Granite School District
Geography for Life: 9th Grade Year-Long Course Curriculum Map

Note: The Utah Geography for Life Core Curriculum is written as a semester course; Granite School District requires a full year of Geography for Life. This map extends learning to include in-depth study of continents, culture, and people to accommodate a second semester of coursework.

<table>
<thead>
<tr>
<th>Core Standard/Objectives</th>
<th>Skills</th>
<th>Concepts/Content Vocabulary</th>
<th>Essential Questions</th>
</tr>
</thead>
</table>
| **Enduring Understanding:** The Study of Geography helps us understand the world in spatial terms. | -explain differences between major types of map projections  
-examine characteristics of maps and globes  
-appraise simple and complex mental maps  
-evaluate locational importance of human and natural resources using maps  
-recognize political and physical boundaries | -latitude  
-longitude  
-great circle routes  
-cardinal directions  
-compass rose  
-legend  
-scale  
-relief  
-grid system  
-time zones  
-mental mapping  
-absolute and relative location | 1. In what ways do geographic tools help us understand how the world is organized?  
2. Why are mental maps important to the study of geography?  
3. What do we learn from the spatial organization of the earth’s people, places and environments? |

| 1.1 Use maps and other geographic tools to acquire information from a special perspective. | |
| 1.2 Explore the concept of mental maps to organize information about people, places, and environments. | |
| 1.3 Analyze the spatial organization of people, places, and environments on the earth’s surface. | |

**Suggested Assessments and Learning Activities**

- Use a graphic organizer to discuss the two parts of geography (physical and human/cultural) and the subdivisions within each part.  
- Allow students to preview the text while looking at examples of map components, types of map projections, general purpose maps, and special purpose maps. Discuss the pro and cons of each.  
- Allow students the opportunity to practice locating latitude and longitude on a map using the gradual release model.  
- Using special purpose maps compare and contrast settlement patterns in different countries/continents throughout the world. Discuss.

**Mental map**

- Using the components of a map (legend, scale, title, etc.), have students visualize and then draw a map of their neighborhood from memory. Discuss symbols they would use for their legends, local landmarks for area/place distinction, etc. Extent the activity to include a mental map of the world’s continents and oceans.  
- Teacher selects local landmarks and students visualize their location, direction, etc. from their place in the classroom. Share responses.

**Learning Extensions**

- **Bulletin Board:** Have students search magazines for examples of each of the five themes of geography and display examples as part of a large graphic organizer. Students can transfer mental map to a large orange, drawing continents and oceans directly on the fruit skin. Have students carefully peel the fruit to create a flat map projection of the earth’s surface.
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</table>
| Enduring Understanding: Physical processes shape the earth’s surface. | -examine the role of plate tectonics in shaping the earth’s surface  
- assess external forces of weathering and erosion  
-explain factors that combine to shape climactic and vegetation patterns  
-identify characteristics of ecosystems  
-use geographic tools to identify the location and distribution of global ecosystems  
-compare regions of the earth with similar physical features (Utah) | -plate tectonics  
-weathering  
-erosion  
-ecosystems  
-physical features | 1. How do physical forces help shape the earth?  
2. Why is there a connection between physical forces and the location of ecosystems?  
3. How does the ecosystem you live in influence your daily life? |

### 1st Quarter

- Suggested Assessments and Learning Activities
  - Divide students into cooperative groups and assign each group a different physical activity (plate movement, water, continental drift, land/air/water, volcanoes, weather, etc.) and have them design a 10-minute object lesson to “teach” the main ideas to the class.
  - Explore and discuss the ways physical activity has shaped the earth locally. Access students’ background knowledge of local geography and research comparisons to other regions in the world.
  - Complete a graphic organizer that examines similarities and differences of ecosystems/biomes. Students then choose one ecosystem/biome to locate on a map and describe daily life in that ecosystem/biome by charting an electronic “tracking” of the area for weather patterns, vegetation, etc.

- Learning Extensions
  - Write a “Day in the Life” essay of a child living in the researched ecosystem/biome.
  - In pairs, write an ecosystem/biome two-voice poem that illustrates the similarities and differences of two ecosystems/biomes. Illustrate and share poems with class.
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<tbody>
<tr>
<td><strong>Enduring Understanding:</strong> Human activity shapes the earth’s surface.</td>
<td>-describe how physical environments provide geographic advantage/disadvantage -examine the importance of water to settlement -explain why people who modify their physical environment can cause change in other places -investigate how people adapt to their environment -examine economic networks -assess how nations and cultures are linked -compare and contrast political systems within world regions -determine the role of government</td>
<td>-physical environment -geographic advantage/disadvantage -adaptation -local vs. global -transportation -communication -language -currency -goods and services -political systems</td>
<td>1. How do people decide where to live?</td>
</tr>
<tr>
<td>4.1 Analyze the characteristics, distribution, and migration of human populations on the earth’s surface.</td>
<td></td>
<td></td>
<td>2. What role do natural resources and physical environment play in human movement and settlement?</td>
</tr>
<tr>
<td>4.2 Analyze economic interdependence among regions and countries.</td>
<td></td>
<td></td>
<td>3. How do human systems affect people and landscapes?</td>
</tr>
<tr>
<td>4.3 Investigate various forms of governance and how they affect peoples and landscapes.</td>
<td></td>
<td></td>
<td>4. In what ways are regions and countries interdependent?</td>
</tr>
</tbody>
</table>

**Suggested Assessments and Learning Activities**

-Access background knowledge of ecosystems/biomes to evaluate population density, settlement patterns, and natural distribution of natural resources as they relate to human settlement.
-Using the Sahara Desert biome/ecosystem, examine the ways this particular biome/ecosystem has changed over time and how people have contributed to the change and adapted themselves to these changes. Access background knowledge of biomes/ecosystems and choose one to evaluate for change over time and human impact. Predict future changes and consequences of human environmental interaction.
-“World in a Candy Bar” Activity: Using a king-sized Snickers candy bar (students are each given a snack-sized bar with instructions not to consume) as a visual aid/guide, examine/list the contents of the Snickers. In groups, students use world map to locate areas in which content could be produced/grown and categorize the contents by these areas of the world. Each group creates a map legend that explains where products are found and why. Follow-up with discussion/questions

**Learning Extensions**

-Prepare a mock “impact study” to present to the government(s) of researched biomes/ecosystems. Present findings in a PowerPoint presentation and have classmates prepare questions from point-of-view of government officials.
that prompt students to analyze the why of the where using the geographic mode of inquiry.
- Using candy bar analogy, discuss the ways countries are interdependent and how this interdependency impacts our daily lives. Ask students to look for/report on other examples by visiting the grocery store and creating lists of foods that have been imported from other countries/regions. In groups, have students plan a meal that incorporates food from at least seven different countries/regions.
- Have students write an essay that predicts the differences between the decision-making processes in a culture that values authoritarianism differ from the decision-making process in a culture that values democracy.

### Core Standard/Objectives

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>2nd Quarter</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enduring Understanding: Places and regions have human and physical characteristics as seen in North and South America.</td>
<td>- examine human characteristics of language, religion, population, political and economic systems, and quality of life in North and South America</td>
<td>- language</td>
<td>1. How are places defined by human and physical characteristics?</td>
</tr>
<tr>
<td>2.1 Interpret place by its human and physical characteristics.</td>
<td>- investigate physical characteristics in North and South America</td>
<td>- religion</td>
<td>2. Why do people divide the earth into regions?</td>
</tr>
<tr>
<td>2.2 Assess how people create regions to interpret the earth’s surface.</td>
<td>- recognize that North and South America change over time</td>
<td>- population</td>
<td>3. How do human characteristics and actions influence the way people live?</td>
</tr>
<tr>
<td>2.3 Evaluate how culture and experience influence the way people live in places and regions.</td>
<td>- recognize how people create regions to understand their worlds</td>
<td>- political and economic systems</td>
<td></td>
</tr>
<tr>
<td>5.1 Explore how human change the environment and how the environment changes humans (regional issues).</td>
<td>- characterize similarities and differences within and between regions of North and South America</td>
<td>- quality of life</td>
<td></td>
</tr>
<tr>
<td>- explain the effects of cultural diffusion from one country to another in North and South America</td>
<td>- components of culture: race, gender roles, education, religion</td>
<td>- cultural diffusion</td>
<td></td>
</tr>
<tr>
<td>- evaluate role of technology in modifying environment of North and South America</td>
<td>- discuss regional issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- explain how historical events affect physical and human systems in North and South America</td>
<td>- predict potential effect of human modification on the physical environment of North and South America</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Suggested Assessments and Learning Activities

- After a brief discussion on culture and regions, have students brainstorm the variety of ways that an area can be broken into regions (human/physical).
- Create a “photo album” of current events, photos, etc. that examines the impact culture has on a region or people (Middle East, Intermountain West, Red State/Blue State, etc.). Using the geographic mode of inquiry, determine problems created by cultures, past and present, in specific regions.

### Learning Extensions

- Investigate/offers solutions for problems created by cultures, past and present, in specific regions.
- Exit Ticket: have students...
by cultures, past and present.
- Allow students to select one country or region of the world and create a poster that visually demonstrates the culture of the area. In small groups, students will share their poster and discuss essential questions 1 and 2.
- Ask students to record their meals for a two week time period. Working in partners or small groups, have students create a chart that breaks their food choices down by countries/regions of the world. Have students summarize their findings in a short paragraph that addresses the question: *How does the culture of one area change over time through exposure to other cultures?*
- Working in partners, have students compare and contrast two regions of the world based upon human and physical characteristics. Have the students present their findings in a two-voice poem.

### 2nd Quarter

<table>
<thead>
<tr>
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<th>Concepts/Content Vocabulary</th>
<th>Essential Questions</th>
</tr>
</thead>
</table>
| **Enduring Understanding:** Exploring the physical and human systems of *Western Europe* helps us understand its role in the world. | -describe how physical environments provide geographic advantage/disadvantage in Western Europe  
-examine the importance of water to settlement  
-explain why people who modify their physical environment can cause change in other places  
-investigate how people adapt to their environment  
-examine economic networks in Western Europe  
-assess how nations and cultures are linked  
-compare and contrast political systems within regions of Western Europe  
-determine the role of government  
-evaluate role of technology in modifying environment of Western Europe  
-explain how historical events affect physical and human systems in Western Europe  
-discuss regional issues in Western Europe  
-predict potential effect of human modification on the physical environment of Western Europe  
-describe the role of natural and human resources  
-identify distribution of renewable and nonrenewable resources  
-evaluate the role of energy resources in Western Europe  
-apply understanding of Western European culture  
-explain why and how Western Europeans respond | Relevant vocabulary as related to study of Western Europe.  
-natural resources  
-renewable resources  
-nonrenewable resources  
-distribution of resources  
-economic networks  
-political systems  
-technology  
-human modification  
-cultural traditions  
-physical environment  
-geographic advantage/disadvantage  
-adaptation  
-local vs. global  
-transportation  
-communication  
-language  
-currency  
-goods and services | 1. *What makes Western Europe a region?*
2. *How do natural resources impact Western Europe?*
3. *What role does culture play in Western Europe?*
4. *How do choices made by people in Western Europe impact the rest of the world?* |
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<tr>
<td><strong>3rd Quarter</strong></td>
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</tbody>
</table>
| **Enduring Understanding:** Exploring the physical and human systems of Eastern Europe and Eurasia helps us understand its role in the world. | -describe how physical environments provide geographic advantage/disadvantage in Eastern Europe and Eurasia  
-examine the importance of water to settlement  
-explain why people who modify their physical environment can cause change in other places  
-examine economic networks in Eastern Europe and Eurasia  
-assess how nations and cultures are linked  
-compare and contrast political systems within regions of Eastern Europe and Eurasia  
-determine the role of government  
-evaluate role of technology in modifying environment of Eastern Europe and Eurasia  
-explain how historical events affect physical and human systems in Eastern Europe and Eurasia  
-discuss regional issues in Eastern Europe and Eurasia  
-predict potential effect of human modification on the physical environment of Eastern Europe and Eurasia  
-describe the role of natural and human resources | Relevant vocabulary as related to study of Eastern Europe and Eurasia.  
-natural resources  
-renewable resources  
-nonrenewable resources  
-distribution of resources  
-economic networks  
-political systems  
-technology  
-human modification  
-cultural traditions  
-physical environment  
-geographic advantage/disadvantage  
-adaption  
-local vs. global  
-transportation  
-communication  
-language  
-currency  
-goods and services | 1. What makes Eastern Europe and Eurasia a region?  
2. How do natural resources impact Eastern Europe and Eurasia?  
3. What role does culture play in Eastern Europe and Eurasia?  
4. How do choices made by people in Eastern Europe and Eurasia impact the rest of the world? |

Suggested Assessments and Learning Activities

- Study Western Europe and its major countries, cities, regions, landforms, people and the impact they have on the area and the rest of the world.
- Examine current events in Western Europe and how those events impact both Western Europe and the rest of the world.
- Visit [www.nationalgeographic.com](http://www.nationalgeographic.com) for lesson plans, maps, resources, and additional information.
- Find additional resources on the Granite District Social Studies Website at [www.graniteschools.org](http://www.graniteschools.org).

Learning Extensions

- Geography Fair
- Have students create a “World Geography” board game that incorporates the five themes of geography and their knowledge of the culture/climate/landforms, etc. of Western Europe.
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<tbody>
<tr>
<td>Enduring Understanding: Exploring the physical and human systems of Africa (south of the Sahara) helps us understand its role in the world.</td>
<td>-describe how physical environments provide geographic advantage/disadvantage in Africa</td>
<td>Relevant vocabulary as related to study of Africa.</td>
<td>1. What makes Africa (south of the Sahara) a region?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-examine the importance of water to settlement</td>
<td>-natural resources</td>
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<tr>
<td></td>
<td>-explain why people who modify their physical environment can cause change in other places</td>
<td>-renewable resources</td>
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<td></td>
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<tr>
<td></td>
<td>-investigate how people adapt to their environment</td>
<td>-nonrenewable resources</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>-examine economic networks in Africa</td>
<td>-distribution of resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-assess how nations and cultures are linked</td>
<td>-economic networks</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-compare and contrast political systems within regions of Africa</td>
<td>-political systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-determine the role of government</td>
<td>-technology</td>
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<tr>
<td></td>
<td>-evaluate role of technology in modifying environment of Africa</td>
<td>-human modification</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>-explain how historical events affect physical and human systems in Africa</td>
<td>-cultural traditions</td>
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<td></td>
<td>-discuss regional issues in Africa</td>
<td>-physical environment</td>
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<tr>
<td></td>
<td>-predict potential effect of human modification on the physical environment of Africa</td>
<td>-geographic advantage/disadvantage</td>
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<tr>
<td></td>
<td>-describe the role of natural and human resources</td>
<td>-adaption</td>
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Suggested Assessments and Learning Activities

- Study Eastern Europe and Eurasia and its major countries, cities, regions, landforms, people and the impact they have on the area and the rest of the world, including current events.
- Visit [www.nationalgeographic.com](http://www.nationalgeographic.com) for lesson plans, maps, resources, and additional information.
- Find additional resources on the Granite District Social Studies Website.

Learning Extensions

- Geography Fair
- Have students create a “World Geography” board game that incorporates the five themes of geography and their knowledge of Eastern Europe and Eurasia.
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<tr>
<td>-Study Africa and its major countries, cities, regions, landforms, people and the impact they have on the area and the rest of the world. -Examine current events in Africa and how those events impact both Africa and the rest of the world. -Visit <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a> for lesson plans, maps, resources, and additional information. -Find additional resources on the Granite District Social Studies Website at <a href="http://www.graniteschools.org">www.graniteschools.org</a>.</td>
<td></td>
<td>-Geography Fair -Have students create a “World Geography” board game that incorporates the five themes of geography and their knowledge of the culture/climate/landforms, etc. of Africa.</td>
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### 3rd Quarter

#### Enduring Understanding:
- Exploring the physical and human systems of Middle East helps us understand its role in the world.

#### Standards 4,5,6

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<tr>
<td>-describe how physical environments provide geographic advantage/disadvantage in the Middle East</td>
<td>Relevant vocabulary as related to study of the Middle East.</td>
<td>1. What makes the Middle East a region?</td>
</tr>
<tr>
<td>-examine the importance of water to settlement</td>
<td>-natural resources</td>
<td>2. How do natural resources impact the Middle East?</td>
</tr>
<tr>
<td>-explain why people who modify their physical environment can cause change in other places</td>
<td>-renewable resources</td>
<td>3. What role does culture play in the Middle East?</td>
</tr>
<tr>
<td>-investigate how people adapt to their environment</td>
<td>-nonrenewable resources</td>
<td>4. How do the choices made by people in the Middle East impact the rest of the world?</td>
</tr>
<tr>
<td>-examine economic networks in the Middle East</td>
<td>-distribution of resources</td>
<td></td>
</tr>
<tr>
<td>-assess how nations and cultures are linked</td>
<td>-economic networks</td>
<td></td>
</tr>
<tr>
<td>-compare and contrast political systems within regions of the Middle East</td>
<td>-political systems</td>
<td></td>
</tr>
<tr>
<td>-determine the role of government</td>
<td>-technology</td>
<td></td>
</tr>
<tr>
<td>-evaluate role of technology in modifying environment of the Middle East</td>
<td>-human modification</td>
<td></td>
</tr>
<tr>
<td>-explain how historical events affect physical and human systems in the Middle East</td>
<td>-cultural traditions</td>
<td></td>
</tr>
<tr>
<td>-discuss regional issues in the Middle East</td>
<td>-physical environment</td>
<td></td>
</tr>
<tr>
<td>-predict potential effect of human modification on the physical environment of the Middle East</td>
<td>-geographic advantage/disadvantage</td>
<td></td>
</tr>
<tr>
<td>-describe the role of natural and human resources</td>
<td>-adaptation</td>
<td></td>
</tr>
<tr>
<td>-identify distribution of renewable and nonrenewable resources</td>
<td>-local vs. global</td>
<td></td>
</tr>
<tr>
<td>-evaluate the role of energy resources in the Middle East</td>
<td>-transportation</td>
<td></td>
</tr>
<tr>
<td>-apply understanding of the Middle East</td>
<td>-communication</td>
<td></td>
</tr>
<tr>
<td>-explain why and how people of the Middle East respond to continuity and change</td>
<td>-language</td>
<td></td>
</tr>
<tr>
<td>-relate economic development to distribution of resources in the Middle East</td>
<td>-currency</td>
<td></td>
</tr>
<tr>
<td>-recognize both human choices and natural events have consequences in the Middle East</td>
<td>-goods and services</td>
<td></td>
</tr>
<tr>
<td>-examine how unequal distribution of resources affects economic development in the Middle East</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Suggested Assessments and Learning Activities
- Study the Middle East and its major countries, cities, regions, landforms, people and the impact they have on the area and the rest of the world.
- Examine current events in the Middle East and how those events impact both the Middle East and the rest of the world.
- Visit [www.nationalgeographic.com](http://www.nationalgeographic.com) for lesson plans, maps, resources, and additional information.
- Find additional resources on the Granite District Social Studies Website.

#### Learning Extensions
- Geography Fair
- Have students create a “World Geography” board game that incorporates the five themes of geography and their knowledge of the culture/climate/landforms, etc. of the Middle East.
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### 4th Quarter

<table>
<thead>
<tr>
<th>Enduring Understanding: Exploring the physical and human systems of South/East/Southeast Asia helps us understand its role in the world.</th>
</tr>
</thead>
</table>
| -describe how physical environments provide geographic advantage/disadvantage in Asia  
-examine the importance of water to settlement  
-explain why people who modify their physical environment can cause change in other places  
-investigate how people adapt to their environment  
-examine economic networks in Asia  
-assess how nations and cultures are linked  
-compare and contrast political systems within regions of Asia  
-determine the role of government  
-evaluate role of technology in modifying environment of Asia  
-explain how historical events affect physical and human systems in Asia  
-discuss regional issues in Asia  
-predict potential effect of human modification on the physical environment of Asia  
-describe the role of natural and human resources  
-identify distribution of renewable and nonrenewable resources  
-evaluate the role of energy resources in Asia  
-apply understanding of Asia  
-explain why and how people of Asia respond to continuity and change  
-relate economic development to distribution of resources in Asia  
-recognize both human choices and natural events have consequences in Asia  
-examine how unequal distribution of resources affects economic development in Asia |
| Relevant vocabulary as related to study of Asia.  
-natural resources  
-renewable resources  
-nonrenewable resources  
-distribution of resources  
-economic networks  
-political systems  
-technology  
-human modification  
-cultural traditions  
-physical environment  
-geographic advantage/disadvantage  
-adaptation  
-local vs. global  
-transportation  
-communication  
-language  
-currency  
-goods and services |
| 1. What makes South/East/Southeast Asia a region?  
2. How do natural resources impact South/East/Southeast Asia?  
3. What role does culture play in South/East/Southeast Asia?  
4. How do the choices made by people in South/East/Southeast Asia impact the rest of the world? |

### Standards 4, 5, 6

<table>
<thead>
<tr>
<th>Suggested Assessments and Learning Activities</th>
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</table>
| -Study Asia and its major countries, cities, regions, landforms, people and the impact they have on the area and the rest of the world.  
-Examine current events in Asia and how those events impact both Asia and the rest of the world.  
-Visit [www.nationalgeographic.com](http://www.nationalgeographic.com) for lesson plans, maps, resources, and additional information.  
-Find additional resources on the Granite District Social Studies Website at [www.graniteschools.org](http://www.graniteschools.org). |
| Learning Extensions |
| -Geography Fair  
-Have students create a “World Geography” board game that incorporates the five themes of geography and their knowledge of the culture/climate/landforms, etc. of Asia. |

### Core Standard/Objectives

<table>
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<th>Enduring Understanding</th>
<th>Skills</th>
<th>Concepts/Content Vocabulary</th>
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<tr>
<td>Exploring</td>
<td>-describe how physical environments provide</td>
<td>1. What makes Australia,</td>
<td></td>
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Granite School District
Geography for Life: 9th Grade Year-Long Course Curriculum Map

Note: The Utah Geography for Life Core Curriculum is written as a semester course; Granite School District requires a full year of Geography for Life. This map extends learning to include in-depth study of continents, culture, and people to accommodate a second semester of coursework.

the physical and human systems of Australia, Oceana, and Antarctica helps us understand its role in the world.

Standards 4,5,6

geographic advantage/disadvantage
-examine the importance of water to settlement
-explain why people who modify their physical environment can cause change in other places
-examine how people adapt to their environment
-assess how nations and cultures are linked
-compare and contrast political systems within regions
-determine the role of government
-evaluate role of technology in modifying environment
-explain how historical events affect physical and human systems
-discuss regional issues
-predict potential effect of human modification on the physical environment
-describe the role of natural and human resources
-identify distribution of renewable and nonrenewable resources
-evaluate the role of energy resources
-apply understanding of Australia, Oceana, Antarctica
-explain why and how people respond to continuity and change
-relate economic development to distribution of resources
-recognize both human choices and natural events have consequences
-examine how unequal distribution of resources affects economic development

Relevant vocabulary as related to study of Australia, Oceana, and Antarctica.

-physical environment
-geographic advantage/disadvantage
-adaptation
-local vs. global
-transportation
-communication
-language
-currency
-goods and services

Oceana, and Antarctica a region?

2. How do natural resources impact Australia, Oceana, and Antarctica?

3. What role does culture play in Australia, Oceana, and Antarctica?

4. How do the choices made by people in Australia, Oceana, and Antarctica (scientists) impact the rest of the world?

Suggested Assessments and Learning Activities

- Study Australia, Oceana, Antarctica and their major countries, cities, regions, landforms, and people and the impact they have on the area and the rest of the world, including current events and environmental issues.
- Visit www.nationalgeographic.com for lesson plans, maps, resources, and additional information.
- Find additional resources on the Granite District Social Studies Website at www.graniteschools.org.

Learning Extensions

- Geography Fair
- Have students create a “World Geography” board game that incorporates the five themes of geography and their knowledge of the culture/climate/landforms, etc.