

# World Geography

2023-2024

Faith High School

Mrs. Deanna Fischbach

This course is a general introduction to geography through the use of the five themes of geography. The focus is on the many different peoples of the world and the physical and cultural forces that influence their lives. Through the study of geography, students will explore and discover the processes that shape the earth, the relationships between people and environments, and the link between people and places. The study of geography will help build a global perspective and aid in the understanding of the connections between global and local events.



## During the course of the semester, we will cover the following areas:

- 1) Physical & Human Geography (Ch1-4)
- 2) The United States & Canada (Ch5-6)
- 3) Latin America (Ch7-9)
- 4) Europe (Ch10-14)
- 5) North Africa, Southwest Asia & Central Asia (Ch15-19)
- 6) Africa South of the Sahara (Ch20-24)
- 7) South Asia (Ch25-27)
- 8) East Asia (Ch28-30)
- 9) Southeast Asia & the Pacific World (Ch31-33)

## World Geography Textbook:

Boehm, R. G., & McTighe, J. (2018). Geography: The Human and Physical World. McGraw-Hill Education.

## Class Behavior

Learning can be fun and exciting if students behave and act accordingly. Therefore, it is expected that all students will behave and act accordingly. Listed below is the classroom discipline plan that will be followed in my classroom.

- Classroom Rules:
1. Follow Directions
  2. Keep hands, feet and objects to yourself
  3. Be in seat with all materials when bell rings
  4. No teasing, swearing or obscene gestures
  5. No severe behavior

## Grading/Assessment Methods:

Everyone learns differently! For example, some students might prefer to do projects over tests while others would rather take a test than spend time on a project. Therefore, there will be a variety of ways to evaluate your work. This may be accomplished through daily discussion/participation, daily assignments, quizzes, chapter/unit tests, projects/presentations, and a final exam.

## Assignments:

Organization is a key to being a successful student! It is expected that all assignments and projects will be handed in on time. Assignments are due at the beginning of the class period. If homework is handed in after the assignment is collected, it will be considered one day late. If homework is handed in late, you may lose up to one letter grade for each day it is late. The week's itinerary will be written out each Monday. Lesson plans, posted on my website, will be updated for each chapter/unit.

## Cumulative Semester Exam

In order to gauge information learned during the semester, a cumulative semester exam may be given at the end of each semester. This exam will be added onto the semester grade.

## Class Projects & Experiences

Class projects and experiences are a fun way to learn class material. This allows you to have hands on experience with information being discussed. These projects are graded on a separate basis and may be equal to or count more in value than an exam.

## Website/Technology

I have a website you may check out. This site will have the history lesson plans for the current unit. You will be able to find out what you are doing the next day in class and when you are having a test or a quiz. You can find cool links and maybe even some extra credit opportunities! The address is [www.mrsfischbach.weebly.com](http://www.mrsfischbach.weebly.com). Check it out!

Technology utilized in my classroom includes Google Classroom. The class code is **6hhitlb** and will be also given to students at the beginning of the course.

Lesson Plans are on [Planbook.com](http://Planbook.com). You will need to choose **Log In/Register**, type in my email ([deanna.fischbach@k12.sd.us](mailto:deanna.fischbach@k12.sd.us)) & the student key: Fischbach.

## FHS Grading:

- 98-100 (A+)
- 96-97 (A)
- 94-95 (A-)
- 92-93 (B+)
- 89-91 (B)
- 87-88 (B-)
- 84-86 (C+)
- 80-83 (C)
- 77-79 (C-)
- 75-76 (D+)
- 73-74 (D)
- 70-72 (D-)
- 69 & below (F)

## **Technology (Student Use)**

Technology can be a fundamental tool in the education process as long as it is utilized appropriately and as intended. Technology will be an integral part of my classroom. Misuse of technology in my classroom may result in sanctions.

## **Email Address**

You can email me anytime with questions or concerns. I will get back to you as soon as possible. My email address is [deanna.fischbach@k12.sd.us](mailto:deanna.fischbach@k12.sd.us).

## **Extra Credit**

Extra credit will be available throughout each semester. Please keep in mind that some extra credit will not be added to your grade until the end of each quarter.

*Bonus Question of the Week:* This is a weekly extra credit opportunity. At the beginning of each week, a question will be written on the board. Answers are to be turned in by the end of the week. If correct, one extra credit point will be awarded. This can be worth up to 9 points each quarter and added to your grade at the end of the quarter. The correct answer will be given the following week. If you bring in a question (with the correct answer), and it is used, you will be awarded two points for that week.

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## **SOUTH DAKOTA SOCIAL STUDIES STANDARDS (9-12)**

### **GEOGRAPHY STANDARDS (9-12)**

**K-12.G.1 Students will apply geospatial resources, including data sources and geographic tools to generate, interpret, and analyze information.**

**9-12.G.1.1** Use maps and other geographic representations, tools and technologies to acquire, process, and report information from a spatial perspective

**9-12.G.1.2** Employ mental maps to organize information about cultures, places, and environment in a spatial context

**K-12.G.2 Students will understand the nature and importance of the Five Themes of Geography; location, place, human-environment interaction, movement, and region.**

**9-12.G.2.1** Distinguish between the Five Themes of Geography and their key components

**9-12.G.2.2** Describe a given region or area utilizing the Five Themes of Geography

**K-12.G.3 Students will recognize the characteristics of the processes that shape places and regions.**

**9-12.G.3.1** Analyze the cultural and physical processes that make places unique

**9-12.G.3.2** Gather, organize, and analyze evidence that shows how the physical environment and culture contribute to the characteristics of places and regions

**9-12.G.3.3** Differentiate between formal, functional, and perceptual regions

**9-12.G.3.4** Apply the concept of interdependence to regions and places

**K-12.G.4 Students will identify Earth's physical systems and the ways in which they are dynamic and interactive.**

**9-12.G.4.1** Recognize the components, processes, interdependence and spatial distribution, of Earth's physical systems.

**K-12.G.5 Students will recognize and explain the role population and culture play in creating diversity within the world's places and regions.**

**9-12.G.5.1** Analyze the characteristics, distribution, and migration of human populations

**9-12.G.5.2** Identify and explain the characteristics, distribution, and complexity of Earth's various cultures

**9-12.G.5.3** Explain how human migration impacts local and global politics, economies, societies, and regions

**K-12.G.6 Students will understand the ways in which humans culturally adapt to, use, and modify the natural environment and its various elements.**

**9-12.G.6.1** Identify specific adaptive strategies employed by different cultures in similar environments

**9-12.G.6.2** Evaluate how different cultures identify and utilize natural resources

**9-12.G.6.3** Explain the ways technology expands the human capacity to use and modify the physical environment

**9-12.G.6.4** Examine ways humans perceive and react to extreme natural events

**K-12.G.7 Students will apply geographic knowledge to understand the diversity of Earth's physical and human conditions, past, present, and future.**

**9-12.G.7.1** Analyze key processes that have resulted in changes within Earth's physical and human systems

**9-12.G.7.2** Elaborate upon the interaction of physical and human systems and their influence on current and future condition

**9-12.G.7.3** Critique the role of multiple perspectives in contemporary geographic policies and issues