

**HAVERHILL PUBLIC SCHOOLS**  
**Grade 11 – 12 World Geography Curriculum Map (Elective)**

<p><b>Essential Questions</b> <i>(What you teach)</i></p>	<ol style="list-style-type: none"> <li>1. Why is an understanding of world geography important?</li> <li>2. How do maps and globes work?</li> <li>3. How do humans shape their environment?</li> <li>4. What are the positive and negative consequences of human-environment interaction?</li> <li>5. How are current events influenced by geography?</li> </ol>
<p><b>Content</b> <i>(Topics covered)</i></p>	<p>The goal of world geography is to provide an understanding of the political and physical characteristics of the earth and the interaction between humans and the environment. By studying nations/regions of current interest, students will understand how geography shapes many of the issues that confront our world today.</p> <p>Topics include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Developing map and globe skills. (latitude/longitude; relative &amp; absolute location; use of globe/atlas; physical &amp; political maps; special purpose maps; map projections; using scale; using cardinal and intermediate directions; etc.)</li> <li>• On a map of the world, locate continents, oceans, major bodies of water, and major landforms.</li> <li>• The study of nations/regions of current interest.</li> <li>• For each nation/region studied:             <ol style="list-style-type: none"> <li>1. On a map, identify the physical and political features of the nation/region.</li> <li>2. Describe the complex interactions between humans and their environment in the places studied.</li> <li>3. Use demographic information and geographic terms to describe and compare the places studied.</li> <li>4. Use graphs, charts, and other sources of data to describe and compare the places studied.</li> <li>5. Discuss and debate current issues in the places studied.</li> </ol> </li> </ul>
<p><b>Skills/Standards</b> <i>(Frameworks)</i></p>	<ol style="list-style-type: none"> <li>1. Use map and globe skills to interpret different kinds of maps. (G1)</li> <li>2. Use geographic terms correctly. (G2)</li> <li>3. Interpret geographic information from a graph or chart and construct a graph or chart that conveys geographic information. (G3)</li> <li>4. Explain the difference between absolute and relative location. Give examples of different ways to indicate relative location for countries or cities across the world. (G4)</li> <li>5. Identify how current world atlases are organized and the kind of information they provide for each continent and country. (G5)</li> <li>6. Use demographic terms correctly. (G7)</li> <li>7. On a map of the world, locate continents, oceans, major bodies of water, and major landforms.</li> <li>8. Identify the political and physical characteristics in the nations/regions studied.</li> <li>9. Apply the five themes of geography (Location, Place, Region, Movement, Human-Environment Interaction) to the nations/regions studied.</li> </ol>
<p><b>Assessments</b> <i>(How you assess)</i></p>	<p>Assessments may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Tests/quizzes</li> <li>• Homework assignments</li> <li>• Projects</li> <li>• Debates</li> <li>• Persuasive essays</li> <li>• Student-created maps, charts, and graphs</li> </ul>

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<p><b>Activities</b> <i>(Required)</i></p>	<p>Proposed activities:</p> <ol style="list-style-type: none"> <li>1. Study China and the current issues surrounding China as we get closer to the 2008 Beijing Olympics. (e.g. human rights issues; Tibet; pollution/global warming; recent earthquake, etc.)</li> <li>2. Compare and contrast the environmental policies of John McCain (R) and Barack Obama (D). Debate which candidate will be a better steward of the earth.</li> <li>3. Debate whether or not the US should allow off-shore oil drilling in Florida or oil drilling in the Alaskan Wildlife Refuge.</li> <li>4. Study how geographical issues contribute to the continuing conflict between Israel and Palestine. (e.g. access to water resources, Golan Heights, etc.) Debate possible plans for a lasting peace.</li> <li>5. Discuss the positive and negative consequences of development in Africa. Design a plan for sustainable development in Africa.</li> <li>6. Study the causes/effects of global warming. Debate whether or not the US should sign the Kyoto Protocol.</li> <li>7. Discuss modern farming practices and their effects on the environment and humans. Should there be more regulations to control farming practices?</li> <li>8. Discuss modern fishing practices and their effects on the environment and humans. Should there be more regulations to control fishing practices.</li> <li>9. Study the causes/effects of overpopulation. Debate population control measures in India and China.</li> <li>10. Research the issue of Arctic sovereignty. Debate who should control the Arctic and the oil located there.</li> </ol>
<p><b>Instructional Resources</b></p>	<p><u>Possible resources:</u>  <i>Guns, Germs and Steel</i> by Jared Diamond  <i>Longitude</i> by David Sobel  <i>The Hungry Planet: What the World Eats</i> by Peter Menzel  <i>The Material World: A Global Family Portrait</i> by Peter Menzel  <i>If the World Were A Village</i> by David Smith  <i>Mapping the World By Heart</i> by David Smith  <i>The Geography Coloring Book</i> by Wynn Kapit  <i>The Geography Book: Activities for Exploring, Mapping, and Enjoying Your World</i> By Caroline Arnold  <i>Ready to Use Geography Activities</i> by James Silver  <i>National Geographic</i> magazine and on-line resources</p>
<p><b>Interdisciplinary Connections</b></p>	