p> <p>Develop regional physical and thematic maps (climatic zones)</p>	<p>BASIC TEXT CORRELATION</p> <p>World Geography Today, 2003, Holt, Chapter 1, and in-depth study of one of the following chapters: 7; 10, sect. 1; 11, sect. 1; 12, sect. 1; 10, sect. 1; 13; 17, sect. 1; 18, sect. 1; 19, sect. 1; 20, sect. 1; 21, sect. 1; 22, sect. 1; 23, sect. 1; 24, sect. 1; 25, sect. 1; 26, sect. 1; 27, sect. 1; 28, sect. 1; 29, sect. 1 and 32, sect. 1</p> <p>World Geography, 2003, McDougal Littell, Chapter 1 and in-depth study of one of the following chapters: 5, 9, 12, 15, 18, 21, 24, 27, and 30</p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p>World Geography, 2003, McDougal Littell, Geography Skills Handbook, pp. 14- 23.</p> <p>US government GIS data and tools. http://www.geoplatform.gov/home2</p> <p>World weather and climate data. http://www.ncdc.noaa.gov/</p>

			<p>Climate data and precipitation prediction maps. http://www.cpc.ncep.noaa.gov/products/monitoring_and_data/re_stworld.shtml</p> <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • geography • cartography • meteorology • region • absolute location • relative location • continents • hemisphere • equator • prime meridian • latitude • longitude • globe • map • atlas • legend • compass rose • map projection • topographic map • landsat • geographic information system (GIS)
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Unit Two: Human-Environment Interaction: Place, Regions, and Culture (Five to Six Weeks)

Sample Essential Questions: What factors lead to changes in culture, language and religion? How does your environment influence your choices, values and beliefs?

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<ul style="list-style-type: none"> • elements of culture (Geo 4; Geo 5 & Geo 6) • society and ethnic group definitions (Geo 4; Geo 5 & Geo 6) • avenues for cultural exchange (Geo 4 & Geo 6) • language and dialect (Geo 4; Geo 5 & Geo 6) • diffusion of language (Geo 4 & Geo 6) • world religions (Geo 4; Geo 5 & Geo 6) • diffusion of world religions (Geo 4 & Geo 6) 	<p>work collaboratively to complete any of the following tasks (CR 9)</p> <ul style="list-style-type: none"> • define elements of culture (Geo 4; Geo 5; Geo 6; R2; W8 & CR 2) • compare concepts, society and ethnic group (Geo 4; Geo 5; Geo 6; R2; W8 & CR 2) • explain how elements of culture are exchanged (Geo 4; Geo 6; R2; W8; CR 2 & CR 5) 	<p>KEY ASSIGNMENTS/ ASSESSMENTS</p> <p>Regional study of cultural geography</p> <p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS</p> <p>Elements of culture circle map</p> <p>Double bubble of society versus ethnic group</p> <p>Written, oral or visual description of language development and reasons for dialects</p>	<p>BASIC TEXT CORRELATION</p> <p>World Geography Today, 2003, Holt, Chapter 5, sections 2 and 3</p> <p>and in-depth study of one of the following chapters: 8, sect. 1 and 2; 9, sect. 1 and 2; 10, sect. 2; 11, sect. 3; 12, sect. 2; 16, sect. 2; 17, sect. 2; 18, sect. 2; 19, sect. 2; 20, sect. 2; 21, sect. 2; 22, sect. 2; 23, sect. 2; 24, sect. 2; 25, sect. 2; 26, sect. 2; 27, sect. 2; 28, sect. 2; 29, sect. 2; 30, sect. 2; 31, sect. 2; and 32, sect. 2</p> <p>World Geography, 2003, McDougal Littell, Chapter 4, section 1 and in-depth study of</p>

<p>Regional focus on the following (Geo 4; Geo 5; & Geo 6):</p> <ul style="list-style-type: none"> • US and Canada; • Latin America/ Middle and South America; • Europe; • Russia and Republics/ Russia and North Eurasia; • Africa; • Southwest Asia; • South Asia; • East Asia; • Southeast Asia, Oceania and Antarctica/ Pacific World 	<ul style="list-style-type: none"> • describe language development and reasons for dialects (Geo 4; Geo 5; Geo 6; R2; W8 & CR 2) • explain how language diffuses from one society to another (Geo 4; Geo 6; R2; W8; CR 2 & CR 5) • differentiate world religions from one another (Geo 4; Geo 5; Geo 6; R2; W8 & CR 2) • explain how world religions diffuse from one society to another (Geo 4; Geo 6; R2; W8 & CR 2) • apply regional data to create regional cultural maps (ethnicity/race, religion, and language) maps (Geo 1; Geo2; Geo 3; Geo 4; Geo 6; R7; W2 ; W7; W9; CR 1; CR 2; CR 4; CR10; CR 11; & CR 12) 	<p>Tree map of world religions from one another</p> <p>Develop a map of world cultural regions with an explanation of why regions developed similar cultural patterns (focus of physical geography and history)</p> <p>Develop a map of world religions with an explanation of why regions developed patterns of belief (focus of physical geography and history)</p> <p>Develop a map of world languages with an explanation of why regions developed language patterns (focus of physical geography and history)</p>	<p>one of the following chapters: 6, 7, 10, 13, 16, 19, 22, 25, 28, and 31</p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p>CIA Factbook offers information about political, economic and other demographic information about countries. https://www.cia.gov/library/publications/the-world-factbook/index.html</p> <p>CNN has current news by region. http://www.cnn.org</p> <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • culture • culture traits • culture region • society • ethnic groups • acculturation • innovation • diffusion • globalization • traditionalism • fundamentalism • dialect • lingua franca • ethnic religions • monotheism • polytheism • universalizing religions • missionaries • mosque • Hajj
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Unit Three: Human Population: Spatial Patterns and Movements (Three to Four Weeks)

Sample Essential Questions: How do cultural patterns and historical events influence migration and distribution of human population? How do climate patterns influence human migration and settlement? How does human migration and settlement influence climate patterns?

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<ul style="list-style-type: none"> • climate (Geo 9) • weather (Geo 9) • climate variability (Geo 9) • environmental changes (Geo 9) • landforms (geo 9) • natural hazards (Geo 12) 	<p>work collaboratively to complete any of the following tasks (CR 9)</p> <ul style="list-style-type: none"> • discuss factors affecting climate and weather (Geo 6; Geo 9; R2; W8 & CR 2) 	<p>KEY ASSIGNMENTS/ ASSESSMENTS</p> <p>Population development case-study</p>	<p>BASIC TEXT CORRELATION</p> <p>World Geography Today, 2003, Holt, Chapter 3; Chapter 5, section 1; Chapter 6, section 2 and in-depth study of one of the following chapters: 8, sect. 2 and 3; 9, sect. 3; 10, sect. 3; 11, sect. 2; 12, sect. 3;</p>

<ul style="list-style-type: none"> • population size, composition, distribution and movement (Geo 7; Geo 9) • demography (Geo 7; Geo 9) • migration patterns (Geo 7; Geo 9) • Settlement patterns (Geo 7; Geo 9) • demographic changes • urban and rural geography (Geo 6; Geo 9) 	<ul style="list-style-type: none"> • identify climate and vegetation regions (Geo 6; Geo 9; R2; W8 & CR 2) • explain the reasons for population change (migration and immigration) (Geo 7; Geo 9; R2; W8; CR 2 & CR 5) • analyze demographic data and change (Geo 7; Geo 9; R2; W8 & CR 2) • compare urban and rural geography (Geo 6; Geo 9; R2; W8 & CR 2) • evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use (Geo 10; Geo 12; R7; W1; W7; W9; CR 1; CR 2; CR 4; CR 10; CR 11; & CR 12). • analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population (Geo 7; R7; W2; W7; W9; CR 1; CR 2; CR 4; CR 10; CR 11; & CR 12). • evaluate the influence of long-term climate variability on human migration and settlement patterns (Geo 9; Geo 12; R7; W1; W7; W9; CR 1; CR 2; CR 4; CR 10; CR 11; & CR 12). 	<p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS</p> <p>Create a partial multi-flow map of factors affecting climate and weather</p> <p>Create a map of climate and vegetation regions</p> <p>Develop a map of population centers with attention size</p> <p>Written, oral or visual description of push and pull factors</p> <p>Written, oral or visual explanation of natural and expected changes in population</p> <p>Written, oral or visual explanation of demographic data trends.</p> <p>Urban and rural geography double bubble</p> <p>Regional report card on land use given environmental, cultural, historical characteristics</p> <p>Written, oral or visual evaluation of the effects of environmental and cultural characteristics of a place or region on spatial patterns of trade and land use</p>	<p>15, sect. 1; 17, sect. 3; 18, sect. 3; 19, sect. 3; 20, sect. 3; 21, sect. 3; 22, sect. 3; 23, sect. 3; 24, sect. 3; 25, sect. 3; 26, sect. 3; 27, sect. 3; 28, sect. 3; 29, sect. 3; 30, sect. 3; and 32, sect. 3</p> <p>World Geography, 2003, McDougal Littell, Chapter 3; Chapter 4, sections 2 and 4 and in-depth study of one of the following chapters: 8, 11, 14, 17, 20, 23, 26, 29, and 32</p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p>National Geographic page on effects of overpopulation. http://www.nationalgeographic.com/eye/overpopulation/effect.html</p> <p>US Census Bureau's International Data Page for demographic data. http://www.census.gov/ipc/www.idb</p> <p>World Bank Data on life expectancy and population shifts. http://web.worldbank.org</p> <p>Population Reference Bureau has information on population, health and the environment. http://www.prb.org</p> <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • solstice • equinox • weather • climate • temperature • cyclone • front • precipitation • rain shadow • hurricane • typhoon • tornado • blizzard • drought • convection • El Nino • Greenhouse Effect • monsoon • savanna
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			<ul style="list-style-type: none"> • tundra • permafrost • ecosystem • biome • deciduous • rain forest • coniferous • savanna • steppe • demography • population density • birthrate • fertility rate • death rate/mortality rate • infant mortality rate • migration • emigrants • immigrants • push factors • pull factors • refugees • urban geography • domestication • urbanization • world Cities/ City • central business district (CBD) • edge cities/suburbs • subsistence agriculture • shifting cultivation • pastoralism • market-orientated agriculture • agribusiness
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Unit Four: Global Interconnections: Changing Spatial Patterns (Three to Four Weeks)

Sample Essential Question: How do differing types of governments and economies allocate resources? How do economic activities and political decisions influence regional cultures, the environment, economic development, and international relations?

Content Standards		Performance Standard Measures	Instructional Support
Students know... (Content)	Students are able to (Skill)	How students Demonstrate KNOWLEDGE and SKILL	
<ul style="list-style-type: none"> • types of resources (Geo 9) • types of economies (Geo 8) • measurements of economic development (Geo 11) • resource use (Geo 9) • patterns of land use (Geo 9; Geo 10) • causes of globalization (Geo 11) • human made natural catastrophes (Geo 12) 	<p>work collaboratively to complete any of the following tasks (CR 9)</p> <ul style="list-style-type: none"> • differentiate types of resources (Geo 9; R2; W8 & CR 2) • compare types of economies (Geo 8 R2; W8 & CR 2) • define measures of economic development (Geo 11; R4; W8 & CR 2) 	<p>KEY ASSIGNMENTS/ ASSESSMENTS</p> <p>Resource allocation and sustainability for economic development case-study</p> <p>SUGGESTED ASSIGNMENTS/ ASSESSMENTS</p> <p>Types of resources tree map</p>	<p>BASIC TEXT CORRELATION</p> <p>World Geography Today, 2003, Holt, Chapter 4, Section 3 and Chapter 6, Sections 1 and 3</p> <p>World Geography, 2003, McDougal Littell, Chapter 4, sections 3 and 5</p> <p>SUPPLEMENTAL RESOURCES/MATERIALS</p> <p>CIA Factbook offers information about political, economic and</p>

<ul style="list-style-type: none"> • patterns of trade (Geo 10). • types of governments (Geo 8; Geo 12) • nation versus state (Geo 8; Geo 12) • national boundaries (Geo 8; Geo 12) • spatial patterns (Geo 8) • effects of economic activities and political decisions on culture, environment, development, and international relations (Geo 5; Geo 8; Geo 11) 	<ul style="list-style-type: none"> • locate resources and identify resource on a map (Geo 2; Geo 9; R4; W8 & CR 2) • evaluate the influence of long-term climate variability on resource use, and land uses at local-to-global scales (Geo 9; R7; W2 ; W7; W9; CR 1; CR 2; CR 4; CR10; CR 11; & CR 12). • evaluate the consequences of human-made and natural catastrophes on global trade, politics and thus globalization (Geo 11; Geo 12; R7; W2; W7; W9; CR 1; CR 2; CR 4; CR10; CR 11; & CR 12). • define nation, state and boundaries (Geo 8; Geo 12; R4; W8 & CR 2) • differentiate types of governments (Geo 8; R2; W8 & CR 2) • evaluate the impact of economic activities and political decisions throughout Time on: • have influenced cultural and environmental characteristics of various places and regions. • spatial patterns within and among urban, suburban, and rural regions • globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries (Geo 5; Geo 8; Geo 11; R7; W1; W7; W9; CR 1; CR 2; CR 4; CR10; CR 11; & CR 12). 	<p>Double bubble of command and free enterprise economies</p> <p>Vocabulary application of types of measurements of economic well-being</p> <p>Develop a world map of resources</p> <p>Written, oral or visual explanation of climate change and its influence on resource and land use</p> <p>Types of governments tree map</p> <p>written, oral or visual explanation of nation, state and boundaries</p>	<p>other demographic information about countries. https://www.cia.gov/library/publications/the-world-factbook/index.html</p> <p>CNN has current news by region. http://www.cnn.org</p> <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> • humus • leaching • contour plowing • soil exhaustion • crop rotation • irrigation • soil salinization • deforestation • reforestation • acid rain • aqueducts • aquifers • fossil water • ore • fossil fuel • petrochemicals • hydroelectric power • geothermal energy <ul style="list-style-type: none"> • state/political boundaries • nation/cultural boundaries • natural boundaries • nationalism • nation-state • democracy • monarchy • dictatorship/ totalitarian government • communism • tariff • quota • landlocked <ul style="list-style-type: none"> • economy • economic system • command economy • communism • market economy/free enterprise/capitalism • natural resources • infrastructure • per capita income • gross national product (GNP) • gross domestic product (GDP) • industrialization • literacy rate • developed countries • developing countries
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KEY ASSIGNMENTS:

Major Written Assignments	Geography students will engage in daily writing assignments to synthesize lesson concepts which may include descriptions of cultural, political and economic activities of a region, as well as climatic regional patterns. On unit exams, students will also answer open-ended writing tasks evaluating the interactions between the environment and regional cultural, political and economic activities. Major writing assignments will take the form of one to two page reports of information and argumentative writing tasks embedded into unit key assignments.
Assessments	Teachers ask students to take periodic multiple-choice and short-answer quizzes, as well as unit exams to include a combination of stimulus-based multiple-choice, selected-response multiple-choice, as well as short answer questions.
Projects – especially Quad D and Work-Based Learning Experiences including Service Learning	Service Learning activities involve research, preparation, action/demonstration, and reflection of experiential applications of the content and will be credited toward the district’s high school Service Learning requirement. Students are expected to complete a Service Learning activity prior to the completion of this course. The learning (any products developed, reflection on the service) will be graded by the instructor as one of the performance based assessments; the service itself will not be graded or judged.
Key Assignments	In units one and two, students research regional data to create maps and write about the of a region’s physical and cultural Geography, respectively, in order to present information to their class. Following presentations, students will compare regional patterns and use data in future units of study. In unit three, students choose a region to student population patterns and discuss the implications on the environment and future economic development. Students write an argumentative essay explaining the possible problems and outcomes that short-term and long-term population changes have on the environment. In unit four, students choose a region or country and evaluate the political and economic decisions made affecting resource use. Students write an argumentative essay making recommendations for resource sustainability in that region or country.

Content-Specific Assignments:

Unit Number and Title: Unit 1, Geographic Representations: Spatial Views of the World

Key Assignment Title: Regional Study of Physical Geography

Key Assignment Objective: Students apply an understanding of physical geography by creating a map, writing a one to two page report, and presenting to peers an explanation of the physical features, climate and environment of one geographic region.

Key Assignment Standards (Common Core and History/Social Science):

C3 Framework Indicators and K-12 Pathways for Geography:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

D2.Geo.1.9-12: Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.

D2.Geo.2.9-12: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

D2.Geo.3.9-12: Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

Common Core Reading Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Integration of Knowledge and Ideas

11-12 R7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

11-12 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

f. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- g. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- h. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- i. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- j. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Research to Build and Present Knowledge

11-12 W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12 W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Use of Basic Textbook (when, how, and why): In order to write an informational report and create a map, students read and take notes on the physical geography of one of the following geographic regions: US and Canada; Latin America/ Middle and South America; Europe; Russia and Republics/ Russia and North Eurasia; Africa; Southwest Asia; South Asia; East Asia; Southeast Asia, Oceania and Antarctica/ Pacific World. This research will occur in class, at the outset of the project.

Students use at least one of the following text selections from: World Geography, 2003, McDougal Littell: 5, 9, 12, 15, 18, 21, 24, 27, and 30; see also regional data file or World Geography Today, 2003, Holt: 7; 10, sect. 1; 11, sect. 1; 12, sect. 1; 10, sect. 1; 13; 17, sect. 1; 18, sect. 1; 19, sect. 1; 20, sect. 1; 21, sect. 1; 22, sect. 1; 23, sect. 1; 24, sect. 1; 25, sect. 1; 26, sect. 1; 27, sect. 1; 28, sect. 1; 29, sect. 1 and 32, sect. 1

Use of Supplemental Resources (when, how, and why): In order to write an informational report and create a map, students gather information and take notes on physical features, weather and climate of one of the following regions: US and Canada; Latin America/ Middle and South America; Europe; Russia and Republics/ Russia and North Eurasia; Africa; Southwest Asia; South Asia; East Asia; Southeast Asia, Oceania and Antarctica/ Pacific World. This research will occur in class, at the outset of the project.

US government GIS data and tools.
<http://www.geoplatform.gov/home2>

World weather and climate data.
<http://www.ncdc.noaa.gov/>

Climate data and precipitation prediction maps.
http://www.cpc.ncep.noaa.gov/products/monitoring_and_data/restworld.shtml

Employability/Literacy/College Skills Addressed:

Standards for Career Ready Practice:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

1. Apply appropriate technical skills and academic knowledge.
2. Communicate clearly, effectively, and with reason.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Work productively in teams while integrating cultural and global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions

Detailed Description of the Process and Product:**Regional Study of Physical Geography**

Goal: You will research regional data to create a map and write about the physical geography of a region, in order to present information to their class.

Role: You are a geographer at a local college.

Audience: As a professor, you communicate the physical features, climate and environment of one geographic region to students.

Situation: Geography students at a local college have difficulty comparing regional geographic differences. They need instruction in regional differences of physical geography.

Product: You will create a map, write a one to two page report, and present (handout or power point) to peers.

Process:

1. Set work schedule/timetable.
2. Choose a region for study.
3. Gather background information about your region's physical geography from the textbook.
4. Find climate, precipitation and topographic maps for your region on the following websites:
US government GIS data and tools.

<http://www.geoplatform.gov/home2>

World weather and climate data.

<http://www.ncdc.noaa.gov/>

Climate data and precipitation prediction maps.

http://www.cpc.ncep.noaa.gov/products/monitoring_and_data/restworld.shtml

5. Take notes and decide what information you will use for your map and paper.
6. Develop a rough bibliography.
7. Create your Physical Geography Map. Include physical features, climate and environment. Add additional sources used to your bibliography.
8. Write an outline for your rough draft. Include important physical features, climate patterns and environment characteristics of your region.
9. Conduct research on the internet to fill-in any missing information. Add additional sources to your bibliography.
10. Write thesis statement and draft your paper. Your paper must be at least one-page in length.
11. Prepare the final paper and map to present in a two-five minute oral presentation of your findings.
12. Your peers will take notes on your product.

Expected Results/Outcome(s):

Prompt: Describe the physical geography of one region by creating a Physical Geography Map and writing a one-two page paper. Include physical features, climate and environment characteristics of your region.

**4-Point
Informative-Explanatory
Performance Task Writing Rubric (Grades 6-11)**

	3	2	1	NS
<p>ear and l ense of s. The ined, and sefully</p> <p>riety of to clarify een and</p> <p>f ideas</p> <p>and</p> <p>ea of a , and</p> <p>ea of a d within , and</p>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end • Adequate introduction and conclusion • Controlling or main idea of a topic is clear and mostly maintained, though some loosely related material may be presented • Main idea of the topic is adequate within the purpose, audience, and task 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • Inconsistent use of transitional strategies and/or little variety • Uneven progression of ideas from beginning to end; basic and/or formulaic structure • Introduction or conclusion, if present, may be weak • Controlling or main idea may be clearly focused but is insufficiently sustained • Controlling or main idea may be unclear and/or somewhat unfocused 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • Few or no transitional strategies are evident • Frequent extraneous ideas are evident; may be formulaic • Introduction and/or conclusion may be missing • May be very brief or have a major drift • Focus may be confusing or ambiguous 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> • Comprehensive evidence from sources is integrated • References are relevant • Effective use of elaborative techniques • Use of domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> • Some evidence from sources is integrated • References may be general • Adequate use of elaborative techniques • Use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • Evidence from sources is weakly integrated, vague, or imprecise • References may be vague, imprecise, or absent • Weak or uneven use of elaborate techniques • Use of domain-specific vocabulary is uneven or somewhat ineffective for the audience and purpose 	<p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details. The response elaborates of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • Evidence from the source material is minimal, absent, incorrect, or irrelevant • References may be absent or incorrect • Minimal, if any, use of elaborative techniques • Use of domain-specific vocabulary is limited or ineffective for the audience and purpose 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

Unit Number and Title: Unit 2, Human-Environment Interaction: Place, Regions, and Culture

Key Assignment Title: Regional Study of Cultural Geography

Key Assignment Objective: Students apply an understanding of cultural geography by creating a map, writing a one to two page report, and presenting to peers an explanation of the religion, language, cultural characteristics and demographics of one geographic region.

Key Assignment Standards (Common Core and History/Social Science):

C3 Framework Indicators and K-12 Pathways for Geography:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

D2.Geo.4.9-12: Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.

D2.Geo.5.9-12: Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

D2.Geo.6.9-12: Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

Common Core Reading Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Integration of Knowledge and Ideas

11-12 R7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

11-12 W2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

k. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

l. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

m. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

n. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

o. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Research to Build and Present Knowledge

11-12 W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12 W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Use of Basic Textbook (when, how, and why): Students read and take notes on the cultural geography and specific cultural information in one of the following geographic regions: US and Canada; Latin America/ Middle and South America; Europe; Russia and Republics/ Russia and North Eurasia; Africa; Southwest Asia; South Asia; East Asia; Southeast Asia, Oceania and Antarctica/ Pacific World.

Students use at least one of the following text selections from: World Geography, 2003, McDougal Littell: 6, 7, 10, 13, 16, 19, 22, 25, 28, and 31 or World Geography Today, 2003, Holt: 8, sect. 1 and 2; 9, sect. 1 and 2; 10, sect. 2; 11, sect. 3; 12, sect. 2; 16, sect. 2; 17, sect. 2; 18, sect. 2; 19, sect. 2; 20, sect. 2; 21, sect. 2; 22, sect. 2; 23, sect. 2; 24, sect. 2; 25, sect. 2; 26, sect. 2; 27, sect. 2; 28, sect. 2; 29, sect. 2; 30, sect. 2; 31, sect. 2; and 32, sect. 2

Use of Supplemental Resources (when, how, and why): Students gather information and take notes on religion, language, cultural characteristics one of the following regions: US and Canada; Latin America/ Middle and South America; Europe; Russia and Republics/ Russia and North Eurasia; Africa; Southwest Asia; South Asia; East Asia; Southeast Asia, Oceania and Antarctica/ Pacific World.

CIA Factbook offers information about political, economic and other demographic information about countries.

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

CNN has current news by region.

<http://www.cnn.org>

Employability/Literacy/College Skills Addressed:

Standards for Career Ready Practice:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

3. Apply appropriate technical skills and academic knowledge.
4. Communicate clearly, effectively, and with reason.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Work productively in teams while integrating cultural and global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions

Description of the Process and Product:

Regional Study of Physical Geography

Goal: You will research regional data to create maps and write about the cultural geography of a region, in order to present information to their class.

Role: You are a geographer at a local college.

Audience: As a professor, you communicate information about the language patterns, religious demographics, as well as cultural influences of one geographic region to students.

Situation: Geography students at a local college have difficulty comparing regional geographic differences. They need instruction in regional differences of cultural geography.

Product: You will create a map, write a one to two page report, and present (handout or power point) to peers.

Process:

1. Set work schedule/timetable.
2. Choose a region for study.
3. Gather background information about your region's cultural geography from the textbook.
4. Find demographic data and recent news on cultural happenings in your region on the following websites:
 - a. CIA Factbook offers information about political, economic and other demographic information about countries.
 - b. <https://www.cia.gov/library/publications/the-world-factbook/index.html>
 - c. CNN has current news by region.
 - d. <http://www.cnn.org>
5. Take notes and decide what information you will use for your map and paper.
6. Develop a rough bibliography.
7. Create your Cultural Geography Map. Include language groups, religion, and ethnic groups. Add additional sources used to your bibliography.
8. Write an outline for your rough draft. Include important demographic characteristics of your region, language and religious groups, as well as patterns of social interaction.
9. Conduct research on the internet to fill-in any missing information. Add additional sources to your bibliography.
10. Write thesis statement and draft your paper. Your paper must be at least one-page in length.
11. Prepare the final paper and map to present in a two-five minute oral presentation of your findings.
12. Your peers will take notes on your product.

Expected Results/Outcome(s):

Prompt: Describe the cultural geography of one region by creating a Cultural Geography Map and writing a one-two page paper. Include language groups, religion, and ethnic groups on your map and important demographic characteristics of your region, language and religious groups, as well as patterns of social interaction in your essay.

**4-Point
Informative-Explanatory
Performance Task Writing Rubric (Grades 6-11)**

	3	2	1	NS
<p>and structure, and response is consistently:</p> <p>ety of clarify the and among</p> <p>ideas from</p> <p>d</p> <p>of a topic strongly</p> <p>of a topic unicated e,</p>	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end • Adequate introduction and conclusion • Controlling or main idea of a topic is clear and mostly maintained, though some loosely-related material may be presented • Main idea of the topic is adequate within the purpose, audience, and task 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • Inconsistent use of transitional strategies and/or little variety • Uneven progression of ideas from beginning to end; basic and/or formulaic structure • Introduction or conclusion, if present, may be weak • Controlling or main idea may be clearly focused but is insufficiently sustained • Controlling or main idea may be unclear and/or somewhat unfocused 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • Few or no transitional strategies are evident • Frequent extraneous ideas are evident; may be formulaic • Introduction and/or conclusion may be missing • May be very brief or have a major drift • Focus may be confusing or ambiguous 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

4-Point Informative-Explanatory Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the controlling idea or main idea that includes the effective use of sources, facts, and details. The response clearly and effectively elaborates ideas, using precise language:</p> <ul style="list-style-type: none"> • Comprehensive evidence from sources is integrated • References are relevant • Effective use of elaborative techniques • Use of domain-specific vocabulary is clearly appropriate for the audience and purpose 	<p>The response provides adequate support/evidence for the controlling idea or main idea that includes the use of sources, facts, and details. The response adequately elaborates ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> • Some evidence from sources is integrated • References may be general • Adequate use of elaborative techniques • Use of domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>The response provides uneven, cursory support/evidence for the controlling idea or main idea that includes uneven or limited use of sources, facts, and details. The response elaborates ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • Evidence from sources is weakly integrated, vague, or imprecise • References may be vague, imprecise, or absent • Weak or uneven use of elaborate techniques • Use of domain-specific vocabulary is uneven or somewhat ineffective for the audience and purpose 	<p>The response provides minimal support/evidence for the controlling idea or main idea that includes little or no use of sources, facts, and details. The response elaborates of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • Evidence from the source material is minimal, absent, incorrect, or irrelevant • References may be absent or incorrect • Minimal, if any, use of elaborative techniques • Use of domain-specific vocabulary is limited or ineffective for the audience and purpose 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

Unit Number and Title: Unit 3, Human Population: Spatial Patterns and Movements

Key Assignment Title: Population Development Case-Study

Key Assignment Objective: Students evaluate the possible problems and outcomes of short-term and long-term population changes by writing a one to two page argumentative essay, discussing the implications on the environment and future economic development.

Key Assignment Standards (Common Core and History/Social Science):

C3 Framework Indicators and K-12 Pathways for Geography:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

D2.Geo.7.9-12: Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

D2.Geo.9.9-12: Evaluate the influence of long-term climate variability of human migration and settlement patterns, resource use, and land uses at local-to-global scales.

Common Core Reading Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Integration of Knowledge and Ideas

11-12 R7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Text Types and Purposes

11-12 W1: Write arguments focused on *discipline-specific content*.

- f. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- g. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- h. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- i. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- j. Provide a concluding statement or section that follows from or supports the argument presented.

Research to Build and Present Knowledge

11-12 W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12 W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Use of Basic Textbook (when, how, and why): Students read and take notes on population patterns and population case information on one of the following regions: US and Canada; Latin America/ Middle and South America; Europe; Russia and Republics/ Russia and North Eurasia; Africa; Southwest Asia; South Asia; East Asia; Southeast Asia, Oceania and Antarctica/ Pacific World.

Students use at least one of the following text selections from: World Geography, 2003, McDougal Littell: 8, 11, 14, 17, 20, 23, 26, 29, and 32 or World Geography Today, 2003, Holt: 8, sect. 2 and 3; 9, sect. 3; 10, sect. 3; 11, sect. 2; 12, sect. 3; 15, sect. 1; 17, sect. 3; 18, sect. 3; 19, sect. 3; 20, sect. 3; 21, sect. 3; 22, sect. 3; 23, sect. 3; 24, sect. 3; 25, sect. 3; 26, sect. 3; 27, sect. 3; 28, sect. 3; 29, sect. 3; 30, sect. 3; and 32, sect. 3

Use of Supplemental Resources (when, how, and why): Students gather information and take notes on population patterns, demographics, birth rates, death rates, urban to rural settlement, as well as future expectations of population in one of the following regions: US and Canada; Latin America/ Middle and South America; Europe; Russia and Republics/ Russia and North Eurasia; Africa; Southwest Asia; South Asia; East Asia; Southeast Asia, Oceania and Antarctica/ Pacific World.

National Geographic page on effects of overpopulation.

<http://www.nationalgeographic.com/eye/overpopulation/effect.html>

US Census Bureau's International Data Page for demographic data.

<http://www.census.gov/ipc/www.idb>

World Bank Data on life expectancy and population shifts.

<http://web.worldbank.org>

Population Reference Bureau has information on population, health and the environment.

<http://www.prb.org>

Employability/Literacy/College Skills Addressed:

Standards for Career Ready Practice:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

5. Apply appropriate technical skills and academic knowledge.
6. Communicate clearly, effectively, and with reason.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Work productively in teams while integrating cultural and global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions

Description of the Process and Product:

Population Development Case-Study

Goal: You will research regional data or country data to evaluate the influence of long-term climate variability, historical events, diffusion of ideas, technologies, and cultural practices on human migration, and settlement patterns.

Role: You are a geographer hired to advise international and national leaders on expected population patterns and outcomes.

Audience: You will write a policy paper to leaders in one region or country making recommendations on issues that may endanger their current population and solutions in how to support expected changes in population.

Situation: Countries in varying stages of development face differing levels of population challenges. In order to support population growth and change, policy makers must identify regional problems and possible solutions.

Product: You will write an argumentative essay explaining the possible problems and outcomes on short-term and long-term population changes due to long-term climate variability, historical events, diffusion of ideas, technologies, and cultural practices. In your essay you will address possible solutions.

Process:

1. Set work schedule/timetable.
2. Choose a region or country for study.
3. Gather background information about your country or region's population, cultural and physical geography from the textbook and class notes from unit one and two presentations.
4. Find data on long-term climate variability, historical events, diffusion of ideas, technologies, and cultural practices and effects on population patterns and demographics in your region or country on the following websites:

a. National Geographic page on effects of overpopulation.

b. <http://www.nationalgeographic.com/eye/overpopulation/effect.html>

- c. US Census Bureau's International Data Page for demographic data.
 - d. <http://www.census.gov/ipc/www.idb>

 - e. World Bank Data on life expectancy and population shifts.
 - f. <http://web.worldbank.org>

 - g. Population Reference Bureau has information on population, health and the environment.
 - h. <http://www.prb.org>
5. Take notes and decide what information you will use for your paper. Develop a rough bibliography.
 6. Use a Multi-Flow map to identify causes and effects on population change.
 7. Write an outline for your rough draft. Develop an argument that identifies how of long-term climate variability, historical events, diffusion of ideas, technologies, and cultural practices affect shifts in population. Offer possible solutions in at least one paragraph of your paper.
 8. Conduct research on the internet to find solutions to regional/country population issue or to fill-in any missing information. Add additional sources to your bibliography.
 9. Write thesis statement and draft your paper. Your paper must be at least two-pages in length.

Expected Results/Outcome(s):

Prompt: Evaluate the possible problems and outcomes on short-term and long-term population changes due to long-term climate variability, historical events, diffusion of ideas, technologies, and cultural practices. In a two-page paper identify problems and address possible solutions.

**4-Point
Argumentative
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
Purpose /Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • Claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task • Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • Effective introduction and conclusion • Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety • Alternate and opposing argument(s) are clearly acknowledged or addressed 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • Claim is clear, and the focus is mostly maintained for the purpose, audience, and task • Adequate use of transitional strategies with some variety to clarify relationships between and among ideas • Adequate introduction and conclusion • Adequate progression of ideas from beginning to end; adequate connections between and among ideas • Alternate and opposing argument(s) are adequately acknowledged or addressed* 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • Claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task • Inconsistent use of transitional strategies and/or little variety • Introduction or conclusion, if present, may be weak • Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas • Alternate and opposing argument(s) may be confusing or not acknowledged* 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • Claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, and task • Few or no transitional strategies are evident • Introduction and/or conclusion may be missing • Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression • Alternate and opposing argument(s) may not be acknowledged* 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> • Comprehensive evidence from sources is integrated; references are relevant and specific • Effective use of a variety of elaborative techniques* • Vocabulary is clearly appropriate for the audience and purpose • Effective, appropriate style enhances content 	<p>The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> • Adequate evidence from sources is integrated; some references may be general • Adequate use of some elaborative techniques • Vocabulary is generally appropriate for the audience and purpose • Generally appropriate style is evident 	<p>The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources: (facts and details). The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • Some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague • Weak or uneven use of elaborate techniques; development may consist primarily of source summary or may rely on emotional appeal • Vocabulary use is uneven or somewhat ineffective for the audience and purpose • Inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal support/evidence for the argument(s) and claim that includes little or no use of sources: (facts, and details). The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • Evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used • Minimal, if any, use of elaborative techniques; emotional appeal may dominate • Vocabulary is limited or ineffective for the audience and purpose • Little or no evidence of appropriate style 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

Unit Number and Title: Unit 4, Global Interconnections: Changing Spatial Patterns

Key Assignment Title: Resource Allocation and Sustainability for Economic Development Case-Study

Key Assignment Objective: Students evaluate the effects of economic systems and policy decisions by writing a one to two page argumentative essay.

Key Assignment Standards (Common Core and History/Social Science):

C3 Framework Indicators and K-12 Pathways for Geography:

from the Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, published by the National Council for the Social Studies in November, 2013

D2.Geo.8.9-12: Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

D2.Geo.10.9-12: Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

D2.Geo.11.9-12: Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

D2.Geo.12.9-12: Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

Common Core Reading Standards in History/Social Studies 6-12:

from the California Common Core State Standards, adopted by the California State Board of Education in March, 2012

Integration of Knowledge and Ideas

11-12 R7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Text Types and Purposes

11-12 W1: Write arguments focused on *discipline-specific content*.

k. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

l. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

m. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

n. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

o. Provide a concluding statement or section that follows from or supports the argument presented.

Research to Build and Present Knowledge

11-12 W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

11-12 W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

11-12 W9: Draw evidence from informational texts to support analysis, reflection, and research.

Use of Basic Textbook (when, how, and why): Students read and take notes on resource use, economic development, environmental and trade policies in one or more of the following regions: US and Canada; Latin America/ Middle and South America; Europe; Russia and Republics/ Russia and North Eurasia; Africa; Southwest Asia; South Asia; East Asia; Southeast Asia, Oceania and Antarctica/ Pacific World. *Students reference more than one region in order to provide a comparative approach.*

Students use at least one of the following texts for reference: World Geography, 2003, McDougal Littell, Chapter 4, sections 3 and 5 or World Geography Today, 2003, Holt, Chapter 4, Section 3 and Chapter 6, Sections 1 and 3

Use of Supplemental Resources (when, how, and why): Students read and take notes on the economic system, political system, resource use, economic development, environmental policies and trade policies in one country or one of the following

regions: US and Canada; Latin America/ Middle and South America; Europe; Russia and Republics/ Russia and North Eurasia; Africa; Southwest Asia; South Asia; East Asia; Southeast Asia, Oceania and Antarctica/ Pacific World.

CIA Factbook offers information about political, economic and other demographic information about countries.

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

CNN has current news by region.

<http://www.cnn.org>

Employability/Literacy/College Skills Addressed:

Standards for Career Ready Practice:

from the California Career Technical Education Model Curriculum Standards, adopted by the California State Board of Education in January, 2013

7. Apply appropriate technical skills and academic knowledge.
8. Communicate clearly, effectively, and with reason.
4. Apply technology to enhance productivity.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Work productively in teams while integrating cultural and global competence.
10. Demonstrate creativity and innovation.
11. Employ valid and reliable research strategies.
12. Understand the environmental, social, and economic impacts of decisions

Description of the Process and Product:

Resource Allocation and Sustainability for Economic Development Case-Study

Goal: You will research regional data or country data to evaluate the how the political and economic system and decisions made affect resource use, economic development, environmental policies and trade policies.

Role: You are a policy analyst hired to advise international and national leaders on policymaking.

Audience: You will write a policy paper explaining the effects of government decision related to resource and land use, as well as economic development, environmental policies and trade policies.

Situation: Countries make economic and policy decisions in order to appease interest groups, citizens and government officials. Your job is to evaluate the extent to which policy makers in one region or country are making the “right” decisions.

Product: You will write an argumentative essay making recommendations for resource sustainability in that region or country.

Process:

1. Set work schedule/timetable.
2. Choose a region or country for study.
3. Gather background information about government and economic systems from the textbook.
4. Find data on resource use, economic development, environmental policies and trade policies in your region or country on the following websites:
 - a. CIA Factbook offers information about political, economic and other demographic information about countries.
 - b. <https://www.cia.gov/library/publications/the-world-factbook/index.html>
 - c. CNN has current news by region.
 - d. <http://www.cnn.org>
5. Take notes and decide what information you will use for your paper. Develop a rough bibliography.
6. Write an outline for your rough draft. Develop an argument that identifies how policymakers in a specific government and economic system influence economic development, environmental policies and trade policies. Offer possible solutions throughout your paper.
7. Conduct research on the internet to fill-in any missing information. Add additional sources to your bibliography.
8. Write thesis statement and draft your paper. Your paper must be at least two-pages in length.

Expected Results/Outcome(s):

Prompt: Evaluate how a government and economic system in a specific country or region influence economic development, environmental policies and trade policies. In a two-page paper identify problems and address possible solutions. Economic activities and political decisions may create problems in one or more of the following areas:

- environmental characteristics of various places and regions.
- spatial patterns within and among urban, suburban, and rural regions.
- globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

**4-Point
Argumentative
Performance Task Writing Rubric (Grades 6-11)**

Score	4	3	2	1	NS
Purpose /Organization	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The response is fully sustained, and consistently and purposefully focused:</p> <ul style="list-style-type: none"> • Claim is introduced, clearly communicated, and the focus is strongly maintained for the purpose, audience, and task • Consistent use of a variety of transitional strategies to clarify the relationships between and among ideas • Effective introduction and conclusion • Logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety • Alternate and opposing argument(s) are clearly acknowledged or addressed 	<p>The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:</p> <ul style="list-style-type: none"> • Claim is clear, and the focus is mostly maintained for the purpose, audience, and task • Adequate use of transitional strategies with some variety to clarify relationships between and among ideas • Adequate introduction and conclusion • Adequate progression of ideas from beginning to end; adequate connections between and among ideas • Alternate and opposing argument(s) are adequately acknowledged or addressed* 	<p>The response has an inconsistent organizational structure, and flaws are evident. The response is somewhat sustained and may have a minor drift in focus:</p> <ul style="list-style-type: none"> • Claim may be somewhat unclear, or the focus may be insufficiently sustained for the purpose, audience, and task • Inconsistent use of transitional strategies and/or little variety • Introduction or conclusion, if present, may be weak • Uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections among ideas • Alternate and opposing argument(s) may be confusing or not acknowledged* 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> • Claim may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose, audience, and task • Few or no transitional strategies are evident • Introduction and/or conclusion may be missing • Frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression • Alternate and opposing argument(s) may not be acknowledged* 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

4-Point Argumentative Performance Task Writing Rubric (Grades 6-11)					
Score	4	3	2	1	NS
Evidence/Elaboration	<p>The response provides thorough and convincing support/evidence for the argument(s) and claim that includes the effective use of sources (facts and details). The response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> • Comprehensive evidence from sources is integrated; references are relevant and specific • Effective use of a variety of elaborative techniques* • Vocabulary is clearly appropriate for the audience and purpose • Effective, appropriate style enhances content 	<p>The response provides adequate support/evidence for the argument(s) and claim that includes the use of sources (facts and details). The response adequately expresses ideas, employing a mix of precise with more general language:</p> <ul style="list-style-type: none"> • Adequate evidence from sources is integrated; some references may be general • Adequate use of some elaborative techniques • Vocabulary is generally appropriate for the audience and purpose • Generally appropriate style is evident 	<p>The response provides uneven, cursory support/evidence for the argument(s) and claim that includes partial or uneven use of sources: (facts and details). The response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • Some evidence from sources may be weakly integrated, imprecise, or repetitive; references may be vague • Weak or uneven use of elaborate techniques; development may consist primarily of source summary or may rely on emotional appeal • Vocabulary use is uneven or somewhat ineffective for the audience and purpose • Inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal support/evidence for the argument(s) and claim that includes little or no use of sources: (facts, and details). The response's expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • Evidence from the source material is minimal or irrelevant; references may be absent or incorrectly used • Minimal, if any, use of elaborative techniques; emotional appeal may dominate • Vocabulary is limited or ineffective for the audience and purpose • Little or no evidence of appropriate style 	<ul style="list-style-type: none"> • Unintelligible • In a language other than English • Off-topic • Copied text • Off-purpose

INSTRUCTIONAL METHOD AND/OR STRATEGIES:

A variety of instructional strategies will be utilized to accommodate all learning styles:

Geography-Specific Methods: While traditional methods of instruction will facilitate the teaching of Geography teachers will want to take advantage of technological innovations in map making and manipulation provided by Google Earth, Geography Information Systems as well as internet sources allow students to easily access demographic, political, economic and cultural data, as well as create and change maps.

Lesson Design & Delivery: Teachers will incorporate these components of lesson design during direct instruction and inquiry activities. The order of components is flexible, depending on the teacher's vision for an individual lesson. For instance, the objective and purpose, while present in the teacher's lesson plan, are not known to the students at the beginning of an inquiry lesson.

Essential Elements of Effective Instruction Model for Lesson Design Using Task Analysis	Anticipatory Set Objective Standard Reference Purpose Input Modeling Check for Understanding Guided Practice Closure Independent Practice
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Some components may occur once in a lesson, but others will recur many times. Checking for understanding continually; input, modeling, guided practice and closure may occur several times. There may even be more than one anticipatory set when more than one content piece is introduced.

Active Participation: Teachers will incorporate the principles of active participation and specific strategies to ensure consistent, simultaneous involvement of the minds of all learners in the classroom. Teachers should use both covert and overt active participation strategies, incorporating cooperative learning structures and brain breaks. Some of the possible active participation strategies include:

COVERT	OVERT (Oral)	OVERT (Written)	OVERT (Gestures)
• Recall	• Think (Write)/Pair/Share	• Restate in Notes	• Hand Signals
• Imagine	• Idea Wave	• Response Boards	• Model with Hand Motions
• Observe	• Choral Response	• Graphic Organizers	• Stand up/ Sit down
• Consider	• Give One, Get One	• Folded Paper	• Point to Examples
	• Socratic Seminar	• Ticket Out of Class	
	• Cooperative Discussion Groups		

Baldrige Quality Tools: Students can become more positively involved in their education through goal setting, self-assessment, and data tracking and analysis by making use of the following strategies:

BALDRIGE TOOL	PURPOSES
Affinity Diagram	– finding consensus, organizing complex information
Flowchart	– describing a process, planning a project, identifying problem steps in a process
Force Field Diagram	– identifying obstacles, finding causes and solutions to problems
Issues / Ideas Bin	– handling individual questions/requests without stopping a group activity, providing anonymous input, obtaining diverse input in specific areas.
Data Folder	– tracking goals and actual results
Plus / Delta	– tracking improvement efforts, identifying opportunities for change, finding what's working and what's not working in a process, procedure, activity, etc.
Class Data Graphs	– displaying trends for goal setting

Diverse learning styles may be addressed by implementing combinations of the following:

Significant, Proven Strategies for ALL Students			
<input type="checkbox"/> Hands-On Lab's <input type="checkbox"/> Inquiry Activities <input type="checkbox"/> Short/Long-term projects	<input type="checkbox"/> Student Presentations <input type="checkbox"/> Peer Teaching <input type="checkbox"/> Summarization	<input type="checkbox"/> Essential Questions <input type="checkbox"/> Thematic Units <input type="checkbox"/> Field Experiences	<input type="checkbox"/> Current Events <input type="checkbox"/> Career Choices <input type="checkbox"/> Guest Speakers
Literacy Strategies <input type="checkbox"/> Vocabulary Development <input type="checkbox"/> Before Reading <input type="checkbox"/> During Reading <input type="checkbox"/> After Reading <input type="checkbox"/> Text Structure <input type="checkbox"/> Graphic Organizers <input type="checkbox"/> Reciprocal Teaching <input type="checkbox"/> Learning Logs <input type="checkbox"/> Nonfiction <input type="checkbox"/> Functional <input type="checkbox"/> Word Wall	SDAIE Strategies for English Learners <input type="checkbox"/> Lower the Affective Filter (including Processing Time) <input type="checkbox"/> Tapping/Building Prior Knowledge (Graphic Organizers, Schema) <input type="checkbox"/> Acquisition Levels <input type="checkbox"/> Language Sensitivity <input type="checkbox"/> Grouping Strategies <input type="checkbox"/> Multiple Intelligences <input type="checkbox"/> Adapt the Text <input type="checkbox"/> Interactive Learning (Manipulatives & Visuals) <input type="checkbox"/> Home/School Connection (including Cultural Aspects)	Strategies for Students with Disabilities <input type="checkbox"/> IEP Accommodations (refer to student's IEP document or IEP summary sheet) <input type="checkbox"/> Curricular Adaptations (e.g., quantity, input, participation, time, level of difficulty, level of support, output, substitute curriculum, alternate goals) <input type="checkbox"/> Think Alouds <input type="checkbox"/> Small Group Instruction <input type="checkbox"/> Learning Centers <input type="checkbox"/> Manipulatives & Visuals <input type="checkbox"/> Peer Assisted Learning	Differentiation for Advanced Learners <input type="checkbox"/> Curriculum Compacting <input type="checkbox"/> Depth and Complexity <input type="checkbox"/> Flexible Grouping <input type="checkbox"/> Acceleration <input type="checkbox"/> Tiered Assignments <input type="checkbox"/> Independent Study

Please note that these strategies often overlap and should not be limited to specifically defined courses or student populations.

TEXTBOOKS:

Basic Textbook: Read in entirety Excerpts used

Arreola, Daniel D., Deal, Marci S., Peterson, James F., and Sanders, Rickie, World Geography, McDougal Littell, © 2003. Or use Sager, Robert J. and Helgren, David M., World Geography Today, Holt, Rinehart and Winston, © 2003.

RESOURCES:

Documents

- Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards (2013): <http://www.socialstudies.org/c3>
- Common Core State Standards (2012): http://www.corestandards.org/wp-content/uploads/ELA_Standards.pdf
- CTE Standards (2013): <http://www.cde.ca.gov/ci/ct/sf/documents/ctestandards.pdf>.

ASSESSMENT METHODS AND/OR TOOLS:

Student achievement in this course will be measured using multiple assessment tools including but not limited to:

Suggested Evaluation Tools:

Source	Formative (Monitor)	Summative (Evaluate)
District Developed Assessments		Key Assignments
Teacher Developed Assessments		Unit Exams and Daily Quizzes
Teacher Developed Assessments	Suggested Lesson Activities	
Teacher Developed Assessments	Notebook and Homework	

PERFORMANCE STANDARDS CRITERIA:

Defines how good is good enough on which measures to demonstrate achievement of content standards.

District Performance Standards:

The Long Beach Unified School District has key assignments that are required for Geography. The Performance Standard Criteria for district-wide key assignments are shown in the table below.

	Not Proficient	Partial Proficient	Proficient	Advanced Proficient
Key Assignments	On a four-point rubric, a score of one	On a four-point rubric, a score of two	On a four-point rubric, a score of three	On a four-point rubric, a score of four

Classroom Performance Standards:

The objective of instruction is to help all students achieve at or above the Proficient Level and receive a C or better in the course. Performance level is determined by the average of the assessments or assignments.

	Not Proficient	Partial Proficient	Proficient	Advanced Proficient
Teacher Developed Assessments- Unit Exams and Daily Quizzes	On a six-point rubric, a score of one or two or , on a four-point rubric, a score of one for constructed response or less than 60% on scoring guide for selected response	On a six-point rubric, a score of three or , on a four-point rubric, a score of two for constructed response or 60% - 69% on scoring guide for selected response	On a six-point rubric, a score of four or , on a four-point rubric, a score of three for constructed response or 70% - 84% on scoring guide for selected response	On a six-point rubric, a score of four or , on a four-point rubric, a score of three for constructed response or 85% - 100% on scoring guide for selected response
Teacher Developed Assessments- Suggested Lesson Activities (Graded Written Assignments, Performance Assessments and Projects)	On a six-point rubric, a score of one or two or , on a four-point rubric, a score of one	On a six-point rubric, a score of three or , on a four-point rubric, a score of two	On a six-point rubric, a score of four or , on a four-point rubric, a score of three	On a six-point rubric, a score of five or six or , on a four-point rubric, a score of four
Teacher Developed Assessments- Homework and Notebook	On a six-point rubric, a score of one or two or , on a four-point rubric, a score of one or less than 60% on scoring guide	On a six-point rubric, a score of three or , on a four-point rubric, a score of two or 60% - 69% on scoring guide	On a six-point rubric, a score of four or , on a four-point rubric, a score of three or 70% - 84% on scoring guide	On a six-point rubric, a score of four or , on a four-point rubric, a score of three or 85% - 100% on scoring guide

STANDARD GRADING SCALE:

Advanced Proficient	A	90-100%
Proficient	B	80-89%
	C	70-79%
Partial Proficient	D	60-69%
Not Proficient	F	0-59%

Suggested Grade Weighting:

- | | |
|----------------------------------|-------------|
| 1. Homework and Notebooks | 10 % |
|----------------------------------|-------------|
- This practice reinforces the learning of a skill or content acquired by the student during or outside of class. Work could be checked for completion but not graded.
 - Homework could be: reading assignments, vocabulary study, note taking, or processing for short-term or long-term projects.
 - If teachers and students are using an Interactive Notebook, all classwork and homework could be included here. Preview assignments, reading notes, lecture notes and processing assignments are part of this approach.
- | | |
|---|-------------|
| 2. Classwork, In-Class Projects or Suggested Assignments | 30 % |
|---|-------------|
- After processing course material in notes, students create products.
 - Group and individual projects might include: Thinking Maps, Graphic Organizers, Reports of Information, Argumentative Writing, Posters, Debates, Visuals, Discussion Participation, Skits, Performances, Short Written Work and other Daily Assignments.
 -

3. Unit Exams and Daily Quizzes 30 %

- Unit Exams are used to determine if students have attained proficiency. These can be the textbook assessments or teacher generated tests.
- Quizzes are short assessments to check understanding of the content. Teachers can use these to determine if students are ready to move onto the next content. These quizzes can be oral, multiple-choice, short answer, essay format, or a possible project, like a poster.

4. Research Projects or Key Assignments 30 %

- History-Social Science research reports should teach students research and critical thinking skills.
- Students should use a variety of sources and learn how to evaluate sources for reliability.
- Students corroborate sources to come up with a written, visual or oral report of information or argumentative writing.

Submitted by:	Marika Manos
Submission Date:	May 20, 2014
School/Office:	History Office, OCIPD
Curriculum Writing Team Members:	Marika Manos
Original Board Approval Date:	March 1, 2004
Revised Board Approval Date:	June 3, 2014

Saved on L/drive, Common, Manos, Course Outlines, Geography