



Human Geography 10th Grade

A+ Curriculum Guide

CURRICULUM AND INSTRUCTION SUPPORT
Updated September 25, 2021



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Section Descriptions

Pacing guide - Pacing guides are timelines showing content to cover at specific points over the course of a year. This includes all the information needed for teachers to draft lesson plans. Includes items for a particular unit such as:

- academic vocabulary lists
- common assessments
- connections to district adopted curriculum resources
- essential questions
- content standards and indicators
- critical content and skills

Standards, strands and indicators – These are concise, written descriptions of what students are expected to know and can do within the course. Generally, standards are first adopted by the state and then the Omaha Public Schools Board of Education adopts the final versions used for the courses.

Scope and sequence - *Scope* is the material or skills to be taught, and *sequence* is the order in which you teach the information. This is brief and is used as an overview of the progression of learning (e.g. K-5, 6-8, 9-12).

Proficiency Scales/Proficiency Level Descriptors - Proficiency scales or descriptors are written for a content standard or concept. They define what students should know and can do for each level of learning.

Academic Vocabulary List with Definitions – This list includes the terms that should be taught using the Marzano 6-Step Vocabulary Process and has the appropriate definitions to terms listed here. There should be approximately 90 terms per course/grade level content area for the year. Additional content specific vocabulary is listed within the Pacing Guide.

District Adopted Resources – This lists the core materials (textbooks, web resources, and supplemental materials) selected for the course as approved by the Omaha Public Schools Board of Education.

Pacing Guide

Pre-Unit: Procedures and Routines and Social Studies Skills

Time Frame	Timeframe: 2 weeks, 1 st and 3 rd Quarter <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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Human Geography: 10th Grade



<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: What is expected of students throughout the course of study of geography? (suggested pacing 2 blocks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What skills and habits will students need to be successful in this class? • What is unique about a geographic approach to the Social Studies? • What forms of materials, procedures, and routines can students expect throughout the course of the semester? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Procedures and Routines - Learning Goals - Bellwork - Engagement Techniques - Routines for Purposeful Movement/Materials Management - Common Grading Practices - Contingencies for online learning - Textbook and Online Materials - Course Skills: <ul style="list-style-type: none"> ○ Geographic Thinking and Inquiry ○ Geoliteracy ○ Geographic Contextualization (Across Space, Time, and Scale) ○ Spatial Reasoning ○ Source Review and Data Management <p>Essential Question #2: What is Spatial Thinking and how does the study of Geography better help you understand the world? (suggested pacing 3 blocks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What is geography and what focus areas does it include? • What are the five themes of geography and how do they help focus the study of geography? • What tools are used to collect, analyze, organize, and share geographic data? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Five Themes of Geography <ul style="list-style-type: none"> - Regions - Location - Human-Environment Interaction
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	<ul style="list-style-type: none"> - Place - Movement - Geospatial Technologies <ul style="list-style-type: none"> - Geographic Information Systems - Remote Sensing - Global Positioning Systems (GPS) - Skill – Geospatial Literacy and Applications of Geographic Knowledge 	
Standards and Indicators	<p>SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.</p> <p>SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.</p> <p>SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.</p> <p>SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>	
Vocabulary Academic Vocabulary terms are taught using the Six-Step Process	<p><u>Academic Vocabulary</u> (to be taught throughout the course of the unit)</p> <p>Spatial, Geospatial, Remote Sensing, GIS (Geographic Information Systems), GPS (Global Positioning Systems), Mental Map, Map Scale, Qualitative Data, Quantitative Data, Map Projection, Region, Place, Movement, Location, Human-Environment Interaction</p>	<p><u>Other Unit Specific Vocabulary</u></p> <p>Analysis, Scale, Spatial, Geography</p>
Common Assessments Assessments in bold are required.	<p><u>Formative Assessments</u></p> <p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the Human Geography Office 365 Group.</i></p>	<p><u>Summative Assessments</u></p>



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Unit 1: Population and Cultural Geography

The study of human geography requires an in-depth analysis of dynamic human populations. The characteristics of populations include cultural elements, demographic indicators, economic facets, and political components. As these forces interact and people migrate, populations, cultures, and countries change. Paradoxically, these changes are both the effects of these interacting forces and the catalyst for continued change.

Time Frame	Timeframe: 4 weeks, 1st and 3rd Quarter <i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i>
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<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: How have human populations shifted over space and time? What forms of indicators are helpful in understandings spatial patterns of human settlements? (suggested pacing 5 blocks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What is the importance of tracking demographic data over space and time? • What demographic indicators can be used to track changes in human populations? • How can Demographic Data be used to determine trends and establish patterns? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Population Density and Distribution - Rate of Natural Increase - Demography and Population Composition - Ethnicity - Human Adaptations to the Physical Environment - Demographic and Epidemiological Transitions - Skill – Analyzing Geospatial Data and making Geographic Representations <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What influence does human migration have on regional identities and relationships? • How does geographic location affect scale of migratory patterns? • What factors influence the movement of people across the earth? • How have patterns in human migration changed over time? • What effect can migration have on population compositions? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Push and Pull Factors of Migration - Economic, Environmental, Social, and Political Barriers to Human Migration - Forms of Human Migration (eg. Seasonal Migration, Voluntary Migration, Involuntary/Forced Migration) - Historical Trends in Human Migration - Skill – Analyze trends to make predictions for the future <p>Essential Question #2: What influence does culture have on the formation of identities on a global, regional, national, and local scale? (suggested pacing 4 blocks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • How can culture be measurably tracked spatially? • How can location influence cultural connections?
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Key Topics and Skills:

- Cultural Diffusion of Habits, Customs, Ideas & Technology
- The Cultural Landscape
- Cultural Regions
- Skill - Interpret past and present trends

Supporting Questions to Guide Instruction/Inquiry:

- **What impact can cultural connections have on the distribution of cultural groups and traits?**

Key Topics and Skills:

- Acculturation and Cultural Convergence
- Folk and Popular Culture
- Globalization
- Skill - Interpret past and present trends in order to make predictions about the future



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<p>Standards and Indicators</p>	<p>SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface. SS HS.3.1.a Determine spatial organization of human settlements in relation to natural features.</p> <p>SS HS.3.2 Evaluate how regions form and change over time. SS HS.3.2.a Analyze physical and human processes that shape places and regions. SS HS.3.2.b Examine the importance of places and regions to individual and social identity, and how identities change over space and time.</p> <p>SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings. SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.</p> <p>SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale. SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects. SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.</p> <p>SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions. SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future. SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems. SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>	
<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <p>Environment, Migration, Urbanization, Demography, Cultural Trait, Diffusion, Globalization, Hearth, Erosion, Plate Tectonics, Folk Culture, Popular Culture, Nationalism, Ethnicity, Toponymy, Lingua Franca, Demographic, Transition Model, push/pull factors, Cultural Landscape</p>	<p>Other Unit Specific Vocabulary</p> <p>Identity, Density, Connections, Monuments</p>



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Common Assessments	Formative Assessments	Summative Assessments
<p>Assessments in bold are required.</p>	<p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the Human Geography Office 365 Group.</i></p> <p>Required Assessment: RSP I Part 1 – weighted as three formative grades</p> <p>Optional Assessments:</p> <ul style="list-style-type: none"> • Brown University: The Choices Program – Refugee Stories: Mapping a Crisis • The Advocates for Human Rights – Teaching Immigration with Immigrant Stories • Reading Population Maps • Constructing a Population Pyramid 	

Unit 2: Economic and Environmental Geography

Within the context of our increasingly interconnected world, there remain distinct categories of countries determined by common economic, social, political, and environmental characteristics. There are two major aspects which illustrate less developed countries, developing countries, and more developed countries: standard of living (low, medium, and high, respectively) and the prevalence of economic sector activities (primary, secondary, and tertiary, respectively). Globalization (especially trade) sometimes provides opportunities for countries to improve their economic standing. Although human and economic conditions are interdependent, improvements in one do not necessarily correlate to improvements in the other. Economic development in all parts of the world has placed new pressures on the environment in order to accommodate new patterns of production and exploitation. (Fellman, 9th pg 251)

Time Frame	Timeframe: 4 weeks, 1 st & 2 nd and 3 rd & 4 th Quarters
	<p><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i></p>



<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: To what extent does location affect levels of economic development? Does geography dictate the distribution of goods and services across the earth’s surface? (suggested pacing 7 blocks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • How influential is geographic location on the economic success of a region? • How has the level of economic development changes over space and time? • What factors have led to some areas being more economically developed than others? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Sectors of the Economy - Natural Resources - Models of Economic Development - Industrialization and Agricultural Revolutions - Supranationalism and Globalization - Skill – Apply geographic knowledge to interpret past and present <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • How do the concepts of Site and Situation help influence the spatial organization of different sectors of the economy? • How does geography affect the location of different economic practices? • How have changes in transportation technology affected the distribution of economic practices? • How does physical geography aid or hinder the economic development of regions? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Site and Situation - Spatial Distribution of Industrial Production - Spatial Distribution of Agricultural Practices - Rural Organization - Skills: Evaluate Geographic Information for Applications <p>Essential Question #2: How does the physical environment influence patterns of human economic development? (suggested pacing 3 blocks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • To what effect can humans influence changes in the environment? • How will we have to adapt economic practices to reflect those changes? • To what extent are human’s impact on the environment visible in the landscape? • How do decisions regarding natural resources affect the planet in the short-term? Long-term?
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Key Topics and Skills:

- Climate Change
- Cultural Landscape
- Technological Adaptations (eg. Air Conditioning or Irrigation)
- Skill - Apply Geographic Knowledge to Plan for the Future

Supporting Questions to Guide Instruction/Inquiry:

- How have humans adapted to their natural surrounds and how might changes in the environment affect human systems?
- How can seasonal and unforeseen changes in the environment affect the spatial distributions of businesses, agricultural practices, and industries?
- How have humans had to develop technology to adapt to their physical surrounds and support themselves economically?

Key Topics and Skills:

- Human-Environment Interaction
- Human and Physical Earth Systems
- Skill - Interpret past and present trends in order to make predictions about the future
- Skills – Apply geographic knowledge to solve problems



Standards and Indicators	<p>SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface. SS HS.3.1.a Determine spatial organization of human settlements in relation to natural features. SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.</p> <p>SS HS.3.2 Evaluate how regions form and change over time. SS HS.3.2.a Analyze physical and human processes that shape places and regions. SS HS.3.2.b Examine the importance of places and regions to individual and social identity, and how identities change over space and time. SS HS.3.2.c Evaluate the interdependence of places and regions.</p> <p>SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings. SS HS.3.3.a Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments. SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.</p> <p>SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale. SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.</p> <p>SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions. SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future. SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems. SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>
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<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <p>Climate Regions, Sustainable Development, New International Division of Labor, Atmosphere, Biosphere, Continental Drift, Natural Disasters, Seasonal Changes, Wallerstein’s World Systems Theory, Rostow’s Stages of Development, MDCs, LDCs, Human Development Index, Industrial Revolution, Borchert’s Epochs, 1st and 2nd Agricultural Revolutions, Green Revolution (3rd Agricultural Revolution), Trading Blocs, Multinational Corporations, Climate Changes, International Trade Agreements, Human Systems, Physical Systems, Weber’s Least Cost Theory, Central Place Theory, Subsistence Farming, Commercial Farming, Von Thunen’s Land Use Model, Cultural Landscape, Renewable Resources, Non-renewable Resources, Metes and Bounds System, Long Lot System, Township (Grid) System, Site and Situation</p>	<p>Other Unit Specific Vocabulary</p> <p>Process, Folklore, Agriculture, Economics</p>
<p>Common Assessments</p> <p>Assessments in bold are required.</p>	<p>Formative Assessments <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the Human Geography Office 365 Group.</i></p> <p>Required Assessment: RSP I Part 2 – weighted as three formative grades</p> <p>Optional Assessments:</p> <ul style="list-style-type: none"> • To Trade or Not to Trade – The Pros and Cons of Free Trade • Identifying Levels of Development • New International Division of Labo 	<p>Summative Assessments</p> <p>CBA (Midterm) – weighted as two summative grades</p>



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Unit 3: Political Geography

Boundaries may be clearly defined by political lines, perceptually defined by contrasting cultures, or physically defined by topographic features. Earth's boundaries reflect divisions of power in spatial terms, and though they vary in form and function, they all reflect some measure of human conflict and/or cooperation. Disputes are disagreements over control of resources and/or the role of boundaries. Humans create supranational organizations to pursue common goals and/or address problems which transcend the boundaries of state sovereignty.

Time Frame	<p>Timeframe: 4 weeks, 2nd and 4th Quarter</p> <p><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i></p>
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<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: How are patterns of political organization reflected on local, national, and global scales? (suggested pacing 5 blocks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What are the different ways that boundaries are established at different scales? • How are boundaries a reflection of national and international power structures? • How are boundaries formed? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Location and use of borders at different scales - International (Multinational Organizations - eg. The United Nations) - Regional (Regional Blocs – eg. European Union) - National (States – eg. The United States) - Intranational (States/Provinces - eg. Nebraska) - Local (ex. School District, Congressional Districts, Counties) - Territorial Morphology - Sea Rights - Skill – Apply geographic knowledge to interpret the past and present <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • How is the current political landscape reflective of political ideologies over space and time? • How does geography affect political decision making? • How are patterns of conflict and cooperation affected by geographic proximity? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Distribution of Governmental Systems - Geopolitics - Skill – Apply geographic knowledge to interpret the past and present <p>Essential Question #2: What factors work to unify or divide people, or lead to further cooperation on a local, national, and international scale? (suggested pacing 5 blocks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What forces work to bring groups of people together for common political aims? • How does interdependence lead to improved relations between countries? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Centripetal Forces - Supranationalism
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	<ul style="list-style-type: none">- International Agreements- Technology exchanges- Skill - Apply geographic knowledge to interpret the past and present- <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none">• What forces are counter-active to the political cooperation of groups of people?• What effect can the process of demarcation of boundaries have of people living in an area?• How does an understanding of geography help explain patterns of conflict and cooperation? <p>Key Topics and Skills:</p> <ul style="list-style-type: none">- Centrifugal Forces- Reactions to Globalization- Nationalism and Hyper-nationalism- Skill - Apply geographic knowledge to interpret the past and present
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<p>Standards and Indicators</p>	<p>SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface. SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.</p> <p>SS HS.3.2 Evaluate how regions form and change over time. SS HS.3.2.a Analyze physical and human processes that shape places and regions. SS HS.3.2.b Examine the importance of places and regions to individual and social identity, and how identities change over space and time. SS HS.3.2.c Evaluate the interdependence of places and regions.</p> <p>SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings. SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.</p> <p>SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale. SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects. SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p> <p>SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions. SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future. SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems. SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>	
<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <p>Heartland and Rimland Theories, Geopolitics, Colonialism, Neo-Colonialism, Imperialism, Supranational Organizations, Treaties, Territories, Nation-State, International, National, & Local Scales, Territorial Morphology, Rights of the Sea, Centripetal Forces, Centrifugal Forces, Federal, Unitary and Confederal Government Systems, Nationalism, Hypernationalism</p>	<p>Other Unit Specific Vocabulary</p> <p>Geographic Skills, Technological Advances</p>



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<p>Common Assessments</p> <p>Assessments in bold are required.</p>	<p>Formative Assessments</p> <p><i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the Human Geography Office 365 Group.</i></p> <p>Required Assessment: RSP I Part 3 – weighted as three formative grades</p> <p>Optional Assessments:</p> <ul style="list-style-type: none"> • Brown University: The Choices Program – The US/Iran Crisis and Media Source Analysis • CFR Global Conflict Tracker Research Activity • Political Map Reading • The Falkland Question 	<p>Summative Assessments</p>
<p>Additional Notes</p>	<p>Pacing Guide and Long-Range Unit Planner: Located in Human Geography Group</p> <p>OPS Technology and iPad Resources: OPS TechHub</p> <p>NE Social Studies Standards: NDE: Social Studies Education</p> <p>C3 Framework and Inquiry Based Learning: NDE: Social Studies Inquiry</p>	

Unit 4: Urban Geography

Cities emerge and develop according to the human and physical characteristics of place. In the 21st Century, the human population is both larger and more urbanized than ever before. The increasing sizes and densities of modern cities create political, social, economic, and environmental challenges. American cities in particular exemplify centralizing and decentralizing effects of transportation and socio-economic groupings. Comprehensive urban planning is a means by which the complex problems facing American cities can be addressed.

<p>Time Frame</p>	<p>Timeframe: 4 weeks, 2nd and 4th Quarter</p> <p><i>Additional pacing information outlined in the Unit Planner; link located in additional notes.</i></p>
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Curriculum and Instruction Support

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<p>Essential Questions</p> <p>Supporting Questions</p> <p>Key Topics and Skills</p>	<p>Essential Question #1: What are the circumstances that led to the various patterns of urbanization nationally and globally? What accounts for their differences? (suggested pacing 5 blocks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • How are the attitudes and values of a population reflected in a cities landscape and how have these evolved over time? • How did/do changes in transportation impact the city, including its location and commercial development? • How do land-use patterns affect city growth and how have they evolved over time? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - Functions of Cities - City Layout Models - Urban Planning - New Urbanism - Redlining - Skill - Apply geographic knowledge to interpret the past and present <p>Essential Question #2: What factors have caused trends in human migration and urbanization patterns at a local, national, and global scale? What are the short-term and long-term effects of this movement? (suggested pacing 5 blocks)</p> <p>Supporting Questions to Guide Instruction/Inquiry:</p> <ul style="list-style-type: none"> • What are the economic and social factors that have caused, and continue to cause, urbanization locally, nationally, and globally? • What environmental challenges have suburbanization, sprawl, and decentralization caused? • How has rapid urbanization resulted in the development of squatter settlements and urban slums? How can these challenges be realistically addressed? <p>Key Topics and Skills:</p> <ul style="list-style-type: none"> - World City vs. Megacity - Urban Issues - Skill - Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.
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Standards and Indicators	<p>SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface. SS HS.3.1.a Determine spatial organization of human settlements in relation to natural features. SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.</p> <p>SS HS.3.2 Evaluate how regions form and change over time. SS HS.3.2.b Examine the importance of places and regions to individual and social identity, and how identities change over space and time.</p> <p>SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings. SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.</p> <p>SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale. SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.</p> <p>SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions. SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future. SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems. SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>
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<p>Vocabulary Academic Vocabulary terms are taught using the Six-Step Process</p>	<p>Academic Vocabulary (to be taught throughout the course of the unit)</p> <p>Suburbanization, New Urbanism, Redlining, Blockbusting, Neighborhood Covenant, Bid-Rent Theory, Central Business District (CBD), Counter-Urbanization, Gentrification, Barrios, Favela, Megacity, Megalopolis, Multiplier Effect, Primate City, Rank-size Rule, Squatter Settlement, Grid & Dendritic Street Patterns, Zoning, Mixed-use, Smart Growth, Streetcar City, Walkable City, Urban Sprawl, Concentric Zone Model, Sector Model, Multi-Nuclei Model, Latin American Model, Sub-Saharan Africa City Model, World City, Southeast Asian City Model, Greenbelt</p>	<p>Other Unit Specific Vocabulary</p> <p>Infrastructure, Slum, Public Transportation</p>
<p>Common Assessments</p> <p>Assessments in bold are required.</p>	<p>Formative Assessments <i>Assessments listed in the Formative section are optional resources for you to use. Additional resources located in the Human Geography Office 365 Group.</i></p> <p>Optional Assessments:</p> <ul style="list-style-type: none"> • Introducing Central Place Theory • Rasmus Frisk: Designing Cities for People 	<p>Summative Assessments</p> <p>RSP II (final) - weighted as two summative grades</p>



Course Standards Overview

Standards: At the highest level of generality, content area standards include a set of broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of students. They reflect long-term goals for learning. These comprehensive statements are not grade level specific and cover the big ideas of the course.

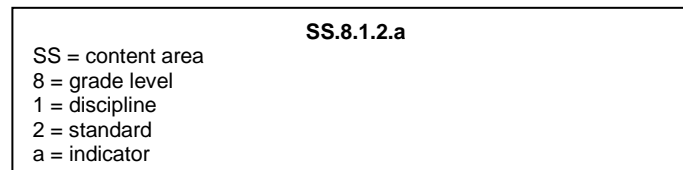
Indicators: Under each standard are indicators, which further describe what a student must know and be able to do to meet the standard. Indicators are performance, based statements that provide educators with a clear understanding of the expected level of student learning and guidance. Indicators provide guidance for an assessment of student learning. Indicators also help to distinguish expectations between grade levels.

Nebraska Department of Education Content Area Standards Reference Guide:

https://www.education.ne.gov/academicstandards/Documents/Nebraska%20Standards%20Reference%20Guide_Final.pdf

Organization and Structure of Nebraska’s Social Studies Standards The overall structure of Nebraska’s Social Studies Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. At the broadest level, standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. Indicators further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction. Additionally, the indicators provide guidance related to the assessment of student learning. In addition to standards and indicators, the Nebraska Social Studies standards provide examples. The “For example...” statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet the learning expectations of the standards and indicators. For grades K-8, the standards and indicators are written at grade level. The K-8 standards and indicators are organized within four disciplines: Civics, Economics, Geography, and History. Within those disciplines, standards and indicators are grouped by big ideas. Big ideas are concepts, themes, or issues that give meaning and connection to facts and skills (Wiggins and McTighe, 2005, p. 5). The high school standards and indicators are written within one grade band (HS = 9-12), and they are also organized by discipline and big ideas. Prior to each grade level and the high school grade band, a summary statement and theme are included. This provides a high-level overview of what students are expected to learn at that grade level. In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. (Source: Nebraska Social Studies Standards, 2019)

An example of the Nebraska Social Studies Standards numbering system is as follows:



Scope and Sequence

	5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
Social Studies	<p>Civics</p> <p>SS 5.1.1 Synthesize and justify the structure and function of the United States government. (6 indicators)</p> <p>SS 5.1.1.a Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.</p> <p>SS 5.1.1.b Identify and explain the structure and functions of the three branches of government.</p> <p>SS 5.1.1.c Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population.</p> <p>SS 5.1.1.d Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds.</p> <p>SS 5.1.1.e Justify the principles of the American Republic.</p> <p>SS 5.1.1.f Analyze and contrast forms of government.</p> <p>SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life. (6 indicators)</p> <p>SS 5.1.2.a Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.</p>	<p>Civics</p> <p>SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions. (4 indicators)</p> <p>SS 6.1.1.a Analyze the different forms of government through the study of early civilizations.</p> <p>SS 6.1.1.b Identify the development of written laws and artifacts.</p> <p>SS 6.1.1.c Communicate the various ways governmental decisions have impacted people, places, and history.</p> <p>SS 6.1.1.d Investigate important government principles.</p> <p>SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens. (2 indicators)</p> <p>SS 6.1.2.a Describe ways individuals participate in the political process.</p> <p>SS 6.1.2.b Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.</p> <p>Economics</p> <p>SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society. (2 indicators)</p> <p>SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations.</p>	<p>Civics</p> <p>SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions. (3 indicators)</p> <p>SS 7.1.1.a Describe different forms and structures of government around the world and how they address the needs of the citizens.</p> <p>SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function.</p> <p>SS 7.1.1.c Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.</p> <p>SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies. (3 indicators)</p> <p>SS 7.1.2.a Examine ways in which individuals and groups participate in the political process in different regions of the globe.</p> <p>SS 7.1.2.b Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.</p> <p>SS 7.1.2.c Explain the roles and influence of individuals, groups, and the media on governments in an</p>	<p>Civics</p> <p>SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government. (6 indicators)</p> <p>SS 8.1.1.a Identify and describe the different systems of government.</p> <p>SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.</p> <p>SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government.</p> <p>SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history.</p> <p>SS 8.1.1.e Describe how important government principles are shown in American government.</p> <p>SS 8.1.1.f Analyze the development and significance of political parties in the United States.</p> <p>SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens. (5 indicators)</p> <p>SS 8.1.2.a Demonstrate ways individuals participate in the political process.</p> <p>SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.</p>



Human Geography: 10th Grade



5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
<p>SS 5.1.2.b Communicate origins of national and state holidays including historical background and significance.</p> <p>SS 5.1.2.c Interpret and communicate the significance of patriotic symbols, songs, and activities.</p> <p>SS 5.1.2.d Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.</p> <p>SS 5.1.2.e Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p>SS 5.1.2.f Determine how the roles of individuals and groups influence government.</p> <p>Economics</p> <p>SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living. (1 indicator)</p> <p>SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living.</p> <p>SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence. (1 indicator)</p> <p>SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy.</p> <p>SS 5.2.5 Summarize characteristics of economic institutions in the United States. (3 indicators)</p>	<p>SS 6.2.1.b Examine how social and governmental decisions impact economic well-being.</p> <p>SS 6.2.3 Explain the interdependence of producers and consumers. (2 indicators)</p> <p>SS 6.2.3.a Identify producers and consumers for Ancient civilizations.</p> <p>SS 6.2.3.b Explain how the interaction between producers and consumers satisfied economic wants and needs.</p> <p>Geography</p> <p>SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth’s surface. (2 indicators)</p> <p>SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.</p> <p>SS 6.3.1.b Investigate the human and physical characteristics of early patterns of civilizations and empires.</p> <p>SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings. (2 indicators)</p> <p>SS 6.3.3.a Describe the impact of natural processes on the human and physical environments.</p> <p>SS 6.3.3.b Summarize how early humans utilized and adapted to their physical environment.</p>	<p>interdependent society.</p> <p>Economics</p> <p>SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society. (2 indicators)</p> <p>SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems.</p> <p>SS 7.2.4.b Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.</p> <p>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies. (3 indicators)</p> <p>SS 7.2.5.a Define the government’s role in various economic systems.</p> <p>SS 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.</p> <p>SS 7.2.5.c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.</p> <p>SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies. (1 indicator)</p> <p>SS 7.2.6.a Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.</p>	<p>SS 8.1.2.c Demonstrate civic engagement.</p> <p>SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.</p> <p>SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government.</p> <p>Economics</p> <p>SS 8.2.2 Understand personal and business financial management. (2 indicators)</p> <p>SS 8.2.2.a Identify skills for future financial success.</p> <p>SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p> <p>SS 8.2.4 Justify and debate economic decisions made by North American societies. (3 indicators)</p> <p>SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the United States.</p> <p>SS 8.2.4.b Explain how tax revenues are collected and distributed.</p> <p>SS 8.2.4.c Describe the progression of money and its role in early United States history.</p> <p>SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations. (2 indicators)</p> <p>SS 8.2.5.a Explain that currency must be</p>



Human Geography: 10th Grade



5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
<p>SS 5.2.5.a Describe the importance of financial institutions to households and businesses.</p> <p>SS 5.2.5.b Explain the rules and laws that protect and support consumers.</p> <p>SS 5.2.5.c Identify goods and services funded through federal taxes.</p> <p>SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries. (2 indicators)</p> <p>SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.</p> <p>SS 5.2.6.b Explain how trade impacts relationships between countries.</p> <p>Geography</p> <p>SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States. (3 indicators)</p> <p>SS 5.3.1.a Use maps and atlases to locate major human and physical features in the United States.</p> <p>SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States.</p> <p>SS 5.3.1.c Determine why things are located where they are in the United States.</p> <p>SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions. (2 indicators)</p>	<p>SS 6.3.4 Interpret and summarize patterns of culture around the world. (2 indicators)</p> <p>SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements.</p> <p>SS 6.3.4.b Explain how cultural diffusion occurs.</p> <p>History</p> <p>SS 6.4.1 Analyze patterns of continuity and change over time in world history. (2 indicators)</p> <p>SS 6.4.1.a Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS 6.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p>SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events. (2 indicators)</p> <p>SS 6.4.2.a Identify evidence from multiple perspectives and source to better understand the complexities of world history.</p> <p>SS 6.4.2.b Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. (2 indicators)</p>	<p>Geography</p> <p>SS 7.3.2 Evaluate how regions form and change over time. (3 indicators)</p> <p>SS 7.3.2.a Classify physical and human characteristics of places and regions.</p> <p>SS 7.3.2.b Interpret the impact of land and water features on human decisions.</p> <p>SS 7.3.2.c Identify how humans construct major world regions and the impact on human societies.</p> <p>SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. (2 indicators)</p> <p>SS 7.3.3.a Explain the impact of natural processes on human and physical environments.</p> <p>SS 7.3.3.b Research and describe how humans have utilized and adapted to their physical environment.</p> <p>SS 7.3.4 Examine and interpret patterns of culture around the world. (2 indicators)</p> <p>SS 7.3.4.a Compare and contrast characteristics of groups of people/settlements.</p> <p>SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.</p> <p>SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions. (2 indicators)</p>	<p>converted to make purchases in other countries.</p> <p>SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.</p> <p>Geography</p> <p>SS 8.3.2 Examine how regions form and change over time. (3 indicators)</p> <p>SS 8.3.2.a Evaluate physical and human characteristics of places and regions.</p> <p>SS 8.3.2.b Determine the impact of land and water features on human decisions.</p> <p>SS 8.3.2.c Identify and justify how humans develop major world regions and the impact on human societies.</p> <p>SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings. (2 indicators)</p> <p>SS 8.3.3.a Interpret the impact of natural processes on human and physical environments.</p> <p>SS 8.3.3.b Analyze how humans have utilized and adapted to their physical environment.</p> <p>History</p> <p>SS 8.4.1 Analyze patterns of continuity and change over time in the United States history. (2 indicators)</p> <p>SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>SS 8.4.1.b Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.</p>



Human Geography: 10th Grade



5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
<p>SS 5.3.2.a Identify criteria used to define regions within the United States.</p> <p>SS 5.3.2.b Identify and classify regions and places within the United States using physical and human features.</p> <p>SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted. (3 indicators)</p> <p>SS 5.3.3.a Identify examples of ecosystems and analyze issues related to the natural setting in the United States.</p> <p>SS 5.3.3.b Describe the impact of extreme natural events in the United States on the human and physical environment.</p> <p>SS 5.3.3.c Examine patterns of resource distribution and utilization in the United States.</p> <p>SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States. (3 indicators)</p> <p>SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space.</p> <p>SS 5.3.4.b Compare and contrast population characteristics of the United States.</p> <p>SS 5.3.4.c Explain reasons for historical and present day migrations to and within the United States.</p>	<p>SS 6.4.3.a Identify how differing experiences can lead to the development of perspectives.</p> <p>SS 6.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p>SS 6.4.4 Interpret and evaluate sources for historical context. (2 indicators)</p> <p>SS 6.4.4.a Compare and contrast primary and secondary sources of history.</p> <p>SS 6.4.4.b Analyze the relationships among historical events in the world and relevant contemporary issues.</p> <p>SS 6.4.5 Apply the inquiry process to construct and answer historical questions. (3 indicators)</p> <p>SS 6.4.5.a Construct and answer inquiry questions using multiple historical sources.</p> <p>SS 6.4.5.b Identify and cite appropriate sources for research about world history, including primary and secondary sources.</p> <p>SS 6.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.</p>	<p>SS 7.3.5.a Classify the physical or human factors that explain the geographic patterns of world events.</p> <p>SS 7.3.5.b Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.</p> <p>History</p> <p>SS 7.4.1 Compare patterns of continuity and change over time in world history. (2 indicators)</p> <p>SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS 7.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.</p> <p>SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events. (2 indicators)</p> <p>SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.</p> <p>SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 7.4.3 Examine historical events from the perspectives of marginalized</p>	<p>SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events. (2 indicators)</p> <p>SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.</p> <p>SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups. (2 indicators)</p> <p>SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives.</p> <p>SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>SS 8.4.4 Evaluate and interpret sources for perspective and historical context. (2 indicators)</p> <p>SS 8.4.4.a Compare and contrast primary and secondary sources of history.</p> <p>SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS 8.4.5 Apply the inquiry process to construct and answer historical questions. (3 indicators)</p> <p>SS 8.4.5.a Identify areas of inquiry by</p>



Human Geography: 10th Grade



5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
<p>SS 5.3.5 Use geographic skills to interpret issues and events. (2 indicators) SS 5.3.5.a Explain the influences of physical and human geographic features on events in the United States. SS 5.3.5.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.</p> <p>History</p> <p>SS 5.4.1 Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution. (1 indicator) SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.</p> <p>SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups. (2 indicators) SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event. SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history.</p> <p>SS 5.4.3 Analyze past and current events and challenges from the Pre-Columbian era through the Constitution. (1 indicator)</p>		<p>and underrepresented groups. (2 indicators) SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives. SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.</p> <p>SS 7.4.4 Analyze and interpret sources for perspective and historical context. (2 indicators) SS 7.4.4.a Compare and contrast primary and secondary sources of history. SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.</p> <p>SS 7.4.5 Apply the inquiry process to construct and answer historical questions. (3 indicators) SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources. SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources. SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.</p>	<p>using student-generated questions about multiple historical sources. SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources. SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.</p>



Human Geography: 10th Grade



5 th Grade Early U.S. History	6 th Grade Ancient and Medieval World	7 th Grade Eastern Hemisphere	8 th Grade U.S. History
<p>SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.</p> <p>SS 5.4.4 Apply the inquiry process to construct and answer historical questions. (3 indicators)</p> <p>SS 5.4.4.a Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources.</p> <p>SS 5.4.4.b Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.</p> <p>SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.</p>			



Scope and Sequence

	9 th Grade U.S. History	10 th Grade Human Geography	10 th Grade Introduction to Economics	11 th Grade Modern World History	12 th Grade American Government
Social Studies	History	Geography	Economics	History	Civics
	<p>HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history. (3 indicators)</p> <p>SS HS.4.1.a (US) Evaluate the cause and effect of historical events on various groups in the United States.</p> <p>SS HS.4.1.b (US) Select, record, and interpret key national events in chronological order.</p> <p>SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.</p> <p>SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. (2 indicators)</p> <p>SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.</p> <p>SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and</p>	<p>SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth’s surface. (2 indicators)</p> <p>SS HS.3.1.a Determine spatial organization of human settlements in relation to natural features.</p> <p>SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.</p> <p>SS HS.3.2 Evaluate how regions form and change over time. (3 indicators)</p> <p>SS HS.3.2.a Analyze physical and human processes that shape places and regions.</p> <p>SS HS.3.2.b Examine the importance of places and regions to individual and social identity, and how identities change over space and time.</p> <p>SS HS.3.2.c Evaluate the interdependence of places and regions.</p> <p>SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their</p>	<p>SS HS.2.1 Apply economic concepts that support rational decision making. (2 indicators)</p> <p>SS HS.2.1.a Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.</p> <p>SS HS.2.1.b Assess the incentives for investing in personal education, skills, and talents.</p> <p>SS HS.2.2 Develop a plan to support short- and long-term goals. (4 indicators)</p> <p><i>*Personal Finance Course Standard</i></p> <p>SS HS.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit. (2 indicators)</p> <p><i>*Personal Finance Course Standard</i></p> <p>SS HS.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals. (3 indicators)</p> <p><i>*Personal Finance Course Standard</i></p>	<p>HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history. (3 indicators)</p> <p>SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world.</p> <p>SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order.</p> <p>SS HS.4.1.c (WLD) Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.</p> <p>SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history. (2 indicators)</p> <p>SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.</p> <p>SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p>	<p>SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments. (8 indicators)</p> <p>SS HS.1.1.a Examine the historical foundation that influenced the creation of the United States Constitution.</p> <p>SS HS.1.1.b Evaluate the structure of American constitutional government.</p> <p>SS HS.1.1.c Analyze the functions of United States government and its outcomes.</p> <p>SS HS.1.1.d Analyze the foundation, structures, and functions of local government and its outcomes.</p> <p>SS HS.1.1.e Analyze the foundation, structures, and functions of state government and its outcomes.</p> <p>SS HS.1.1.f Analyze the foundation, structures, and functions of supranational organizations.</p> <p>SS HS.1.1.g Analyze the roles that political parties have played in the United States.</p>



Human Geography: 10th Grade



	9 th Grade U.S. History	10 th Grade Human Geography	10 th Grade Introduction to Economics	11 th Grade Modern World History	12 th Grade American Government
	<p>completeness of primary and secondary sources to better understand multiple perspectives of the same event.</p> <p>SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups. (2 indicators) SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.</p> <p>SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context. (4 indicators) SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (US) Determine</p>	<p>surroundings. (2 indicators) SS HS.3.3.a Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments. SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.</p> <p>SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale. (3 indicators) SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects. SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization. SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.</p> <p>SS HS.3.5 Evaluate issues and/or events using geographic</p>	<p>HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services. (4 indicators) SS HS.2.5.a Summarize the role of competition, markets, and prices. SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis. SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service. SS HS.2.5.d Investigate possible causes and consequences of shortages and surpluses.</p> <p>SS HS.2.6 Explain how economic institutions impact different individuals and various groups. (3 indicators) SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice. SS HS.2.6.b Calculate and describe the impact of economic indicators. SS HS.2.6.c Describe the functions and role of the Federal Reserve System and its influence through monetary policy.</p> <p>SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the</p>	<p>SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups. (2 indicators) SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives. SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.</p> <p>SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context. (4 indicators) SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media. SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources. SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past. SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.</p>	<p>SS HS.1.1.h Analyze United States foreign policy issues.</p> <p>SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies. (6 indicators) SS HS.1.2.a Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy. SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts. SS HS.1.2.c Engage and reflect on participation in civic activities. SS HS.1.2.d Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue. SS HS.1.2.e Demonstrate how individuals, groups, and the media check governmental practices. SS HS.1.2.f Analyze various media sources for accuracy and perspective.</p>



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	<p>the relationship between multiple causes and effects of events and developments in the past.</p> <p>SS HS.4.4.d (US) Synthesize the relationships among historical events in the United States and relevant contemporary issues.</p> <p>SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions. (5 indicators)</p> <p>SS HS.4.5.a (US) Construct meaningful questions about topics in U.S. history.</p> <p>SS HS.4.5.b (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.</p> <p>SS HS.4.5.c (US) Select, organize, and corroborate relevant historical information about selected topics in U.S. History.</p> <p>SS HS.4.5.d (US) Synthesize historical information to create new understandings.</p> <p>SS HS.4.5.e (US) Communicate inquiry results within a historical context.</p>	<p>knowledge and geospatial skills to make informed decisions. (3 indicators)</p> <p>SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.</p> <p>SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.</p> <p>SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.</p>	<p>rule of law in a market economy. (1 indicator)</p> <p>SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government</p> <p>SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems. (3 indicators)</p> <p>SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society.</p> <p>SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes.</p> <p>SS HS.2.8.c Critique government policies and regulations in areas of market failure.</p> <p>SS HS.2.9 Examine the government’s influence on economic systems through fiscal policy. (2 indicators)</p> <p>SS HS.2.9.a Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.</p> <p>SS HS.2.9.b Examine the impact of fiscal policy on budget</p>	<p>SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions. (5 indicators)</p> <p>SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry.</p> <p>SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.</p> <p>SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history.</p> <p>SS HS.4.5.d (WLD) Synthesize historical information to create new understandings.</p> <p>SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.</p>	



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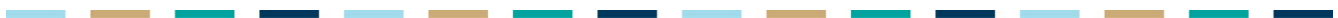
	9 th Grade U.S. History	10 th Grade Human Geography	10 th Grade Introduction to Economics	11 th Grade Modern World History	12 th Grade American Government
			<p>deficits/surpluses and national debt.</p> <p>SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations. (2 indicators)</p> <p>SS HS.2.10.a Explore comparative advantage among different countries.</p> <p>SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.</p>		



Secondary Proficiency Scale

The proficiency scale is designed to be adapted to the unit learning goal(s) and unit standards and indicators.

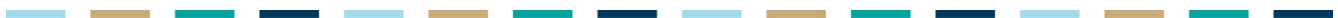
Learning Goal:		
<p>Advanced Score 4.0</p>	<p>The student consistently demonstrates a thorough understanding of course content/grade level standard by making in-depth inferences and showing extended applications of the course content/grade level standard(s).</p> <p>The student performs consistently at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Exceeds expected course content/grade level standard Applies skills and strategies in new and unfamiliar situations 	<p>Unit standards and indicators as outlined in the pacing guide:</p>
	<p>Proficient + Score 3.5</p>	<p>The student demonstrates partial success at showing a thorough understanding of course content/grade level standard by making in-depth inferences and applications of the course content/grade level standard(s).</p> <p>The student performs with partial success at a high level of difficulty, complexity, or fluency that is above the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Demonstrates success toward exceeding course content/grade level standard Applies skills and strategies consistently in familiar situations, and at times, in unfamiliar situations
<p>Proficient Score 3.0</p>	<p>The student demonstrates a proficient understanding of the expected course content/grade level standard(s).</p> <p>The student performs at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Meets expected course content/grade level standard Retains information and applies skills and strategies in familiar situations 	
	<p>Basic + Score 2.5</p>	<p>The student demonstrates an adequate understanding of the information for the course content/grade level standard(s).</p> <p>The student performs with partial success at the level of difficulty, complexity, or fluency that is at the expected course content/grade level standard.</p> <ul style="list-style-type: none"> Partially meets expected course content/grade level standard Retains information and at times applies skills and strategies in familiar situations



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<p>Basic Score 2.0</p>	<p>The student demonstrates a basic understanding of the information expected for the course content/grade level standard(s). The student performs the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> Partially meets expected course content/grade level standard Retains information and simple processes in familiar situations 	
<p>Approaching Basic Score 1.5</p>	<p>The student demonstrates some basic understanding of the information expected for the course content/grade level standard(s). The student struggles to perform the skills required for the course content/grade level standard at a basic level of difficulty, complexity, or fluency.</p> <ul style="list-style-type: none"> Partially meets some of expected course content/grade level standard Retains some information and simple processes in familiar situations 	
<p>Below Basic Score 1.0</p>	<p>The student demonstrates difficulty in understanding the information and performing the skills expected for the course/grade level standard(s).</p> <ul style="list-style-type: none"> Performs below expected course content/grade level on the standard. <p>Has difficulty retaining information and applying skills and strategies</p>	
<p>Failing Score 0</p>	<p>There is <i>insufficient</i> evidence of student learning.</p>	



Academic Vocabulary

Six Step Vocabulary

1. **EXAMPLES** provided by teacher (not dictionary definitions)
2. **RESTATED** by students in their own words (written)
*Steps 1 and 2 are done at the beginning of the unit
3. **PICTURES** (Quick Sketches)
4. **ACTIVITIES** to add additional details (Compare & Contrast Matrix, Frayer Model, Cornell Notes, Foldables)
5. **DISCUSSED** by students (Pair Share, Numbered Heads Together, 4-Corners)
*Steps 3-5 during the unit
6. **GAMES** to review (Scattergories, Jeopardy, White Board Games)
*Step 6 end of the unit

Term	Location in Curriculum Guide	Definition
Agriculture	Unit 2	Cultivation of crops and raising of animals for food and fiber
Analysis	Pre-Unit	detailed examination of the elements or the structure of something
Atmosphere	Unit 2	The envelope of gases surrounding the Earth
Barrio	Unit 4	Spanish speaking area of a city that is of high poverty level
Bid-Rent Theory	Unit 4	The price of rent for a property diminishes the distance from the Central Business District.
Biosphere	Unit 2	Regions of the surface, atmosphere and hydrosphere of the Earth occupied by living organisms
Blockbusting	Unit 4	A process used by real estate agents to convince white property owners to sell their houses at low prices because of fear that black families would soon move into the neighborhood.
Borchert's Epochs	Unit 2	Five distinct periods of the history of American urbanization based on transportation
Central Business District	Unit 4	The downtown or nucleus of a city where offices and cultural activities are concentrated and transportations systems merge.
Central Place Theory	Unit 2	A system to explain the number, size, and location of human settlements using the range and thresholds of market areas.
Centrifugal Forces	Unit 3	A force that divides people or drives them away.
Centripetal Forces	Unit 3	A force that unifies people or draws them to a place
Climate Changes	Unit 2	Any significant shift in the measures of long-term atmospheric conditions.
Climate Regions	Unit 2	Areas of distinct long-range atmospheric conditions
Colonialism	Unit 3	The policy of acquiring political control over another country or region
Commercial Farming	Unit 2	The crops and animals produced are sold. Production usually takes advantage of modern technology
Concentric Zone Model	Unit 4	A representation of how U.S. cities were organized. It has a series of rings radiating out from the CBD in the center. Low-income housing toward the center.
Confederal System	Unit 3	A mode of government in which the local governments surrender certain powers to a weaker central government
Connections	Unit 1	Relationships between groups or regions



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Continental Drift	Unit 2	Theory to explain how continents divided from one supercontinent to become seven continents in the present-day arrangement.
Counter-Urbanization	Unit 4	People are moving from the urban to the rural areas
Cultural Landscape	Unit 1	A geographic area that includes the interactions between humans and nature. A visible reflection of a society's values on the landscape
Cultural Trait	Unit 1	A characteristic of a group acquired in social life and transmitted by communication
Demographic Transition Model	Unit 1	A representation of population growth divided in five stages based on birth rates and death rates
Demography	Unit 1	Study of statistics dealing with aspects of human population
Dendritic Street Pattern	Unit 4	The pattern for streets organized into a hierarchy based on the amount of traffic each is to carry. They form a loop typical of urban sprawl neighborhoods.
Density	Unit 1	The number of people, animals, plants, or objects in a certain area
Diffusion	Unit 1	The spreading of something more widely
Economics	Unit 2	Study concerned with the production, consumption, and transfer of wealth
Environment	Unit 1	The natural world or a geographical area affected by human activity
Erosion	Unit 1	Process of soil moved by wind, water or other natural agents.
Ethnicity	Unit 1	state of belonging to a group with common culture
Favela	Unit 4	Shanty town or slum in a Brazilian city.
Federalist System	Unit 3	A compound mode of government where some powers belong to the central government and other powers to local governments.
First Agricultural Revolution	Unit 2	The domestication of plants and animals. Change from hunting and gathering to raising animals and cultivating crops.
Folk Culture	Unit 1	Characteristic practiced by a small, homogeneous group living in relative isolation
Folklore	Unit 2	Traditional stories of community passed through word of mouth
Gentrification	Unit 4	The process of renovating a house or housing district to conform to middle class tastes.
Geographic Skills	Unit 3	The tools and techniques for people to be able to think spatially. These skills include interpretations of maps, photographs, diagrams and GIS.
Geopolitics	Unit 3	Relationships between countries influenced by geography
Geospatial Data	Pre-Unit	Data associated with a particular location
Ghetto	Unit 4	A part of a city, often a slum, occupied by a minority group
GIS	Pre-Unit	System for storing and manipulating geographic information on a computer
Globalization	Unit 1	The spread of products, investment, and technology across national borders and cultures
GPS	Pre-Unit	Accurate worldwide navigational and surveying system based on the reception of signals from an array of satellites.
Green Revolution	Unit 2	Using advanced methods of plant breeding, making of fertilizers, herbicides, and pesticides to advance crop yields.
Greenbelt	Unit 4	An area of open land around a city in which no building is permitted.



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Grid Street Pattern	Unit 4	The street plan in which streets run at right angles to each other forming a grid.
Hearth	Unit 1	The origin of the trait or idea or practice
Heartland Theory	Unit 3	Concept developed by British geographer, Halford Mackinder, that stated the region of central and eastern Europe had the potential fo being the command center of the world
Human Development Index	Unit 2	A measurement of achievement along three dimensions: Long and healthy life; being knowledgeable; a decent standard of living
Human-Environment Interaction	Pre-Unit	
Human Systems	Unit 2	Activities by people that shape and reshape the Earth
Hypernationalism	Unit 3	Extreme belief in the superiority of one's nation and the paramount importance of advancing it
Identity	Unit 1	the combination of personality characteristics, abilities, interests, and physical attributes that makes a person who they are
Imperialism	Unit 3	Policy of extending a country's power and influence through military force or diplomacy
Industrial Revolution	Unit 2	The process of changing from an agrarian economy to one dominated by machines and industry
Infrastructure	Unit 4	The basic organizational structures and facilities needed for an operation of a society such as roads, bridges, power supplies, buildings.
International Trade Agreements	Unit 2	A deal struck between two or more countries to cover imports and exports.
International Trade Agreements	Unit 3	A deal struck between two or more states to cover all or certain imports and exports.
International, National, & Local Scales	Unit 3	Studying or view a problem or situation in light of implications or ramifications for people in a region, for their country, or for the world.
Latin American Model	Unit 4	A representation of how Latin American cities are often organized. It has a ring on the outside of low-income and squatter settlements, a thriving CBD in the middle with commercial spine extending to the edge of the city.
LDCs	Unit 2	Less Developed Country. Classification of economic development. Lowest level.
Lingua Franca	Unit 1	Language used a common language to conduct business or reach agreements
Location	Pre-Unit	
Long Lot System	Unit 2	Boundaries on a tract of land defined in a long narrow strip often lined up along a waterway or road.
Map Projection	Pre-Unit	A way to flatten the curved surface of a globe in order to make a flat map
Map Scale	Pre-Unit	The ratio of the distance on a map to the orresponding distance on the ground
MDCs	Unit 2	More Developed Country. Classification of economic development. Highest level.
Megacity	Unit 4	City of over 10 million people.
Megalopolis	Unit 4	A chain of physically connected cities that exceeds over 10 million.
Mental Map	Pre-Unit	A representation of an area of land that one carries in their brain



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Metes and Bounds System	Unit 2	Limits or boundaries on a tract of land defined by natural landmarks.
Migration	Unit 1	The permanent movement of people from one place to another
Mixed-use	Unit 4	Another idea in the development of cities that moves away from areas set aside for one use only. This plan incorporates retail, office, entertainment, and residential.
Monument	Unit 1	A statue, building, or other structure erected to commemorate a person, group, or event
Movement	Pre-Unit	
Multinational Corporations	Unit 2	A company with offices and/or factories in at least one country besides the home country.
Multiple Nuclei Model	Unit 4	A representation of how U.S. cities are organized. Instead of just one main hub of economic/political activity. This model has several hubs that act as growth points.
Multiplier Effect	Unit 4	The resulting building or expansion of businesses in an area when a city invests in a large project such as a convention center or stadium.
Nation-State	Unit 3	A country in which its citizens are relatively homogeneous in culture and descent
Nationalism	Unit 1	Loyalty and devotion to one's nation
Natural Disasters	Unit 2	Major adverse events resulting from non-human caused processes. Examples include hurricanes, tornadoes, and earthquakes.
Neighborhood Covenant	Unit 4	A set of rules for a neighborhood that might include how regulations on the maintenance of lawns, houses construction materials or even forbidden the sale of a home to minorities.
Neo-Colonialism	Unit 3	The use of economic, cultural, or political pressures to influence former dependencies
New International Division of Labor	Unit 2	Process where product might be designed in one country but manufactured in another
New Urbanism	Unit 4	A type of city growth that is designed to limit the amount of urban sprawl and preserve nature and usable farmland
Non-renewable Resources	Unit 2	A natural substance that is not replenished at the rate it is consumed
Physical Systems	Unit 2	Natural processes that shape the Earth's climate, soils, landforms, distribution of plants and animals.
Place	Pre-Unit	
Plate Tectonics	Unit 1	Theory to explain the structure of the Earth's crust. Crust made of several parts that move
Popular Culture	Unit 1	Characteristic practiced by a large heterogeneous group of people.
Primate City	Unit 4	The largest city in a country. It is easily more than twice the size of the next largest city. It dominates the country for political and economic power.
Process	Unit 2	A series of actions or steps that move toward a particular end
Public Transportation	Unit 4	Modes of transportation that are open to the public that run on fixed routes. Examples include buses, trains and subways.
Pull Factor	Unit 1	Something that attracts a person to go and live in another place
Push Factor	Unit 1	Something that makes a person want to leave a place



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Qualitative Data	Pre-Unit	information gained by observation, interviews, and surveying
Quantitative Data	Pre-Unit	information expressed in form of counts or numbers, involves measurement
Rank-size Rule	Unit 4	A model for the size of cities in some countries. The second largest city will be half the size of the largest city. The third largest city will be one third of the size of the largest city. The next cities follow that pattern.
Redlining	Unit 4	A discriminatory real estate practice in which members of minority groups were prevented from obtaining money to purchase homes in majority white neighborhoods.
Region	Pre-Unit	an area of land with common features. Method of subdividing areas
Remote Sensing	Pre-Unit	Scanning of earth by satellite or flying aircraft to obtain information
Renewable Resources	Unit 2	A resource that can be used repeatedly and does not run out because it is naturally replaced.
Rights of the Sea	Unit 3	Determined by agreement in the United Nations. The extent into the sea or ocean for sovereignty and resources.
Rimland Theory	Unit 3	Concept developed by Nicholas Spykman, proposing that the control of the coastlines of Eurasia would be more important than controlling the interior.
Rostow's Stages of Development	Unit 2	A view to understand world history and world economies with a country going through five steps of development
Seasonal Changes	Unit 2	Divisions in the year going from one type of weather and length of day to another
Second Agricultural Revolution	Unit 2	The introduction of machines to aid humans in the production and marketing of plant crops and animals.
Sector Model	Unit 4	A representation of how U.S. cities were organized. The CBD is in the center. The model has a combination of rings based on distance from the CBD and sectors based on transportation lines.
Site and Situation	Unit 2	Site refers to the exact location and situation relates to the surrounding features-both natural and human-made.
Slum	Unit 4	An overcrowded, run-down urban area
Smart Growth	Unit 4	Plans adopted by cities to utilize existing land within the city limits instead of sprawling out and taking existing farmland.
Southeast Asia City Model	Unit 4	A representation of how cities of Southeast Asia are often organized. They feature high-class residential zones that stem from the center, middle-class residential zones that occur in inner-city areas, and low-income settlements in the periphery
Spatial	Pre-Unit	Relating to or occupying space
Squatter Settlement	Unit 4	A residential area which was developed without legal claims to the land and/or permissions from authorities.
Streetcar City	Unit 4	An urban area that relies heavily on a public light rail system for transportation.
Sub-Saharan Africa City Model	Unit 4	A representation of how cities in Sub-Saharan Africa are often organized. It has rings for mining and manufacturing, ethnic neighborhoods, satellite townships, plus three zones for the markets, colonial CBD and a traditional CBD.
Subsistence Farming	Unit 2	All of the crops and animals produced are consumed by the farming family
Suburbanization	Unit 4	Population shift from the central urban area to neighborhoods on the edge or just outside the city.



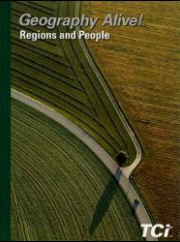
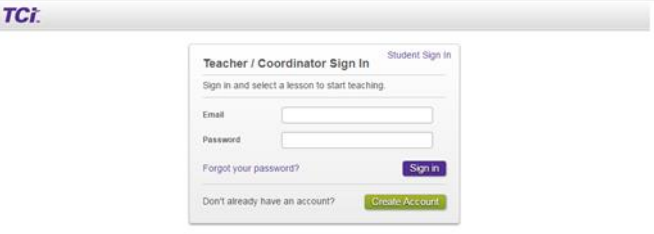
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Supranational Organization	Unit 3	An international union in which member states relinquish some individual power for the interests of the group.
Sustainable Development	Unit 2	Economic development without the depletion of natural resources
Technological Advances	Unit 3	A change in the way a product or service is produced or delivered
Territorial Morphology	Unit 3	Relationship between a state's geographic shape, size, relative location, and political situation.
Territories	Unit 3	An area under belonging to or under the jurisdiction of another government.
Toponymy	Unit 1	study of place names
Township (Grid) System	Unit 2	Organization of land boundaries using meridians and parallels to make squares. Also known as Public Land Survey System.
Trading Blocs	Unit 2	Group of countries banded together to manage and promote commerce between the member countries.
Treaties	Unit 3	Formally ratified agreements between states
Unitary System	Unit 3	A mode of government in which all of the powers belong to the central government
Urban Sprawl	Unit 4	Uncontrolled expansion of the city to build new neighborhoods, shopping areas, and work areas.
Urbanization	Unit 1	People moving from rural areas to cities
von Thunen's Land Use Model	Unit 2	Theory developed in Europe in the early 1800's to show how land would be used by farmers in relationship to the location from the market.
Walkable City	Unit 4	A plan for a city to have neighborhoods that promote pedestrian traffic to work, school, shop, or play.
Wallerstein's World Systems Theory	Unit 2	A view to understand world history and world economies with three classes of static development
Weber's Least Cost Theory	Unit 2	A system to explain and predict patterns of industry based on controlling costs of transportation and labor
World City	Unit 4	A city that is dominant on a global scale for political and economic power.
Zoning	Unit 4	The process of dividing land in a city into areas for certain land uses. Examples include residential, commercial, retail, industrial.



District Adopted Resources

Student Textbook	
<p>Title: Geography Alive: Regions and People, 2011 ISBN: TB-4539-8</p>	
Teacher Manuals	
<p>All TCI teacher resources are located online. To access your resources please visit: www.teachtci.com</p>	
Materials	
<p>Each teacher should have a classroom set of TCI Placards Placards 457-7 A Regions and People. 2011</p> <p>All TCI teacher resources are located online. To access your resources please visit: www.teachtci.com</p>	
Online Resources	
<p>Online Resources from Publisher: www.teachtci.com</p>	
Supplemental Resources	

Textbook replacements

Textbooks that have been lost or damaged should be replaced annually by individual buildings. District adopted resources can be purchased through the annual order using district-allocated off-formula funds. No class sets should be used.



Use of Video in Instruction

The use of video (i.e., DVDs, videotapes, streaming video, YouTube, etc.), when used to judiciously, can effectively promote student learning in the classroom. Brain research shows that students in grades K-7 can generally attend to instruction for 5-12 minutes while older adolescents can attend for approximately 12-15 minutes before their attention lags (Jensen, 1998). Researchers have suggested that students' focus wanes after 10 minutes of passive viewing of videos (Adams and Hamm, 2001). So, while videos can enrich educational experiences, educators must be conscious of time constraints on a student's ability to attend and process visual media (Schulz, 2006).

When using video, district best practices must be considered and all of the following conditions must be met:

- Copyright laws must always be followed.
- Video may not be used during instructional time for the purpose of entertainment, incentives, or reward. This is a copyright violation.
- The video must be previewed by the instructor prior to classroom use.
- Video that is used in a lesson should be documented in the lesson plan.
- Excerpts should be generally used along with activities requiring active student involvement such as discussion or analysis of the media.
- Complete videos that last more than one instructional period should be used only if they are approved as part of an established curriculum. These resources should be written into curriculum guides and/or maintained by the content area supervisor. A public performance license is required when showing video for entertainment purposes and is permitted only during non-instructional time (i.e. after school, during recess, movie nights, etc.) Movie Licensing USA www.movlic.com/ provides public performance license for schools.

Adams, D. and M. Hamm, *Literacy in a Multimedia Age*. Norwood, MA: Christopher-Gordon Publishers, Inc., 2001^[SEP]

Jensen, E. *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.

Schulz, Cynthia D. "Timing Is Everything: Using Videos and DVDs with Students." *Library Media Connection* 24.4(2006): 14-17. *Education Research Complete*. Web 19 Mar, 2015.