

Jefferson City Public Schools–High School Curriculum

SUBJECT: Grade 10-12

COURSE: Geography of North and South America

STRAND:

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A1) <u>Unit A: Introduction to Geographic Tools</u></p> <ul style="list-style-type: none"> Interpret maps and other geographic tools to <ul style="list-style-type: none"> acquire process report on information from a spatial perspective Create and learn about different types of maps and other geographic tools to assist in: <ul style="list-style-type: none"> analyzing visualizing concepts in social studies Construct maps Locate: <ul style="list-style-type: none"> major world continents and oceans major topographical features of the world <p>Performance: 1.4, 1.5, 1.8, 2.1 Knowledge: (SS) 5,7 SSCLE: EGSA.5.Ba; EGSA.5.Ic; TSSI.7.B,F (Geography) NETS: 3b DOK: 2</p>	<p><u>Parts of a Map Pre-Assessment:</u> Students will demonstrate their knowledge of 6 parts of a map</p> <ul style="list-style-type: none"> Title Color Legend/Key Symbols Scale Direction indicator <p>• Students must construct a map of their neighborhood using all the required elements of a map</p> <p><u>Parts of a Map</u> Teacher created:</p> <ul style="list-style-type: none"> scoring guide activity guide <p><u>Construct NatGeo Map</u> Teacher created scoring guide</p> <p><u>Types of Maps</u> Teacher created:</p> <ul style="list-style-type: none"> formative quiz scoring guide <p>(Continued to A2)</p>	<p><u>Construct NatGeo Map:</u> Students will:</p> <ul style="list-style-type: none"> be assessed over parts of a map, such as: <ul style="list-style-type: none"> different continents/oceans significant lines of latitude and longitude construct a 4'x 4' map of the world, and: <ul style="list-style-type: none"> trace continents differentiate significant: <ul style="list-style-type: none"> lines oceans hemispheres design a visual representation of each continent by using old National Geographic magazines, including pictures from around the world, to illustrate the different cultures of the world <p><u>Types of Maps:</u> Students will be able to:</p> <ul style="list-style-type: none"> decipher multiple map types: <ul style="list-style-type: none"> Choropleth Political Physical <p>(Continued to A2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(A2)	<p>(Continued from A1)</p> <p><u>Map Projection Quiz:</u> Students will be able to identify, explain and differentiate the:</p> <ul style="list-style-type: none"> • characteristics • advantages • disadvantages <p>of different map projections in quiz format - assessed using a teacher created summative assessment</p> <p>Mastery: 80%</p>	<p>(Continued from A1)</p> <ul style="list-style-type: none"> • Cartogram • Isoline • Topographic • Thematic • differentiate which map is most appropriate to convey data on a teacher created worksheet • rate and develop a logical argument for the best type of map to use with particular data in a short answer form

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<p>(B1) <u>Unit B: The Northeastern U.S.</u></p> <ul style="list-style-type: none"> Locate major: <ul style="list-style-type: none"> cities world nations continents oceans topographical features of the Northeast Identify issues pertaining to the movement of people and ideas and evaluate way to address those issues List and explain criteria that give the Northeast region its unique identity Describe physical characteristics and human characteristics that make a specific place unique <p>Performance: 1.4-1.6, 1.10, 3.1, 3.7 Knowledge: (SS) 5,6 SSCLE: EGSA.5.Ba; EGSA.5.Ca; EGSA.5.Ec; EGSA.5.Fa (Geography) NETS: 1b; 3b,c DOK: 3</p>	<p><u>Student Created Maps</u></p> <ul style="list-style-type: none"> Teacher created scoring guide for maps Ensure student retention of exact locations using: <ul style="list-style-type: none"> an informal teacher evaluation quizzes <p><u>“Megalopolis” Reading</u> Constructed response & analysis</p> <p><u>States of the Northeast Presentation</u> Teacher created scoring guide</p> <p>Mastery: 80%</p>	<p><u>Student Created Maps:</u> Students will use atlases to locate the major: <ul style="list-style-type: none"> metropolitan areas physical features unique human/environmental characteristics of the Northeast </p> <p><u>“Megalopolis” Reading:</u></p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> complete a reading of Guttman’s explanation of “Megalopolis” to gain an understanding of: <ul style="list-style-type: none"> how a megalopolis develops its impact on the people and environment write and answer teacher directed questions describing: <ul style="list-style-type: none"> challenges advantages to living in a megalopolis The teacher will foster a discussion with the class after the reading <p>(Continued to B20)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(B2)		<p>(Continued from B1)</p> <ul style="list-style-type: none"> Students will include a short answer to a question concerning the effects of a growing megalopolis on the future of the region <p><u>States of the Northeast Presentation:</u></p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> watch the documentary “Aerial America: Vermont” to understand the uniqueness of a place within a region work in groups to research ONE other state of the Northeast to discover its unique characteristics identify qualities, such as: <ul style="list-style-type: none"> reason for origin agriculture uses of environment (e.g., mining/fishing) major job opportunities average income famous monuments/landmarks <p>(Continued to B3)</p>
(B3)		<p>(Continued from B2)</p> <ul style="list-style-type: none"> When the presentations are complete, the class will discuss the: <ul style="list-style-type: none"> similarities differences among states

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<p>(C1) <u>Unit C: The Southeastern U.S.</u></p> <ul style="list-style-type: none"> Locate major: <ul style="list-style-type: none"> cities world nations continents oceans topographical features of the Southeast Identify how changes in the physical environment may reduce the capacity of the environment to support human activity Describe the distribution and characteristics of ecosystems, and the forces that have led to their formation and destruction and how they vary in biodiversity and productivity Use geography to plan for the future <p>Performance: 1.4-1.6, 1.10, 3.2 Knowledge: (SS) 5 SSCLE: EGSA.5.Ba; EGSA.5.Db,e; EGSA.5.G (Geography) NETS: 1b; 4c DOK: 3</p>	<p><u>Student Created Maps</u></p> <ul style="list-style-type: none"> Teacher created scoring guide for maps Ensure student retention of exact locations using: <ul style="list-style-type: none"> an informal teacher evaluation quizzes <p><u>Chesapeake Bay PSA</u> Teacher created scoring guide</p> <p><u>Letter to BP</u> Teacher created scoring guide</p> <p>Mastery: 80%</p>	<p><u>Student Created Maps:</u> Students will use atlases to locate the major: <ul style="list-style-type: none"> metropolitan areas physical features unique human/environmental characteristics of the Southeast </p> <p><u>Chesapeake Bay PSA:</u> Students will: <ul style="list-style-type: none"> watch a short public service announcement created by the Chesapeake Bay Foundation design their PSA, with a partner, to show the effects of humans on the Bay and the Bay's role in human culture present in any manner they would like, for example: <ul style="list-style-type: none"> rap poem dramatic interpretation as long as they meet the criteria of the teacher created scoring guide <p>(Continued to C2)</p> </p>

Objectives	Assessment/Evaluation	Instructional Activities
(C2)		<p>(Continued from C1)</p> <p><u>Letter to BP:</u></p> <ul style="list-style-type: none"> • Following: <ul style="list-style-type: none"> • a teacher led discussion • readings about the BP Gulf oil spill, students will: • do additional research • create a letter to BP from the perspective of a person who lives and works in the Gulf region • Students' letters must: <ul style="list-style-type: none"> • explain the: <ul style="list-style-type: none"> • narrator's employment in the Gulf • impact that the oil spill has had on their livelihood • address suggestions for how BP should: <ul style="list-style-type: none"> • handle the people affected by the region • plan to prevent a future disaster

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<p>(D1) <u>Unit D: The Midwestern U.S.</u></p> <ul style="list-style-type: none"> Locate major: <ul style="list-style-type: none"> cities world nations continents oceans topographical features of the Midwest Describe physical characteristics & human characteristics that make specific places unique List and explain criteria that give regions their identities in different periods of the Midwest Explain how parts of a region relate to each other and to the region as a whole Use geography to explain the past and plan for the future <p>Performance: 1.4-1.6, 1.10, 3.2 Knowledge: (SS) 5 SSCLE: EGSA.5.Ba; EGSA.5.Ca; EGSA.5.Fa,b; EGSA.5.G (Geography) NETS: 1b; 3b; 4b DOK: 4</p>	<p><u>Student Created Maps</u></p> <ul style="list-style-type: none"> Teacher created scoring guide for maps Ensure student retention of exact locations using: <ul style="list-style-type: none"> an informal teacher evaluation quizzes <p><u>Diagram of the Midwest</u> Teacher created scoring guide</p> <p><u>Industrial Jobs Essay</u> Essay with teacher created scoring guide</p> <p>Mastery: 80%</p>	<p><u>Student Created Maps:</u> Students will use atlases to locate the major: <ul style="list-style-type: none"> metropolitan areas physical features unique human/environmental characteristics of the Midwest </p> <p><u>Diagram of the Midwest:</u> Students will: <ul style="list-style-type: none"> gain knowledge through lecture and text about the differences between the eastern and western Midwest create a Venn diagram on butch block paper. Visually compare the: <ul style="list-style-type: none"> similarities differences of the region using applications such as: <ul style="list-style-type: none"> words drawings magazine cut outs <p>(Continued to D2)</p> </p>

Objectives	Assessment/Evaluation	Instructional Activities
(D2)		<p>(Continued from D1)</p> <p><u>Industrial Jobs Essay:</u> Students will:</p> <ul style="list-style-type: none"> • research • write an essay explaining the importance of factory jobs leading to the growth of many Midwest cities • choose one city from the “rust belt” to be the focus of the essay • discover: <ul style="list-style-type: none"> • how the loss of industry affected the city • what steps is the city making to rebound the economy • include initiatives they propose to provide jobs in the suffering economy

Objectives	Assessment/Evaluation	Instructional Activities
<p>(E1) <u>Unit E: The Western U.S.</u></p> <ul style="list-style-type: none"> • Locate major: <ul style="list-style-type: none"> • cities • world nations • continents • oceans • topographical features of The West • Describe physical characteristics & human characteristics that make specific places unique • List and explain criteria that give regions their identities in different periods of The West • Explain how parts of a region relate to each other and to the region as a whole • Explain how and why regions change • Use geography to explain the past and plan for the future <p>Performance: 1.4-1.6, 1.10, 3.2 Knowledge: (SS) 5 SSCLE: EGSA.5.Ba; EGSA.5.Ca; EGSA.5.Fa,b; EGSA.5.G (Geography) NETS: 1b; 3b; 4b DOK: 3</p>	<p><u>Student Created Maps</u></p> <ul style="list-style-type: none"> • Teacher created scoring guide for maps • Ensure student retention of exact locations using: <ul style="list-style-type: none"> • an informal teacher evaluation • quizzes <p><u>Chart Diverse Physical Regions of The West</u></p> <ul style="list-style-type: none"> • Teacher created scoring guide <p><u>Cadillac Desert Miniseries Debate</u></p> <ul style="list-style-type: none"> • Video guide questions • Teacher created scoring guide <p>Mastery: 80%</p>	<p><u>Student Created Maps:</u></p> <p>Students will use atlases to locate the major:</p> <ul style="list-style-type: none"> • metropolitan areas • physical features • unique human/environmental characteristics of The West <p><u>Chart Diverse Physical Regions of The West:</u></p> <p>Students will complete a teacher-designed chart to discover which states share various physical regions, such as:</p> <ul style="list-style-type: none"> • mountain ranges • deserts • rivers • forests <p><u>Cadillac Desert Miniseries Debate:</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • watch selections of the miniseries while taking notes about water and the transformation of the desert and The West <p>(Continued to E2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(E2)		<p>(Continued from E1)</p> <ul style="list-style-type: none"> • in groups of 3-4: <ul style="list-style-type: none"> • evaluate The West’s water situation • prepare for a debate • tell if they think water conservation means: <ul style="list-style-type: none"> • protecting rivers and streams • taking all the water from nature including what effects this “conservation” has on the future

Objectives	Assessment/Evaluation	Instructional Activities
<p>(F1) <u>Unit F: Canada</u></p> <ul style="list-style-type: none"> Locate major: <ul style="list-style-type: none"> cities world nations continents oceans topographical features of Canada List and explain criteria that give regions their identities in Canada Explain how regions relate to one another Describe physical characteristics & human characteristics that make specific places unique Use geography to explain the present and plan for the future <p>Performance: 1.4-1.6, 1.10, 3.2 Knowledge: (SS) 5 SSCLE: EGSA.5.Ba; EGSA.5.Ca; EGSA.5.Fa; EGSA.5.Fc; EGSA.5.G (Geography) NETS: 1b; 3b DOK: 3</p>	<p><u>Student Created Maps</u></p> <ul style="list-style-type: none"> Teacher created scoring guide for maps Ensure student retention of exact locations using: <ul style="list-style-type: none"> an informal teacher evaluation quizzes <p><u>Common Ground Different Dreams Reading</u></p> <p>Short answer questions to be assessed with teacher created scoring guide</p> <p><u>Provinces Persona Project</u></p> <p>Teacher created scoring guide</p>	<p><u>Student Created Maps:</u></p> <p>Students will use atlases to locate the major:</p> <ul style="list-style-type: none"> metropolitan areas physical features unique human/environmental characteristics of Canada <p><u>Common Ground Different Dreams Reading:</u></p> <p>Students will:</p> <ul style="list-style-type: none"> analyze a reading about Canada, which argues that Canada will remain dependent on the U.S. because of the harsh environment in most of the country predict the future of Canada and America's relationship (focusing on oil and the Keystone XL pipeline) <p><u>Provinces Persona Project:</u></p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> research and complete a teacher-designed packet about the Canadian Provinces <p>(Continued F2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(F2)		<p>(Continued from F1)</p> <ul style="list-style-type: none"> • discover which province is identified in the following human regions: <ul style="list-style-type: none"> • Atlantic provinces • Core region • Prairie provinces • Vancouver/BC • Territories • Concerning each province, students will discover (the): <ul style="list-style-type: none"> • capital • land area (sq. mi.) • population: <ul style="list-style-type: none"> • population per sq. mi. • economy: <ul style="list-style-type: none"> • 3 trivia facts

Objectives	Assessment/Evaluation	Instructional Activities
<p>(G1) <u>Unit G: Middle America</u></p> <ul style="list-style-type: none"> • Locate major: <ul style="list-style-type: none"> • cities • world nations • continents • oceans • topographical features of Middle America • List and explain criteria that give regions their identities in Middle America • Explain how regions relate to one another • Describe physical characteristics & human characteristics that make specific places unique • Analyze major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economics in Middle America • Construct maps <p>Performance: 1.4-1.6, 1.8, 1.10, 3.5 Knowledge: (SS) 5 SSCLE: EGSA.5.Ba; EGSA.5.Ca; EGSA.5.Fa,c; EGSA.5.Dc; EGSA.5.Jc (Geography) NETS: 1b; 3b DOK: 4</p>	<p><u>Student Created Maps</u></p> <ul style="list-style-type: none"> • Teacher created scoring guide for maps • Ensure student retention of exact locations using: <ul style="list-style-type: none"> • an informal teacher evaluation • quizzes <p><u>Middle American Countries Analysis</u> Teacher created scoring guide</p> <p><u>The Demographic Transition/Population Pyramids</u> Teacher created scoring guide</p>	<p><u>Student Created Maps:</u> Students will use atlases to locate the major:</p> <ul style="list-style-type: none"> • metropolitan areas • physical features • unique human/environmental characteristics of Middle America (Central America & the Caribbean) <p><u>Middle American Countries Analysis:</u></p> <ul style="list-style-type: none"> • Students will: <ul style="list-style-type: none"> • research and complete a teacher designed packet about the Central and Caribbean countries • discover which countries/islands are distinguished in the following human regions: <ul style="list-style-type: none"> • West Indies • Greater Antilles • Lesser Antilles • Bahamas • Central American • Caribbean <p>(Continued to G2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(G2)		<p>(Continued from G1)</p> <ul style="list-style-type: none"> Concerning each country, students will discover (the): <ul style="list-style-type: none"> capital land area (sq. mi.) population: <ul style="list-style-type: none"> population per sq. mi. per capita income export crops economy: <ul style="list-style-type: none"> 3 trivia facts <p><u>The Demographic Transition/</u> <u>Population Pyramids:</u> Students will:</p> <ul style="list-style-type: none"> learn through: <ul style="list-style-type: none"> readings teacher lecture about the 4 Stages of the Demographic Transitions answer: <ul style="list-style-type: none"> verbal written <p>questions to show understanding of why population growth & decline occurs at different rates</p> <p>(Continued to G3)</p>
(G3)		<p>(Continued from G2)</p> <ul style="list-style-type: none"> create demographic pyramids, giving a visual to the extreme growth rates of the region

Objectives	Assessment/Evaluation	Instructional Activities
<p>(H1) <u>Unit H: South America</u></p> <ul style="list-style-type: none"> • Locate major: <ul style="list-style-type: none"> • cities • world nations • continents • oceans • topographical features of South America • Describe physical characteristics & human characteristics that make specific places unique • Compare and contrast the major ideas and beliefs of different cultures • Analyze major patterns and issues with regard to population distribution, demographics, cultures and economics in South America • Construct maps <p>Performance: 1.4-1.6, 1.8-1.10, 3.5 Knowledge: (SS) 5,6 SSCLE: EGSA.5.Ba; EGSA.5.Ca; EGSA.5.Dc; EGSA.5.Jc; RIGIT.6.K (Geography) NETS: 1b; 3b DOK: 4</p>	<p><u>Student Created Maps</u></p> <ul style="list-style-type: none"> • Teacher created scoring guide for maps • Ensure student retention of exact locations using: <ul style="list-style-type: none"> • an informal teacher evaluation • quizzes <p><u>The Sky is Green and the Forest Blue Reading</u> Short answer questions to be assessed with teacher created scoring guide</p> <p><u>Construct Cartograms</u> Teacher created scoring guide</p> <p><u>“Brazil: Girl Power” Propaganda</u> Teacher created scoring guide</p>	<p><u>Student Created Maps:</u> Students will use atlases to locate the major: <ul style="list-style-type: none"> • metropolitan areas • physical features • unique human/environmental characteristics of South America </p> <p><u>The Sky is Green and the Forest Blue Reading:</u> Students will: <ul style="list-style-type: none"> • read a selection comparing an ethnobotanist’s and shaman’s knowledge of plants in the Amazon • write about the relative knowledge of local plants of these two groups </p> <p><u>Construct Cartograms:</u> <ul style="list-style-type: none"> • Using data about each country, students will construct cartograms depicting each South American country’s: <ul style="list-style-type: none"> • per capita income • population </p> <p>(Continued to H2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(H2)		<p>(Continued from H1)</p> <ul style="list-style-type: none"> • After completing the maps, students will be asked a series of questions looking for trends between population and income <p><u>“Brazil: Girl Power” Propaganda:</u> This National Geographic article explains how popular soap operas have led to a decline in Brazil’s fertility rate. Students will:</p> <ul style="list-style-type: none"> • critique, in small groups, the: <ul style="list-style-type: none"> • advantages • disadvantages of small and large families • create a chart • create a “Brazilian Soap Opera Skit” that makes small families look glamorous