**World Geography and Cultures**

**Course Description**: World Geography and Cultures offers a curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, graphs, and how to create them. The course also emphasizes the perspectives of minority groups while allowing students from all backgrounds to better understand and appreciate how race, culture and ethnicity, and identity contribute to their experiences. Major topics in the course include identity, immigration, assimilation and distinctiveness, power and oppression, struggles for rights, regionalism, current events, culture and the media, and the formation of new cultures.

**COURSE OUTLINE:**

Students will describe the nature of geography and the differences between physical and cultural geography through the study of western and non-western regions. Students will develop geographic literacy by understanding the six essential elements of geography including:

*1. The World in Spatial Terms:* Students will learn how to interpret maps and synthesize the content of maps in order to make conclusions about a region based on map study.

*2. Places and Regions*: Students will learn the concepts of geographic regions by discussing how humans interpret and understand their place in the world. They will discuss the difference between physical regions, perceived regions, formal regions, functional regions, and other forms of place.

*3. Physical Systems:* Students will develop a geographic literacy about major world landforms and will also study how those landforms contribute to history, culture, and regions.

*4. Human Systems:* Students will explore elements of cultural geography including comparative religions, arts, literature, philosophy and other forms of human expression that encompass cultural identity. Students will examine their own cultural identity as well as non-western cultural beliefs and practices.

*5. The Environment and Society*: Through the study of both physical and cultural geography and examining the history of a region, students will interpret how the presence of humans on the planet affects the physical geography. They will examine how the human footprint changes the physical world in which we live, but also how the physical world in which we live can dictate our cultural practices.

*6. The Uses of Geography:* Students will examine how geographers make use of geographic information to make predictions about the future and to interpret our world. In other words, student will learn why this information is important in understanding our world and what it means to be a human living in that world.

The course is arranged around these six essential elements, with students gaining an understanding of complex cultures (their history, geography, politics, literature, art, drama, music, dance, law, religion, philosophy, architecture, technology, science, education, sports, social structure, and economy) and the relationship between these various aspects of a nation’s cultural life. They will study the myths, legends and beliefs of various peoples as a means to interpret cultural values and will recognize how literature and art reflects peoples' inner lives, while developing a multicultural perspective that respects the dignity and worth of all people.

**GENERAL GOALS/PURPOSES:**

Context of the Course- The theme of this course is "What does it mean to be human?" It explores the human condition across both Western and Non-Western cultures. In order to understand their own background and culture more thoroughly, students need to compare who they are through an international cultural lens. We find it critically important to encourage our youth to become knowledgeable global citizens.

World Geography and Cultures will focus on several areas:

*Teaching the National Geographical Standards:* which was established in 1994 and includes, but not limited to, using maps and other geographical representations, analyzing the special organizations of people, places, and environments in a special context, physical processes that shape the patterns of the earth surface, and the physical and human characteristics of places.

*Teaching the concepts of Geography:* which include climates, cooperation and conflict, cultures, economic activities and systems, government and citizenship, migration, patterns of settlement, physical characteristics and processes, and natural resources to name a few.

*Teaching social science skills*: analyzing graphic data and images, identifying main ideas and summarizing, drawing inferences and conclusions, distinguishing fact and opinion, comparing and contrasting, analyzing primary sources, researching and presentation skills.

*Teaching the Humanities*: the arts of literature, painting, music, sculpture, architecture, performing arts, and the discipline of philosophy. While the sciences explore the physical world, the social sciences make discoveries about the behavior and activities of people in various groups. The arts and humanities narrows that focus, probing the inner question: “What does it mean to be human?” This course will stretch student’s imaginations, increase their understanding of non-western cultures, enrich their experience, expand their written and research skills, and increase their distinctively human potential. Study of the literature, arts, health, and social sciences will cover cultural diversity, ways of life, human interests, and values

**Course Textbook: World Geography and Cultures World Geography and Cultures © 2008 McGraw Hill**

**Proposed Course Outline**

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| Week 1-6 | **Unit Topics** |
| The World – Chapters 1 -4 | Landforms, Water, and Natural Resources  •Weather and Climate  •Population Patterns  •Culture |
| Week 7-9 |  |
| North America Chapters 5-7 | * The United States * Canada |
| Week 10-12 |  |
| Central and South America Chapters 8-10 | * Mexico * Central America and the Caribbean * South America |
| Week 13-15 |  |
| Europe Chapters 11-13 | * Northern Europe * Western Europe * Southern Europe * Eastern Europe |
| Week 16-17 |  |
| Russia Chapters 14-16 | * Russia |
| Week 18 | Fall Finals |

Second Semester (21 weeks)

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| Week 19-21 |  |
| North Africa, Southwest Asia and Central Asia Chapter 17-19 | * North Africa * Eastern Mediterranean * Northeast * Arabian Peninsula |
| Week 22-24 |  |
| Africa- South of the Sahara Chapters 20-22 | * The Sahel * East Africa * West Africa * Central Africa * Southern Africa |
| Week 25-27 |  |
| South Asia Chapters 23-25 | * India * Pakistan and Bangladesh * Nepal, Bhutan, Maldives and Sri Lanka |
| Week 28-30 |  |
| East Asia Chapters 26-28 | * China * Japan * North Korea and South Korea |
| Week 31-33 |  |
| South East Asia Chapters 29-31 | * Mainland Southeast Asia * Island Southeast Asia |
| Week 34-36 |  |
| Australia, Oceania and Antarctica | * Australia and New Zealand * Oceania |
| Week 37-39 | * Global Culture |
| Week 40 | Spring Finals |

**Grading Scale**

The University of California System as well as the California State University system, considers a D grade in a core academic subject the same as a failing grade. The WJUSD History department has created the following standardized grading scale for all Cultural Geography classes; the grading percentage scale will be the following

**100-97 A+  
94-96 A  
90-93 A-  
87-89 B+  
84-86 B  
80-83 B-  
77-79 C+  
74-76 C  
70-73 C-  
67-69 D+  
64-66 D  
60-63 D-**

**59% and below = failing grade (no credits)**

***\* for the purpose of summer school, “F” grades will be classified as the following:***

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| **50-59 F+** | *Can modify grade at summer school, must complete at least Two out of Four summer required units* |
| **30-49 F** | *Can modify grade at summer school, must attend and complete all Four summer required units* |
| **0-29 F-** | *Cannot attend summer school to modify grade, must repeat semester the following school year.* |

**Types of Assignments   
   
(25%) Tests/Quizzes**: For each region, there will be at least one political geography quiz. There will be several small chapter tests, as well as cumulative midterm and final exam.

**(25%) Projects/Book Reports:** There will be at least one mandatory project each semester, and several minor projects throughout the year. **Participation in the Presentation portions of the Projects will be mandatory, no exceptions.**

**(20%) Class work**: This includes all daily assignments and the opening Focus assignments.

**(20%) Homework:** Always assume that there will be homework on a **Daily** basis. It is critical that you get in the habit of completing and turning in homework. It will be extremely difficult for you to pass this class if you do not complete the homework.

**(10%) Participation/Citizenship.** Your participation grade and citizenship grade can be directly influenced by your attention to your work. You can lose points for (but not limited to) the following: Not prepared for class, Rudeness, Inappropriate Language, Not working, and Defiance.

**Late Work**

This policy applies to regular class attendance as well as absences that are legally classified as truant and unexcused. For excused absences, this policy goes in to effect when a student returns. Students will receive no extra time for unexcused absences. Additionally, the extra time built into the late work policy accommodates students on 504/IEP plans that require additional time for assignments.

* **Full Credit**- Class work must be started on the day that it is assigned; it can be turned in up to one week for full credit (Five school days).
* **No Credit-** Class work that is not started in class or work was turned in after the one week deadline. Please keep in mind I will not track students down to ask for a missing assignment! Failure to turn in work will result in a zero.
* **Major Projects-** Due to the time allowed for major projects, specific deadlines are given. For each day a project is late, 20% will be deducted from the total on the assignment.

**Academic Honesty and Plagiarism**   
According to the Merriam-Webster Online Dictionary, to "plagiarize" means

1. to steal and pass off (the ideas or words of another) as one's own
2. to use (another's production) without crediting the source
3. to commit literary theft
4. to present as new and original an idea or product derived from an existing source.

All of the following are considered plagiarism:

* turning in someone else's work as your own
* copying words or ideas from another person or another source without giving credit, including tests and quizzes
* changing words but copying the sentence structure of a source without giving credit
* copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

**First violation:** Automatic zero or “F” on the assignment or test, parent notified by teacher and vice principal notified.

**Second violation:** Two day suspension for defiance, Automatic zero or “F” on the assignment or test, an additional loss of equivalent number of points, vice principal notified.  
**Third violation:** Three day suspension for defiance, Automatic failing grade for the trimester.

**Retakes and Cheating**

**Cultural Geography**

* Only Geography Map quizzes will have retakes.
* Students are expected to review their notes, term sheets and other relevant material prior to exams and quizzes.
* Students may reclaim the points they did not receive from a test or quiz through other alternative assignments. Students will not be allowed to retake the same exam twice.
* Students who plagiarize on an essay/project or who cheat on a test, their points for that assessment will remain unchanged with no alternative opportunities. Additionally an email or another form of parental contact will automatically be made.
* Test correction assignments will be given on a test by test evaluation.

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| |  |  |  | | --- | --- | --- | | **Major Concept (Unit/Theme): Unit 1: The World** | **Week** | **Textbook Coverage**: Chapter 1 - 4 | | | |
| |  |  | | --- | --- | | **Chapter/Section**  [Chapter 1: How Geographers Look at the World](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit1/chapter1/) | **Chapter Essential Questions**  **How do the five themes of geography relate to various regions of the world?** | | | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** | | **The World** Understand the five themes of geography.  Explain the physical world and how it relates to culture. | Globe  map  location  hemisphere  key  scale | Cartographer  Map projection  Planar  Cylindrical  Conic  Prime Meridian  Absolute location  Relative location  Latitude  Longitude  Compass rose  Topography |  | Latitude and Longitude Assignment | | **Geography Skills The Geographer's Craft**  Use geographic tools and methodologies in various forms. | situation  place  region  ecosystem  movement  site | Political map  Thematic map  Qualitative map  Flow-line map  GIS |  |  | | **Chapter/Section** | **Chapter Essential Questions** | | | | | [Chapter 2: The Physical World](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit1/chapter2/)  **Planet Earth**  **Forces of Change**  **Earth’s Water** |  | | | | | **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** | | Describe how sections of the earth’s crust move to shape the land surface.  List the earth’s many different landforms.  Understand that people depend on the earth for the materials for basic survival | Core  drift  spreading  fold  fault  Evaporation  Condensation  Precipitation | Hydrosphere  Lithosphere  Atmosphere  Biosphere  Continental shelf  Mantle  Crust  Plate tectonics  Erosion  Weathering  Glacier  accretion  moraine  Water cycle  Desalination  Groundwater  Aquifer |  |  | | **Chapter/Section** | **Chapter Essential Questions** | | | | | [Chapter 3: Climates of the Earth](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit1/chapter3/)  **Earth-Sun Relationships**  **Factors Affecting Climate**  **World Climate Patterns** |  | | | | | **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** | | Compare and contrast the climates of the world.  Explain how the relationship between the earth and the sun affect climates around the world.  Describe the many factors that affect world climate  Discuss how temperature, precipitation, and types of vegetation can be used to define climate regions of the earth. | Weather  Climate  Axis  Temperature  Revolution  Current  Hypothesis  smog | Equinox  Solstice  Greenhouse effect  Global warming  Prevailing wind  Coriolis effect  Doldrums  El Nino  Windward  Leeward  Rain shadow  Natural vegetation  Oasis  Coniferous  Deciduous  Mixed forest  Prairie  Permafrost |  | Select two different areas of the world and explain how they received their climates and what classifies them. | | **Chapter/Section**  [Chapter 4: The Human World](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit1/chapter4/)  **World Population Global Cultures**  **World Religions**  **Political and Economic Systems**  **Resources, Trade and the Environment** | **Chapter Essential Questions**  How does the relationship between people and their natural surroundings influence the way people live?  How are physical and political geography related to the various places and cultures on earth? | | | | | **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** | | Describe the process and patterns of creation for cities.  Describe how the religions of the world can be an indicator of cultural diffusion  Understand that humans and the natural environment has an effect on each other.  Recognize that throughout history people have exchanged ideas and goods.  Understand that geographers divide the world  into culture regions. | Migration  Language  Family  Ethnic group  Natural resource  pollution | Birth rate  Death rate  Natural increase  Demographic transition  Doubling time  Population distribution  Population density  Culture  Culture region  Cultural diffusion  Culture hearth  Unitary system  Federal system  Autocracy  Monarchy  Oligarchy  Democracy  Traditional economy  Market economy  Mixed economy  Command economy  Industrialization  Developed country  Newly industrialized country  Developing country  Free trade |  | Write a reflection about how the physical world impacts different cultures.  Class discussion on how cities are created and the patterns | | | |
| **Unit Assignments** | | |
| **Assessment(s)** | **Cultural Connecting Project** | **Resources** |
| **Unit 1 Exam (The World)** | What is “MY CULTURE”  Religions Around the World  P 80-99 | **The World** 1. Glencoe World Geography and Cultures pages 2-113 |

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| **Major Concept (Unit/Theme)**  **Unit 2: The United States and Canada** | | **Week** | **Textbook Coverage: Chapter 5 -7** | |
| **Chapter/Section** | **Chapter Essential Questions** | | | |
| [Chapter 5: Physical Geography of the United States and Canada](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit2/chapter5/)  The Land Climate and Vegetation | What makes the United States and Canada a region? | | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
| The United States and Canada Compare and contrast the physical geography of the United States and Canada. | divide fossil fuel hurricane blizzard | headwaters tributary fall line fishery aquaculture chaparral prairie supercell timberline chinook |  | Create a Venn diagram comparing and contrasting the physical geography of the United States and Canada. |
| **Chapter/Section** | **Essential Questions** |  |  |  |
| [Chapter 6: Cultural Geography of the United States and Canada](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit2/chapter6/) |  | | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
| Evaluate the impact of various European countries on the early histories of Canada and the United States.  Identify locations of the United States and Canada.  Distinguish the differences between governments and economies in the United States and Canada.  Compare and contrast the demographics of the United States and Canada.  Compare the lifestyles of the US and Canada | **immigration bilingual** | Sunbelt urbanization metropolitan area suburb urban sprawl megalopolis Underground Railroad dry farming literacy rate jazz Loyalist province Inuit dominion Parliament Quebecois North American Free Trade Agreement separatism |  | Write a paragraph explaining the impact of European countries on the histories of the U.S. and Canada.Map assignment on Canada and the U.S.T-Chart on forms of government and on the economies. Public speaking for all students- Have each student share one item, including details, about the demographics of the United States and Canada and create a class chart to compare and contrast the demographics.   Write an essay explaining how cultural traits have spread and how people reflect their cultures. |
| **Chapter/Section** | **Essential Questions** |  |  |  |
| [Chapter 7: The Region Today: The United States and Canada](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit2/chapter7/) The Economy People and Their Environment |  |  |  | US/Canada Sub regions brochure assignment |
| **Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
| Describe how the culture of the United States has spread. | market economy | postindustrial central business district retooling commodity arable monopoly global economy trade deficit tariff trade surplus outsourcing |  |  |
| **Unit Assignments** | | | | |
| **Assessment(s)** | **Cultural Connecting Project** | | **Resources** | |
|  |  | | The United States and Canada 1. Glencoe World Geography and Cultures pages 114-183 2. <http://www.sheppardsoftware.com/web_games.htm> (helps students identify locations) | |
|  | **Traditional Culture Case Study** | | | |
|  | Land Use - the Hopi of Arizona; the Tlingit, Haida, and Tsimshian of Alaska; Appalachian Mountain People | | | |
|  | **Contemporary Culture Case Study** | | | |
|  | **The Global Economy**  P 180-183 | | | |

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| **Major Concept (Unit/Theme) Unit 3: Latin America** | | **Week** | **Textbook Coverage: Chapter 8- 10** | |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 8: Physical Geography of Latin America](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit3/chapter8/) The Land, Climate and Vegetation |  | *What makes Latin America a region?* | |  |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
| Identify locations of Latin America. |  | Cordillera  Altiplano  Escarpment  Llano  Pampa  Puna  Tierra helada  Tierra fria  Tierra caliente |  | Latin America map assignment |
| **Chapter/Section** |  | **Chapter Essential Questions** | | |
| [Chapter 9: Cultural Geography of Latin America](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit3/chapter9/) Mexico Central America and the Caribbean South America |  | *How have foreign influences affected the development of Latin America?*  *How do ancient civilizations impact Latin America today?* | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
| Distinguish the differences between governments of Latin America. Link the resources of each country to its economy. Compare and contrast the demographics of Latin America.  Explain how foreign countries and ancient civilizations impact Latin America today.  Understand that the people of Latin America represent diverse ethnic groups.  Recognize that Latin American countries were once European colonies.  Explain how Roman Catholicism has influenced Latin American culture. | indigenous  malnutrition mural mosaic fiesta brain drain | Mestizo urbanization megacity primate cityGlyph chinampas conquistador vicerory caudillo syncretism extended family Compadres dialect patrios matriarchal quipu |  | Chart of the different forms of governments found in Latin America T-chart on the demographics of Latin AmericaWrite an essay explaining how foreign countries and ancient civilizations impact Latin America today. |
| **Chapter/Section** | **Essential Questions** |  |  |  |
| [Chapter 10: The Region Today: Latin America](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit3/chapter10/) The Economy People and Their Environment |  |  |  |  |
| **Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
|  | Export developing country | Campesino latifundia minifundia cash crop Gross Domestic Product service industry maquiladora free trade zone deforestation sustainable development reforestation shantytown |  | Create a map showing the different resources of the countries and their economies |
| **Unit Assignments** | | | | |
| **Assessment(s)** | Cultural Connecting Project | | **Resources** | |
|  | Respect for the Dead around the World- Case Study – Dia de los Muerto, Bon Festival, Gaijatra, Pitru Paksha, | | Glencoe World Geography and Cultures pages 184-261 <http://www.sheppardsoftware.com/web_games.htm> (helps students identify locations | |
| **Traditional Culture Case Study** | How should the Aztec’s be remembered? | |  | |
| **Contemporary Culture Case Study** |  | |  | |

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| **Major Concept (Unit/Theme) Unit 4: Europe** | | **Week** | **Textbook Coverage:** | |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 11: Physical Geography of Europe](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit4/chapter11/) **The Land Climate and Vegetation** |  | *What makes Europe a region?* | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
| Identify the locations of Europe. |  | **Glaciation**  **Loess**  **Dike**  **Polder**  **Fjord**  **Permafrost**  **Timberline**  **Mistral**  **Sirocco**  **Foehn**  **avalanche** |  | Europe map assignment |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 12: Cultural Geography of Europe](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit4/chapter12/) **Northern Europe Western Europe Eastern Europe** |  | *How does the overlap of cultures affect modern day Europe?* | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
| Explain Europe’s population patterns.  Examine the worldwide influence of European cultures.  Compare European lifestyles. | **Immigrant** | Refugee  Middle Ages  Feudalism  Reformation  Enlightenment  Industrial Revolution  Industrial capitalism  Communism  Cold War  European Union  Romanticism  Guest worker  Crusades  Reparations  Holocaust  Realism  Impressionist  City-State  Renaissance  Balkanization  Ethnic cleansing |  | Write an essay on how cultures impact Europe today.  Create a map showing the different resources of the countries and their economies  Create a class chart of the demographics in Europe with each student contributing a minimum of one example. |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 13: The Region Today: Europe](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit4/chapter13/)  **The Economy People and Their Environment** |  |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
| Explain how cultures impact Europe.  Link the resources of each country to its economy.  Compare and contrast the demographics of Europe. | Dry farming Global Warming | Heavy industry  Light industry  Mixed farming  Farm cooperative  Genetically modified food  Organic farming  Maastricht Treaty acid rain meltwater acid deposition  Environmentalist |  |  |
| **Unit Assignments** | | | | |
| **Assessment(s)** | Cultural Connecting Project | | **Resources** | |
|  | The Columbian Exchange – Europe/North America and Latin America | | Glencoe World Geography and Cultures pages 262-341  <http://www.sheppardsoftware.com/web_games.htm> (helps students identify locations) | |
| **Traditional Culture Case Study** |  | |  | |
| **Contemporary Culture Case Study** |  | |  | |

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| **Major Concept (Unit/Theme) Unit 5: Russia** | | **Week** | **Textbook Coverage:** | |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 14: Physical Geography of Russia](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit5/chapter14/) **The Land Climate and Vegetation** | | *What makes Russia a region?*  *How does the population distribution of Russia impact its relationship with neighboring countries?*  *How has history impacted modern Russian society?* | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
| Identify locations of Russia. |  | **Chernozen**  **Permafrost continentality tundra**  **Taiga**  **steppe** |  | **Russia map assignment** |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 15: Cultural Geography of Russia](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit5/chapter15/) Population and Culture History and Government | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
| Explain how history has impacted modern Russian society.  Compare and contrast the demographics of the different areas of Russia.  Describe how Russia's diverse cultures influence its cultural geography. | **Ethnic group communism socialism** | **Soviet Era nationality sovereignty atheism pogrom socialist realism intelligentsia  czar serf Russification Bolshevik satellite  Cold War perestroika glasnost** |  | Tech Integration- create a power point describing how history has impacted modern Russian society.  Create a map of Russia showing where the people live and then have a class discussion comparing and contrasting the locations of the population.   Break the class up into groups and have each group present on one ethnic group found in Russia, explaining the impact that group has on Russian culture. |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 16: The Region Today: Russia](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit5/chapter16/) **The Economy People and Their Environment** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
|  | Command economy market economy radioactive material pesticide | Consumer good black market privatization kolkhoz sovkhoz nuclear waste |  |  |
| **Unit Assignments** | | | | |
| **Assessment(s)** | Cultural Connecting Project | | **Resources** | |
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| **Traditional Culture Case Study** |  | |  | |
| **Contemporary Culture Case Study** | Russian Indigenous People and the Environment- p. 402-405 | |  | |

Second Semester

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| **Major Concept (Unit/Theme) Unit 6: North Africa, Southwest Asia, and Central Asia** | | **Week** | **Textbook Coverage:** | |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 17: Physical Geography of North Africa, Southwest Asia, and Central Asia](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit6/chapter17/) **The Land Climate and Vegetation** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
|  | cereal | Klum alluvial soil wadi phosphate oasis pastoralism |  | **Middle East Map assignment** |
|  |  |  |  |  |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 18: Cultural Geography of North Africa, Southwest Asia, and Central Asia](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit6/chapter18/) **North Africa The Eastern Mediterranean The Northeast The Arabian Peninsula Central Asia** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
| Recognize that movement and interaction of people in this region have led to ethnic diversity.  Point out that the region’s people have settled near sources of water.  Explain that Southwest Asia is the birthplace of Judaism, Christianity, and Islam. | Nationalism monotheism culture hearth | Nomad Bedouin infrastructure domesticate hieroglyphics geometric boundary prophet  Mosque cuneiform qanats natural boundary embargo ziggurat sheikdom shari’ah  emir haij Ibadhism enclave exclave mudjahideen |  |  |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 19: The Region Today: North Africa, Southwest Asia, and Central Asia](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit6/chapter19/) **The Economy People and Their Environment** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
|  | embargo | Arable commodity crude oil petrochemical landlocked aquifer  desalination |  |  |
| **Unit Assignments** | | | | |
| **Assessment(s)** | Cultural Connecting Project | | **Resources** | |
|  | Women around the World – Saudi Arabia, Japan, Mexico, the United States, India | |  | |
| **Traditional Culture Case Study** | Traditional Culture Case Study – Saudi ArabiaSunni and Shia Muslims- Why two branches | |  | |
| **Contemporary Culture Case Study** | Case Study – Growing Up Saudi  Saudi Women Drivers | |  | |

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| **Major Concept (Unit/Theme) Unit 7 – Africa South of the Sahara** | | **Week** | **Textbook Coverage:** | |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 20: Physical Geography of Africa South of the Sahara](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit7/chapter20/) **The Land Climate and Vegetation** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
|  | fault | Rift valley  Escarpment cataract  desertification delta estuary  Leach  Savanna  harmattan |  |  |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 21: Cultural Geography of Africa South of the Sahara](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit7/chapter21/) **The Sahel East Africa West Africa Central Africa Southern Africa** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
|  | Indigenous  domesticate | Oral tradition patriarchal  Clan  Nuclear family sanitation  Lingua franca  Urbanization  Service centers  Pidgin  Coup d’etat  Apartheid  Universal suffrage |  |  |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 22: The Region Today: Africa South of the Sahara](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit7/chapter22/) **The Economy People and Their Environment** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
|  | Cash crop | Subsistence farming  Shifting cultivation  Sedentary farming  Commercial farming  Conservation farming  Infrastructure  e-commerce  carrying capacity  habitat  extinction  poaching  eco-tourism |  |  |
| **Unit Assignments** | | | | |
| **Assessment(s)** | Cultural Connecting Project | | **Resources** | |
|  | Global Poverty- Latin America, Asia, Africa | |  | |
| **Traditional Culture Case Study** | Traditional Culture Case Study – The Zulu | |  | |
| **Contemporary Culture Case Study** |  | |  | |

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| **Major Concept (Unit/Theme) Unit 8 South Asia** | | **Week** | **Textbook Coverage:** | |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 23: Physical Geography of South Asia](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit8/chapter23/) **The Land Climate and Vegetation** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
|  |  | Subcontinent  Alluvial plain  Monsoon  Cyclone  tsunami |  |  |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 24: Cultural Geography of South Asia](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit8/chapter24/) **India Pakistan and Bangladesh Nepal, Bhutan, Maldives, and Sri Lanka** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
|  | Megalopolis | Jati  Dharma  Reincarnation  Karma  Mercantilism  Imperialism  Raj  Guru  Total Fertility rate  Sikh  Lama  Mantra  Stupa  dzong |  |  |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 25: The Region Today: South Asia](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit8/chapter25/) **The Economy People and Their Environment** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
|  | Cash crop ecotourism interdependent | Jute  Green revolution  Biomass  Cottage industry  Sustainable development  Chipko  Poaching  Nuclear proliferation  Dalits |  |  |
| **Unit Assignments** | | | | |
| **Assessment(s)** | Cultural Connecting Project | | **Resources** | |
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| **Traditional Culture Case Study** |  | |  | |
| **Contemporary Culture Case Study** |  | |  | |

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| **Major Concept (Unit/Theme) Unit 9: East Asia** | | **Week** | **Textbook Coverage:** | |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 26: Physical Geography of East Asia](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit9/chapter26/) **The Land Climate and Vegetation** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
|  | Tsunami loess monsoon | Archipelago Japan current typhoon |  |  |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 27: Cultural Geography of East Asia](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit9/chapter27/) **China Japan North Korea and South Korea** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
| Discuss how East Asian cultures began in river valleys.  Examine how throughout much of history Chinese influences spread throughout the region.  Recognize that, although Chinese influence has been strong, each country in East Asia has a unique culture. | Culture hearth atheist clan | Aborigine dynasty ideogram homogeneous shogun samurai cultural convergence haiku acculturation cultural divergence |  |  |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 28: The Region Today: East Asia](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit9/chapter28/) **The Economy People and Their Environment** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
| Understand that most of the countries of East Asia depend heavily on both regional and international trade for their growth and prosperity.   Recognize that the intense concentration of people and industries in a small part of the region has had a severe impact on the environment. |  | Commune  Cooperative  Merchant marine  Asia-Pacific Economic Cooperation (APEC)  Trade surplus  Trade deficit  Dissident  Economic sanction  World Trade Organization (WTO)  Chlorofluorocarbons  aquaculture |  |  |
| **Unit Assignments** | | | | |
| **Assessment(s)** | Cultural Connecting Project | | **Resources** | |
|  | Education Globally- Japan, the United States, India, Mexico and England | |  | |
| **Traditional Culture Case Study** |  | |  | |
| **Contemporary Culture Case Study** |  | |  | |

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| **Major Concept (Unit/Theme) Unit 10: Southeast Asia** | | **Week** | **Textbook Coverage:** | |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 29: Physical Geography of Southeast  Asia](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit10/chapter29/) **The Land Climate and Vegetation** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
|  |  | Cordillera  Archipelago  Insular  Flora  Fauna  endemic |  |  |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 30: Cultural Geography of Southeast Asia](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit10/chapter30/) **Mainland Southeast Asia Vietnam  Island Southeast Asia – Indonesia** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
|  | urbanization | Primate city  Maritime  Sphere of influence  Buffer state  Martial law  wat |  |  |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 31: The Region Today: Southeast Asia](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit10/chapter31/) **The Economy People and Their Environment** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
|  | Interdependent cyclone typhoon | Rice paddy  Sickle  Lode  Free port  Association of Southeast Asian Nations (ASEAN)  Sustainable development  Shifting cultivation |  |  |
| **Unit Assignments** | | | | |
| **Assessment(s)** | Cultural Connecting Project | | **Resources** | |
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| **Traditional Culture Case Study** |  | |  | |
| **Contemporary Culture Case Study** |  | |  | |

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| **Major Concept (Unit/Theme) Unit 11: Australia, Oceania, and Antarctica** | | **Week** | **Textbook Coverage:** | |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 32: Physical Geography of Australia, Oceania, and Antarctica](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit11/chapter32/) **The Land Climate and Vegetation** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
|  | Doldrums  Typhoon | Artesian well  Coral  Atoll  Lagoon  Wattle  manuka |  |  |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 33: Cultural Geography of Australia and Oceania](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit11/chapter33/) **Australia and New Zealand Oceania** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
|  | Clan subsistence farming pidgin English | Boomerang  Dominion  Strine  Horticulture  Trust territory |  |  |
| **Chapter/Section** | | **Chapter Essential Questions** | | |
| [Chapter 34: The Region Today: Australia and Oceania](http://glencoe.mheducation.com/sites/0078745292/student_view0/unit11/chapter34/) **The Economy People and Their Environment** | |  | | |
| **Chapter Concept/Skill** | **Academic Language- Basic** | **Academic Language- Complex** | **Instructional Strategies** | **Chapter/Section Assignments** |
|  |  | Station  Grazier  Copra marsupial  Introduced species  Food-web  Ozone layer  diatom |  |  |
| **Unit Assignments** | | | | |
| **Assessment(s)** | Cultural Connecting Project | | **Resources** | |
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| **Traditional Culture Case Study** |  | |  | |
| **Contemporary Culture Case Study** |  | |  | |