



COPPELL ISD SOCIAL STUDIES YEAR AT A GLANCE

SOCIAL STUDIES - WORLD GEOGRAPHY

9TH GRADE

8 UNITS

Program Transfer Goals

- Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions.
- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.
- Investigate places and regions and the connections among them.
- Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.
- Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.

PACING

1st Nine Weeks			2nd Nine Weeks			3rd Nine Weeks			4th Nine Weeks		
UNit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	UNIT 7	Unit 8				

Assurances for a Guaranteed and Viable Curriculum

Adherence to this scope and sequence affords every member of the learning community clarity on the knowledge and skills on which each learner should demonstrate proficiency. In order to deliver a guaranteed and viable curriculum, our team commits to and ensures the following understandings:

Shared Accountability: Responding to the Needs of All Learners

- High levels of learning for all students.
- The district and course formative assessments aligned to the standards for this course support educators and learners in monitoring academic achievement and leveraging interventions.

Shared Understanding: Curriculum Design

- The district curriculum design weaves together the elements of content, skills and assessments in order to adhere to curriculum design at the macro and micro level, ensuring vertical alignment.
- The district curriculum incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments, and recommended resources.

Interdependence: Curriculum Units

Members of the learning community utilize the curriculum units, plan collaboratively, and reflect on results for continuous improvement.

UNIT 1: INTRO TO THE WORLD

TIMELINE: 2 WEEKS- 1ST 9-WEEKS

Unit Summary: This introduction unit is designed to give learners a look at the various regions of the world and the climate of these regions. Since the course is set up regionally, it is important for learners to have a global view so that they can see where the regions fit in. This unit will also allow learners to review physical geography.

- **Transfer Goal:** Students will be able to independently use their learning to compare regions and identify what makes them unique.

Students will know...

- *Latitude and longitude affects climate.*
- *Culture and physical environment defines different regions.*

Students will be skilled at...

- Finding prominent countries in a modern society on a map.

UNIT 2: NORTH AMERICA- URBANIZATION

TIMELINE: 5 WEEKS - 1ST 9-WEEKS

Unit Summary: In this unit of study, learners should come to understand the concept of **Urbanization**. Learners will also analyze settlement patterns including reasons why people settle where they do and concentrations of United States and Canadian populations. Lastly, learners will come to understand the impact that historical migrations patterns have caused cultural diversity on the North American continent.

- **Transfer Goal:** Students will be able to independently use their learning to analyze patterns and perspectives of urbanization in order to make connections to the present and prepare for the future.

Students will know...

- People will settle on flat land and often near water.
- Weather impacts where people settle.
- There are different characteristics associated with urban and rural areas.

Students will be skilled at...

- Answering geographic questions using different maps.
- Creating and interpreting different types of maps to answer geographic questions, infer relationships, and analyze change.

UNIT 3: LATIN AMERICA- LEVELS OF DEVELOPMENT

TIMELINE: 4 WEEKS - 1ST/2ND 9-WEEKS

Unit Summary: In this unit of study, learners should come to understand the concept of **Levels of Economic Development** using the following categories of development: LDC - Less Developed Countries, Mod. DC - Moderately Developed Countries, MDC - More Developed Countries. Students will also delve in-depth to compare development not only in Latin America but around the world by analyzing the amount of materials families own and use. Lastly, students will investigate inequalities in Mexico based on housing as well as land use conflict in the Amazon Rainforest.

- **Transfer Goal:** Students will be able to independently use their learning to participate actively and effectively by understanding the impact of economic factors as related to the levels of development.

Students will know...

- Cultures vary due to social, political, and environmental factors.
- Brazil's primary language is Portuguese while the rest of the continent is Spanish because of the Treaty of Tordesillas that resulted from colonization.
- The cultures of Latin America are a mixture of indigenous culture mixed with European colonial traditions.

Students will be skilled at...

- Taking sets of data and determining the levels of development for any country on Earth.

UNIT 4: EUROPE/RUSSIA- POLITICAL DIVISIONS

TIMELINE: 5 WEEKS - 2ND 9-WEEKS

Unit Summary: In this unit of study, learners should come to understand the concept of **Political Systems**. Students will also learn about what the current Economic Systems are: Free Enterprise, Socialist, & Communist. Lastly, students will come to understand that the collapse of the USSR created a massive shift from one political system to another which has caused a slow but powerful change in Russia & its former satellite countries.

- **Transfer Goal:** Students will be able to independently use their learning to evaluate information and issues with various economic systems in order to critically appraise historical and contemporary claims and/or decisions.

Students will know...

- In an increasingly global society, almost all countries have given up a portion of their power to work together in nation groups.
- All countries operate under one form of government or another.
- Countries experience changes in political leadership as well as political systems so the social and economic systems must adapt accordingly.

Students will be skilled at...

- Analyzing data about a country and determining its various economic & political systems.

UNIT 5: NORTH AFRICA/SOUTHWEST ASIA- CONFLICT

TIMELINE: 4 WEEKS - 3RD 9-WEEKS

Unit Summary: In this unit of study, learners should come to understand the concept of **Cultural Conflict**. Students will be learning about how people/cultures have adapted to the harsh desert climate of the Sahara and found economic success due to oil. Students will be tasked with assessments ranging from creating a documentary about OPEC and making a road trip across the Sahara to learn about the various cultures and economies of North Africa. Lastly, students will compare three of the oldest and largest religions and the conflict created at the convergence of all three in Jerusalem as well as the impact that terrorism has had on this region.

- **Transfer Goal:** Students will be able to independently use their learning to examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.

Students will know...

- North Africa/Southwest Asia in a region in constant turmoil due to ethno-religious conflict.
- Migration can be voluntary or forced.
- Terrorism has become a global policy issue.

Students will be skilled at...

- applying historical context to modern-day geopolitical issues.

UNIT 6: AFRICA- ETHNIC CONFLICT

TIMELINE: 4 WEEKS - 3RD 9-WEEKS

Unit Summary: In this unit of study, learners should come to understand the concept of **Ethnic Conflict**. Students will examine the causes and effect of ethnic conflict in a post-colonial sub-Saharan Africa and the success and failures of many countries. Also, students will be tasked with analyzing multi-cultural countries and how they cooperate to function for their citizens as well as the growing role of women as entrepreneurs.

- **Transfer Goal:** Students will be able to independently use their learning to examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.

Students will know...

- Post-Colonial Africa is a hotbed of ethnic conflict due to political boundaries created by Europe.
- Africa is a diverse region of many indigenous cultures.
- As Africa develops, many of its traditional cultures are declining.

Students will be skilled at...

- Evaluating causes and effects in different situations.

UNIT 7: SOUTH ASIA- HUMAN CHALLENGES

TIMELINE: 4 WEEKS - 4TH 9-WEEKS

Unit Summary: In this unit students will look at South Asia, one of the most densely populated regions in the world. Some of the examples that students will study could be: land availability, human-environment interaction (Monsoon Season), class inequity (caste system). Lastly students will inspect some of the regions UNESCO World Heritage sites, the impact of monsoon rains on the region, and the impact outsourcing has had in developing the region.

- **Transfer Goal:** Students will be able to independently use their learning to analyze events and economic patterns in order to make connections to the present and prepare for the future.

Students will know...

- South Asia has a vast mix of economic activities making it range from an LDC to an MDC in many areas of the region.
- South Asia is one of the most densely populated regions on Earth.

Students will be skilled at...

- Examining the physical process of weather on the environment.

UNIT 8: EAST ASIA- GLOBALIZATION

TIMELINE: 4 WEEKS - 4TH 9-WEEKS

Unit Summary: In this final unit of the academic year, students will study the region of East Asia and its vast cultural differences as well as the impact globalization has had on government, culture, and the economy. Students will be tasked with tracing a sneaker from its design, manufacture, shipment, and where it is sold. Students will also examine life in the most populated country in the world, China. Lastly, students will research how the Japanese citizens adapt to population challenges on a limited quantity of land.

- **Transfer Goal:** Students will be able to independently use their learning to participate actively and effectively by living as part of a global community, staying informed, and applying sound decision-making.

Students will know...

- East Asia is a focus for manufacturing for the world.
- The regions vary from less/moderately developed to mostly developed.
- The standard of living can have a wide range from country to country and within each city.

Students will be skilled at...

- Using primary sources to answer geographic questions.