|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Curriculum Map 2012 -2013  School: Strawberry Fields High School | | | | | | |
| Grade Level: 9th  Names: Dimitar Dimitrov and Elizabeth Dowell | | | | Subject: Physical Geography | | |
| Month | Days | Power Standards | Content | Skills/Goals | Activities | Assessment |
| September  8-30 | 1-5  5-10  10-15 | Standard 7  3: Physical Systems  The Physical Processes That Shape the Patterns of Earth’s Surface.  SS.HS.GE.01 Understand and use geographic information using a variety of scales, patterns of distribution, and arrangement. | 1st week:  Introduction to Physical Geography: How are the several spheres of the Earth system related?  2nd week:   1. Lithosphere and Plate Tectonics:   How can we investigate the structure of the Earth?  What causes the movement of lithospheric plates?   1. Landforms and Rock Structure:   What can be learned from the study of igneous, sedimentary, and metamorphic rocks?  3rd week:  Geomorphology:  Physical weathering and its forms. Chemical weathering and its forms. | Using scale and projection.  Reading topographic and geographic maps.  Reading geomorphology maps. | Reading physical geography maps.  Comparing different map scales.  Developing physical geography vocabulary  Map analysis in geomorphology | Formative assessment: quiz on physical geography terminology.  Formative assessment: quiz on lithosphere and landforms.  Formative assessment: quiz on weathering. |
| October  1-31 | 15-20  20-25  30-35  35-40 | SS.HS.GE.02 Interpret and evaluate information using complex geographic representations.  Standard 7  3: Physical Systems  The Physical Processes That Shape the Patterns of Earth’s Surface. | 1st week:  Geomorphology:  Erosion and deposition.  2nd week:  Climatology: Meteorology.  How can weather be described?  What are the relationships among the several atmospheric variables?  3rd week:  Climatology:  Global climatic patterns:   * Low-latitude climates; * Mid-latitude climates; * High-latitude climates.   4th week:  Hydrology: The hydrosphere and the hydrologic cycle.  What factors determine the hydrologic cycle that an area will have? | Reading geomorphology maps.  Reading climographs.  Reading climatology maps.  Reading hydrology maps.  Reading hydrology maps. | Map analysis in geomorphology.  Map analysis in climatology.  Map analysis in climatology.  Map analysis in hydrology. | Summative unit test: MCQ and short answers on the material covered.  Formative assessment: quiz on climatology.  Formative assessment: quiz on hydrology. |
| November  1-30 | 40-45 | Standard 7  The Physical Processes That Shape the Patterns of Earth’s Surface. | 1st week:  Hydrology: The global water balance.  What factors determine the global water balance? | Reading hydrology maps. | Map analysis in hydrology. | Summative unit test: MCQ and short answers on the material covered. |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Month | Days | Power Standards | Content | Skills | Activities | Assessment |
| November  1-30 | 45-50  50-55  55-60 | Standard 8  3: Physical Systems  The Characteristics and Spatial Distribution of Ecosystems on Earth’s Surface  SS.HS.GE.02.01 Use a variety of geographic representations to analyze information and draw conclusions about geographic issues  Standard 17     6: The Uses of Geography  How to Apply Geography to Interpret the Past | 2nd week:  Biogeography: Introduction  What is biogeography?   * phytogeography * zoogeography * paleobiogeography   3rd week:  Biomes and Diversification   * Isolation * Diversification * Interaction and Response   4th week:  Agriculture: Origins and Revolutions   * Neolithic Revolution, First Agricultural revolution, Industrial Agricultural revolution, Green Revolution. * Hearth Theory * Origins of food plants, agriculture, and horticulture. | Students will develop cartographic literacy (physical maps) and review topographic maps.  Student will be able to define primary terms.  Students will be able to name and classify biomes.  Students will be able explain the connection between isolation and diversification.  Students will know when and how the 4 main agricultural revolutions.  Student will be able to list at least two of the agriculture location theory.  Students will be able to trace the origins of dominant food plants around the world. | Naming and classifying organisms and regions.  View and work with classification and order  Read excerpt from *The Beak of the Finch.*  Case study and analysis of the reading.  Variation Lab activity  Map your dinner activity. Students trace food from historic origin to their table. | Formative assessment:  quiz on biogeographic terminology and key concepts.  Formative Assessment:  Reading analysis.  Variation Lab.  Formative Assessment:  Students create a map and present about one of their dinner foods from origin to table.  Quiz on major concepts of agriculture. |
| December  1-15 | 60-65  65-70 | Standard 15     5: Environment and Society  How Physical Systems Affect Human Systems  SS.HS.GE.02.01 Use a variety of geographic representations to analyze information and draw conclusions about geographic issues | 1st week:  Agriculture: Modern   * Soil fertility * Types of farming: slash and burn, mono crop, poly crop, subsistence, and agribusiness. * How humans affect soil fertility.   2nd week:  Environmental Issues: National   * Gulf of Mexico- oil spill, pollutants, ecosystems. * Great Plains- alteration of biosphere * Rivers and lakes- diverting, damming and destroying. | Students will identify and analysis choropleth maps regarding agriculture.  *Omnivore’s Dilemma* by Michael Pollan “How corn conquered the world”.  Students will identify and communicate the physical affects of humans on the landscape. | Watch clip (10-20min) from King Corn documentary  Complete an organized analysis of the chapter from Michael Pollan.  Map analysis of United States environmental hazards. | Formative Assessment:  Students will create a choropleth map about a topic in agriculture.  Formative Assessment:  Quiz on major national environmental issues. |
| January  6-31 | 70-75  75-80  80-85  85-90 | Standard 15     5: Environment and Society  SS.HS.GE.08 Identify and give examples of changes in a physical environment, and evaluate their impact on human activity in the environment. | 1st week:  Environmental Issues: Global   * Human Desertification * Climate Change   2nd week:  Sense of Place: Theorist (Carl Sauer)   * Landscape morphology * Human modification * Ecology   3rd week:  Sense of Place: Personal Experience   * How has the physical world shaped who you are?   4th week:  Semester Review and Exam | Students will be able to communicate the causes of climate change and the affects it currently has.  Students will be able to discuss the influence humans have on the landscape.  Students will be able to demonstrate higher order thinking in regards to their own lives in relation to physical geography.  Students will show proficiency in the subject. | Students will examine a single place in the world and complete a “Then and Now” regarding its human modification.  Sense of Place:  Read selected pieces of *Culture and Landscape* by Carl Sauer.  Read *Space and Place: the perspective of experience* by Yi-Fu Tuan and write a similarly styled piece about students own experience.    Review for the exam. | Formative Assessment:  Quiz on climate change.  Formative Assessment: quick writes on readings.  Summative Assessment: incorporating all learned material from the semester into a personal Sense of Place project (paper and presentation).  Final Summative Exam about all of Physical Geography |

Resources List:

Physical Geography Textbook

Other texts:

* Denevan*,* William M. and Mathewson, Kent. (editors) 2009. *Carl Sauer on Culture and Landscape: Readings and Commentaries*. Baton Rouge, LA: [Louisiana State University Press](http://en.wikipedia.org/wiki/Louisiana_State_University_Press).
* Fu, Yi Tuan. 1977. *Space and Place: The Perspective of Experience.* University of Minnesota Press, Minneapolis, MN.
* Pollan, Michael. (2006) *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin.
* Sauer, C. O. 1925. "The Morphology of Landscape". *University of California Publications in Geography*
* Wiener, Jonathan. 1995. *The Beak of the Finch: A story of evolution in out time.* Vintage publishers.

Video:

* *King Corn* (2007) documentary film created by Ian Cheney and Curtis Ellis, directed by Aaron Woolf.