

SAUSD History Social Science Grade 9 World Geography Curriculum Map 2014-2015

Unit 1 Geography Basics (5 Weeks)

Big Idea	Where you live creates who you are.			
Essential Questions	What makes who we are? <ul style="list-style-type: none"> • Why is studying geography important? • How does your environment shape your culture? 			
End of Unit Performance Task	Create a country: Based on your assigned geographic coordinates create a country that demonstrates your understanding of the physical and cultural geography of that location.			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 9-10.2 Determine the central ideas or information of a primary or secondary source.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH 9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, and concepts, clearly through the analysis of content.</p> <p>W 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p> <p>P.II: CCI.6 – Connecting ideas</p> <p>P.II: CCI.7 – Condensing ideas</p>	<p>Textbook: McDougal Littell <i>World Geography</i> California 2006 a division of Houghton Mifflin, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders</p> <p>Chapter 1 Sections 1-2 Chapter 2 Sections 1-4 Chapter 3 Sections 1-4 Chapter 4 Sections 1-5</p>	<p>D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.</p> <p>D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p>D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.</p>	<p>Science: Satellite Imagery</p> <p>Mathematics: Charts, Graphs, Grids, Data Analysis</p>

Textbooks: McDougal Littell *World Geography* California: Student Edition 2006, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders

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Unit 2 United States and Canada (3 Weeks)

Big Idea	The United States and Canada share similar characteristics.			
Essential Questions	Why do the United States and Canada share similar characteristics? <ul style="list-style-type: none"> • Why is most of Canada uninhabited? • How are Canada and the United States similar and different? 			
End of Unit Performance Task	Design a brochure - Describe the United States and Canada using the five themes of Geography.			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 9-10.2 Determine the central ideas or information of a primary or secondary source.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH 9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, and concepts, clearly through the analysis of content.</p> <p>W 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p> <p>P.II: SCT.1 – Understanding text structure</p> <p>P.II: CCL.6 – Connecting ideas</p> <p>P.II: CCL.7 – Condensing ideas</p>	<p>Textbook: McDougal Littell <i>World Geography</i> California 2006 a division of Houghton Mifflin, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders</p> <p>Unit 2 Atlas pg. 105 (political) Chapter 5 Sections 1-3 Chapter 6 Sections 1-3 Chapter 7 1-2</p>	<p>D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p>D2.Geo.7.9-12 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies and cultural practices have influenced migration patterns and the distribution of human population.</p> <p>D2.Geo.8.9-12 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban and rural regions.</p>	<p>Science: Natural Resource Use</p> <p>Mathematics: Charts, Graphs, Grids, Data Analysis</p>

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Unit 3 Latin America (3 Weeks)

Big Idea	The use and development of the region's resources is connected to the gap between rich and poor.			
Essential Questions	What is the greatest issue facing Latin America today? <ul style="list-style-type: none"> • How can resources in Latin America be preserved and developed? • How can Latin Americans gain a voice in government? • How can the economic gap between the rich and poor be bridged? 			
End of Unit Performance Task	Power Point Oral Presentation: Today's Issues in Latin America			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 9-10.2 Determine the central ideas or information of a primary or secondary source.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH 9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, and concepts, clearly through the analysis of content.</p> <p>W 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Pro.9 – Expressing information and ideas in a formal oral presentations on academic topics</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>P.II: CCL6 – Connecting ideas</p> <p>P.II: CCL7 – Condensing ideas</p>	<p>Textbook: McDougal Littell <i>World Geography</i> California 2006 a division of Houghton Mifflin, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders</p> <p>Chapter 9 Sections 1-3 Chapter 10 Sections 1-4 Chapter 11 Sections 1-2</p>	<p>D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</p> <p>D2.Geo.5.2.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions</p> <p>D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</p>	<p>Science: Natural resource use</p> <p>Mathematics: Charts, Graphs, Grids, Data Analysis</p>

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Unit 4 Europe (3 Weeks)

Big Idea	Nationalism has led to conflicts in Europe.			
Essential Questions	Has the European Union had more positive or negative effects on European countries? <ul style="list-style-type: none"> • How has cultural diversity led to conflicts in Europe? • Why does Europe have so many problems with pollution? • How has the European Union changed Europe? 			
End of Unit Performance Task	Argumentative Essay: Has the European Union had more positive or negative effects on European countries?			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH 9-10.2 Determine the central ideas or information of a primary or secondary source.</p> <p>RH 9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>W 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, and concepts, clearly through the analysis of content.</p> <p>W 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.</p>	<p>P.I: C.2 – Interacting with others in written English in various communicative forms</p> <p>P.I: C.3 – Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>P.I: C.4– Adapting language choices to various contexts</p> <p>P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>P.I: Pro.11 – Justifying own arguments and evaluating others’ arguments in writing</p>	<p>Textbook: McDougal Littell <i>World Geography</i> California 2006 a division of Houghton Mifflin, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders</p> <p>Chapter 12 Sections 1-3 Chapter 13 Sections 1-4 Chapter 14 Sections 1-2</p>	<p>D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</p> <p>D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</p> <p>D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p> <p>D2.Geo.8.2.9-12. Evaluate the impact of economic decisions on spatial patterns within and among urban, suburban, and rural regions.</p>	<p>Science: Environmental Pollution</p> <p>Mathematics: Charts, Graphs, Grids, Data Analysis</p>

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Unit 5 Russia and the Republics (3 Weeks)

Big Idea	The rise and fall of the Soviet Union affected the world’s political geography.			
Essential Questions	In comparing two former Soviet republics, what is the greatest issues facing Russia and the republics? <ul style="list-style-type: none"> • Why is the region’s climate an obstacle to its inhabitants? • How have regional tensions led to flare ups in Russia and the republics? • Why has Russia struggled to make economic reforms? 			
End of Unit Performance Task	Research Report: Research two former Soviet republics geography and people. Create charts and graphs comparing the two republics.			
CCSS Standards	ELD Standards	Content Standards	Core Texts	Cross-Content Connections
<p>RH 9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RH 9-10.2 Determine the central ideas or information of a primary or secondary source.</p> <p>RH 9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH 9-10.7 Integrate quantitative or technical analysis (e.g.,charts, research data) with qualitative analysis in print or digital text</p> <p>W 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P.I: C.2 – Interacting with others in written English in various communicative forms</p> <p>P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>P.II: CCI.6 – Connecting ideas</p> <p>P.II: CCI.7 – Condensing ideas</p>	<p>D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p>D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</p> <p>D2.Geo.5.2.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions</p> <p>D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.</p> <p>D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p>	<p>Textbook: McDougal Littell <i>World Geography</i> California 2006 a division of Houghton Mifflin, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders</p> <p>Chapter 15 Sections 1-3 Chapter 16 Sections 1-3 Chapter 17 Sections 1-2</p>	<p>Science: Climate</p> <p>Mathematics: Charts, Graphs, Grids, Data Analysis</p>

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Unit 6 Africa (3 Weeks)

Big Idea	Colonization has had long-term effects on Africa.			
Essential Questions	<p>Has colonialism had more positive or negative effects on Africa?</p> <ul style="list-style-type: none"> • Why did Africa’s resources appeal to European colonizers? • Why are there so many barriers to African economic development? • How has cultural diversity played a role in the development of African nations after independence? 			
End of Unit Performance Task	Video News Report: Select one African country and prepare a news report on the current status of your country, covering such topics as conflicts, health, and welfare of its people, the economy and prospects for the future. Video record your broadcast.			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 9-10.2 Determine the central ideas or information of a primary or secondary source.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH 9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, and concepts, clearly through the analysis of content.</p> <p>W 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Pro.9 – Expressing information and ideas in a formal oral presentations on academic topics</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p> <p>P.II: CCI.6 – Connecting ideas</p> <p>P.II: CCI.7 – Condensing ideas</p>	<p>Textbook: McDougal Littell <i>World Geography</i> California 2006 a division of Houghton Mifflin, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders</p> <p>Chapter 18 Sections 1-3 Chapter 19 Sections 1, 3-5 Chapter 20 Sections 1-2</p>	<p>D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</p> <p>D2.Geo.5.2.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions</p> <p>D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p> <p>D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</p>	<p>Science: Natural resource use</p> <p>Mathematics: Charts, Graphs, Grids, Data Analysis</p>

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Unit 7 Middle East/Southwest Asia (3 Weeks)

Big Idea	Southwest Asia, sometimes called a cradle of civilization, is the home of oil rich lands, vast deserts, monotheism, and complex political problems.			
Essential Questions	What is the best way to establish peace in the middle east? <ul style="list-style-type: none"> • Why do several religions want to control Jerusalem? • Why does the physical geography make this a vital region? • What impact have religion and oil had on Southwest Asia? 			
End of Unit Performance Task	A Peace Conference: Who should control Jerusalem? (pgs 532-535 textbook) Five groups will each present a proposed solution to control Jerusalem.			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 9-10.2 Determine the central ideas or information of a primary or secondary source.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH 9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, and concepts, clearly through the analysis of content.</p> <p>W 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>P.I: C.3 – Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Pro.9 – Expressing information and ideas in a formal oral presentations on academic topics</p> <p>P.I: Pro.11-Justifying own arguments and evaluating others’ arguments in writing</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p> <p>P.II: CCL6 – Connecting ideas</p>	<p>Textbook: McDougal Littell <i>World Geography</i> California 2006 a division of Houghton Mifflin, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders</p> <p>Unit 7 Atlas pg. 479 (political), 483 (Religious Groups) Chapter 21 Sections 1,2,3 Chapter 22 Sections 1,2,3 Chapter 23 Sections 1,2 and Case Study</p>	<p>D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</p> <p>D2.Geo.5.2.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions</p> <p>D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p> <p>D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</p>	<p>Science: Natural resource use</p> <p>Mathematics: Charts, Graphs, Grids, Data Analysis</p>

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Unit 8 South Asia (3 Weeks)

Big Idea	South Asia is a region of ancient cultures that are strongly influenced by religion, spectacular landforms, and rapidly growing population			
Essential Questions	What is the greatest issue facing South Asia today? <ul style="list-style-type: none"> • How can South Asia's population growth be managed? • How can India and Pakistan resolve their dispute over Kashmir? • How do people cope with extreme weather? 			
End of Unit Performance Task	Class Magazine: Groups will be given the following areas to research: ancient cultures/religions, physical landforms, population growth, India and Pakistan dispute, extreme weather, and economic issues. Each group will contribute 3 to 5 pages.			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 9-10.2 Determine the central ideas or information of a primary or secondary source.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH 9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, and concepts, clearly through the analysis of content.</p> <p>W 9-10.2A Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W 9-10.2B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Pro.9 – Expressing information and ideas in a formal oral presentations on academic topics</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p> <p>P.II: CCI.6 – Connecting ideas</p>	<p>Textbook: McDougal Littell <i>World Geography</i> California 2006 a division of Houghton Mifflin, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders</p> <p>Unit 8 Atlas pg. 545 (political) Chapter 24 Sections 1,2,3 Chapter 25 Sections 1,2,3,4 Chapter 26 Sections 1,2</p>	<p>D2.Geo.5.2.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions</p> <p>D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p> <p>D2.Geo.9.9-10. Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.</p> <p>D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</p>	<p>Science: Natural resource use</p> <p>Mathematics: Charts, Graphs, Grids, Data Analysis</p>

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Unit 9 East Asia (3 Weeks)

Big Idea	China and the physical geography have created an enormous imprint on the region.			
Essential Questions	<ul style="list-style-type: none"> • How does physical geography influence the lives of East Asians? • How has China influenced the cultures of East Asia? • What are some benefits of global trade? 			
End of Unit Performance Task	Create a travel brochure and video: Groups will put together a “tour package” of suggested sites to visit in East Asia.			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 9-10.2 Determine the central ideas or information of a primary or secondary source.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH 9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, and concepts, clearly through the analysis of content.</p> <p>W 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P.I: C.2-Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</p> <p>P.I: Pro.9 – Expressing information and ideas in a formal oral presentations on academic topics</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p> <p>P.II: CCI.6 – Connecting ideas</p> <p>P.II: CCI.7 – Condensing ideas</p>	<p>Textbook: McDougal Littell <i>World Geography</i> California 2006 a division of Houghton Mifflin, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders</p> <p>Unit 9 Atlas pg. 613 (political) Chapter 27 Sections 1,2,3 Chapter 28 Sections 1,2,3,4 Chapter 29 Sections 1,2</p>	<p>D2.Geo.5.2.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions</p> <p>D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p> <p>D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p> <p>D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</p>	<p>Science: Natural resource use</p> <p>Mathematics: Charts, Graphs, Grids, Data Analysis</p>

Textbooks: McDougal Littell *World Geography* California: Student Edition 2006, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders

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Unit 10 Southeast Asia, Oceania, and Antarctica (3 Weeks)

Big Idea	Southeast Asia, Oceania, and Antarctica are vast and diverse in landforms, resources, people, and cultures			
Essential Questions	Who should have rights over land? <ul style="list-style-type: none"> • How does physical geography vary throughout this vast region? • How have conquest and colonialism affected this region? • What relationship do humans have with land? 			
End of Unit Performance Task	Persuasive essay: Should native people be given back their ancestors' land?			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 9-10.2 Determine the central ideas or information of a primary or secondary source.</p> <p>RH 9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH 9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, and concepts, clearly through the analysis of content.</p> <p>W 9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-Literacy.SL.9-10.5 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>P.I: C.1 – Exchanging information and ideas with others through oral collaboration</p> <p>P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed</p> <p>P.I: Pro.9 – Expressing information and ideas in a formal oral presentations on academic topics</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p> <p>P.II: CCI.6 – Connecting ideas</p> <p>P.II: CCI.7 – Condensing ideas</p>	<p>Textbook: McDougal Littell <i>World Geography</i> California 2006 a division of Houghton Mifflin, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders</p> <p>Unit 10 Atlas pg. 681 (political) Chapter 30 Sections 1,2,3 Chapter 31 Sections 1,2,3 Chapter 32 Sections 1,2</p>	<p>D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</p> <p>D2.Geo.5.2.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions</p> <p>D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p> <p>D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources</p>	<p>Science: Natural resource use</p> <p>Mathematics: Charts, Graphs, Grids, Data Analysis</p>

Textbooks: McDougal Littell *World Geography* California: Student Edition 2006, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders

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			contribute to conflict and cooperation within and among countries.	
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Final Project on Globalization (3 Weeks)

Big Idea	Globalization has effects on the environment, on culture, on political systems, on economic development and prosperity, and on human physical well-being in societies around the world.			
Essential Questions	<ul style="list-style-type: none"> • What is the relation between culture, humanity, and rights? • How have major transformations of women’s status and roles in the developing world been brought about by economic and cultural globalization? • Is it possible that the social, political and economic factors have lead to health inequities around the globe? 			
End of Unit Performance Task	Research Paper and Oral Presentation: Students will write a 3 to 5 page research paper and power point presentation concerning the issues surrounding globalization			
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
<p>RH 9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH 9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>RH 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>W 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W 9-10.6 use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>P.I: C.2 – Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)</p> <p>P.I: Int.5-Listening actively to spoken English in a range of social and academic contexts</p> <p>P.I: Pro.9 – Expressing information and ideas in a formal oral presentations on academic topics</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p> <p>P.II: CCI.6 – Connecting ideas</p>	<p>Textbook: McDougal Littell <i>World Geography California 2006</i> a division of Houghton Mifflin, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders</p> <p>Globalization 101: A Project of SUNY LEVIN Institute http://www.globalization101.org/</p>	<p>D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.</p> <p>D2.Geo.5.2.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions</p> <p>D2.Geo.8.9-12. Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.</p> <p>D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p>D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</p>	<p>Science: Natural resource use</p> <p>Mathematics: Charts, Graphs, Grids, Data Analysis</p>

Textbooks: McDougal Littell *World Geography California: Student Edition 2006*, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders

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