

Hamburg Area School District Course Guide

Name:	World Physical Geography
Grade(s):	9-10
Length:	Place an X next to the correct option
	Full-Year (180 Sessions)
x	Semester (90 Sessions)
	Quarter (45 Sessions)
	Other (Specify):
Text:	No official textbook; National Geographic website
Date Approved or updated:	2020-2021

Description: World Physical Geography will include important aspects of political and regional geography. Major Topics of study in these regions includepolitical, physical, and regional features as well as developing basic Geography concepts of Earth's physical features, including, but not limited to: map skills, relative location, absolute location, global regions, parts of the Earth's interior, climate, human-environmental interactions, natural hazards, boundaries and settlements.

Unit: Intro to Geography Unit Length: 2-3 Cycles

Essential Content / Essential Questions	Performance Objectives	Vocabulary	Standards/ Anchors	Assessment/ Activity
What career opportunities are available in the field of geography?	Students will be able to list careers in which geography is used. Students will be able to identify employment opportunities that utilize geography skills and degrees.	Geography Geographic Information Systems (GIS), Cartographers		Present a career in the field of geography or a career that uses geography skills as a part of the job.
What are the different types of tools geographers use?	Students will be able to list and describe geographic tools.	Aerial Photographs, Satellite Photographs, Information Graphics, Spatial Relationships	7.1.9.A. - Explain and illustrate how geographic tools are used to organize and interpret	Complete a venn diagram to compare aerial photographs and satellite photographs.
What are the different types of maps and why are they used?	Students will be able to list and describe the different types of maps. Students will explain the importance of various maps. Students will be able to list and describe elements in a map.	Physical Map, Road Map, Political Map, Resource Map, Climate Map, Topographical Map, Economic Map, Mental Map Direction, Scale, Legend, Labels, Grid, Index Absolute Location, Relative Location	places, and environments.	Use a map to get from one place in the world to another. Debate which map is the most important. Create a legend for a map.
Why is the world characterized in regions? How is the world organized by regions?	Students will be able to list and describe the types of regions. Students will locate regions in the United States and the world. Students will explore and be able to discuss how regions are developed. Students will identify human influences on their global region.	Region, Formal Regions, Functional Regions, Perceptual Regions	7.1.9.B. Explain and locate regions and their shared connections as defined by physical and human features.	Research regions in the world and create a visual representation of the world divided by regions. Create and demonstrate growth on a mental map of the world.

Unit: Physical Characteristics of Our World Unit Length: 4-5 Cycles

Essential Content / Essential Questions	Performance Objectives	Vocabulary	Standards/Anchors	Assessment/ Activity
How does Earth physically change over time? What physical features were formed on earth?	Students will be able to identify different types of landforms. Students will be able to analyze how landforms were created. Students will be able to explain how locations physically change over time.	Landforms Chemical Weathering, Mechanical Weathering, Physical Weathering, Erosion, Folded Mountains, Volcanic Mountains, Tectonic Faults, Wind Erosion, Water Erosion, Tectonic Plates, Deposition	7.4.W.A. Analyze the effects of changes in the physical systems	Create a display showing different types of landforms. Create a venn diagram to compare and contrast the types of weathering.
What climates exist on Earth? How can humans predict climate?	Students will be able to list and describe different climates in the world. Students will be able to analyze patterns that predict climate.	Climate Elevation, Bodies of Water, Latitude, Mountain Ranges, Ocean Currents, Prevailing Winds, Vegetation		Using research data, make a prediction on how the climate may change in a region. Research climate change using the library databases and use the information to construct a viewpoint on climate change.
How does the sun affect the Earth?	Students will explain how Earth's revolvement affects seasons. Students will explain how Earth's rotation affects day and night. Students will identify time zones and calculate the time in a given location.	Seasons, Earth-Sun Relationship, Solar Constant, Earth's Tilt, Earth's Axis, Arctic Circle, Antarctic Circle, Tropic of Capricorn, Tropic of Cancer, Equator,		Compare the day of two students in different locations, including information on seasons, day/night schedules, and time zones.
What regions on Earth are better suited for humans? Which regions do humans avoid?	Students will locate climate zones in various regions. Students will analyze the populations of regions in the world.		7.1.9.B. Explain and locate regions and their shared connections as defined by physical and human features.	Select a region and compose a response on why it may or may not be suited for human habitation. Research global climate using library databases.

World Physical Geography

Unit: Human-Environmental Interaction Unit Length: 4-5 Cycles

Essential Content / Essential Questions	Performance Objectives	Vocabulary	Standards/Anchors	Assessment/ Activity
How does the environment affect humans? How do humans affect the environment?	Students will analyze how humans adapt to different environments. Students will identify ways humans depend on the environment. Students will explain ways humans have modified the environment.	Human-Environment Interaction (HEI)	7.4.W.B. Analyze the effects of human activity on the physical systems.	Choose a new location to live and describe how you will adapt, modify, and depend on the new environment.
Why do humans choose to settle in particular locations?	Students will compare and contrast the opportunities and constraints an environment provides.	Environmental Opportunity, Environmental Constraint		When given a designated location, students will explain why people may settle in that location and identify the geographical features that may be a positive or a challenge.
What are the natural hazards in the world that affect humans?	Students will be able to describe the types of natural hazards. Students will identify the causes and characteristics of natural hazards.	Floods, Tsunamis, Hurricanes, Tornadoes, Earthquakes, Volcanoes, Landslides	7.2.W.B. Analyze the significance of physical processes in shaping the character of places and regions	Predict the natural hazards of a given location and research ways humans adapt to them.
What natural resources are available in the world? How do humans use natural resources?	Students will be able to list the causes and effects of using the earth's natural resources. Students will be able to locate natural resources. Students will be able to differentiate between renewable, non-renewable, and flow resources. Students will describe ways humans use a variety of resources.	Arable Land, Crude Oil, Petroleum, Minerals, Water, Wind Energy, Solar Energy, Geothermal Energy, Renewable Resources, Non- renewable resources, Flow Resources,		Graph the type and amount of resources used by a person in a given day. Devise a plan to replace a non- renewable resource with a renewable or flow resource. Create a concept web to list ways humans can use one resource.

World Physical Geography

Unit: World Physical Geography Unit Length: 6-8 Cycles

Essential Content / Essential Questions	Performance Objectives	Vocabulary	Standards/Anchors	Assessment/ Activity
What makes human settlements successful? What makes human settlements fail?	Students will analyze successful settlements. Students will hypothesize why some settlements have failed.	Settlements	7.3.9.A. Explain the human characteristics of places and regions using the following criteria: • Population • Culture •	Write a paragraph on what makes an ideal human settlement or .
How do humans in one area affect human settlements in another area?	Students will analyze the long-distance effects of human-environmental interaction.	Pollution, Communication, Transportation	activities • Political activities	Research how pollution can travel from one area to another.
How are urban areas organized?	Students will explain the various zoning designations for planning purposes including industrial, commercial, residential, etc. Students will be able to list and describe how open space is used.	Industrial Zones, Commercial Zones, Residential Zones, Grid Plan Model, Concentric Zone Model, Sector Model		Create a blueprint of a small city.
What types of boundaries are there in the world?	Students will list physical boundaries in the world. Students will list human-made boundaries in the world. Students will be able to differentiate between a physical and human-made boundary.	Boundaries, Physical Boundary, Human-made Boundary		Compare boundaries throughout the world and conflicts that exist over boundaries.
How does technology affect the environment? Do humans have a positive impact on the environment?	Students will be able to describe one effect of technology on the environment. Students will be able to describe one positive effect humans have on the environment.	Technology, Animal extinction, Environmental Management, National Park Service, Regulatory Measures, Reducing Natural Impacts	7.4.W.B. Analyze the effects of human activity on the physical systems.	Create an informational piece on how the technology and/or humans have impacted the environment.