

Glendale Unified School District

Senior High School

February 21, 2017

Department: Social Science

Course Title: Human Geography

Course Number: 6266

Grade Level: 9

Semester Credits: 5

Recommended  
Prerequisite: None

Recommended  
Textbook: Rubenstein, James M., *The Cultural Landscape: An Introduction to Human Geography*, 10<sup>th</sup> Ed. Upper Saddle River, N.J.: Prentice Hall, 2011

Course Description: In this semester course, students will be introduced to the study of geography as a social science by emphasizing the relevance of geographic concepts to human problems. This course uses a thematic approach and focuses on the following themes: population and migration, agriculture, natural resource allocation and management, industry and economic development, political geography, cultural geography, and urbanization. Students will evaluate how geography influences decision-making by analyzing case studies and other examples emphasizing human interaction with the environment. Content will incorporate a variety of scales- from local to global. Students will also learn holistic learning, intercultural perspectives, and communication models to prepare them for future classes and success in life. Students will be expected to analyze and create maps, research in-depth geographical topics, complete projects, and create in-class presentations and essays. Throughout the semester, students will work individually and as a group while engaging in real world problems, simulations, readings, document analysis, debates, and journals to help students become inquirers, knowledgeable, thinkers, communicators, principled, open minded, risk takers, balanced, caring, and reflective.

I. Course Standards and Objectives

- A. By the end of this course, students will have developed the skills that enable them to: Learn about and employ the methods of geographers including the interpretation and creation of maps, observation skills, gathering and interpreting data, and technical writing.
- B. Understand and explain the changing spatial organization of the Earth's surface and how humans interact with it.

- C. Recognize and interpret the relationships among patterns and processes at different scales of analysis.
  - D. Develop a geographic vocabulary to characterize and analyze the interconnections among places.
  - E. Close read and annotate sources of geographic information.
  - F. Use cited evidence to support an argument in both writing and discussion.
  - G. Evaluate sources and compare ideas of scholarly works.
- II. Graduation Requirement: No-It is an academic elective.
- III. Sample Assessments
- A. For each unit of study, there will be 1-2 constructed responses, multiple choice exams, map tests and vocabulary quizzes. Students (in partners or groups) are also responsible for one whole class presentation during the semester (addresses CCSS speaking and listening standards). Additionally, students must complete at least 2 geographic fieldwork activities during the semester (in addition to field trips). Students will be given a list of possible fieldwork activities. Field trips are mandatory unless an emergency arises. Other homework and projects will be assigned periodically as appropriate.
- IV. Units of Study
- Unit 1:** Thinking Geographically - Introduction and Physical Geography (Ch 1)  
Global Context: orientation in time and space  
•*How does geography help us to understand our world? (Systems)*  
Time Frame: 20-22 days
  - Unit 2:** Population and Migration (Ch 2 and 3)  
Global Context: Personal & Cultural Expression/Identities & Relationships  
•*Why do people move? (Time, Place, and Space)*  
Time Frame: 15 days
  - Unit 3:** Cultural Geography (Ch 4, 5, and 7)  
Global Context: Personal and Cultural Expression  
•*How do “new” ideas change us? (Global Interaction)*  
Time Frame: 20-22 days
  - Unit 4:** Political Geography and Ethnicity (Ch 7 and 8)  
Global Context: Identities and Relationships  
•*What happens when people organize space? (Change)*  
Time Frame: 15-17 days
  - Unit 5:** Religion (Chapter 6)  
Global Context: Identities and Value  
• *Why do religions have different distributions?*  
• *Why and how do religions organize space?*  
• *Why do territorial conflicts arise among religious groups?*  
Time Frame: 15 Days

V. Academic Honesty

A. See GUSD Academic Honesty Policy.

VI. Fieldwork/Field Trips

A. In order to truly learn geography students must get out of the classroom to observe and collect data about people, cultures, and their interaction with the natural environment. This is called geographic fieldwork. Students will have multiple opportunities to complete fieldwork on their own and as part of school field trips.