## Standards Curriculum Map  
### Bourbon County Schools

**Level:**  
**Grade and/or Course:** 9th Integrated Social Studies: Geography (6-week Rotation – 90 minute Block Schedule)

**Updated:** 16 May 2012

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<th>Days</th>
<th>Unit/Topic</th>
<th>Standards</th>
<th>Activities</th>
<th>Learning Targets (“I Can” Statements)</th>
<th>Vocabulary</th>
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| Days 1-6 | Understanding the Use of Location and Place in Geography | **SS-HS-4.1.1**  
Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth’s surface.  

**SS-HS-4.1.2**  
Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information. | Mental Mapping of Bourbon County  
Thinking Spatially about Place Using Playdoh  
Absolute Location Packets  
Atlas Scavenger Hunts  
Writing Directions | I can define terms of **absolute location and relative location**  
I can latitude and longitude to accurately locate human and physical features of the world.  
I can explain what factors define climate.  
I can explain the relationship between latitude and climate.  
I can explain the relationship among physical features and climate.  
I can identify mental map.  
I can explain how the accuracy of mental | centralization  
dispersion  
globalization  
mental map  
Spatial relationships  
Latitude  
Longitude  
Rain shadow  
Middle latitudes |
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| Days 7-11 | Analyzing and Interpreting Maps | **SS-HS-4.1.1**  
Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth’s surface.  

**SS-HS-4.1.3**  
Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth’s human features is based. | Mapping Lab  
Atlas Scavenger Hunts  
Refugee Placement Activity | I can define the purposes of a thematic map (e.g. climate, physical, population density, vegetation, and economic activity)  
I can use several thematic maps to find reasons for high population density within a continent (centralization)  
I can identify the location of an unnamed photograph using information from thematic maps.  
I can explain why populations are dispersed throughout the world. | Thematic Map          |
| Days 12-16 | Understanding the Elements of Culture | **SS-HS-2.1.1**  
Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events | Cultural Vocabulary packet  
Foreign Culture Analysis (with Culturegrams) | I can identify examples of technology, behavior, skills, values, beliefs, knowledge, and cultural diversity  
social institutions  
stereotype  
behaviors  
belief systems  
values | cultural diversity  
social institutions  
stereotype  
behaviors  
belief systems  
values |
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| 17-18 | Migration: Why do People Move? | **SS-HS-4.3.1** Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). | **I can identify push factors (famine and conflict) that force migration of people.**  
**I can identify pull factors (economic opportunity and climate) that invite migration of people.**  
**I can analyze and explain why push** | Brain drain  
Pattern of settlement  
Push factor  
Pull factor  
Migration  
Centralization  
Dispersion |

**DOK 2**  
**I can define “culture.”**  
**I can compare different cultures through technology, language, skills, values, beliefs, knowledge, behavior, and customs.**  
**I can explain how beliefs, knowledge, skills, technology, and behavior define a culture.**  
**I can define “cultural diversity.”**
factors push people out of an area.

I can analyze and explain why pull factors pull people to a specific area.

I can describe a “brain drain” of a society.

I can explain urbanization, and the causes and effects of the term.

I can explain an impact that the emigration of people has on a society.

I can explain an impact that the immigration of people has on a society.

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<td>19-22</td>
<td>Why Live There? Advantages and Disadvantages of a Place</td>
<td>SS-HS-4.2.2 Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place.</td>
<td>Photo Analysis (Groups) Urban Growth Activity Research Natural Disasters – Effects/Impact on Populations</td>
<td>I can identify an advantage and disadvantage of a physical feature. I can identify an advantage and disadvantage of a</td>
<td>Urban sprawl Tsunami Deforestation Global Warming Acid Rain Suburban Urban</td>
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SS-HS-4.4.2
Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

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<td>23-25</td>
<td>Land Use Conflict</td>
<td>SS-HS-4.4.3 Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation)</td>
<td>Debate over land use in Paris, KY The Amazon Rainforest: What should happen to it (analysis and debate)</td>
<td>I can explain how a human change to the environment can have good and bad effects for people. I can describe</td>
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| 26-27| What Strategies to People Use to Overcome the Limitations of Their Physical Environment? | SS-HS-4.4.1 Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment. | Reading and Spatial Analysis of Geography of Japan  
Written Analysis of Problems and Strategies within Japan. | I can identify a variety of limitations from physical environments.  
I can identify human characteristics that create limitations within physical environments.  
I can identify “physical environment.”  
I can identify transportation strategies developed to overcome limits of physical environments. | Arable Land  
Population Density |
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<td>28-30</td>
<td>How Do You Define a Region?</td>
<td>SS-HS-4.2.3 Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).&lt;br&gt;SS-HS-4.2.1 Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the</td>
<td>Comparative Religions Venn Diagram Reading Activity&lt;br&gt;Travel Guide of (Insert Region)&lt;br&gt;Summative Geography Exam</td>
<td>I can define the term region and explain the characteristics of a region.&lt;br&gt;I can describe, with an example, how regions are defined by meaningful symbols and geographic</td>
<td>Region&lt;br&gt;Stereotype&lt;br&gt;Perspective</td>
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<td>Appalachian region)</td>
<td></td>
<td>landmarks.</td>
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<td>SS-HS-4.2.4 Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</td>
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<td>I can identify the sources of stereotypes in a region and among cultures.</td>
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<td>I can explain why stereotypes exist.</td>
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