

Subject: Social Studies

Grade: Geography 1

# Hallsville R-IV High School

## Geography 1

[Rationale](#) | [Course Description](#)

### Curriculum Strands and Big Ideas

- [Geography](#)
  - [Inquiry](#)
  - [Southeast Asia](#)
  - [China](#)

#### **Rationale:**

We are independent as individuals and as nations; therefore, we should prepare our students to function in their local communities, state, country, and world. Our goal is well educated, caring, and concerned citizens. Geography I, II, and III helps in this preparation.

#### **Course Description:**

Grade 11-12, 1/2 unit

Geography I is an elective semester course available to juniors and seniors. It is designed to emphasize physical geography, map/globe skills, and to provide an in-depth study of particular regions of the world (SE Asia and China). The history, geography, cultural heritage, political and governmental system, and the economic system of each region studied will be emphasized. Activities and learning techniques will include the use of various resources (i.e. videos, projects, textbooks, technology, documents, maps, etc.). This will help to better develop the student's interest in social studies, increase understanding of self and others and help students become responsible citizens. Application of information and concepts will include presentations, reports, discussions, etc.

Concept:Geography

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**Topic Objective:**  
**1. All students will demonstrate proficiency in the knowledge of the major elements of geographical study and analysis (such as location, place, movement, and region) and their relationships to changes in society and the environment.**

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>1A. Use and evaluate geographic research sources (e.g. maps, satellite images, globes, charts, graphs, and databases) to interpret earth's physical and human systems.</p> <p>1B. Locate major cities of the world, nations of the world, the world's continents and oceans, and major topographic features of the world.</p> <p>1C. Apply knowledge of the geography of the world to make predictions and solve problems.</p> <p>1D. Construct maps.</p> <p>1E. Explain how physical processes shape the earth's surface.</p> <p>1F. Use geography to interpret the past, explain the present and plan for the future.</p>					<p>1A, B, D Map: Draw a map of the world, from memory, showing continents and major bodies of water illustrating proportion, location and shape.</p> <p>1A, B Alphabet: List a to Z (eliminate "X") and list countries beginning with each letter.</p> <p>1A, B Globe: Locate select places on a globe within a stated amount of time (preparation for the globe test)</p> <p>1A, B Dictionary: Make a geographical dictionary stating the term, its definition, a drawing of the term, and 2 examples of the term along with the location of each example given.</p> <p>1E, G Plan an imaginary trip across the United States incorporating climatic information, economic information, and place information.</p>	<p>1C (CR) Night Map: What does the night map of the world tell us about human settlement in relation to physical geography? Using physical maps in the book/atlas, go continent by continent and identify the physical features that limit and aid civilization and why.</p>

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Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
1G. Discuss major patterns and issues with regard to population, distribution, demographics, settlement, migration, cultures, and economic systems in the world.					1D World Map: Prepare a climate map as climatic regions are studied.	
Resources:				Instructional Methods:		

Enrichment/ Special Needs:

+Key to Integrated Skills

DS = Disability Equity  
C = Character Education  
E = Gender Equity  
D = Cultural Diversity

R = Research Skills  
W = Workplace Skills  
T = Technology Skills

Concept: Inquiry

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**Topic Objective:**  
**2. All students will demonstrate proficiency in the knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents).**

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>2A. Interpret maps, statistics, charts, diagrams, timelines, pictures, political cartoons, audiovisual materials, written resources, art and artifacts.</p> <p>2B. Create maps, charts, diagrams, graphs, timelines, and political cartoons to assist in analyzing and visualizing concepts in social science.</p>					<p>2A, B Route Map: Draw a route map showing how to get from one designated area to another designated area using geographical concepts of distance, direction, symbols, etc.</p> <p>2A, B Locate select places and find their latitude and longitude using an atlas or reference.</p> <p>2A, B Identify and locate a place when given latitude and longitude.</p> <p>2A Locate and analyze news articles about geographic topics/regions covered.</p>	

Resources:

Instructional Methods:

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**Topic Objective:**  
**3. All students will demonstrate proficiency in the knowledge of the major elements of geographical study and analysis (such as location, place, movement, region) and their relationships to changes in society and the environment concerning Southeast Asia.**

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>3A. Use and evaluate geographic research sources (e.g. maps, satellite images, globes, charts, graphs, and databases) to interpret the physical and human systems of Southeast Asia.</p> <p>3B. Locate countries, capitals of each country, major cities, bodies of water and geographical features of South East Asia.</p> <p>3C. Discuss major patterns and issues with regard to population, distribution, demographics, settlement, migration, culture, social and economic systems of Southeast Asia.</p>					<p>3A, B Resources: Using geographic research sources and outline maps, locate and label the countries and important cities of Southeast Asia.</p> <p>3A, B Resources: Using geographic research sources and outline maps, locate and label important geographical features of the Southeast Asia region.</p>	
Resources:				Instructional Methods:		

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**Topic Objective:**  
**4. All students will demonstrate proficiency in the knowledge of the major elements of geographical study and analysis (such as location, place, movement, region) and their relationships to changes in society and the environment concerning China.**

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>4A. Use and evaluate geographic research sources (e.g. maps, satellite images, globes, charts, graphs, and databases) to interpret the physical and human systems of China.</p> <p>4B. Locate provinces, capital of each province, major cities, bodies of water, and geographical features of China.</p> <p>4C. Discuss major patterns and issues with regard to population, distribution, demographics, settlement, migration, culture, social and economic systems of China.</p> <p>4D. Explore the history of China, identifying the main people, ideas and events that shaped China and the impact these people/events made on the population/culture/resources/government, philosophies etc. of China.</p>					<p>4A, B Resources: Using geographic research sources and outline maps, locate and label the important cities and geographical features of China.</p> <p>4D Research: Gather information about the different historical groups/people /events that shaped the Chinese culture.</p>	

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Resources:

Instructional Methods:

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