

<b>Unit Title, Length, and Corresponding Text</b>	<b>Essential Questions and Student Objectives</b>	<b>Assessments (Pre, Formative, Summative)</b>	<b>Resources</b>
<p><b>Unit 1</b> The World</p> <p>6 weeks</p> <p><i>World Geography</i> Chapters 1, 2, 3, 4</p>	<p>1)</p>	<p>Pre-Assessment: Critical Vocabulary and Concepts Pretest</p> <p>Formative Assessments: Chapter Reviews, pages 26 and 52</p> <p>Daily Bellringer</p> <p>Daily Exit Slip</p> <p>Summative Assessment: Unit Test</p> <p>Performance-Based Project</p>	<p>McGraw-Hill. (2001). <i>World Geography</i>. New York, NY: McGraw-Hill.</p> <p>mheonline.com/networks</p> <p>connected.mcgraw-hill.com</p> <p>ett.glencoe.com</p> <p>Discoveryeducation.com</p>
<p><b>Unit 2</b> The United States and Canada</p> <p>6 weeks</p> <p><i>World Geography</i> Chapters 5, 6, 7</p>		<p>Pre-Assessment: Critical Vocabulary and Concepts Pretest</p> <p>Formative Assessments: Chapter Reviews, pages 26 and 52</p> <p>Daily Bellringer</p> <p>Daily Exit Slip</p> <p>Summative Assessment: Unit Test</p> <p>Performance-Based Project</p>	<p>McGraw-Hill. (2001). <i>World Geography</i>. New York, NY: McGraw-Hill.</p> <p>mheonline.com/networks</p> <p>connected.mcgraw-hill.com</p> <p>ett.glencoe.com</p> <p>Discoveryeducation.com</p>
<p><b>Unit 3</b> Europe</p>		<p>Pre-Assessment: Critical</p>	<p>McGraw-Hill. (2001). <i>World Geography</i>. New York, NY:</p>

6 weeks  <i>World Geography</i> Chapters 11, 12, 13		Vocabulary and Concepts Pretest  Formative Assessments: Chapter Reviews, pages 26 and 52  Daily Bellringer  Daily Exit Slip  Summative Assessment: Unit Test  Performance-Based Project	McGraw-Hill.  <a href="http://mheonline.com/networks">mheonline.com/networks</a>  <a href="http://connected.mcgraw-hill.com">connected.mcgraw-hill.com</a>  <a href="http://ett.glencoe.com">ett.glencoe.com</a>  <a href="http://Discoveryeducation.com">Discoveryeducation.com</a>
--	--	---	--

### Kentucky Core Academic Standards

All of the following Kentucky Core Academic Standards are grouped together in this document to reflect the conceptual nature of geography. Each specific unit will include the following Academic Expectations, Understandings, and Skills and Concepts:

**SS-H-G-2.19** Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

**SS-H-G-U-1** Students will understand that patterns emerge as humans move, settle and interact on Earth's surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.

**SS-H-G-U-2** Students will understand that regions help us to see the Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups. People vary in how they organize, interpret and use information about places and regions.

**SS-H-G-U-3** Students will understand that human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.

**SS-H-G-U-4** Students will understand that human and physical features of the Earth's surface can be identified by absolute and relative location.

**SS-H-G-U-5** Students will understand that the use of maps, geographic tools, and mental maps helps interpret information, analyze patterns and spatial data, predict consequences and find/propose solutions to world problems.

**SS-H-G-U-6** Students will understand that citizens in an interdependent global community impact their physical environments through the use of land and other resources.

**SS-H-G-U-7** Students will understand that environmental changes and physical and human geographic factors have influenced world economic, political, and social conditions.

**SS-H-G-U-8** Students will understand that many of the important issues facing societies involve the consequences of interactions between human and physical systems. Complex interrelationships between societies and their physical environments influence conditions locally, regionally and globally.

**SS-H-G-S-1** Students will use a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models, data bases, satellite images).

**SS-H-G-S-1a** Students will analyze the distribution of physical and human features on Earth's surface.

**SS-H-G-S-1b** Students will interpret patterns and develop rationales for the location and distribution of Earth's human features (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion).

**SS-H-G-S-2** Students will investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media).

**SS-H-G-S-2a** Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).

**SS-H-G-S-2b** Students will analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity.

**SS-H-G-S-2c** Students will evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions.

**SS-H-G-S-2d** Students will explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

**SS-H-G-S-3** Students will describe movement and settlement patterns in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

**SS-H-G-S-3a** Students will analyze the causes of movement and settlement (e.g., famines, military conflicts, climate, economic opportunity) and their impacts in different places and at different times in history.

**SS-H-G-S-3b** Students will explain how technology has facilitated the movement of goods, services and populations, increased economic interdependence, and influenced development of centers of economic activity (e.g., cities, interstate highways, airports, rivers, railroads, computers, telecommunications).

**SS-H-G-S-4** Students will investigate interactions among human activities and the physical environment in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

**SS-H-G-S-4a** Students will describe human strategies (e.g., transportation, communication, technology) used to overcome limits of the physical environment.

**SS-H-G-S-4b** Students will interpret and analyze possible global effects (e.g., global warming, destruction of the rainforest, acid rain) of human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods).