

<b>Social Studies Pacing Calendar</b>		<b>Course: World Geography</b>	
<i>1st Quarter</i>	<i>2nd Quarter</i>	<i>3rd Quarter</i>	<i>4th Quarter</i>
<p>Unit 1 - Geographer's Tools 4 Weeks (Week 1-4)</p> <p>WG-1: The student will demonstrate an understanding of the physical and human characteristics of places, including the creation of regions and the ways that culture and experience influence the perception of place.</p> <p>Standard WG-3: The student will demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth's surface.</p> <p>Standard WG-6: The student will demonstrate an understanding of the processes, patterns, and functions of human settlement</p> <p>Standard WG-8: The student will demonstrate an understanding of how human actions modify the physical environment; how physical systems affect human systems; and how resources change in meaning, use, distribution, and importance</p>	<p>Unit 2 - The Earth and Space 4 Weeks (Weeks 5-8)</p> <p>Begin Unit 3 - The Eastern Hemisphere 5 Weeks (Weeks 9-13)</p> <p>Standard WG-2: The student will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface, including the dynamics of the atmosphere, biosphere, hydrosphere, and lithosphere.</p> <p>Standard WG-6: The student will demonstrate an understanding of the processes, patterns, and functions of human settlement</p> <p>Standard WG-8: The student will demonstrate an understanding of how human actions modify the physical environment; how physical systems affect human systems; and how resources change in meaning, use, distribution, and importance</p>	<p>Finish Unit 3 - The Eastern Hemisphere</p> <p>Begin Unit 4 - The Western Hemisphere 4 Weeks (Weeks 14-17)</p> <p>Standard WG-3: The student will demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth's surface.</p> <p>Standard WG-4: The student will demonstrate an understanding of the characteristics of culture, the patterns of culture, and cultural change.</p> <p>Standard WG-5: The student will demonstrate an understanding of the role that geography plays in economic development.</p> <p>Standard WG-6: The student will demonstrate an understanding of the processes, patterns, and functions of human settlement</p> <p>Standard WG-7: The student will demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface</p> <p>Standard WG-8: The student will demonstrate an understanding of how human actions modify the physical environment; how physical systems affect human systems; and how resources change in meaning, use, distribution, and importance</p>	<p>Finish Unit 4 - The Western Hemisphere</p> <p>1 week available at the end of the semester for exam review and exam (Week 18)</p> <p>Standard WG-3: The student will demonstrate an understanding of the characteristics, distribution, and migration of human populations on Earth's surface.</p> <p>Standard WG-4: The student will demonstrate an understanding of the characteristics of culture, the patterns of culture, and cultural change.</p> <p>Standard WG-5: The student will demonstrate an understanding of the role that geography plays in economic development.</p> <p>Standard WG-6: The student will demonstrate an understanding of the processes, patterns, and functions of human settlement</p> <p>Standard WG-7: The student will demonstrate an understanding of how cooperation and conflict among people influence the division and control of Earth's surface</p> <p>Standard WG-8: The student will demonstrate an understanding of how human actions modify the physical environment; how physical systems affect human systems; and how resources change in meaning, use, distribution, and importance</p>

<p>Unit 1 Content Focus:</p> <ul style="list-style-type: none"> <li>● Introduce the five themes of geography</li> <li>● Discuss the two branches of geography</li> <li>● Review parts of a map</li> <li>● Review mapping skills</li> <li>● Introduce special purpose maps</li> </ul> <p>Established Goals:</p> <ul style="list-style-type: none"> <li>● Students will be able to differentiate between the various physical and human geographical characteristics of the world; compare and contrast the creation of regions as well as the types of regions in the world; summarize how culture influences people's perspectives and perceptions in regards to their locations.</li> <li>● Students will be able to analyze the causes of human movement across the Earth; explain what causes the unique distribution of Earth's human population and the significance of the characteristics of population in various locations around the world.</li> <li>● Students will be able to identify the components and functions of human settlement throughout the world.</li> <li>● Students will be able to distinguish the difference between the types of human and environment interaction; explain the significance of resources in regards to their distribution and use.</li> <li>● Students will be able to use technology, including the internet, to</li> </ul>	<p>Unit 2 Content Focus:</p> <ul style="list-style-type: none"> <li>● Earth/Sun relationships</li> <li>● Climate (Factors and Patterns)</li> <li>● The water cycle</li> <li>● The Goldilocks Theory</li> <li>● Earth's four spheres</li> <li>● Political and economic systems</li> <li>● Renewable and nonrenewable resources</li> <li>● Trade</li> </ul> <p>Established Goals:</p> <ul style="list-style-type: none"> <li>● Students will be able to demonstrate an understanding of the physical processes taking place on the earth's surface that ultimately create a habitable environment for humans; classify and describe the four spheres: atmosphere, biosphere, lithosphere, and hydrosphere.</li> <li>● Students will be able to identify the components and functions of human settlement throughout the world.</li> <li>● Students will be able to distinguish the difference between the types of human and environment interaction; explain the significance of resources in regards to their distribution and use.</li> <li>● Students will be able to analyze the structure of the relationships among concepts in a text, including relationships between key terms.</li> <li>● Students will be able to use technology, including the internet, to produce individual products and to display information flexibly and dynamically.</li> <li>● Students will be able to integrate and</li> </ul>	<p>Unit 3 Content Focus:</p> <ul style="list-style-type: none"> <li>● Landforms and water systems of Europe, Asia, Africa, Australia and Oceania</li> <li>● Climate and natural resources of Europe, Asia, Africa, Australia and Oceania</li> <li>● History and government of Europe, Asia, Africa, Australia and Oceania</li> <li>● Population patterns in Europe, Asia, Africa, Australia and Oceania</li> <li>● Human impact</li> </ul> <p>Established Goals:</p> <ul style="list-style-type: none"> <li>● Students will be able to analyze the causes of human movement across the Earth; explain what causes the unique distribution of Earth's human population and the significance of the characteristics of population in the Eastern Hemisphere.</li> <li>● Students will be able to analyze the significance of culture and how culture is influenced and is changed over time.</li> <li>● Students will be able to explain the impact that geography has on various economic systems in the Eastern Hemisphere</li> <li>● Students will be able to identify the components and functions of human settlement throughout the world.</li> <li>● Students will be able to analyze how human behavior and actions influence the division and control of the Earth's surface.</li> <li>● Students will be able to distinguish the difference between the types of human and environment interaction; explain the significance of resources</li> </ul>	<p>Unit 4 Content Focus:</p> <ul style="list-style-type: none"> <li>● Landforms and water systems of the United States and Canada and Latin America</li> <li>● Climate and natural resources of the United States and Canada and Latin America</li> <li>● History and government of the United States and Canada and Latin America</li> <li>● Population patterns in the United States and Canada and Latin America</li> <li>● Human impact</li> </ul> <p>Established Goals:</p> <ul style="list-style-type: none"> <li>● Students will be able to analyze the causes of human movement across the Earth; 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- Students will be able to integrate and evaluate content presented in diverse formats and media, including but not limited to, maps, literary texts and photographs, as well as in words.
- Students will be able to present informational findings and supporting evidence clearly, concisely and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience and task.

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in regards to their distribution and use.

- Students will be able to independently read and comprehend informational texts based on the regions discussed in class.
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<b>World Geography Unit Breakdown</b>			
<b>Unit</b>	<b>Unit Title</b>	<b>Weeks Covered</b>	<b>Standards Covered (based on the 2011 standards)</b>
1	Geographers Tools	4	WG 1, WG 3, WG 6, WG 8
2	The Earth and Space	4	WG 2, WG 6, WG 8
3	The Eastern Hemisphere	5	WG 3, WG 4, WG 5, WG 6, WG 7, WG 8
4	The Western Hemisphere	4	WG 3, WG 4, WG 5, WG 6, WG 7, WG 8

This model allows for 17 weeks of instruction and 1 week for course review prior to exams