

GEOGRAPHY

Essential Curriculum Goals

Develop an understanding of location, place, movement, regions, and relationships within places
Analyze the relationships of peoples to their environment
Compare regional cultures and their adaptations to the environment

High School Elective

Geographic Inquiry

Objectives

Define geography by its fundamental themes of location, place, relationships within places, movement and regions

Skills/Content

- o Read maps and understand the concepts of projection, scale, direction, distance, and symbols
- o Understanding the variety of maps and how they are created
- o Contrast various types of maps (topographical, physical, political...) for a region
- o Interpret a variety of maps

Elements of the Earth's Environment

To identify, describe and analyze physical processes of the earth's environment

- o Describe seasonal changes with reference to the earth-sun relationships
- o Describe the physical processes affecting the world's landscape over time
- o Identify various land forms and their locations
- o Explain how the air and interaction of air and water produces various types of weather and climate
- o Identify and locate the various climatic regions of the world
- o Identify various types of natural vegetation and the reasons for its location

Population Patterns

Explain and interpret population patterns

- o Identify and describe the pattern of global population distribution
- o Explain factors that influence growth, distribution, and density
- o Interpret and analyze population data

People and Places

Analyze and define the concepts of culture as defined by political units, economic activities, and physical environments

- o Describe the ways in which people inhabit, modify, and adapt culturally to different physical environments
- o Analyze the factors that influence settlement location, the functions of settlements, settlement patterns, and the causes of growth and decline of settlements
- o Discuss examples of ways in which people use natural environments as a determinant of economic activities
- o Analyze the forces that contribute to the unity or diversity of a political unit

Global Issues and Future Trends

Describe the human alteration of physical environments and their positive and negative consequences

- o Analyze the role of technology in human ability to alter the environment
- o Identify examples of global problems resulting from poor utilization of resources and suggest solutions to these problems
- o Discuss/analyze that few places are self-sufficient necessitating intensive interdependent networks of transportation and communication
- o Evaluate the role of culture, technology and the environment and its relationship with the location and distribution of human activities

GEOGRAPHY

Suggested, Reteach, and Extension Activities

High School Elective

Unit I: Geographic Inquiry

Suggested Activities for Essential Objectives

- o Brainstorm as a class, student perceptions of geography focusing upon the establishment of an operational definition incorporating the five basic geographic themes
- o Examine projection, scale, symbols, and other characteristics in their textbooks and in the classroom --what variations do they find?
- o Define the state of Maryland in terms of the five geographic principles

Reteach Activities

- o Using a state highway map, have students learn the six basic skills of map reading
- o Design a treasure hunt activity for students utilizing geographic terminology and map skills
- o Using a school map with superimposed latitudinal and longitudinal grid, locate their classroom coordinates

Extension Activities

- o Invite a cartographer to speak with the class about mapmaking
- o Analyze various maps of a region and prepare a class presentation to explain difference in scale, focus, projection, and content
- o Create or play a game using map clues to identify a specific location
- o Create a map showing how to get to school using direction, coordinates, and location
- o Create a map of a school region using scale, location, direction, and coordinates

Unit II: Elements of the Earth's Environment

Suggested Activities for Essential Objectives

- o Diagram seasonal changes of the earth and sun
- o View pictures/slides of various land forms and have students identify the causes of these forms during a brainstorming/group activity
- o Using a map of a region, chart types and extent of vegetation based on latitudinal variance

Reteach Activities

- o Determine average temperature/precipitation in selected world areas from climatic graphs
- o Describe the land forms and water features of their local area

Extension Activities

- o Identify the major climatic areas of the earth using a hypothetical continent
- o Create a study of Maryland as "U.S. in miniature" through land use, climate changes, and influences of bodies of water
- o Using a series of vegetation, climate, and topographic maps of a region, create a chart to show how climate and topography affect vegetation

Unit III: Population Patterns

Suggested Activities for Essential Objectives

- o Evaluate and predict projected outcomes, using population pyramids
- o Calculate population doubling time, using population data

Reteach Activities

- o Create a population pyramid from given data

Extension Activities

- o Survey students by questionnaire as to where they would prefer to live and compare results with U.S/world population maps to emphasize "hollow continent" theory
- o Divide class into groups--give each group a world map showing location of various economic activities and one showing populations; have students present a report of their findings
- o Compare Greenland and Australia in terms of population settlement using "hollow continent" theory
- o Evaluate/analyze geographic reasons for population clusters, using a population map

Unit IV: People and Places

Suggested Activities for Essential Objectives

- o Work in small groups to brainstorm definitions of culture and identify examples of different cultures
- o Give students a hypothetical map with certain conditions of land, water, vegetation, and latitude; have them brainstorm about the culture of people living there--extend the activity by changing one factor (time, mountains changed to plains, remove trees, add a second culture, etc.) Analyze the extent to which the culture of that region would change under the new conditions
- o Use a map of Maryland to identify early settlements and present urban areas of the state--identify reasons for location by early settlers and reasons why certain areas have attracted large populations today

Reteach Activities

- o Evaluate urban growth patterns and population trends, using population statistical data and maps
- o Compare/contrast climate regions with reference to population distribution and economic activities --students could create charts, graphs, or maps to present their data
- o Predict elements of a culture that might develop in a particular region using climate, temperature, natural resources, landforms, etc.

Extension Activities

- o Divide the class into groups--assign each group a particular cultural region. Have each group prepare a travelogue which includes climate, history, tourist attractions, etc. The presentations might include collages, bulletin boards, group discussions, skits, filmstrips, videotapes, and booklets
- o Analyze the ways in which people inhabit, modify, and adapt to the different physical environments in Maryland
- o Predict elements of a culture that might develop in a particular region using climate, temperature, natural resources, landforms, etc.

Unit V: Global Issues and Future Trends

Suggested Activities for Essential Curriculum

- o Describe the human alteration of physical environments and their positive and negative consequences
- o Use periodicals or media materials to gather facts about a situation that has been caused by misuse of a resource (Brazilian rainforest depletion, over grazing in East Africa, pollution of the Chesapeake Bay, etc.) Have students report findings to the identified problem
- o Use petroleum as an example of a resource needed by industrial nations but existing in third world nations--use world maps to locate industrial regions and oil rich regions (OPEC); discuss the need to keep friendly relations between the two and the need to open avenues of transportation

Reteach Activities

- o Analyze problems created through poor utilization of resources and suggest viable alternatives, focusing upon Third World developing nations

Extension Activities

- o Have students bring in newspaper articles which focus upon environmental concerns such as ocean pollution, acid rain, natural disasters, depletion of rainforests, etc.
- o Assign students major environmental topic issues (example: in Maryland)--each group of students should be involved in researching their assigned topic for presentation to the class
- o Have students individually or in teams assume a leadership role for the less developed countries--have students rank order problems and generate solutions
- o Make a map of average caloric consumption of the countries of the world and one of average consumption of protein. Compare these maps with that of population growth rates and the cartogram of population--use library resources

