

**Boulder Valley School District**  
**Course Outline**

**Course Name:** Geography

**Course Code:** Geography

**Designated Grade Levels:** 9-11

**Course Duration:** One semester

**Prerequisite / Recommendation:** Desire to work hard

**Fees, Supplies:** Colored pencils

**Credits:** 5 credits

**Teacher:** Bessett

**School:** Fairview H. S.

**Course Overview:**

This course will show how geography, through the study of the interaction between humans and the environment, attempts to explain the spatial organization of the world. While studying geographical concepts and physical geography, students will focus on cultural, political, economic, technological, and historical factors that affect human culture and our contemporary world.

**Course Content / Student Objectives:**

1. The student will demonstrate a sound knowledge of geographical concepts (the six essentials of geography).
2. The student will demonstrate an awareness of contemporary world problems and their relationship to the study of geography.
3. The student will show a full awareness of the interaction between physical and human characteristics of places.
4. The student will demonstrate structured reasoning and the ability to formulate a critical conclusion.
5. The student will demonstrate basic map reading, graphic, and cartographic skills.
6. The student will extract relevant material from documentary sources, e.g. graphs and thematic maps, and apply the information in the writing of reasoned and structured geographical essays.

**Geography and the Trivium:**

What is the *trivium*? Trivium is a Latin term meaning “where three roads meet.” Every subject or discipline has its own three components that comprise the trivium.

1. Grammar - its basic elements and fundamental rules. It relates to facts and knowledge (who, what, where, when, etc.).
2. Logic - the proper orderly relationship of particulars. It relates to developing skills in reasoning out relationships among pieces of facts and knowledge.
3. Rhetoric - the persuasive expression of sound conclusions. It relates to the effective communication of thoughts and ideas.

\*\*\* **Logic** (the *why* and *how*)

\*\* **Rhetoric** (written and cartographic expression)

\* Grammar (the *what* and *where*)

# Geography Syllabus

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<b>Unit &amp; BVSD SS Standard</b>	<b>Essential Questions</b>	<b>Unit Content</b>	<b>Outcome/vocabulary</b>
<p>Spatial Analysis: <b><i>Globalization</i></b> Standard 1 (Spatial Analysis section highlights the older themes of relative location, place, region and movement.)</p>	<p>How is the world's population increasingly connected to and dependent upon other people for both human and natural resources?</p> <p>How does the uneven distribution of resources in the world lead to conflict?</p> <p>What role do governments and businesses play in shaping patterns of globalization?</p>	<p>Introduction of the concept: relative location</p> <p>Globalization: continued and increasingly fast-paced interconnectedness of the world</p> <p>Scarcity: competition for scarce resources</p> <p>Government policies that impact globalization:</p> <ul style="list-style-type: none"> <li>- economic</li> <li>- political</li> </ul> <p>Impact of transnational corporations (TNCs)</p>	<p>Anti-globalization movements</p> <p>Connections*</p> <p>Exclusive economic zone</p> <p>Globalization Index</p> <p>Human characteristics*</p> <p>Human process*</p> <p>Interdependence*</p> <p>Movement*</p> <p>Multi-governmental organization (MGO)</p> <p>Region*</p> <p>Relative location</p> <p>Resource*</p>
<p>Spatial Analysis: <b><i>Geographic Tools</i></b> Standard 1 (maps and emerging technology)</p>	<p>What is the significance of spatial orientation, place, and location?</p> <p>How can basic maps help us understand patterns of human behavior?</p> <p>How is technology used to gather geographic information to inform decisions?</p> <p>How are geographic tools, such as satellite imagery, GIS and GPS used to study human activities over time?</p>	<p>Students:</p> <p>Make inferences and draw conclusions from maps and other visual representations</p> <p>Create and interpret various graphs, tables, charts, and thematic maps</p> <p>Analyze and present information using a variety of geographic tools and geographic findings in graphs, tables, charts, and thematic maps</p>	<p>Annotated diagrams/maps</p> <p>Cartographic*</p> <p>Data collection</p> <p>Flow diagrams</p> <p>Geographic fieldwork</p> <p>Geographic Information Systems (GIS)*</p> <p>Geographic tool*</p> <p>Legend*</p> <p>Map Key*</p> <p>Remote sensing</p> <p>Satellite imagery</p> <p>Statistical calculations</p>

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<p><b>Spatial Analysis:</b> <b><i>Cultural Diffusion</i></b></p> <p><b>Standard 2</b></p>	<p>What is culture?</p> <p>How has the process of migration impacted cultural diffusion?</p> <p>What role does modern-day technology have in promoting cultural diffusion?</p> <p>What are the ways in which a “global culture” is emerging?</p>	<p>Introduction of the concept: diffusion</p> <ul style="list-style-type: none"> <li>- expansion</li> <li>- relocation</li> <li>- hierarchical</li> <li>- contiguous</li> </ul> <p>Theories of migration</p> <p>Mechanics of migration</p> <ul style="list-style-type: none"> <li>- push/pull factors</li> <li>- enabling technologies</li> </ul> <p>Cultural diffusion</p> <ul style="list-style-type: none"> <li>- modern</li> <li>- historical</li> </ul>	<p>Boundary*</p> <p>Culture*</p> <p>Cultural diffusion</p> <p>Cultural imperialism</p> <p>Diaspora</p> <p>Dilution of culture</p> <p>Distance decay</p> <p>Heritage tourism</p> <p>Human process*</p> <p>Interdependence*</p> <p>Migration</p> <p>Movement*</p> <p>Perception*</p>
<p><b>Human / Environmental Interaction:</b> <b><i>Natural &amp; Human Systems</i></b></p> <p><b>Standard 2</b></p>	<p>What are the mechanisms that support life on Earth and how do modern societies leverage those mechanisms?</p> <p>How has altering the environment brought prosperity to some places and created environmental dilemmas for others?</p> <p>What are ways that society can address environmental challenges?</p>	<p>Ecosystems</p> <ul style="list-style-type: none"> <li>- fresh water challenges</li> <li>- oceans and coastal margins</li> <li>- environmental change</li> <li>- sustainability</li> </ul> <p>Global Warming</p> <ul style="list-style-type: none"> <li>- greenhouse effect</li> <li>- climate change</li> <li>- go/political response</li> </ul> <p>Societal response to natural hazards</p>	<p>Biodiversity</p> <p>Climate*</p> <p>Environment*</p> <p>Environmental carrying capacity</p> <p>Natural process*</p> <p>Natural hazard events</p> <p>Pollution (air, land, water)</p> <p>Sustainability</p>
<p><b>Human / Environmental Interaction:</b> <b><i>Population Dynamics</i></b></p> <p><b>Standard 2</b></p>	<p>What are the factors that lead to shrinking populations in some parts of the world and dramatic growth in others?</p> <p>What are the factors that influence urban growth?</p> <p>What are the challenges associated with growing urban environments?</p>	<p>Population growth</p> <ul style="list-style-type: none"> <li>- Demographic Transition Model vice Malthus</li> <li>- Older dependency ratio</li> </ul> <p>Rural to urban migration</p> <ul style="list-style-type: none"> <li>- Urban morphology</li> <li>- Disparities in wealth and development</li> </ul> <p>Cultural influences on population change</p>	<p>Carrying capacity</p> <p>Central Business District</p> <p>Demographic</p> <p>Dependency ratio</p> <p>DTM</p> <p>Gentrification</p> <p>Geographic models*</p> <p>Human Development Index</p> <p>Infant mortality rate</p> <p>Ratio: Birth / Death</p> <p>Suburbanization</p> <p>Urban sprawl</p>

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Human / Environmental Interaction: <b>Resources</b>	What are the constraints placed on human systems by the physical environment?	The value of resources - renewable - nonrenewable - replenishable	Biodiversity Energy efficiency ratio Environment* Green Revolution
Standard 2	What are the various approaches to defining sustainability, the ability to “live within the means of nature”?  How do different cultures value environmental resources?	Energy resources Water resources Soil resources Food resources	Hydrologic cycle Land use planning Ocean floor morphology Natural process* Resource* Resource consumption Safe drinking water Soil degradation Waste reduction

\*BVSD Curriculum Essentials Vocabulary, pp. 17-18 *Geography Curriculum Essentials Document, 2012.*