

Subject: Social Studies

Grade: Geography 2

# Hallsville R-IV High School

## Geography 2

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

### Curriculum Strands and Big Ideas

- [Geography](#)
  - [Africa](#)
  - [Japan, Korea, Taiwan](#)
  - [Middle East](#)
  - [USSR](#)

#### **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 II is an elective semester course available to juniors and seniors. It is designed to provide an in-depth study of particular regions of the world (Japan, Middle East, and Russia). 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.

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

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, databases, etc.) to interpret the physical and human systems of the continent of Africa.</p> <p>1B. Locate the countries, capitals of each country, major cities, bodies of water, geologic and geographic features of Africa.</p> <p>1C. Discuss major patterns and issues with regard to population, distribution, demographics, settlement, migration, culture and economic systems of Africa.</p>					<p>1A, B Resources: Using geographic research sources and outline maps, locate countries, important land forms, cities, and bodies of water in Africa.</p> <p>1A, B Puzzle: Create a puzzle of Africa showing countries and geographical information, then cut into puzzle shapes for others to reconstruct.</p> <p>1A - C compare/Contrast: Pick a state in the United states and a country in Africa and compare/contrast.</p>	
Resources:				Instructional Methods:		

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Enrichment/ Special Needs:
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+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

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

Measurable Learner Objectives	Process	Content	GLE's	Integrated Skills	Suggested Activities	Suggested Assessments/Tools
<p>2A. Use and evaluate geographic research sources (e.g., maps, satellite images, globes, charts, graphs, databases, etc.) to interpret the physical and human systems of Japan, the Koreans, and Taiwan.</p> <p>2B. Locate the countries, capitals of each country, major cities, bodies of water, geologic and geographic features of Japan, the Koreans, and Taiwan.</p> <p>2C. Discuss major patterns and issues with regard to population, distribution, demographics, settlement, migration, culture and economic systems of Japan, the Koreans, and Taiwan.</p>					<p>2A, B Resources: Using geographic research sources and outline maps, locate the countries, capitals, major cities of Japan, the Koreans, and Taiwan.</p> <p>2A, B Resources: Using geographic research resources and outline maps, locate major geographical features of Japan, the Koreans, and Taiwan.</p> <p>2A - C Chart: Create a chart comparing the United states with Japan, the Koreans, and Taiwan in categories such as resources, religions, government and economics.</p>	
Resources:				Instructional Methods:		

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

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, databases, etc.) to interpret the physical and human systems of the Middle East.</p> <p>3B. Locate the countries, capitals of each country, major cities, bodies of water, geologic and geographic features of the Middle East.</p> <p>3C. Discuss major patterns and issues with regard to population, distribution, demographics, settlement, migration, culture and economic systems of the Middle East.</p>					<p>3A, B Resources: Using geographic research sources and outline maps, locate the countries, capitals, major cities of the Middle East.</p> <p>3A, B Resources: Using geographic research resources and outline maps, locate major geographical features of the Middle East.</p> <p>3A - C Project: Create a board game based on the geography, economy, history, and culture of the Middle East.</p>	
Resources:					Instructional Methods:	

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

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, databases, etc.) to interpret the physical and human systems of the countries of the former USSR.</p> <p>4B. Locate the countries, capitals of each country, major cities, bodies of water, geologic and geographic features of the former USSR.</p> <p>4C. Discuss major patterns and issues with regard to population, distribution, demographics, settlement, migration, culture and economic systems of the countries of the former USSR.</p>					<p>4A, B Resources: Using geographic research sources and outline maps, locate the countries, capitals, major cities of the countries of the former USSR.</p> <p>4A, B Resources: Using geographic research resources and outline maps, locate major geographical features of the countries of the former USSR.</p> <p>4A - C Research: Investigate a selected country of the former USSR detailing its natural resources, government, religion, people, and economy.</p>	<p>4A - C (PE) Presentation: Present information about the country researched (Charts, Graphs, Power Point, etc.)</p>
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