



Course Outcome Summary

Course Information: **Human Geography**

Description: The starting point of this class will include basic building block skills, such as how to read a map, landforms, and climates. This class will reveal changes across time and borders as students understand the changes and viewpoints of global cultures particularly the interaction of various regions upon each other. Students will explore the future of the planet and predict future issues involving Geography, including but not limited to immigration, migration, and pollution. Students will also explore the 5 major world religions and their impact on the history of their regions, as well as their future implications.

Instruction Level: 9th grade
Total Credits: 1 credit
Prerequisites: None
Textbooks: Class set of textbooks required.

Wisconsin State Standards:

- Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration
- Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment
- Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns
- Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world
- Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world
- Describe scientific and technological development in various regions of the world and

- analyze the ways in which development affects environment and culture
- Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries
- Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.

CRS Reading Skills

- Identify a clear central idea in a straightforward paragraphs in somewhat challenging literary narratives
- Identify similarities and differences of historical events, ideas and/or perspectives by placing them into a “like” topic
- Describe causes and effects in detail as it relates to content being studied
- Drawing logical conclusions from somewhat difficult passages

CRS Writing Skills

- Create a thesis after looking at multiple sources or pieces of information
- Explain in paragraph form along with the document summary, why this primary source document is important to our understanding of history as well as why the text was written and intent.
- Create a MEL-CON paragraph to answer a question related to specific historical content

Units:

- 1. Introduction to Human Geography and Basic Map Skills**
- 2. Race, Ethnicity, and Identity**
- 3. Migration and Immigration**
- 4. Population and Demography**
- 5. The Five Major World Religions**

Unit Outlines

1. Introduction to Human Geography and Basic Map Skills

Skill Standards:

- Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration
- Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.

Skill Targets

- Reading: Drawing logical conclusions from somewhat difficult passages.
- Writing: Create a thesis after looking at multiple sources or pieces of information

Essential Question:

- How does the geography of the world affect where and why people move?
- How did humans create more advanced systems to measure time and distance at sea?
- What types of landforms do we have in the United States, and how do they influence us?
- What is the difference between climate and weather?

Essential Knowledge:

- Basic map skills and geographical concepts
- Latitude and longitude
- Coordinates
- Types of maps
- Hemispheres
- MR. LIP and the 5 themes of Geography (movement, region, location, interaction, and place)
- Landforms
- Climate and weather
- River systems

2. Race, Ethnicity and Identity

Skill Standards:

- Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture
- Identify a clear central idea in a straightforward paragraphs in somewhat challenging literary narratives
- Identify similarities and differences of historical events, ideas and/or perspectives by placing them into a “like” topic
- Describe causes and effects in detail as it relates to content being studied
- Create a MEL-CON paragraph to answer a question related to specific historical content

Historical Thinking Skills:

- Reading: Finding facts and extracting unsaid or ambiguous information based on that reading, locating facts within the text and finding subtle details for interpretation in conclusions.
- Writing: Explain in paragraph form along with the document summary, why this primary

source document is important to our understanding of history as well as why the text was written and intent.

Essential Questions:

- What is the largest ethnic majority in Monroe County, and how has it influenced our culture?
- How does our identity impact our worldview?
- What are the historic changes in our country in regard to our history of racism?
- What are the historic changes in the world (specifically South Africa) in regard to the history of racism?
- Is race a social construct, or strictly biological?

Essential Knowledge:

- We will explore what race and ethnicity look like around the world and historically in order to make comparisons to recent, racially-charged events. We will explore our own origins through an identity project, and will be taking at least one field trip to the museum to learn about the history of culture in Monroe County. We will be looking at the biology of race and analyzing the possibility that race is a social construct and not biological.

3. Migration and Immigration

Skill Standards:

- Identify a clear central idea in a straightforward paragraphs in somewhat challenging literary narratives
- Identify similarities and differences of historical events, ideas and/or perspectives by placing them into a “like” topic
- Describe causes and effects in detail as it relates to content being studied
- Create a MEL-CON paragraph to answer a question related to specific historical content

Historical Thinking Skills

- Reading: Drawing Logical Conclusions from somewhat difficult passages.
- Writing: Create a thesis after looking at multiple sources or pieces of information

Essential Questions:

- What is the Triangular Trade and how did it influence immigration to the New World?
- What is the difference between forced migration and voluntary migration?
- How does a crisis impact migration and immigration levels in a country?
- Which regions of the world are facing a migration or immigration crisis today?
- Should Latino immigrants entering the U.S. illegally be allowed to stay, put in jail, or deported?

Essential Knowledge:

- This unit is centered around historic and recent immigration stories. The students will be adding to their family tree project, doing research at the museum, and interviewing immigrants. We will then analyze the future of immigration, in America, and throughout the world. Modern day examples (such as the Syrian refugee crisis) will be studied to lend perspective to these stories.

4. Population and Demography

Skill Standards:

- Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration
- Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.
- Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment
- Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influences trade and shapes economic patterns
- Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world
- Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world
- Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating

Historical Thinking Skills

- Reading: Drawing Logical Conclusions from somewhat difficult passages.
- Writing: Create a thesis after looking at multiple sources or pieces of information

Essential Questions:

- How will the world change as our population continues to climb?
- Where do people get resources from, and how much do they use?

- What is the impact of resource scarcity on the wealthy and the poor of the world?
- How will China and India solve their population problems?
- What is happening in the world in regard to recycling, garbage, the ozone and pollution?
- What can we do to help stop pollution on an individual/local/regional/national level?

Essential Knowledge:

What are the key concepts/vocabulary/ideas that students will have mastery of by the completion of the unit?

- We will be studying the world’s approach to 8 billion people, as well as sexism, ageism, and other trends that can change a country over time. In this unit, we will also be taking a close look at some of the biggest countries in the world, and their impacts on the environment, technology, and control over resources. Your job will be to analyze what can be done on behalf of China and India in regard to their climbing population. You will also be analyzing the impact of immigration and emigration on world population, country relations, and individual citizens, especially in regard to the transfer of culture and language.

5. The Five Major World Religions

Skill Standards:

- Identify a clear central idea in a straightforward paragraphs in somewhat challenging literary narratives
- Identify similarities and differences of historical events, ideas and/or perspectives by placing them into a “like” topic
- Describe causes and effects in detail as it relates to content being studied
- Describe how buildings and their decoration reflect cultural values and ideas, providing examples such as cave paintings, pyramids, sacred cities, castles, and cathedrals
- Create a MEL-CON paragraph to answer a question related to specific historical content

Historical Thinking Skills

- Reading: Infer a central idea in straightforward paragraphs in somewhat challenging literary narratives.
- Writing: Create a MEL-CON paragraph to answer a question related to specific historical content or to analyze a specific historical issue.

Essential Questions:

- What are the five largest religions in the world?
- Where did these religions start, and how did they spread?
- How did these major religions impact the history and culture of their countries?
- What impact do these religions have on each other?

Essential Knowledge:

- This unit is designed to give equal attention to the world's largest religions, and their impact on trade, terrorism, migration, and resources, among other topics. We will be delving into what makes each religion unique to its region, as well as how and why religions have spread to the places they exist, historically and modernly. There is also a lot of cross-over, as three of the religions we study are Abrahamic religions, so we will be focusing on comparing and contrasting Islam, Judaism, and Christianity. There is an independent religion project at the end of this unit, wherein the student will chose a different world religion and chose a mode of presentation.

