

BCS GEOGRAPHY

Teacher Ambassadors 20-21

**9th Grade Geography**

(In weeks)	BCHS	CHS	RCHS	RHS
Unit 1	Intro to Geography 5 Themes (Chapters 1-4) 2-3 weeks	The World (Chapters 1 & 2) - 1 week	Intro to Geography-5 Themes 5-6 weeks	Intro to Geography/5 Themes 5-6 weeks
Unit 2	North America (U.S. & Canada- Chapters 5-6) 3 weeks	US & Canada - 2 weeks	North America (U.S. & Canada) 6 weeks	North America 6 weeks
Unit 3	Latin America (Mexico, Middle, and South America- Chapters 7-9) 2-3 weeks	Latin America - 2 weeks	Latin America (Mexico, Middle, and South America) 5 weeks	Latin America & South America 5-6 weeks
Unit 4	Europe & Russia (Chapters 10-14) 2-3 weeks	Europe 2 weeks	Europe 4 weeks	Europe & Russia 5-6 weeks
Unit 5	North Africa, Southwest Asia, & Central Asia (Chapters 15-19) 1-2 weeks	North Africa, Southwest Asia, & Central Asia 2 weeks	Central Asia (Russia/Russian Republic) 3 weeks	North Africa & Middle East 3 weeks
Unit 6	Sub-Saharan & South Africa (Chapters 20-24) 1-2 weeks	Africa South of the Sahara - 3 weeks	Sub-Saharan & South Africa 3 weeks	Sub-Saharan Africa 3 weeks
Unit 7	South Asia & East Asia (Chapters 25-30) 1-2 weeks	South Asia - 2 weeks	Middle East & North Africa 3 weeks	South & East Asia 3 weeks
Unit 8	Southeast Asia & The Pacific World (Chapters 31-33)	East Asia - 2 weeks	South and East Asia & Oceania	Southeast Asia & Oceania

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Unit 9	1-2 weeks	Southeast Asia and the Pacific World - 2 weeks		3 weeks
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### Unit/Bundle 1: Intro to Geography

Pacing Guide:

Semester Schools: 5-6 weeks

Block Schools: 2-3 weeks

Standard:	Priority or Supporting:
<b>HS.G.GR.1</b> Interpret the relationships among human and physical patterns and processes at local, national and global scales.	<b>Priority Standard</b>
<b>HS.G.GR.2</b> Analyze how environmental factors influence population distributions from place to place.	<b>Priority Standard</b>
<b>HS.G.MM.1</b> Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	Supporting Standard
<b>HS.G.MM.2</b> Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.	Supporting Standard
<b>HS.G.HI.1</b> Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth's surface and resources.	Supporting Standard

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## Unit/Bundle 2: North America

Pacing Guide:

Semester Schools: 6 weeks

Block Schools: 3 weeks

Standard:	Priority or Supporting:
<b>HS.G.MM.1</b> Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	<b>Priority Standard</b>
<b>HS.G.HI.3</b> Explain how people create natural and cultural regions to interpret Earth's complexity.	<b>Priority Standard</b>
<b>HS.G.KGE.1</b> Explain how Kentuckians view sense of place differently based on cultural and environmental characteristics of varying regions of the state.	Supporting Standard
<b>HS.G.KGE.2</b> Explain how the geography of Kentucky influences the development of the state.	Supporting Standard
<b>HS.G.MM.2</b> Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.	Supporting Standard
<b>HS.G.HI.1</b> Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth's surface and resources.	Supporting Standard
<b>HS.G.GR.1</b> Interpret the relationships among human and physical patterns and processes at local, national and global scales.	Supporting Standard
<b>HS.C.PR.4</b> Compare the domestic and foreign policies of the United States and other countries.	Supporting Standard
<b>HS.E.MI.3</b> Analyze the roles of product and factor markets.	Supporting Standard

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### Unit/Bundle 3: Latin America & South America

Pacing Guide:

Semester Schools: 5-6 weeks

Block Schools: 2-3 weeks

Standard:	Priority or Supporting:
<b>HS.G.HE.2</b> Analyze how human settlements are influenced by or influence the relationship between people and the environment.	<b>Priority Standard</b>
<b>HS.G.MM.1</b> Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	<b>Priority Standard</b>
HS.G.MM.2 Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.	Supporting Standard
HS.G.HI.1 Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth's surface and resources.	Supporting Standard
HS.G.GR.1 Interpret the relationships among human and physical patterns and processes at local, national and global scales.	Supporting Standard
HS.C.PR.4 Compare the domestic and foreign policies of the United States and other countries.	Supporting Standard

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## Unit/Bundle 4: Europe

Pacing Guide:

Semester Schools: 5-6 weeks

Block Schools: 2-3 weeks

Standard:	Priority or Supporting:
<b>HS.G.HI.1</b> Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth's surface and resources.	<b>Priority Standard</b>
<b>HS.G.HI.3</b> Explain how people create natural and cultural regions to interpret Earth's complexity.	<b>Priority Standard</b>
<b>HS.G.MM.1</b> Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	Supporting Standard
<b>HS.G.MM.2</b> Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.	Supporting Standard
<b>HS.G.GR.1</b> Interpret the relationships among human and physical patterns and processes at local, national and global scales.	Supporting Standard
<b>HS.C.RR.2</b> Explain how active citizens can affect the lawmaking process locally, nationally and internationally.	Supporting Standard
<b>HS.C.PR.2</b> Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.	Supporting Standard
<b>HS.E.MI.4</b> Compare the roles of consumers and producers in the product, labor and financial markets and the economy as a whole.	Supporting Standard

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**Unit/Bundle 5: North Africa & The Middle East**

**Pacing Guide:**

**Semester Schools: 3 weeks**

**Block Schools: 1-2 weeks**

Standard:	Priority or Supporting:
<b>HS.G.HI.2</b> Analyze how cultural and economic decisions influence the characteristics of various places.	<b>Priority Standard</b>
<b>HS.G.HI.3</b> Explain how people create natural and cultural regions to interpret Earth's complexity.	<b>Priority Standard</b>
<b>HS.G.MM.1</b> Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	Supporting Standard
<b>HS.G.MM.2</b> Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.	Supporting Standard
<b>HS.G.HI.1</b> Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth's surface and resources.	Supporting Standard
<b>HS.G.GR.1</b> Interpret the relationships among human and physical patterns and processes at local, national and global scales.	Supporting Standard
<b>HS.E.ST.3</b> Explain how international economic trends and policies affect political, social and economic conditions in various nations.	Supporting Standard

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## Unit/Bundle 6: Sub Saharan Africa

Pacing Guide:

Semester Schools: 3 weeks

Block Schools: 1-2 weeks

Standard:	Priority or Supporting:
<b>HS.G.HE.1</b> Assess the reciprocal relationship between physical environment and culture within local, national and global scales.	<b>Priority Standard</b>
<b>HS.G.HI.1</b> Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth's surface and resources.	<b>Priority Standard</b>
<b>HS.G.MM.1</b> Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	Supporting Standard
<b>HS.G.MM.2</b> Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.	Supporting Standard
<b>HS.G.GR.1</b> Interpret the relationships among human and physical patterns and processes at local, national and global scales.	Supporting Standard
<b>HS.C.CV.3</b> Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.	Supporting Standard

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### Unit/Bundle 7: South & East Asia

Pacing Guide:

Semester Schools: 3 weeks

Block Schools: 1-2 weeks

Standard:	Priority or Supporting:
<b>HS.G.HI.2</b> Analyze how cultural and economic decisions influence the characteristics of various places.	<b>Priority Standard</b>
<b>HS.G.MM.2</b> Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.	<b>Priority Standard</b>
<b>HS.G.MM.1</b> Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	Supporting Standard
<b>HS.G.HI.1</b> Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth's surface and resources.	Supporting Standard
<b>HS.G.GR.1</b> Interpret the relationships among human and physical patterns and processes at local, national and global scales.	Supporting Standard
<b>HS.C.PR.3</b> Evaluate intended and unintended consequences of public policies locally, nationally and internationally.	Supporting Standard
<b>HS.E.ST.1</b> Draw conclusions regarding the effect of specialization and trade on production, distribution and consumption of goods and services for individuals, businesses and societies.	Supporting Standard
<b>HS.E.IC.3</b> Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular situation.	Supporting Standard
<b>HS.E.IC.4</b> Evaluate how incentives determine what is produced and distributed in a competitive market system.	Supporting Standard



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**Unit/Bundle 8: Southeast Asia & Oceania**

**Pacing Guide:**

**Semester Schools: 3 weeks**

**Block Schools: 1-2 weeks**

Standard:	Priority or Supporting:
<b>HS.G.GR.1</b> Interpret the relationships among human and physical patterns and processes at local, national and global scales.	<b>Priority Standard</b>
<b>HS.G.GR.2</b> Analyze how environmental factors influence population distributions from place to place.	Supporting Standard
<b>HS.G.MM.1</b> Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	Supporting Standard
<b>HS.G.MM.2</b> Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.	Supporting Standard
<b>HS.G.HE.2</b> Analyze how human settlements are influenced by or influence the relationship between people and the environment.	Supporting Standard
<b>HS.G.HI.1</b> Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth's surface and resources.	Supporting Standard
<b>HS.E.ST.2</b> Analyze the role of comparative advantage in international trade of goods and services.	Supporting Standard

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**Standards to be covered in all units, or prioritized in future work summer 2020:**

<b>Standard:</b>	<b>Priority or Supporting:</b>
I.Q.1-Generate compelling questions to frame thinking, inquiry and/or understanding of key geographic concepts.	
I.Q.2-Generate supporting questions to develop knowledge, understanding and thinking relative to key geographic concepts framed by compelling questions.	
I.UE.1-Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.	
I.UE.2-Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.	
I.UE.3-Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.	
I.CC.1-Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in geography.	
I.CC.2-Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions.	
I.CC.3-Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in geography.	