SAUSD History Social Science Grade 9 World Geography Curriculum Map 2014-2015 Unit 1 Geography Basics (5 Weeks)

Big Idea	Where you live creates w				
Essential Questions	What makes who we are? • Why is studying geography important? • How does your environment shape your culture?				
End of Unit Performance Task	Create a country: Based of physical and cultural geographics	on your assigned geographic coordinates graphy of that location.	create a country that demonstrates your	understanding of the	
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections	
RH 9-10.2 Determine the central ideas or information of a primary or secondary source. 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. 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. W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, and concepts, clearly through the analysis of content. W 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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.I: C.1 – Exchanging information and ideas with others through oral collaboration P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas P.II: CCI.6 – Connecting ideas P.II: CCI.7 – Condensing ideas	Textbook: McDougal Littell World Geography California 2006 a division of Houghton Mifflin, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders Chapter 1 Sections 1-2 Chapter 2 Sections 1-4 Chapter 3 Sections 1-4 Chapter 4 Sections 1-5	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. 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. D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.	Science: Satellite Imagery Mathematics: Charts, Graphs, Grids, Data Analysis	

SAUSD History Social Science Grade 9 World Geography Curriculum Map 2014-2015 Unit 2 United States and Canada (3 Weeks)

Big Idea	The United States and Ca	nada share similar characteristics.				
Essential Questions End of Unit Performance Task	Why is most of 0How are Canada	 Why do the United States and Canada share similar characteristics? Why is most of Canada uninhabited? How are Canada and the United States similar and different? 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		
RH 9-10.2 Determine the central ideas or information of a primary or secondary source. 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. 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. RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, and concepts, clearly through the analysis of content. W 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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.I: C.1 – Exchanging information and ideas with others through oral collaboration P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas P.II: SCT.1 – Understanding text structure P.II: CCI.6 – Connecting ideas P.II: CCI.7 – Condensing ideas	Textbook: McDougal Littell World Geography California 2006 a division of Houghton Mifflin, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders Unit 2 Atlas pg. 105 (political) Chapter 5 Sections 1-3 Chapter 6 Sections 1-3 Chapter 7 1-2	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. 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. 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.	Science: Natural Resource Use Mathematics: Charts, Graphs, Grids, Data Analysis		

SAUSD History Social Science Grade 9 World Geography Curriculum Map 2014-2015 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 poo	r.
Essential Questions		e facing Latin America today?		
	 How can resource 	es in Latin America be preserved and d	leveloped?	
	 How can Latin A 	Americans gain a voice in government?		
	 How can the eco 	nomic gap between the rich and poor b	e bridged?	
		-		
End of Unit Performance Task	Power Point Oral Present	ation: Today's Issues in Latin America		
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
RH 9-10.2 Determine the central ideas or	P.I: C.1 – Exchanging	Textbook: McDougal Littell	D2.Geo.4.9-12. Analyze	Science:
information of a primary or secondary source.	information and ideas	World Geography California 2006	relationships and	Natural
RH 9-10.3 Analyze in detail a series of events	with others through oral	a division of Houghton Mifflin,	interactions within and	resource use
described in a text; determine whether earlier events caused later ones or simply preceded them.	collaboration P.I: Int.6 – Reading	Daniel D. Arreola, Marci Smith	between human and physical systems to explain	
RH 9-10.4 Determine the meaning of words and	closely literary and	Deal, James F. Petersen, Rickie	reciprocal influences that	Mathematics:
phrases as they are used in a text, including	informational texts to	Sanders	occur among them.	Charts, Graphs,
vocabulary describing political, social, or economic	determine how meaning			Grids, Data
aspects of history/social science.	is conveyed	Chapter 9 Sections 1-3	D2.Geo.5.2.9-12. Evaluate	Analysis
RH 9-10.9 Compare and contrast treatments of the	P.I: Pro.9 – Expressing	Chapter 10 Sections 1-4	how political and economic	
same topic in several primary and secondary sources.	information and ideas	Chapter 11 Sections 1-2	decisions throughout time	
W 9-10.2 Write informative/explanatory texts to	in a formal oral		have influenced cultural and	
examine and convey complex ideas, and concepts,	presentations on		environmental characteristics of various	
clearly through the analysis of content. W 9-10.9 Draw evidence from literary or	academic topics P.I: Pro.10 – Writing		places and regions	
informational texts to support analysis, reflection,	literary and		praces and regions	
and research.	informational texts to		D2.Geo.6.9-12. Evaluate the	
CCSS.ELA-Literacy.SL.9-10.1	present, describe, and		impact of human settlement	
Initiate and participate effectively in a range of	explain ideas and		activities on the	
collaborative discussions (one-on-one, in groups, and	information, using		environmental and cultural	
teacher-led) with diverse partners on grades 9-10	appropriate technology		characteristics of specific	
topics, texts, and issues, building on others' ideas and	P.II: CCI.6 –		places and regions.	
expressing their own clearly and persuasively. CCSS.ELA-Literacy.SL.9-10.5 Make strategic use	Connecting ideas P.II: CCI.7 –			
of digital media in presentations to enhance	Condensing ideas			
understanding of findings, reasoning, and evidence	Condensing ideas			
and to add interest.				

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

Unit 4 Europe (3 Weeks)

Omit 4 Europe (5 weeks)	1					
Big Idea	Nationalism has led to confli	cts in Europe.				
Essential Questions		ad more positive or negative effects on E	uropean countries?			
	 How has cultural di 	versity led to conflicts in Europe?				
	Why does Europe h	ave so many problems with pollution?				
		How has the European Union changed Europe?				
	l iii iii iii iii iii iii iii iii iii i	am omen enunged zerope .				
End of Unit Performance Task	Argumentative Essay: Has th	Argumentative Essay: Has the European Union had more positive or negative effects on European countries?				
		and the control of th				
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content		
				Connections		
RH 9-10.1 Cite specific textual evidence to	P.I: C.2 – Interacting with	Textbook: McDougal Littell World	D2.Geo.4.9-12. Analyze	Science:		
support analysis of primary and secondary	others in written English in	Geography California 2006 a division	relationships and interactions	Environmental		
sources, attending to such features as the date	various communicative	of Houghton Mifflin, Daniel D.	within and between human and	Pollution		
and origin of the information.	forms	Arreola, Marci Smith Deal, James F.	physical systems to explain			
RH 9-10.2 Determine the central ideas or	P.I: C.3 – Offering and	Petersen, Rickie Sanders	reciprocal influences that occur	Mathematics:		
information of a primary or secondary source.	justifying opinions,	retersen, Rickie Sanders	among them.	Charts, Graphs,		
RH 9-10.4 Determine the meaning of words and	negotiating with and	Chapter 12 Sections 1-3	D2.Geo.6.9-12. Evaluate the	Grids, Data		
phrases as they are used in a text, including	persuading others in	Chapter 12 Sections 1-4	impact of human settlement	Analysis		
vocabulary describing political, social, or	communicative exchanges	Chapter 14 Sections 1-2	activities on the environmental	Allarysis		
economic aspects of history/social science.	P.I: C.4– Adapting	Chapter 11 Sections 1 2	and cultural characteristics of			
RH 9-10.9 Compare and contrast treatments of	language choices to		specific places and regions.			
the same topic in several primary and secondary	various contexts		D2.Geo.7.9-12. Analyze the			
Sources.	P.I: Int.6 – Reading		reciprocal nature of how			
W 9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using	closely literary and informational texts to		historical events and the spatial diffusion of ideas, technologies,			
valid reasoning and relevant and sufficient	determine how meaning is		and cultural practices have			
evidence.	conveyed		influenced migration patterns and			
W 9-10.2 Write informative/explanatory texts to	P.I: Pro.10 – Writing		the distribution of human			
examine and convey complex ideas, and	literary and informational		population.			
concepts, clearly through the analysis of content.	texts to present, describe,		D2.Geo.8.2.9-12. Evaluate the			
W 9-10.9 Draw evidence from literary or	and explain ideas and		impact of economic decisions on			
informational texts to support analysis,	information, using		spatial patterns within and among			
reflection, and research.	appropriate technology		urban, suburban, and rural			
CCSS.ELA-Literacy.SL.9-10.2 Integrate	P.I: Pro.11 – Justifying		regions.			
multiple sources of information presented in	own arguments and					
diverse media or formats evaluating the	evaluating others'					
credibility and accuracy of each source.	arguments in writing					

SAUSD History Social Science Grade 9 World Geography Curriculum Map 2014-2015 Unit 5 Russia and the Republics (3 Weeks)

Big Idea	The rise and fall of the So	viet Union affected the world's political g	geography.	
Essential Questions	 In comparing two former Soviet republics, what is the greatest issues facing Russia and the republics? 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
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. RH 9-10.2 Determine the central ideas or information of a primary or secondary source. 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. RH 9-10.7 Integrate quantitative or technical analysis (e.g.,charts, research data) with qualitative analysis in print or digital text W 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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. 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.I: C.1 – Exchanging information and ideas with others through oral collaboration P.I: C.2 – Interacting with others in written English in various communicative forms P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology P.II: CCI.6 – Connecting ideas P.II: CCI.7 – Condensing ideas	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. D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. 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 D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. 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.	Textbook: McDougal Littell World Geography California 2006 a division of Houghton Mifflin, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders Chapter 15 Sections 1-3 Chapter 16 Sections 1-3 Chapter 17 Sections 1-2	Science: Climate Mathematics: Charts, Graphs, Grids, Data Analysis

SAUSD History Social Science Grade 9 World Geography Curriculum Map 2014-2015 Unit 6 Africa (3 Weeks)

Colonization has had long-te	rm effects on Africa.					
Has colonialism had more	positive or negative effects on Africa	ca?				
Why did Africa's re	esources appeal to European colonize	rs?				
Why are there so ma	any barriers to African economic dev	elopment?				
•	•					
- 110 w has cultural di	versity played a role in the developin	on of African nations after independence:				
Video News Report: Select of	one African country and prepare a nev	ws report on the current status of your country,	covering such			
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ELD Standards	Core Texts	Content Standards	Cross-Content			
			Connections			
P.I: C.1 – Exchanging	Textbook: McDougal Littell	D2.Geo.4.9-12. Analyze relationships and	Science:			
information and ideas with	World Geography California	interactions within and between human	Natural			
	0 . 2	and physical systems to explain reciprocal	resource use			
	_					
	P.I: Int.0 – Reading DZ.Geo.5.2.9-12. Evaluate now political Database					
	closely literary and and economic decisions throughout time Charts					
	Rickie Sanders		Graphs, Grids,			
	G		_			
			Data Analysis			
	Chapter 20 Sections 1-2					
		cooperation within and among countries.				
_						
	Has colonialism had more Why did Africa's re Why are there so m How has cultural di Video News Report: Select of topics as conflicts, health, and ELD Standards P.I: C.1 – Exchanging	Why did Africa's resources appeal to European colonize Why are there so many barriers to African economic dev How has cultural diversity played a role in the developm Video News Report: Select one African country and prepare a new topics as conflicts, health, and welfare of its people, the economy ELD Standards Core Texts P.I: C.1 – Exchanging information and ideas with others through oral collaboration P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed P.I: Pro.9 – Expressing information and ideas in a formal oral presentations on academic topics P.I: Pro.10 – Writing literary and information, using appropriate technology P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas P.II: CCI.6 – Connecting ideas P.II: CCI.7 – Condensing	Has colonialism had more positive or negative effects on Africa? 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? Video News Report: Select one African country and prepare a news report on the current status of your country, topics as conflicts, health, and welfare of its people, the economy and prospects for the future. Video record you go as conflicts, health, and welfare of its people, the economy and prospects for the future. Video record you go as conflicts, health, and welfare of its people, the economy and prospects for the future. Video record you go as conflicts, health, and welfare of its people, the economy and prospects for the future. Video record you go as conflicts, health, and welfare of its people, the economy and prospects for the future. Video record you go and prospects for the future. Vid			

SAUSD History Social Science Grade 9 World Geography Curriculum Map 2014-2015 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	· ·	establish peace in the middle religions want to control Jerusa		
	•	ysical geography make this a v		
	, ,	ve religion and oil had on South	_	
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
RH 9-10.2 Determine the central ideas or information of a primary or secondary source. 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. 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. RH 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, and concepts, clearly through the analysis of content. W 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W 9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 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.I: C.3 – Offering and justifying opinions, negotiating with and persuading others in communicative exchanges P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed P.I: Pro.9 – Expressing information and ideas in a formal oral presentations on academic topics P.I: Pro.11-Justifying own arguments and evaluating others' arguments in writing P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas P.II: CCI.6 – Connecting ideas	Textbook: McDougal Littell World Geography California 2006 a division of Houghton Mifflin, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders 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	p2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. p2.Geo.5.2.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions p2.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. p2.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. p2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.	Science: Natural resource use Mathematics: Charts, Graphs, Grids, Data Analysis

SAUSD History Social Science Grade 9 World Geography Curriculum Map 2014-2015 Unit 8 South Asia (3 Weeks)

Big Idea	South Asia is a region of an rapidly growing population	cient cultures that are	strongly influenced by religion, spectacular	landforms, and
Essential Questions	 What is the greatest issue facing South Asia today? 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.			ues. Each group
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
RH 9-10.2 Determine the central ideas or information of a primary or secondary source. 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. 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. W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, and concepts, clearly through the analysis of content. 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. 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. 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.I: C.1 – Exchanging information and ideas with others through oral collaboration P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed P.I: Pro.9 – Expressing information and ideas in a formal oral presentations on academic topics P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas P.II: CCI.6 – Connecting ideas	Textbook: McDougal Littell World Geography California 2006 a division of Houghton Mifflin, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders Unit 8 Atlas pg. 545 (political) Chapter 24 Sections 1,2,3 Chapter 25 Sections 1,2,3,4 Chapter 26 Sections 1,2	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 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. 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. 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. 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.	Science: Natural resource use Mathematics: Charts, Graphs, Grids, Data Analysis

SAUSD History Social Science Grade 9 World Geography Curriculum Map 2014-2015 Unit 9 East Asia (3 Weeks)

Big Idea	China and the physical geog	raphy have created an enormous imprint	on the region.				
Essential Questions	 How does physical 	geography influence the lives of East As	ians?				
	 How has China infl 	luenced the cultures of East Asia?					
	What are some ben	efits of global trade?					
	, , , , , , , , , , , , , , , , , , ,	The are some contains of groom was					
End of Unit Performance Task	e Task						
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content			
DII 0 10 2 D	DI CI E I		D2 G 52 9 12 F 1 + 1	Connections			
RH 9-10.2 Determine the central ideas	P.I: C.1 – Exchanging	Textbook: McDougal Littell World	D2.Geo.5.2.9-12. Evaluate how	Science: Natural			
or information of a primary or	information and ideas with others through oral	Geography California 2006 a	political and economic decisions	resource use			
secondary source. RH 9-10.3 Analyze in detail a series	collaboration	division of Houghton Mifflin, Daniel	throughout time have influenced cultural and environmental				
of events described in a text;	P.I: C.2-Interacting with	D. Arreola, Marci Smith Deal, James	characteristics of various places	Mathematics: Charts,			
determine whether earlier events	others in written English	F. Petersen, Rickie Sanders	and regions	Graphs, Grids, Data			
caused later ones or simply preceded	in various communicative		D2.Geo.7.9-12. Analyze the	Analysis			
them.	forms (print,	Unit 9 Atlas pg. 613 (political)	reciprocal nature of how historical				
RH 9-10.4 Determine the meaning of	communicative	Chapter 27 Sections 1,2,3	events and the spatial diffusion of				
words and phrases as they are used in	technology, and	Chapter 28 Sections 1,2,3,4	ideas, technologies, and cultural				
a text, including vocabulary describing	multimedia)	Chapter 29 Sections 1,2	practices have influenced				
political, social, or economic aspects	P.I: Pro.9 – Expressing		migration patterns and the				
of history/social science.	information and ideas in a		distribution of human population.				
RH 9-10.9 Compare and contrast	formal oral presentations		D2.Geo.8.9-12. Evaluate the				
treatments of the same topic in several	on academic topics		impact of economic activities and				
primary and secondary sources.	P.I: Pro.10 – Writing		political decisions on spatial				
W 9-10.2 Write	literary and informational		patterns within and among urban,				
informative/explanatory texts to	texts to present, describe,		suburban, and rural regions.				
examine and convey complex ideas,	and explain ideas and		D2.Geo.10.9-12. Evaluate how				
and concepts, clearly through the	information, using		changes in the environmental and				
analysis of content.	appropriate technology		cultural characteristics of a place				
W 9-10.9 Draw evidence from literary	P.I: Pro.12 – Selecting		or region influence spatial patterns of trade and land use.				
or informational texts to support analysis, reflection, and research.	and applying varied and precise vocabulary to		D2.Geo.11.9-12. Evaluate how				
CCSS.ELA-Literacy.SL.9-10.5	convey ideas		economic globalization and the				
Make strategic use of digital media in	P.II: CCI.6 – Connecting		expanding use of scarce resources				
presentations to enhance	ideas		contribute to conflict and				
understanding of findings, reasoning,	P.II: CCI.7 – Condensing		cooperation within and among				
and evidence and to add interest.	ideas		countries.				

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

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

Big Idea	Southeast Asia, Oceania, an	d Antarctica are vast and	diverse in landforms, resources, people, ar	nd cultures
Essential Questions	Who should have rights or	ver land?	• •	
		geography vary througho	out this vast region?	
	- ·	et and colonialism affected	•	
		do humans have with land		
End of Unit Performance Task	Persuasive essay: Should na			
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CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content
				Connections
RH 9-10.2 Determine the central ideas or	P.I: C.1 – Exchanging	Textbook: McDougal	D2.Geo.4.9-12. Analyze relationships	Science: Natural
information of a primary or secondary source.	information and ideas	Littell World	and interactions within and between	resource use
RH 9-10.3 Analyze in detail a series of events	with others through oral	Geography California	human and physical systems to explain	
described in a text; determine whether earlier	collaboration	2006 a division of	reciprocal influences that occur among	Mathematics: Charts
events caused later ones or simply preceded them.	P.I: Int.6 – Reading		them.	Graphs, Grids, Data
RH 9-10.4 Determine the meaning of words and	closely literary and	Houghton Mifflin,		Analysis
phrases as they are used in a text, including	informational texts to	Daniel D. Arreola,	D2.Geo.5.2.9-12. Evaluate how	Allalysis
vocabulary describing political, social, or	determine how meaning is	Marci Smith Deal,	political and economic decisions	
economic aspects of history/social science.	conveyed	James F. Petersen,	throughout time have influenced	
RH 9-10.9 Compare and contrast treatments of the	P.I: Pro.9 – Expressing	Rickie Sanders	cultural and environmental	
same topic in several primary and secondary	information and ideas in a	Rickie Sunders	characteristics of various places and	
sources.	formal oral presentations	Unit 10 Atlas pg. 681	regions	
W 9-10.2 Write informative/explanatory texts to	on academic topics	(political)		
examine and convey complex ideas, and concepts,	P.I: Pro.10 – Writing	Chapter 30 Sections	D2.Geo.7.9-12. Analyze the reciprocal	
clearly through the analysis of content.	literary and informational	1,2,3	nature of how historical events and the	
W 9-10.5 Develop and strengthen writing as	texts to present, describe,	Chapter 31 Sections	spatial diffusion of ideas, technologies,	
needed by planning, revising, editing, rewriting, or	and explain ideas and	1,2,3	and cultural practices have influenced	
trying a new approach, focusing on addressing	information, using	Chapter 32 Sections	migration patterns and the distribution	
what is most significant for a specific purpose and	appropriate technology	_	of human population.	
audience.	P.I: Pro.12 – Selecting	1,2		
W 9-10.9 Draw evidence from literary or	and applying varied and		D2.Geo.10.9-12. Evaluate how	
informational texts to support analysis, reflection,	precise vocabulary to		changes in the environmental and	
and research.	convey ideas		cultural characteristics of a place or	
CCSS.ELA-Literacy.SL.9-10.5 Evaluate a	P.II: CCI.6 – Connecting		region influence spatial patterns of	
speaker's point of view, reasoning, and use of	ideas		trade and land use.	
evidence and rhetoric, identifying any fallacious	P.II: CCI.7 – Condensing			
reasoning or exaggerated or distorted evidence.	ideas		D2.Geo.11.9-12. Evaluate how	
			economic globalization and the	
			expanding use of scarce resources	

SAUSD History Social S	Science Grade 9 World Geography (Curriculum Map 2014-2015
		contribute to conflict and cooperation within and among countries.

SAUSD History Social Science Grade 9 World Geography Curriculum Map 2014-2015 Final Project on Globalization (3 Weeks)

Big Idea	Globalization has effects on and on human physical well-		on political systems, on economic developme e world.	nt and prosperity,
Essential Questions End of Unit Performance Task	 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? Research Paper and Oral Presentation: Students will write a 3 to 5 page research paper and power point presentation 			nd the globe?
Zina or oiner cironianice rusic	concerning the issues surroun		e u o to o page researen paper ana power poin	presentation
CCSS Standards	ELD Standards	Core Texts	Content Standards	Cross-Content Connections
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. 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. RH 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. 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. 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. 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.I: C.2 – Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) P.I: Int.5-Listening actively to spoken English in a range of social and academic contexts P.I: Pro.9 – Expressing information and ideas in a formal oral presentations on academic topics P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas P.II: CCI.6 – Connecting ideas	Textbook: McDougal Littell World Geography California 2006 a division of Houghton Mifflin, Daniel D. Arreola, Marci Smith Deal, James F. Petersen, Rickie Sanders Globalization 101: A Project of SUNY LEVIN Institute http://www.globalizati on101.org/	D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. 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 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. 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. 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.	Science: Natural resource use Mathematics: Charts, Graphs, Grids, Data Analysis

