

Joseph Wright

EDCI 635

Dr. Blundell

April 8th, 2018

"Scope & Sequence – Aims, Goals, and Objectives"

Title: “Mr. Wright’s World Geography Semester Course, 9th Grade”

School / District: Merit College Preparatory Academy Charter School

Forward: This curriculum was created mostly by Mr. Joseph Wright, social studies teacher, with the assistance and support of his fellow faculty: Mrs. Barlow, Social Studies Department Head; Mr. Trevor Olson, fellow social studies teacher; and Dr. Jesse Meeks, Director and former social studies teacher.

Aims: In our World Geography Class, we seek to:

- Develop students that can “achieve their highest potential as citizens in society” (“Mission”, 2017, par. 1)
- Foster students that will be innovative, creative, able to problem solve, think critically, and collaborate effectively (par. 3)
- Nurture students to better understand, analyze, and synthesize geographic knowledge, which will in turn:
- Help our students cultivate “meaningful skills and attitudes” which should enable them to “engage in real world challenges and opportunities” (par. 2).

Table of Contents: This scope and sequence document outlines the lessons, goals, objectives, and standards to be met by this course, in accordance to the **Utah Common Core Standards*** (e.g., WG 3.2, or World Geography Standard 3.2) for the course (see: <https://www.uen.org/core/core.do?courseNum=6430>). It also outlines the **time required** to cover the curriculum. We have 1.5 hour long periods on a block schedule (2 the first week, 3 the next week, and so on). I have codified these into days, such as T1D4 (Term 1, Day 4), helping identify which term and which day the material is covered.

Note that the standards 0.1-9 are my interpretation of the bullet-pointed skills the course mentions in the introduction found in the **Civic Preparation and Foundational Geographic Skills sections, respectively.*

Unit	Topic	Lesson	Goals	Objec.	HW, Assessment, etc.
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1. Intro to the World

Ch. 1 **Using Geography Skills** | T1D1 – T1D4

1.1 **Thinking like a Geographer** (pp 14-17) | T1D1

Identify the **5 main themes of geography** (Location, Place, Human-Environment Interactions, Movement, & Regions) | WG 0.1-4, 0.8

Assess how the various 5 themes of geography affect Dr. Suess’ Thneedville (see: <https://youtu.be/8Vo6ZOQuook>)

Assigned: HW - The Lorax Worksheet (Due: T1D3)

Develop a **PSA Poster** describing, exemplifying, recommending future action regarding **1 of the 5 main themes**

Related: HW - 1 of 5 Themes Poster (Assigned: T1D3 - Due: T1D6)

Recognize the main **types (Human and Physical)** and **tools (GPS Systems, GIS, etc.)** of geography | WG 0.5-7

Explore our community via **Springville City GIS maps**, and also visit a nearby **geocache** with smart phone GPS technology

Informal Assessment in class: Can they find the geocache? Can they effectively show they can use GIS system?

Be familiar with and consider **careers** and **jobs** in fields related to geography | WG 0.7, 1.4

After watching clip (see: <https://youtu.be/6Mj8MTWZX4M>), compare / contrast various careers utilizing geography

Informal Assessment: Listen to students Think-Pair-Share, and review as needed; formal via graded Guided Notes at the end of the chapter

1.15 **Geography Skills Handbook** (pp 18-33) | T2D2

Review the **5 main themes** of geography, and how they relate to other **important concepts** | WG 0.4

Illustrate understanding of the **5 themes of Geography**

Informal Assessment: Assess students' collaboration as they at each table create a small poster illustrating these themes

Recognize and distinguish between various types of **spatial representations** | WG 0.5-7

Diagram & identify various **spatial representations** of geography, such as globes, maps, projections, etc.

Distinguish between **longitude** and **latitude**

Demonstrate how **longitude** and **latitude** can be used to pinpoint / create **absolute locations**

Appraise and analyze varying **graphs, charts**, and other **diagrams** | WG 0.4, 0.8

Categorize different examples of **visual information diagrams** (i.e. graphs, charts, etc.)

Assessment: for the preceding 2 goals, informal assessment will occur in class

1.2 **The Earth in Space** (pp 34-38) | T1D3

Demonstrate knowledge of the **“Solar Neighborhood”** and Earth’s place therein | WG 0.4, 1.1

Categorize planets, understand scale, identify orbits, etc.

Appreciate what affects **climate** and **seasons** of the Earth | WG 0.4, 1.1

Evaluate the tilt of the Earth, and illustrate its relationship to our seasons

Examine the effects of **latitude** on climate

Due: The Lorax Worksheet

Assigned: HW - 1 of 5 Themes Poster (Due: T1D6)

Formal Assessment: Grading of Guided Notes and Ch. 1 Quiz | T1D4

Ch. 2 **Earth’s Physical Geography** | T1D4 – T1D10

2.1A **Inside the Earth** (pp 44-45) | T1D4

Understand the interior forces at play inside the Earth, and how we came to this knowledge | WG 0.4, 0.6, 1.1

Categorize the **layers** of the earth, and understand the role of **density** in their organization

Informal: Allow students to answer: Can you identify the various layers of the earth on this blank diagram?

Recognize **volcanism**, and its role in shaping the earth

2.1B **Shaping the Earth’s Surface** (pp 46-48) | T1D5

Recognize how **plate tectonics, earthquakes** and **weathering / erosion** all work to shape the earth | WG 1.1

Illustrate the theory of **plate tectonics**

Demonstrate the discovery and knowledge of **continental drift**

Informal Assessment: Students will use a folded paper between tables to demonstrate this phenomenon

Distinguish between and identify various related terms, such as **earthquakes, faults, subduction**, etc.

Assessment: informal assessment will occur in class, formal assessment via guided notes

2.2A **Types of Landforms** | T1D6

Describe types of **landforms** found on the Earth’s surface | WG 1.1

Demonstrate varying **types of landforms** on land / under the sea (e.g., mountains, valleys, plateaus, islands, trenches, etc.)

Informal Assessment: Students at their tables will create a diagram in class illustrating examples of these landforms

Recognize the impact that landforms, etc. have on animals and people | WG 1.1-3

Exemplify how **landforms, resources & climate** affect **human settlement** and other life around the world

Due: HW - 1 of 5 Themes Poster

2.2B The Water Planet | T1D7

Examine the crucial nature of **water**, and its impact on **landforms, people, and biomes** in its various forms | WG 1.1-4, 2.1-2

Illustrate the **water cycle** and its various components (i.e. precipitation, runoff, condensation, etc)

Informal Assessment: class will jointly create a detailed diagram of the water cycle on the whiteboard

Discuss **specific examples** of the importance water has on people & the environment (i.e., Lake Baikal, Ogallala Aquifer, etc)

2.3A Effects on Climate | T1D8

Understand the many factors on **climate** and **weather** on the earth | WG 1.1-3, 2.2

Demonstrate how the **sun** and the tilt of the earth (latitude) affect climate

Informal Assessment: Students will take a lamp and a globe and see how the more powerful light hits the earth directly

Illustrate the locations and effects of **prevailing winds** as well as **ocean currents** (i.e., Gulf Stream, North Atlantic Current)

Informal Assessment: Analyze how these affect our climate in a class discussion (see: <https://youtu.be/UuGrBhK2c7U>)

Classify different **storms** that can occur in different **regions**, their **creation**, + their **impact** (i.e., hurricanes, tornadoes, etc.)

Informal Assessment: After watching a news report about recent hurricanes in the U.S., discuss their impact & recovery

Discover how **El Niño** and **La Niña** affect global weather patterns

Assessment: informal assessment will occur in class, formal assessment via guided notes

2.3B Landforms & Climates | T1D9

Survey the effects that **landforms** (both natural and artificial) can have on **climates** | WG 1.2, 1.3, 1.4, 2.2

Diagram how **Ocean & Mountain Breezes** function

Investigate the processes of the **Rain Shadow Effect**

Examine examples of **Micro-Climates**, such as south facing walls, etc.

Evaluate examples of **Urban Climates**, such as the Heat Island Effect, etc.

Categorize and recognize the major **climates** found around the world | WG 1.2-3, 2.1-3

Differentiate differences in climate (and flora / fauna) thru the **Köppen Climate Classification** system, & look at examples.

Assessment: Informal through class discussion, formal via guided notes + Köppen Climate Interactive (in class)

2.4 Human-Environment Interaction | T1D10

Analyze **negative factors** affecting the environment & human-caused factors (pollution, deforestation, etc.) | WG 1.1-4,

Investigate and report on specific examples of Human-Environment Interactions

Complete Human-Environment Interaction Mini Research Study (finished in class)

Assessment: Guided Notes and Ch. 2 Quiz | T1D11

Ch. 3 Earth's Human & Cultural Geography | T1D11 – T1D15

3.1 World Population | T1D11

Understand the **where and why of population changes** | WG 1.3, 2.1-3

Compare and contrast areas where **population growth** is occurring, and where it is in fact **shrinking**

Illustrate the differences in **population density**, and hypothesize about its **relationship** to **population movement**

Discuss as a class terms such as death rate and birth rate, and why certain trends exist

Informal Assessment: look at U.S. Population Data and compare it via [Google Public Data Explorer](#), esp. local places
Examine what **factors** are involved in **population change**, and the **challenges** these present
Hypothesize as to challenges that population change can bring, as well as potential solutions.
Consider the example of **cold climate grapes** (<https://youtu.be/G7iiqzNSES8>) or **CRISPR** (https://youtu.be/UfA_jAKV29g)
Dissect **population movement**, especially the **push / pull factors** that play into this subject
Informal: create a T-chart on the whiteboard and discuss push and pull factors
*Extra Credit: **Research Population Change, Placement or Movement & Present Findings***

3.2A Global Cultures | T1D12

Comprehend what **culture** is, and its **various elements** | WG 3.1-3, 3.5, 3.7, 4.1, 5.1

Dissect the elements of **culture in general**, i.e. big ideas (history, traditions, etc.)

Analyze the impact of **society** on culture

*Informal Assessment: Discuss **social norms** in our culture, and compare them with other cultures*

Research different examples of **language**, and how even within a specific language, different dialects exist

Observe “Dialect Differences” (<https://youtu.be/4HLYe31MBrg>) + discuss how even these can reflect differences in culture

Investigate the world’s **major religions** & as a group create, present and display a **PSA poster** sharing more about each one

*Assigned: **HW – Religion Inquiry Activity / Poster (Due: T1D15)***

3.2B Cultural Change & Diffusion | T1D13-14

Review the history of **technology** and its relationship to **cultural diffusion** | WG 3.2-4, 3.6, 4.3

Survey the main **technological revolutions** throughout World History (Agricultural, Industrial, Information, writing, the internet, etc.), and evaluate their impact on the present

Understand the main **cultural regions** around the world, and also how **globalization** has affected these | WG 3.1-7

Dissect **Cultural Diffusion / Globalization** & while contrasting various areas of the world, determine the impact that dominant cultures have had on others worldwide, and whether it is a good / bad thing

*TPS: Have students discuss with their neighbors different **influential cultures** that have diffused their ideas, etc. to others nearby (E.G. Romans → Language, architecture, art, etc.; Europeans → Language, religion, culture, norms, etc.)*

3.3 Resources, Technology & World Trade | T1D15

Recognize the basic **natural resources** we have on earth | WG 4.2-3

Categorize and **distinguish** between **renewable** v. **non-renewable** resources

Informal: as groups, brainstorm a list of various resources in the world, + identify if they are renewable v. non-renewable

Identify **economic systems**, their purposes and types in use around the world | WG 4.1-3, 5.1-5

Assess and categorize various types of **economic systems** (i.e. Command, Market, Mixed, etc.)

Evaluate their goals, and relationship with **development, trade**, etc.

*Due: **HW – Religion Inquiry Poster Activity***

*Formal Assessment: **Guided notes** evaluation and **Ch. 3 Quiz***

2. The United States & Canada

Ch. 4 Physical Geography of the United States & Canada | T1D16 – T1D21

4.1A Major Landforms | T1D16-17

Understand **population patterns** in both the U.S. and Canada | WG 2.1-2, 3.2-4, 3.7

Compare and contrast the **populations** of Canada and the U.S., and the phenomenon of **megalopolis**

Describe the major **landforms** in North America | WG 1.3, 5.4-5

Report on different **major landforms** in North America, such as the Rockies, Canadian Shield, Great Plains, etc.

Assigned: **Classwork North America Map (Due: T1D21)**

Assigned: **HW – Resource / Landform Research Pamphlet (Due: T1D21)**

4.1B **Water & Other Natural Resources** | T1D18

Recognize the major **natural resources** we have in North America | WG 4.2-3, 5.3-5

Illustrate usefulness of **rivers + other bodies of water** both in Canada and the U.S. (e.g. **St. Lawrence Seaway**, etc.)

Appraise the many **natural resources** found in Canada & the U.S. (e.g. minerals, lumber, energy, etc.)

Assessment: *with guidance, students continue work on Research Pamphlets regarding resources / landforms*

4.2 **Climate Regions** | T1D19-21 (end of term)

Classify the various **climate regions** found in North America | WG 1.2-4, 2.1-3, 3.2

Report on **climate regions & natural hazards** found here in N. America

Assessment: *students will research a chosen topic (pp 125 – 128) + report in class, D20,21 (Climate Regions Presentation)*

Formal Assessment: **Ch. 4 Quiz & Make up Day | T2D1** (new term)

Special PBL Unit

World Tour Project / PBL Unit* (This Project will run **concurrently** alongside **Ch. 5 & 7**) | T2D1 – T2D15

PBL Part I. **Intro to the Project** | T2D1-3

Survey a country of your choice | WG 0.1-9, 1.2-3, 2.1-3, 3.6, 4.1-3, 5.4-5

Research and assess the basic knowledge of your chosen country (e.g. language, government, history, culture, etc.)

Assigned: **HW – PBL I – World Country Intro Assignment (Due: T2D3)**

PBL Part II. **Country Website** | T2D3-6* (Note: of II, III and IV, students will only be **required** to complete 2 of the 3 parts)

Present your chosen country via website | WG 0.1-9, 1.2-3, 2.1-3, 3.6, 4.1-3, 5.4-5

Synthesize knowledge learned about country (i.e. climate, location, history, government, cities worth visiting, population, dress, customs, traditions, food, etc.) to create a website acknowledging both good and bad of said country

Demonstrate competency with creating and organizing a website

Evaluate your chosen country, and create a product that leaves others with a solid foundation of understanding regarding it

Due: **HW – PBL I – World Country Intro Assignment**

Assigned: **HW – PBL II – Country Website Assignment (Draft due T2D7; *Final due T2D15)**

PBL Part III. **Country Tourism Brochure** | T2D7-10*

Report positive aspects of your chosen country that would **draw tourists** there | WG 0.2, 0.4-9, 1.2-3, 2.2-3, 3.2-7, 4.1-3, 5.3-5

Construct a brochure, via organizing research and website info, further explaining the positives aspects of your country, + why it is worth visiting

Due: **HW – PBL II – Country Website Assignment (DRAFT)**

Assigned: **HW – PBL III – Country Tourism Brochure Assignment (Draft due T2D10; *Final due T2D15)**

PBL Part IV. **Country Tangible Product** | T2D10-13*

Investigate the local culture of your chosen country | WG 0.2-3, 0.4, 0.8, 1.3, 2.3, 3.2-7

Demonstrate advanced knowledge of your country by constructing and synthesizing an authentic piece, art, food, etc. reflective of your chosen country

Defend your choice by making a valid argument as to the connection between your country and your product

Due: **HW – PBL III – Country Tourism Brochure Assignment (DRAFT)**

Assigned: **HW – PBL IV – Country Tangible Product (Draft due T2D13; *Final due T2D15)**

PBL Part V. **Country Display Board** | T2D11-14*

Illustrate knowledge gained through research into your chosen country | WG 0.1-9, 1.2-3, 2.1-3, 3.2-7, 4.1-3, 5.3-5

Combine and formulate info from parts I, II, III & IV to create a **Public Display Board** to present your country

Due: HW – PBL IV – Country Tangible Product (DRAFT)

PBL Final. **Culmination Event** | T2D14-15

Appraise / critique each other's projects, giving valuable feedback in preparation for public event | WG 0.1-9, 1.2-3, 2.1-3, 3.6, 4.1-3, 5.4-5

Prepare & present final event by critiquing / revising each other's work (i.e. Display Board, Brochure, Website, Tangible, etc.)

Due: Parts II, III, and IV Final Versions

Assigned: Public Event Notes (Due at the event / T2D15)

2. The United States & Canada (continued)

Ch. 5 **History & Culture of the United States & Canada** | T2D3-5

5.1 **U.S. & Canada History Overview** | T2D3-4

Overview the history of the United States & Canada | WG 0.1-4, 0.8, 1.2-4, 2.2-3, 3.2-7, 5.3-5

Demonstrate basic knowledge of American History via a timeline

Informal: students will create a poster timeline of the top ten most influential events in American History

Extra Credit: Editorial Letter Regarding Current Day Issues

5.1B **Canadian History Overview** | T2D4

Overview the history of Canada compared with the U.S. | WG 1.2-4, 2.2-3, 3.2-7, 5.3-5

Compare and contrast the history of Canada with the U.S.

5.1C **American vs. Canadian Government** T2D5

Compare and contrast the governments and rights of Americans and Canadians | WG 3.3, 3.5-7, 4.1-3, 5.5

Analyze the Bill of Rights (U.S.) and compare it with the Charter of Rights (Canada)

Informal: as table groups, discuss the similarities / differences between the two. Decide which they think is better, and debate why they believe so

Formal Assessment: Ch. 5 Quiz | T2D6

3. Latin America

Ch. 7 **Geography of Latin America** | T2D7-12

7.1A **Landforms of Latin America** | T2D7-8

Diagram the **physical geography** of Latin America | WG 1.3-4, 2.2-3

Compare & contrast some of the major natural resources of Latin America (e.g. Llanos + Pampas Regions, Lake Titicaca, etc.)

Informal: watch videos about the Llanos and the Pampas, and then have a class discussion comparing them both

Assigned: Classwork Latin America Map (Due: T2D12)

7.1B **Water & Other Natural Resources** | T2D9

Compare how the **rivers** and **other bodies of water** are utilized throughout Latin America | WG 4.2-3, 5.3-5

Evaluate uses of the **Panama Canal, Amazon, Plata River**, etc.

Appraise the many **natural resources** found in Latin America (e.g. **tourism, rain forests**, etc.) | WG 4.3, 5.2-5

Compare **sustainable** and **non-sustainable** resource use in Latin America (i.e., Costa Rica Ecotourism vs. Bento Rodrigues Dam Disaster)

Informal: After learning about both, discuss reasons they occur, + how locals might work towards more responsible use

7.2 **Climate Regions** | T2D10-11

Recognize the many **climate regions** of Latin America

Classify the various **climate regions** and associated flora + fauna found in Latin America | WG 1.2-4, 2.1-3, 3.2

Assessment: create a map illustrating climate zones, as well as a diagram showing altitude climate zones there

Formal Assessment: Ch. 7 Quiz | T2D12

Ch. 8 History & Culture of Latin America | T2D16-19

8.1 History & Governments | T2D16-17

Overview the **history** of the **Latin America**, from ancient to modern times | WG 1.2-4, 2.2-3, 3.2-7, 5.3-5

Compare & Contrast the history + present of Latin America (politics, corruption, etc.) with that of the U.S.

Assigned: Editorial Letter / Political Cartoon Compare / Contrast U.S. & Latin America (Due: T2D19)

8.2 Cultures & Lifestyles | T2D18-19

Survey the cultures of Latin America | WG 3.3-7, 4.3, 5.4-5

Compare the **cultures** of Latin America, with our own

Informal: Read the "Hard-Hearted Son" folktale, analyze it

Due: Editorial Letter / Political Cartoon Compare / Contrast U.S. & Latin America

Formal Assessment: Ch. 7 Quiz | T2D20

4. Europe

Ch. 10 Physical Geography of Europe | T2D21-23

10.1 Physical Features | T2D21-22

Analyze the **physical geography & culture** of Europe | WG 1.3-4, 2.2-3, 3.3-7, 4.3, 5.4-5

Compare and contrast the climates, politics, and culture of Europe with that of the U.S.

Informal: Watch several videos showing the good and bad of modern energy use in Europe v. the U.S., and debate

Assigned: Classwork Europe Map (Due: T2D22)

Formal Assessment: Ch. 10 Quiz | T2D23

References

Mission. (2017). Retrieved March 21, 2018, from <http://meritacademy.org/about-us/mission/>

Social Studies – World Geography Core (2017). Retrieved February 28, 2018 from <https://www.uen.org/core/core.do?courseNum=6430>