



ORGANIZING THEME/TOPIC

FOCUS STANDARDS & SKILLS

<p>UNIT 1: INTRODUCTION TO GEOGRAPHY</p> <p>Suggested Time Frame: Quarter 1</p>	<p>How do the decisions a cartographer makes in order to create a map influence the outcome of such map?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>In what ways have absolute and relative location changed over time?</p> <ul style="list-style-type: none"> The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>To what extent is location of places and regions and changes in environmental characteristics interrelated?</p> <ul style="list-style-type: none"> The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>To what extent do the five themes of geography influence choices and experiences?</p> <ul style="list-style-type: none"> The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4)
<p>UNIT 2: PHYSICAL GEOGRAPHY</p> <p>Suggested Time Frame: Quarter 1</p>	<p>How do physical features impact where people choose to live?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>In what ways does scarcity of resources impact the rights of citizens in a region? What is the responsibility of the government when resources are scarce?</p> <ul style="list-style-type: none"> The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4) <p>To what extent do current physical and ecological processes impact the Earth's geography and its' residents now and in the future?</p> <ul style="list-style-type: none"> The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) <p>In what ways are people across the globe responsible for managing the physical environment of Earth?</p> <ul style="list-style-type: none"> The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)

	<p>How do changes in population distribution around the globe affect changes in land use? The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)</p>
<p>UNIT 3: CULTURE Human Geography</p> <p>Suggested Time Frame: Quarter 1 Quarter 2</p>	<p>To what extent do cultural patterns and economic decisions influence environments and peoples' lifestyles?</p> <ul style="list-style-type: none"> The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4) <p>How are rights and responsibilities defined and carried out within a culture; to what extent does geography play a role in protecting individual rights?</p> <ul style="list-style-type: none"> The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1) The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) <p>In what ways do cultural characteristics make places similar and different?</p> <ul style="list-style-type: none"> The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>How do cultures evolve and change?</p> <ul style="list-style-type: none"> The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) <p>How are the physical and human characteristics of places and regions connected to human identities and cultures?</p> <ul style="list-style-type: none"> The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)
<p>UNIT 4: GOVERNMENT, ECONOMICS, RELIGION Human Geography</p> <p>Suggested Time Frame: Quarter 2</p>	<p>To what extent do religious and economic choices influence a region's political systems/structure?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) <p>In what ways do individual rights and responsibilities compare within differing political, economic, and religious systems?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) <p>To what extent is culture shaped and influenced by political, economic, and religious beliefs?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4)

	<p>In what ways do political systems, economic systems and religions change over time?</p> <ul style="list-style-type: none"> The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>In what ways does tension arise and diffuse among political, economic, and religious systems within a culture?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)
<p>UNIT 5: INTERACTIONS WITH EARTH & ENVIRONMENT Human Geography</p> <p>Suggested Time Frame: Quarter 2</p>	<p>What are the factors people consider when deciding where to live and work; why?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>To what extent do contrasting beliefs about the environment impact development?</p> <ul style="list-style-type: none"> The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) <p>To what extent might current ideas and beliefs about resource management impact the future?</p> <ul style="list-style-type: none"> The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4) The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) <p>How do changes in transportation, industrialization, and communication technologies affect the diffusion of ideas, beliefs, and cultural practices?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) <p>How do changes in transportation and communication technology influence the spatial connections among human settlements?</p> <ul style="list-style-type: none"> The student will use his/her understanding of continuity and change to construct a model for contemporary reform (4.4) The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>To what extent do effects of human-induced environmental change influence spatial patterns of conflict and cooperation?</p> <ul style="list-style-type: none"> The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)