

YOSEMITE HIGH SCHOOL
50200 ROAD 427 - OAKHURST, CA 93644
(559)683-4667

COURSE TITLE: WORLD GEOGRAPHY
DEPARTMENT: SOCIAL SCIENCE

<u>REQUIREMENT SATISFIED:</u>		
High School:	X	Model Curriculum Standards:
State College:		Frameworks:
UC Approved:		

GRADE LEVEL: 9 LENGTH OF COURSE: 9 weeks CREDITS: 2.5

PREREQUISITE: None required

TEXTBOOKS: World Geography, McDougal, Littell

COURSE DESCRIPTION:

This course will investigate physical, human and cultural issues as they pertain to the United States, Canada, and the rest of the world.

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS:

<u>Assignment</u>	<u>Standards</u>	<u>ESLRS:</u>
<u>Course Content/Objectives:</u>	<u>Addressed:</u>	
<p>I. The Five Themes of Geography and The Geographers Tools</p> <p style="margin-left: 20px;">a) How geographers use the Five Themes in describing a area in world.</p> <p style="margin-left: 20px;">b) Implementation of tools.</p>	<p>10.2.3, 10.2.5</p> <p>10.10.1, 10.10.2</p> <p>11.11.1, 11.11.4, 11.2.6, 11.4.3, 11.5.7, 11.6.4, 11.11.5, 11.11.6</p> <p>National Standards: 1.1, 1.2, 1/3, 4.1, 5.1, 14.1</p> <p>Chronological and Spatial Thinking: 3, 4</p> <p>Research, Evidence and Points of View: 4</p>	<p>1,2,3,4</p>
<p>II. A Living Planet</p> <p style="margin-left: 20px;">a) The earth inside and out</p> <p style="margin-left: 20px;">b) Bodies of water and landforms</p> <p style="margin-left: 20px;">c) Internal forces that shape the earth</p> <p style="margin-left: 20px;">d) External forces that shape the earth</p>	<p>National Standards: 5.1, 7.1, 7.2, 7.3, 8.1, 15.1, 15.2</p> <p>Chronological and Spatial Thinking: 4</p> <p>Research, Evidence and Points of View: 4</p> <p>Historical Interpretation: 5</p>	<p>1,3,4,6</p>

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS: (Continued)

<u>Assignment</u> <u>Course Content/Objectives:</u>	<u>Standards</u> <u>Addressed:</u>	<u>ESLRS:</u>
III. Climate and Vegetation a) Seasons and weather b) Climate c) World climate regions d) Soils and vegetation	11.6.3, 11.11.5 National Standards: 7.2, 7.3, 8.1, 8.2 8.3, 15.3 Chronological and Spatial Thinking: 3, 4	1,3,4,6
IV. People and Places a) The elements of culture b) Population Geography c) Political geography d) Urban geography e) Economic geography	10.3.3, 10.3.5 10.10.2, 10.5.7 11.11.1, 11.5.6 National Standards: 9.1, 10.2, 10.3 Chronological and Spatial Thinking: 3, 4 Research, Evidence and Points of View: 4 Historical Interpretation: 5	1,2,3,4,5,6
V. Career Education a) Resumes b) Interview process c) Technology in the work place d) Employment research		1,2,3,4,6
VI. Technology Education a) Information literacy b) Evaluation of Internet resources c) Familiarization and utilization of major programs used. d) Use of technology in education and work place.		1,2,3,4,6

DISTRICT/STATE CONTENT STANDARDS ADDRESSED:

Historical & Social Sciences Analysis Skills

Chronological & Spatial Thinking (Grades 9-12):

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons learned.

2. *Students analyze how change happens at different rates at different times; that some aspects can change while others remain the same; that change is complicated and affects not only technology and politics, but also values and beliefs.*
3. *Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration; changing environmental preferences and settlement patterns; the frictions that develop between population groups; and the diffusion of ideas, technological innovations, and goods.*
4. *Students relate current events to the physical and human characteristics of places and regions.*

Historical Research, Evidence and Point of View (Grades 9-12):

1. *Students distinguish valid arguments from fallacious arguments in historical interpretations.*
2. *Students identify bias and prejudice in historical interpretations.*
3. *Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.*
4. *Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.*

Historical Interpretation (Grades 9-12):

1. *Students show the connections, casual and otherwise, between particular historical events and larger social, economic, and political trends and developments.*
2. *Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.*
3. *Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values.*
4. *Students understand the meaning, implication, and impact of historical events while recognizing that events could have taken other directions.*
5. *Students analyze human modifications of a landscape, and examine the resulting environmental policy issues.*
6. *Students conduct cost/benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.*

Civics (Grade 9):

1. *Students will learn how power is divided among federal, state, and local government. What kinds of issues does each level of government handle? Students will become aware of the important areas that remain largely under state and county control.*

- 1.1 *Students will understand the structure and organization of local government.*
- 1.2 *Students will become aware of the important office holders and their functions.*
- 1.3 *Students will demonstrate an awareness of the functions and limits of local government.*
- 1.4 *Students will become familiar with the decision-making process through role-playing activities.*
- 1.5 *Students will understand the elements of and use planning at the local level.*
- 1.6 *Students will understand the relationship existing between city and county governments.*
- 1.7 *Students will demonstrate, through simulations, an awareness of various interest groups operating at the local level.*
- 1.8 *Students will understand, by role playing, the pressures from different groups that decision-makers face.*
- 1.9 *Students become aware of the importance of participating in the political process through, as a minimum, voting.*
- 1.10 *Students will understand the processes by which decisions are reached at the local level.*
- 1.11 *Students will use cooperative learning techniques in working in groups on several in-class activities.*
2. *Our democracy requires responsible citizenship which includes an understanding of fundamental civic values and the ability and willingness to solve political problems. There is increasing evidence that many young people may need another set of the three "R's": rights, responsibility, and respect.*
 - 2.1 *Students will learn how to solve interpersonal and political problems. They need guidance and opportunities to apply these skills in solving real problems. They need to care.*
 - 2.2 *Students will be introduced and practice organizing groups to work for a cooperative good.*
 - 2.3 *Students will learn that responsible citizenship entails individual rights and societal rights - the dilemma between the two must be resolved in a democratic, peaceful process.*
 - 2.4 *Students will learn that one of the characteristics of civic virtue is respect for law, order, and authority. Dignity and honor in performance of any job is important to our society.*
 - 2.5 *Students will learn to become "respected citizens" when they are empowered to participate in planning and problem solving in their/our society.*
 - 2.6 *Students are vaguely aware of their rights, but have no idea of the civic duty of active participation in interpersonal and political problem solving as a requirement for maintaining a democracy.*

OUTCOMES:

Student will demonstrate the following:

1. Demonstrate effective Cornell Note Taking
2. Proficiency in writing a research paper (at least 5 pages in MLA format) in accordance with English Standards.
3. Students will be able to evaluate, analyze, synthesize, organize, and apply geographic representations, mental maps, spatial distribution, migration, economic interdependence, and how to apply geography to interpret the present and plan for the future.

INSTRUCTIONAL STRATEGIES:

Lecture, discussion, group projects, Power Point presentations, peer review, and Cornell Notes.

ASSESSMENT:

Research papers, formal examination, informal examination, group projects, Turn-It-In.com

STUDENTS IN THIS 9 WEEK COURSE WILL ALSO TAKE DRIVER EDUCATION FOR 9 WEEKS. WORLD GEOGRAPHY & DRIVER EDUCATION STUDENTS WILL BE SCHEDULED INTO HEALTH AT SEMESTER

To replace Active Citizenship, Safety Education
8/00; 8/03
To replace Geography/Driver Education 12/04
Revised: 1/05; 10/07