



Gulfport School District
PACING GUIDE
9th GRADE
Introduction to World Geography
(Nine Weeks Course)

Quarter	COMPETENCY/OBJECTIVES			
Strands:	(C-Civics)	(H-History)	(G-Geography)	(E-Economics)
1. Explain the absolute and relative location of positions of people and places in the Earth's surface. (C, H, G, E)				
	a. Describe locations in terms of relationships with other locations.			
1.2	1. Korea			
1.2	2. China			
1.1	3. Russia			
1.1	4. Cuba (Topics also discussed: Missile Crisis, Spanish American War)			
1.1	5. United States (Topics also discussed: Republican form of government, Hawaii and WWII)			
1.2	6. Europe (World War I & II; Cold War)			
1.2	7. Africa (Topics also discussed: AIDS Crisis, Somalia, Liberia, Egypt)			
1.1	8. South America (Topics also discussed : Panama Canal and its economic impact)			
On-going	9. All continents and bodies of water			
	b. Explain how location influences activities and processes that occur in different places (Trade, Defense, & Weather).			
1.1	1. United States (Demographics)			
1.2	2. Middle East Oil Polices (OPEC)			
On-going	3. All continents			
On-going	4. Major landforms-- Mountains and Rivers			
On-going	5. Global trade (e.g., routes, push/pull factors, Supply and Demand, etc.)			
On-going	c. Review how knowledge of locations and their characteristics are key factors in understanding human interdependence and/or conflicts.			
On-going	d. Identify how the locations and their characteristics are key factors in understanding human interdependence and/or conflicts.			
1.2	1. Balkan Peninsula- Show where it is, how it changed after WWI, and the fall of Communism			
1.2	2. Iberian Peninsula-- Show where it is, countries, what resources are there			
1.2	3. Asia Minor			
1.2	4. Subcontinent of India-- Ghundi, Hinduism, caste system, TEA, Great Britain, how it is divided			
On-going	5. Major oceans, gulfs, etc.			



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On-going	6. Major rivers, tributaries, water routes, etc.
	e. Discuss maps and globes as a primary geographic tool.
	f. Distinguish among various map projections and discuss how map projections distort perceptions of relationships on the earth. (Globe v. Sphere)
On-going	1. Robins (introduction in week 1; ongoing usage)
On-going	2. Peters (introduction in week 1; ongoing usage)
On-going	3. Mercator (introduction in week 1; ongoing usage)
On-going	4. Physical (introduction in week 1; ongoing usage)
On-going	5. Political (introduction in week 1; ongoing usage)
On-going	g. Locate and label major countries of the world on a political map.
	h. Locate and label the U.S. states on a map.
1.1	1. Regions
1.1	2. Bodies of water, river ways, lakes, etc.
1.1	3. Geographical features (mountain ranges, plains, coastal areas, etc.)
2. Describe the relationship among people, places, and environment by mapping information about them. (C, H, G, E)	
	a. Use maps and other geographical tools to acquire, process, and report information (e.g., special purpose maps, etc.).
On-going	1. Population
On-going	2. Immigration
On-going	3. Political Conflicts
On-going	4. Economic Issues
On-going	5. Maps, charts, globes, latitude/longitude
On-going	b. Use mental maps to organize information
On-going	c. Analyze the spatial organization of people, places, and environments on the Earth's surface.



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Strands: (C-Civics) (H-History) (G-Geography) (E-Economics)	
3. Recognize that the identities and lives of people and individuals are rooted in particular places and regions. (C, H, G, E)	
	a. Identify human and physical characteristics of places. (To be included in every unit of study.)
On-going	1. Spoken languages
On-going	2. National/regional religions
On-going	3. Holidays, etc.
	b. Identify various types of regions. (To be included in every unit of study).
On-going	1. Geographic
On-going	2. Economic
On-going	3. Political
	c. Discuss how culture and experience influence people's perceptions of places and regions. (To be included in every unit of study.)
On-going	1. Five Themes of Geography
4. Describe how human settlement and structure are part of the Earth's surface. (C, H, G, E)	
	a. Describe characteristics, distribution, and migration of human population on the Earth's surface.
1.1	1. Five Themes of Geography
1.2	2. China, India
1.1	3. Bering Straits
1.1	4. The Great Migration
1.2	5. Europe
	b. Discuss the characteristics, distribution, and complexity of various cultural groups (e.g., cultural diversity, religious differences, social economics, etc.).
On-going	1. Five Themes of Geography (Continents)
On-going	2. Conflicts, Wars, Crises
On-going	3. Conflict Resolution
On-going	4. Economic Impact/Global Trade
On-going	5. Migration– United States



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	c. Explain the processes, patterns, and functions of human settlement.			
1.2	1. Fertile Crescent			
On-going	2. Migration Patterns			
1.2	3. Holy Wars			
On-going	4. Geographical barriers, boundaries			
On-going	5. Religion			
5. Evaluate how the physical environment is modified by human activities. (C, H, G, E)				
	a. Cite examples of how human activities affect the physical environment.			
On-going	1. Dust Bowl			
On-going	2. Oil/Petroleum Industry			
On-going	3. Agriculture			
On-going	4. Wars, Migration Patterns (WWI, WWII, & Cold War)			
On-going	5. Technological Advances			
	b. Describe the ways in which human societies use the Earth's natural resources (e.g., timber, coal, oil, iron, land, fishing, etc.)			
On-going	1. Economic maps			
On-going	2. Natural resources (i.e., map studies, comparisons, etc.)			
On-going	3. Trade routes (e.g., need for import/export)			
On-going	4. Study various continents (e.g., Asia/fishing; US/iron, coal, timber; Middle East/oil)			
On-going	5. Need for usage of natural resources (Rainforest, coral reefs)			
	c. Explain how human activities are influenced by the Earth's physical features and processes.			
On-going	1. Human environment/interaction			
On-going	2. Migration patterns (United States)			
On-going	3. Natural disasters, etc.			
On-going	4. War and Conflict (WWI, WWII, & Cold War)			



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6. Appraise how humans compete for control of Earth's surface. (C, H, G, E)	
	a. Discuss the role of cooperation and conflict in shaping events.
1.1	1. NATO (What? Why it was created? How is it important?)
1.2	2. SEATO (What? Why it was created? How is it important?)
1.1	3. UN (What? Why it was created? How is it important?)
1.2	4. Pan-American Union (What? Why it was created? How is it important?)
1.2	5. Marshall Plan
	b. Analyze patterns and networks of economic interdependence.
1.1	1. NAFTA
1.2	2. EEC/EU
1.2	3. CIS
1.1	4. OPEC
1.2	5. WTO
1.1	6. IMF (International Monetary Fund)
1.2	7. Middle East--Oil
7. Demonstrate the ability to apply and interpret social studies tools (e.g., timelines, maps, globes, graphs, charts, a compass, and technology, primary and secondary documents, political cartoon). (C,H,G,E)	
	a. Interpret special purpose maps. May include but not limited to the following:
On-going	1. Economic
On-going	2. Ecological
On-going	3. Population
On-going	4. Climate
	b. Analyze information on graphs, charts, tables, and timelines. May include but not limited to the following:
On-going	1. Transportation
On-going	2. Climate
On-going	3. Population
On-going	4. Economic Trends
On-going	5. Historical Development
	c. Analyze political cartoons. May include but not limited to the following:
On-going	1. Economic



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On-going	2. Religious			
On-going	3. Political			
On-going	4. Biographical			
On-going	5. Historical			
	d. Utilize primary and secondary sources. May include but not limited to the following:			
On-going	1. Atlas			
On-going	2. Current Events			
On-going	3. Newspaper			
On-going	4. Professional Publications			