

HIS0950_202338_Staging_EMBR_TEM

HIS-950

2023 05/01/2023 to 04/30/2024 Modified 03/23/2023

Course Description

This year-long course provides an overview of Earth's places, cultures, and environments. The course will provide an overview of geographical study, including climate, weather, regions, and resources, and delve into a detailed analysis of Earth's world regions. Students will gain map skills, learn about different cultures, analyze the economic and political systems of various nations, and discover the wonders of God's creation through the study of physical geography.

Rationale

World Geography is intended to provide students with knowledge of the world's different regions and cultures, as well as the necessary skills to think geographically.

Course Learning Outcomes

- A. The student will analyze historical, geographical, and economic factors that influence the world.
- B. The student will examine the effect of climate, weather, and human action on the earth's surface.
- C. The student will identify the different cultural and physical characteristics that can divide regions.
- D. The student will identify natural, human, and capital resources and examine their significance.
- E. The student will analyze the physical, economic, and cultural characteristics of various world regions, including the United States & Canada, Latin America & the Caribbean, Europe, Russia & Central Asia, Sub-Saharan Africa, North Africa & Southwest Asia, South & Southeast Asia, East Asia, and Australia & the Pacific.
- F. The student will analyze demographic and cultural characteristics of the human population as well as patterns of urbanization.
- G. The student will examine the impact of globalization and political divisions.

Biblical Integration Outcomes

- A. The student will articulate how a biblical worldview, including God's sovereignty and His control of the world, can be applied to geography and issues regarding shifts in climate and culture.

Course Resources

See Ember's [Systems Requirements](#) for computer specifications necessary to operate this curriculum.

- Note: Embedded YouTube videos may be utilized to supplement Ember's YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, Ember is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the [Jerry Falwell Library](#)

Course Policies

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, "1.2.W Quiz: The American Revolution."

- **Lesson:** *Any item on the Modules page designated as a "Lesson"*

These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment:** *Any item on the Modules page designated as an "Assignment"*

Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

- **Quiz:** *Any item on the Modules page designated as a "Quiz"*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test:** *Any item on the Modules page designated as a "Test"*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Materials Selection Policy

Ember curates educational materials that are consistent with the school's philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all Ember students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a lesson. Students may freely resubmit for their first two attempts without the need for teacher approval.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request. With Ember, the teacher may be a

physical school teacher or the student's parent/guardian. The teacher can give another attempt from his or her Canvas account. For more information on how to do this, please review the Ember orientation course.

Schedule

Module 1: Introduction to Geography

- Week 1: Introduction to Geography

Module 2: Climate, Weather, and People

- Week 2: Climate, Weather & People

Module 3: Regions & Resources

- Week 3: Regions
- Week 4: Resources
- Week 5: Test: Introduction to Geography, Climate, Regions & Resources

Module 4: The United States & Canada

- Week 6: The United States & Canada
- Week 7: The United States & Canada (continued)
- Week 8: The United States & Canada Assessments
- Week 9: 9-Week Exam

Module 5: Latin America & the Caribbean

- Week 10: Latin America & the Caribbean
- Week 11: Latin America & the Caribbean Assessments

Module 6: Europe

- Week 12: Europe
- Week 13: Europe (continued)

Module 7: Russia & Central Asia

- Week 14: Russia & Central Asia
- Week 15: Russia & Central Asia (continued)
- Week 16: Test: Europe, Russia, & Central Asia
- Week 17: Aral Sea PACED Project
- Week 18: 18-Week Exam

Module 8: Africa & Southwest Asia

- Week 19: Sub-Saharan Africa
- Week 20: Sub-Saharan Africa (continued) & North Africa & Southwest Asia
- Week 21: North Africa & Southwest Asia (continued)
- Week 22: Test: Africa & Southwest Asia

Module 9: South, Southeast & East Asia

- Week 23: South & Southeast Asia
- Week 24: South & Southeast Asia (continued) & East Asia
- Week 25: East Asia (continued)
- Week 26: Test: South, Southeast & East Asia
- Week 27: 27-Week Exam

Module 10: Australia & the Pacific

- Week 28: Australia & the Pacific
- Week 29: Australia & the Pacific Assessments
- Week 30: Nations Project

Module 11: Population: Distribution, Migration & Culture

- Week 31: Population & Culture
- Week 32: Population & Culture (continued)

Module 12: Globalization & Conflict

- Week 33: Globalization
- Week 34: Global Conflict
- Week 35: Test: Population, Globalization, and Conflict
- Week 36: 36-Week Exam