



**Grades 9-12 World Geography Curriculum Guide  
June 2022 Revised**

Dr. Mark Toback, Superintendent

*This curriculum may be modified through varying techniques, strategies,  
and materials as per an individual student's Individualized Educational  
Plan (IEP)*

**Approved by the Wayne Township Board of Education at the regular  
meeting held on November 15, 2018.**

## Wayne School District World Geography

<b>Content Area/ Grade Level/ Course:</b>	Social Studies 9-12 World Geography
<b>Unit Plan Title:</b>	Unit 1 Topic– The Earth and its People
<b>Time Frame</b>	5 weeks
<b>Anchor Standards/Domain*     *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	
<p><b>Social Studies Practices</b> The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).</p> <p><b>6.2 World History/Global Studies:</b> All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p><b>9.4 Life Literacies and Key Skills.</b> This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p> <p><a href="#">Combined Companion ELA Anchor Standards- Reading and Writing Grades 9-12</a></p>	
<b>Unit Overview</b>	
<p>This unit focuses on the study of various tools and technology used to analyze and discuss geographical, political and economic issues that exist in the world and relate them to their experiences in day-to-day life.</p>	
<b>Standard Number(s)     * i.e: Math: 3.NBT.1     i.e.: RL 8.1</b>	
<ul style="list-style-type: none"> <li>● <b>Social Studies Practices</b> <ul style="list-style-type: none"> <li>○ Developing Questions and Planning Inquiry</li> <li>○ Gathering and Evaluating Sources</li> <li>○ Seeking Diverse Perspectives</li> <li>○ Developing Claims and Using Evidence</li> <li>○ Presenting Arguments and Explanations</li> <li>○ Engaging in Civil Discourse and Critiquing Conclusions</li> </ul> </li> </ul>	

- **6.2.12.GeoPP.5.a:** Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- **6.2.12.GeoPP.6.a:** Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12 prof.CR2b, 2.2.12.LF.8).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.8:** Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
- **9.4.12.GCA.1:** Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions
- **9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.5:** Evaluate, synthesize, and apply information on climate change from various sources appropriately
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- **9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

[Combined Companion ELA Standards- Reading and Writing Grades 9-12](#)

**Intended Outcomes - {Essential Questions}**

- What are the implications of technological development in the relationship of man with the environment?
- What impact does the development of mapping have on the development of civilization past and present?
- How can I use geographic technology to improve my own life?
- How must populations adapt to changing climate conditions in order to survive and advance?
- How do varied physical geographic features impact the development of political and economic systems?
- How do human systems change the environment in specific regions?
- What impact does geography have on the development of culture and customs in a specific region?
- In what ways does geography impact my day-to-day life?
- How does economic success/failure impact the development of political systems in different regions around the world?

## Enduring Understandings

- Technological advances have drastically changed the interactions between humans and the environment.
- Physical geographic features, climate and access to natural resources within specific regions have influenced the development of culture, economics, politics and language of the inhabitants.
- Human and natural systems are reciprocal; both impact each other in positive and negative ways.
- The development of human systems (economic, political systems etc.) has dramatically impacted the development of culture, migration and human interactions across the world.

## In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	<b>Global Awareness</b>	<input checked="" type="checkbox"/>	<b>Creativity and Innovation</b>
<input checked="" type="checkbox"/>	<b>Environmental Literacy</b>	<input checked="" type="checkbox"/>	<b>Critical Thinking and Problem Solving</b>
<input type="checkbox"/>	<b>Health Literacy</b>	<input checked="" type="checkbox"/>	<b>Communication</b>
<input type="checkbox"/>	<b>Civic Literacy</b>	<input checked="" type="checkbox"/>	<b>Collaboration</b>
<input type="checkbox"/>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

## Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will understand what geography is and why it is a relevant course of study in the modern world.
- Students will be aware of and be able to effectively use some of the tools related to the study of geography such as maps, databases, GPS, and the internet.
- Students will begin to identify and understand some of the ways that geography affects the development of independent cultures of people.

## Assessments (Pre, Formative, Summative, Other) assessments with an \*

*Denote required common*

Pre:

- KWL Chart, Pre-Test

Formative:

- quizzes
- reading check assessments
- completion of group and independent research activities

- completion of online blogging and online debates
- webquests
- Writing of essays, personal journal responses, and a variety of formal and informal writing assignments
- Class participation, note taking and homework completion
- Student simulation, video, and other students created authentic assessments.

Summative:

- Test, DBQ

Benchmark: Map Skills Assessment\*, DBQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

## Teaching and Learning Activities

### *Activities*

- Lecture and note taking
- Reading and analysis of primary and secondary sources.
- Group and collaborative learning models.
- Internet research.
- Interviews and report writing.
- Reading in the textbook and reviewing in class.
- Use of computer on-line resources, databases and reference materials.
- Manipulation and work with maps, charts, demographic statistics, national profiles, CIA World FactBook.
- In class demonstration through project, presentation, construction of power point, models, diagrams, etc.
- Class discussion
- Review of primary and secondary historical resources including personal accounts, documented historical narratives, newspapers and periodicals, etc.
- Viewing of relevant video, film and audio materials.
- Guest speakers and community resources (if available).
- Create a chart that explains demographic makeup of a country or region.
- Identify and label physical maps.
- Create an accurate map from home to school.
- Plan a "road trip" across the country using GPS and other data and present to class.
- Create a chart comparing economic systems
- Track weather patterns to predict future weather and its impact on your activities.
- Create a map that identifies global climate zones.
- Create a jigsaw puzzle to simulate tectonic plate movement.
- Create a map that identifies various government systems around the world.
- Predict the economic/political implications of a natural disaster on a major metropolitan area in the United States.

	<ul style="list-style-type: none"> <li>● Make a map of the language groups that exist in the world.</li> <li>● Analyzing regional climate patterns and landforms; have students design a garden that they would use to grow their own food.</li> <li>● Have students view clips from BBC's Planet Earth or other relevant documentaries. Answer questions and discuss.</li> <li>● Teacher led a lecture and PowerPoint for information.</li> <li>● Class discussion on current geographical/political/economic issues.</li> <li>● Using Google Earth observe geographic changes taking place in the world.</li> <li>● Use a GPS to navigate a scavenger hunt in the school and on school grounds.</li> </ul>
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<i>Differentiation Strategies</i>	<p>Resources based on skill level          Craft additional prompts to support reading and writing comprehension and extension          Additional readings and resources provided for support and extension          Guided reading questions/notes          Flexible groups based on formative assessment or student choice          One:One conferring with teacher          Choice of reading, when appropriate          Differentiated checklists and rubrics (if appropriate)          Level of independence  <a href="#">Differentiation Strategies for Special Education Students</a>  <a href="#">Differentiation Strategies for Gifted and Talented Students</a>  <a href="#">Differentiation Strategies for ELL Students</a>  <a href="#">Differentiation Strategies for At Risk Students</a></p>
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<i>Windows</i>	N/A
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**Resources**

<ul style="list-style-type: none"> <li>● Textbook: World Geography – Building a Global Perspective. Baerwald and Fraser, Prentice Hall, Inc. 2000.</li> <li>● Internet resources</li> <li>● Database resources</li> <li>● Powerpoint and other slide show presenters</li> <li>● United Streaming and other educational documentaries</li> <li>● Google Earth</li> <li>● BBC's Planet Earth</li> </ul>
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<b>Content Area/ Grade Level/ Course:</b>	Social Studies 9-12 World Geography
<b>Unit Plan Title:</b>	Unit 2 Topic: North America

**Time Frame**

This unit should cover five weeks

**Anchor Standards/Domain\*    \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Combined Companion ELA Anchor Standards- Reading and Writing Grades 9-12](#)

**Unit Overview**

This unit focuses on the ability to analyze the causes and effects of the interactions between human and environmental systems in North America.

**Standard Number(s)    \* i.e: Math: 3.NBT.1    i.e.: RL 8.1**

- **Social Studies Practices**
  - Developing Questions and Planning Inquiry
  - Gathering and Evaluating Sources
  - Seeking Diverse Perspectives
  - Developing Claims and Using Evidence
  - Presenting Arguments and Explanations
  - Engaging in Civil Discourse and Critiquing Conclusions
- **6.1.12.GeoGI.1.a:** Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
- **6.1.12.HistoryCC.1.a:** Assess the impact of the interactions and conflicts between native groups and North American settlers.

- **6.1.12.GeoPP.2.a:** Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- **6.1.12.GeoPP.2.b:** Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
- **6.1.12.GeoSV.4.a:** Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
- **6.1.12.GeoPP.4.a:** Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period
- **6.1.12.GeoPP.5.a:** Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- **6.1.12.GeoHE.5.a:** Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
- **6.1.12.GeoHE.6.a:** Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- **6.1.12.GeoGM.6.a:** Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- **6.1.12.GeoHE.8.a:** Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- **6.1.12.GeoHE.9.a:** Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- **6.1.12.GeoPP.13.a:** Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
- **6.1.12.GeoPP.13.b:** Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
- **6.1.12.GeoHE.13.a:** Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
- **6.1.12.GeoPP.14.a:** Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- **6.1.12.GeoPP.14.b:** Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States
- **6.1.12.GeoHE.14.a:** Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
- **6.1.12.GeoHE.16.a:** Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
  
- **6.2.12.GeoPP.1.a:** Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- **6.2.12.GeoGE.1.b:** Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.
- **6.2.12.GeoGE.1.c:** Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- **6.2.12.GeoGE.1.d:** Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- **6.2.12.GeoPP.5.a:** Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).



- **6.2.12.GeoPP.6.a:** Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.8:** Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
- **9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
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- **9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

[Combined Companion ELA Standards- Reading and Writing Grades 9-12](#)

**Intended Outcomes - {Essential Questions}**

- How has mankind negatively impacted the environment in the North American region?
- How might early Native Americans view the development of the modern United States in regards to the environment? (i.e. clearing of land, overfishing etc.)
- What impact does pollution have on the quality of life for people in the United States?
- How do environmental factors impact the development of political and economic systems?
- How do climate zones impact the creation and development of regional cultures in the United States?
- How has the development of a more diversified economy that includes agriculture, technology, service and manufacturing centers impacted the development of culture in the United States and Canada?
- How has the availability of alternative energy resources impacted the economy in the region?
- Why is my community located where it is?
- How does the distribution and migration of immigrant groups shape the environment and culture in the United States and Canada?

**Enduring Understandings**

- Changing environmental factors (natural and man-made) influence the way people live, work, and interact.
- Flora, fauna and access to natural resources determine settlement, movement and the development of economic and political systems
- Immigration has dramatically influenced the diversity of the North American cultural region.

In this unit plan, the following 21<sup>st</sup> Century themes and skills are addressed.

<p><i>Check all that apply.</i></p> <p><b>21<sup>st</sup> Century Themes</b></p>		<p><i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i></p> <p><b>21<sup>st</sup> Century Skills</b></p>	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Students will know the specific landforms, water systems and climatic zones of North America.
- Students will understand the various pollution types, their locations and the rate of growth if any.
- Students will know the population distribution, growth and migration patterns.
- Students will know the unique cultural beliefs of regions within the United States and Canada and major population centers.
- Students will know the Transportation systems in North America.
- Students will know the specific natural resources and their distribution in North America.
- Students will know the major flora and fauna groups that live and migrate within the United States.
- Students will understand the types of economies and how goods are traded.
- Students will know the political systems of Canada and the United States.

**Assessments (Pre, Formative, Summative, Other)**

*Denote required common assessments with an \**

Pre:

- KWL Chart, Pre-Test

Formative:

- quizzes
- reading check assessments
- completion of group and independent research activities
- completion of online blogging and online debates
- webquests
- Writing of essays, personal journal responses, and a variety of formal and informal writing assignments
- Class participation, note taking and homework completion
- Student simulation, video, and other students created authentic assessments.

Summative:

- Test, DBQ

Benchmark: Map Skills Assessment\*, DBQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

## Teaching and Learning Activities

### *Activities*

- Lecture and note taking
- Reading and analysis of primary and secondary sources.
- Group and collaborative learning models.
- Internet research.
- Interviews and report writing.
- Reading in the textbook and reviewing in class.
- Use of computer on-line resources, databases and reference materials.
- Manipulation and work with maps, charts, demographic statistics, national profiles, CIA World FactBook.
- In class demonstration through project, presentation, construction of power point, models, diagrams, etc.
- Class discussion
- Review of primary and secondary historical resources including personal accounts, documented historical narratives, newspapers and periodicals, etc.
- Viewing of relevant video, film and audio materials.
- Guest speakers and community resources (if available).
- Create a chart that explains demographic makeup of a country or region.
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- Create a map that identifies global climate zones.
- Create a jigsaw puzzle to simulate tectonic plate movement.
- Create a map that identifies various government systems around the world.
- Predict the economic/political implications of a natural disaster on a major metropolitan area in the United States.
- Make a map of the language groups that exist in the world.
- Analyzing regional climate patterns and landforms; have students design a garden that they would use to grow their own food.
- Have students view clips from BBC's Planet Earth or other relevant documentaries. Answer questions and discuss.
- Teacher led a lecture and PowerPoint for information.
- Class discussion on current geographical/political/economic issues.
- Using Google Earth observe geographic changes taking place in the world.
- Use a GPS to navigate a scavenger hunt in the school and on school grounds.

### *Differentiation Strategies*

Resources based on skill level  
Craft additional prompts to support reading and writing comprehension and extension

	Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence <a href="#">Differentiation Strategies for Special Education Students</a> <a href="#">Differentiation Strategies for Gifted and Talented Students</a> <a href="#">Differentiation Strategies for ELL Students</a> <a href="#">Differentiation Strategies for At Risk Students</a>
<i>Windows</i>	N/A

### Resources

- Textbook: World Geography – Building a Global Perspective. Baerwald and Fraser, Prentice Hall, Inc. 2000.
- Internet resources
- Database resources
- Powerpoint and other slide show presenters
- United Streaming and other educational documentaries
- Google Earth
- BBC's Planet Earth



<b>Content Area/ Grade Level/ Course:</b>	Social Studies 9-12 World Geography
<b>Unit Plan Title:</b>	Unit 3 Topic: Europe
<b>Time Frame</b>	This unit should cover five weeks
<b>Anchor Standards/Domain*    *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	

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**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Combined Companion ELA Anchor Standards- Reading and Writing Grades 9-12](#)

## Unit Overview

This unit focuses on the ability to analyze the causes and effects of the interactions between human and environmental systems in Europe.

**Standard Number(s)** \* i.e: **Math: 3.NBT.1** i.e.: **RL 8.1**

- **Social Studies Practices**
  - Developing Questions and Planning Inquiry
  - Gathering and Evaluating Sources
  - Seeking Diverse Perspectives
  - Developing Claims and Using Evidence
  - Presenting Arguments and Explanations
  - Engaging in Civil Discourse and Critiquing Conclusions
- **6.1.12.GeoGI.1.a:** Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
- **6.1.12.EconGE.1.a:** Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- **6.2.12.GeoSV.1.a** Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
- **6.2.12.GeoPP.1.a** Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

- **6.2.12.GeoGE.1.b** Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.
- **6.2.12.GeoGE.1.c** Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- **6.2.12.GeoGE.1.d** Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- **6.2.12.HistoryCC.1.a** Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
- **6.2.12.HistoryCC.1.b** Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- **6.2.12.HistoryCC.1.c** Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
- **6.2.12.HistoryCC.1.d** Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
- **6.2.12.HistoryCC.1.f** Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
- **6.2.12.HistoryCC.1.g** Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
- **6.2.12.GeoPP.2.a:** Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
- **6.2.12.GeoSP.4.a** Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
- **6.2.12.GeoSP.4.b** Determine how geography impacted military strategies and major turning points during World War II.
- **6.2.12.GeoPP.5.a** Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use
  
- **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
  
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.5:** Evaluate, synthesize, and apply information on climate change from various sources appropriately
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- **9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

### Intended Outcomes - {Essential Questions}

- How does the lack of change in European geography contribute to the interactions between European nations?
- Why do environmental policies differ in each region within Europe?
- How have humans negatively and positively impacted the natural environment?
- How did the Age of Industrialization impact not only Europe but the world at large?
- How have climate zones impacted the creation and development of regional cultures in Europe?
- How do environmental factors cause political and economic change?
- Why is the European Union an integral part of the economy in Europe?
- How have major conflicts (WWI, WWII, Cold War etc.) shaped the boundaries, politics and economics of Europe over the past century?
- How does European cooperation differ from cooperation in North and Latin America?

### Enduring Understandings

- Changing environmental factors (natural and man-made) influence the way people live, work, and interact.
- Flora, fauna and access to natural resources determine settlement, movement and the development of economic and political systems.
- Due to lack of natural boundaries Europe has a high level of conflict and cooperation.

<p>Check all that apply.</p> <p><b>21<sup>st</sup> Century Themes</b></p>		<p>Indicate whether these skills are <b>E-Encouraged</b>, <b>T-Taught</b>, or <b>A-Assessed</b> in this unit by marking <b>E</b>, <b>T</b>, <b>A</b> on the line before the appropriate skill.</p> <p><b>21<sup>st</sup> Century Skills</b></p>	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/>	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/>	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/>	Communication
<input type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/>	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

### Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will be able to identify nations, regions and topographic characteristics of Europe.
- Students will understand critical similarities and differences between different cultural groups across the continent.
- Students will be able to identify specific geographic criteria that led to the development of different nations, cultures and interactions in European history.
- Students will be able to explain how geographic challenges affected the development and interactions between different regions and groups.
- Students will be able to explain the creation and functions of the European Union.
- Students will be able to identify and explain the regional trade unions and other major alliances.



- Students will know the political map of Europe from 1900-Present.
- Students will be able to explain the basics of conflicts such as the French and Russian Revolutions, WWI, WWII, and the Cold War and influence of geography on outcome.

**Assessments (Pre, Formative, Summative, Other)**

*Denote required common assessments with an \**

Pre:

- KWL Chart, Pre-Test

Formative:

- quizzes
- reading check assessments
- completion of group and independent research activities
- completion of online blogging and online debates
- webquests
- Writing of essays, personal journal responses, and a variety of formal and informal writing assignments
- Class participation, note taking and homework completion
- Student simulation, video, and other students created authentic assessments.

Summative:

- Test, DBQ

Benchmark: Map Skills Assessment\*, DBQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

*Activities*

- Lecture and note taking
- Reading and analysis of primary and secondary sources.
- Group and collaborative learning models.
- Internet research.
- Interviews and report writing.
- Reading in the textbook and reviewing in class.
- Use of computer on-line resources, databases and reference materials.
- Manipulation and work with maps, charts, demographic statistics, national profiles, CIA World FactBook.
- In class demonstration through project, presentation, construction of power point, models, diagrams, etc.
- Class discussion
- Review of primary and secondary historical resources including personal accounts, documented historical narratives, newspapers and periodicals, etc.
- Viewing of relevant video, film and audio materials.
- Guest speakers and community resources (if available).
- Create a chart that explains demographic makeup of a country or region.



	<ul style="list-style-type: none"> <li>● Identify and label physical maps.</li> <li>● Create an accurate map from home to school.</li> <li>● Plan a "road trip" across the country using GPS and other data and present to class.</li> <li>● Create a chart comparing economic systems</li> <li>● Track weather patterns to predict future weather and its impact on your activities.</li> <li>● Create a map that identifies global climate zones.</li> <li>● Create a jigsaw puzzle to simulate tectonic plate movement.</li> <li>● Create a map that identifies various government systems around the world.</li> <li>● Predict the economic/political implications of a natural disaster on a major metropolitan area in the United States.</li> <li>● Make a map of the language groups that exist in the world.</li> <li>● Analyzing regional climate patterns and landforms; have students design a garden that they would use to grow their own food.</li> <li>● Have students view clips from BBC's Planet Earth or other relevant documentaries. Answer questions and discuss.</li> <li>● Teacher led a lecture and PowerPoint for information.</li> <li>● Class discussion on current geographical/political/economic issues.</li> <li>● Using Google Earth observe geographic changes taking place in the world.</li> <li>● Use a GPS to navigate a scavenger hunt in the school and on school grounds.</li> </ul>
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<p><i>Differentiation Strategies</i></p>	<p>Resources based on skill level          Craft additional prompts to support reading and writing comprehension and extension          Additional readings and resources provided for support and extension          Guided reading questions/notes          Flexible groups based on formative assessment or student choice          One:One conferring with teacher          Choice of reading, when appropriate          Differentiated checklists and rubrics (if appropriate)          Level of independence  <a href="#">Differentiation Strategies for Special Education Students</a>  <a href="#">Differentiation Strategies for Gifted and Talented Students</a>  <a href="#">Differentiation Strategies for ELL Students</a>  <a href="#">Differentiation Strategies for At Risk Students</a></p>
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<p><i>Windows</i></p>	<p>N/A</p>
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**Resources**

- Textbook: World Geography – Building a Global Perspective. Baerwald and Fraser, Prentice Hall, Inc. 2000.
- Internet resources

- Database resources
- Powerpoint and other slide show presenters
- United Streaming and other educational documentaries
- Google Earth
- BBC's Planet Earth

<b>Content Area/ Grade Level/ Course:</b>	Social Studies 9-12 World Geography
<b>Unit Plan Title:</b>	Unit 4 Topic: Latin America
<b>Time Frame</b>	This unit should cover five weeks

**Anchor Standards/Domain\*    \*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10**

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Combined Companion ELA Anchor Standards- Reading and Writing Grades 9-12](#)

## Unit Overview

This unit focuses on the ability to analyze the causes and effects of the interactions between human and environmental systems in Latin America.

**Standard Number(s)** \* i.e: **Math: 3.NBT.1** i.e.: **RL 8.1**

- **Social Studies Practices**

- Developing Questions and Planning Inquiry
- Gathering and Evaluating Sources
- Seeking Diverse Perspectives
- Developing Claims and Using Evidence
- Presenting Arguments and Explanations
- Engaging in Civil Discourse and Critiquing Conclusions

- **6.1.12.GeoGI.1.a:** Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- **6.2.12.GeoGE.1.d:** Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- **6.2.12.GeoSV.1.a** Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
- **6.3.12.GeoGI.1:** Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12 prof.CR2b, 2.2.12.LF.8).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.8:** Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
- **9.4.12.GCA.1:** Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions
- **9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.5:** Evaluate, synthesize, and apply information on climate change from various sources appropriately

- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

[Combined Companion ELA Standards- Reading and Writing Grades 9-12](#)

**Intended Outcomes - {Essential Questions}**

- How does the destruction of the rainforests impact weather, fauna and people in the region?
- How do environmental factors impact political and economic change within a region?
- How did the Columbian Exchange alter the physical and political landscape of Latin America?
- How did Europeans influence the environmental and political development of Latin America?
- How does the lack of natural resources impact the economic and political systems of Latin America?
- How have climate zones impacted the creation and development.
- How does the focus on agriculture and lack of manufacturing and technology impact the development of Latin America?
- How do natural disasters expose the difficulties many Latin American nations face politically and socially?

**Enduring Understandings**

- Changing environmental factors (natural and man-made) influence the way people live, work, and interact.
- Flora, fauna and access to natural resources determine settlement, movement and the development of economic and political systems.
- Natural disasters have dramatically impacted migration, politics and economics in the region.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	<b>Global Awareness</b>	<input checked="" type="checkbox"/>	<b>Creativity and Innovation</b>
<input checked="" type="checkbox"/>	<b>Environmental Literacy</b>	<input checked="" type="checkbox"/>	<b>Critical Thinking and Problem Solving</b>
<input type="checkbox"/>	<b>Health Literacy</b>	<input checked="" type="checkbox"/>	<b>Communication</b>
<input checked="" type="checkbox"/>	<b>Civic Literacy</b>	<input checked="" type="checkbox"/>	<b>Collaboration</b>
<input checked="" type="checkbox"/>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Students will be able to identify nations, regions and topographic characteristics of South America and the Caribbean.
- Students will understand critical similarities and differences between different cultural groups across the regions.

- Students will be able to identify specific geographic criteria that led to the development of different nations, cultures and interactions in the different regions' history.
- Students will be able to explain how geographic challenges affected and continue to affect the development and interactions between different regions and groups.
- Students will be able to identify specific landforms, water systems of climatic zones of Latin America.
- Students will be able to identify pollution types, locations and growth if any.
- Students will be able to explain population distribution, growth and migration patterns of the region.
- Students will be able to explain the unique cultural beliefs of regions within Central America, South America and the Caribbean.
- Students will be able to identify the growth of urbanization and population centers.
- Students will know the lack of transportation systems in Latin America.
- Students will be able to explain the effects of European colonization and the impact of the Columbian Exchange (crops, diseases, language, religion, economic ideas).
- Students will know El Nino, La Nina and other regular climate changes.
- Students will know the specific natural resources and their disbursements in Latin America.
- Students will identify the major flora and fauna groups that live and migrate within Latin America.

**Assessments (Pre, Formative, Summative, Other)**

*Denote required common assessments with an \**

Pre:

- KWL Chart, Pre-Test

Formative:

- quizzes
- reading check assessments
- completion of group and independent research activities
- completion of online blogging and online databases
- webquests
- Writing of essays, personal journal responses, and a variety of formal and informal writing assignments
- Class participation, note taking and homework completion
- Student simulation, video, and other students created authentic assessments.

Summative:

- Test, DBQ

Benchmark: Map Skills Assessment\*, DBQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

*Activities*

- Lecture and note taking
- Reading and analysis of primary and secondary sources.
- Group and collaborative learning models.
- Internet research.
- Interviews and report writing.
- Reading in the textbook and reviewing in class.
- Use of computer on-line resources, databases and reference materials.

- Manipulation and work with maps, charts, demographic statistics, national profiles, CIA World FactBook.
- In class demonstration through project, presentation, construction of power point, models, diagrams, etc.
- Class discussion
- Review of primary and secondary historical resources including personal accounts, documented historical narratives, newspapers and periodicals, etc.
- Viewing of relevant video, film and audio materials.
- Guest speakers and community resources (if available).
- Create a chart that explains demographic makeup of a country or region.
- Identify and label physical maps.
- Create an accurate map from home to school.
- Plan a "road trip" across the country using GPS and other data and present to class.
- Create a chart comparing economic systems
- Track weather patterns to predict future weather and its impact on your activities.
- Create a map that identifies global climate zones.
- Create a jigsaw puzzle to simulate tectonic plate movement.
- Create a map that identifies various government systems around the world.
- Predict the economic/political implications of a natural disaster on a major metropolitan area in the United States.
- Make a map of the language groups that exist in the world.
- Analyzing regional climate patterns and landforms; have students design a garden that they would use to grow their own food.
- Have students view clips from BBC's Planet Earth or other relevant documentaries. Answer questions and discuss.
- Teacher led a lecture and PowerPoint for information.
- Class discussion on current geographical/political/economic issues.
- Using Google Earth observe geographic changes taking place in the world.
- Use a GPS to navigate a scavenger hunt in the school and on school grounds.

*Differentiation Strategies*

Resources based on skill level  
 Craft additional prompts to support reading and writing comprehension and extension  
 Additional readings and resources provided for support and extension  
 Guided reading questions/notes  
 Flexible groups based on formative assessment or student choice  
 One:One conferring with teacher  
 Choice of reading, when appropriate  
 Differentiated checklists and rubrics (if appropriate)  
 Level of independence  
[Differentiation Strategies for Special Education Students](#)  
[Differentiation Strategies for Gifted and Talented Students](#)

	<a href="#">Differentiation Strategies for ELL Students</a> <a href="#">Differentiation Strategies for At Risk Students</a>
Windows	N/A

### Resources

- Textbook: World Geography – Building a Global Perspective. Baerwal and Fraser, Prentice Hall, Inc. 2000.
- Internet resources
- Database resources
- Powerpoint and other slide show presenters
- United Streaming and other educational documentaries
- Google Earth
- BBC's Planet Earth

<b>Content Area/ Grade Level/ Course:</b>	Social Studies 9-12 World Geography
<b>Unit Plan Title:</b>	Unit 5 Topic: North Africa and the Middle East
<b>Time Frame</b>	This unit should cover seven weeks
<b>Anchor Standards/Domain*    *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering



literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Combined Companion ELA Anchor Standards- Reading and Writing Grades 9-12](#)

## Unit Overview

This unit focuses on the ability to analyze the causes and effects of the interactions between human and environmental systems in North Africa and the Middle East.

**Standard Number(s)** \* i.e: **Math: 3.NBT.1** i.e.: **RL 8.1**

- **Social Studies Practices**
  - Developing Questions and Planning Inquiry
  - Gathering and Evaluating Sources
  - Seeking Diverse Perspectives
  - Developing Claims and Using Evidence
  - Presenting Arguments and Explanations
  - Engaging in Civil Discourse and Critiquing Conclusions
  
- **6.2.12.GeoGE.1.b** Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.
- **6.2.12.GeoGE.1.d** Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- **6.2.12.GeoPP.5.a** Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use
- **6.2.12.GeoSV.1.a** Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
  
- **6.3.12.GeoGI.1** Collaborate with students from other countries to develop possible solutions to environmental issues, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
  
- **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
  
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12 prof.CR2b, 2.2.12.LF.8).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).



- **9.4.12.DC.8:** Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
- **9.4.12.GCA.1:** Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions
- **9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.5:** Evaluate, synthesize, and apply information on climate change from various sources appropriately
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- **9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

[Combined Companion ELA Standards- Reading and Writing Grades 9-12](#)

**Intended Outcomes - {Essential Questions}**

- How do water systems impact weather, fauna, and people in the region?
- How does a lack of water lead to territorial boundary disputes?
- How has foreign involvement in the region affected environmental, economic, and political change?
- How will nonrenewable resources (oil and natural gas) affect the socio-economic status of the region both present and future?
- How do lack of other natural resources (such as water, arable land, and ores/minerals) impact the economic and political development of the region?
- How do climate zones impact the creation and development of regional cultures in North Africa and the Middle East?
- How does the focus on agriculture and lack of manufacturing and technology impact the development of the region?
- How do religious differences result in conflict and boundary changes?
- How do factions within religions lead to conflict and shifts in population distribution?

**Enduring Understandings**

- Changing environmental factors (natural and man-made) influence the way people live, work, and interact.
- Flora, fauna and access to natural resources determine settlement, movement and the development of economic and political systems.
- Conflict is a result of perceived need for political, economic, or social change by a population.

<i>Check all that apply.</i> <b>21<sup>st</sup> Century Themes</b>		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> <b>21<sup>st</sup> Century Skills</b>	
<input checked="" type="checkbox"/>	<b>Global Awareness</b>	<input checked="" type="checkbox"/>	<b>Creativity and Innovation</b>
<input checked="" type="checkbox"/>	<b>Environmental Literacy</b>	<input checked="" type="checkbox"/>	<b>Critical Thinking and Problem Solving</b>
<input checked="" type="checkbox"/>	<b>Health Literacy</b>	<input checked="" type="checkbox"/>	<b>Communication</b>
<input checked="" type="checkbox"/>	<b>Civic Literacy</b>	<input checked="" type="checkbox"/>	<b>Collaboration</b>
<input checked="" type="checkbox"/>	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Students will be able to identify nations, regions and topographic characteristics of Africa.
- Students will understand critical similarities and differences between different cultural groups across the continent.
- Students will be able to identify specific geographic criteria that led to the development of different nations, cultures and interactions in African history.
- Students will be able to explain how geographic challenges affected and continue to affect the development and interactions between different regions and groups.
- Students will be able to identify nations, regions and topographic characteristics of the Middle East.
- Students will understand critical similarities and differences between different cultural groups across the region.
- Students will be able to identify specific geographic criteria that led to the development of different nations, cultures and interactions in Middle Eastern history.
- Students will be able to explain how geographic challenges affected and continue to affect the development and interactions between different regions and groups.
- Students will be able to identify specific landforms, water systems and climatic zones of North Africa and the Middle East.
- Students will be able to identify specific population distribution, growth and migration patterns
- Students will be able to identify specific unique cultural beliefs of regions within North Africa, and the Middle East
- Students will be able to identify specific local and regional water disputes
- Students will be able to explain the impact foreign nations have had on the regions (US involvement currently, Britain post WWI, WWII etc.).
- Students will be able to identify the major flora and fauna groups that live and migrate within the region.
- Students will be able to identify the different government styles that exist within the regions.
- Students will be able to explain the timeline and border changes of the Arab-Israeli conflict and the major ethnic differences that have caused conflict in the past and that persist today.

**Assessments (Pre, Formative, Summative, Other)**

*Denote required common assessments with an \**

Pre:

- KWL Chart, Pre-Test

Formative:

- quizzes
- reading check assessments
- completion of group and independent research activities

- completion of online blogging and online databases
- webquests
- Writing of essays, personal journal responses, and a variety of formal and informal writing assignments
- Class participation, note taking and homework completion
- Student simulation, video, and other students created authentic assessments.

Summative:

- Test, DBQ

Benchmark: Map Skills Assessment\*, DBQ\*

Common Final Exam\*

## Teaching and Learning Activities

### *Activities*

- Lecture and note taking
- Reading and analysis of primary and secondary sources.
- Group and collaborative learning models.
- Internet research.
- Interviews and report writing.
- Reading in the textbook and reviewing in class.
- Use of computer on-line resources, databases and reference materials.
- Manipulation and work with maps, charts, demographic statistics, national profiles, CIA World FactBook.
- In class demonstration through project, presentation, construction of power point, models, diagrams, etc.
- Class discussion
- Review of primary and secondary historical resources including personal accounts, documented historical narratives, newspapers and periodicals, etc.
- Viewing of relevant video, film and audio materials.
- Guest speakers and community resources (if available).
- Create a chart that explains demographic makeup of a country or region.
- Identify and label physical maps.
- Create an accurate map from home to school.
- Plan a "road trip" across the country using GPS and other data and present to class.
- Create a chart comparing economic systems
- Track weather patterns to predict future weather and its impact on your activities.
- Create a map that identifies global climate zones.
- Create a jigsaw puzzle to simulate tectonic plate movement.
- Create a map that identifies various government systems around the world.
- Predict the economic/political implications of a natural disaster on a major metropolitan area in the United States.
- Make a map of the language groups that exist in the world.
- Analyzing regional climate patterns and landforms; have students design a garden that they would use to grow their own food.

	<ul style="list-style-type: none"> <li>● Have students view clips from BBC's Planet Earth or other relevant documentaries. Answer questions and discuss.</li> <li>● Teacher led a lecture and PowerPoint for information.</li> <li>● Class discussion on current geographical/political/economic issues.</li> <li>● Using Google Earth observe geographic changes taking place in the world.</li> <li>● Use a GPS to navigate a scavenger hunt in the school and on school grounds.</li> </ul>
<i>Differentiation Strategies</i>	Resources based on skill level Craft additional prompts to support reading and writing comprehension and extension Additional readings and resources provided for support and extension Guided reading questions/notes Flexible groups based on formative assessment or student choice One:One conferring with teacher Choice of reading, when appropriate Differentiated checklists and rubrics (if appropriate) Level of independence <a href="#">Differentiation Strategies for Special Education Students</a> <a href="#">Differentiation Strategies for Gifted and Talented Students</a> <a href="#">Differentiation Strategies for ELL Students</a> <a href="#">Differentiation Strategies for At Risk Students</a>
<i>Windows</i>	N/A

### Resources

- Textbook: World Geography – Building a Global Perspective. Baerwal and Fraser, Prentice Hall, Inc. 2000.
- Internet resources
- Database resources
- Powerpoint and other slide show presenters
- United Streaming and other educational documentaries
- Google Earth
- BBC's Planet Earth

<b>Content Area/ Grade Level/ Course:</b>	Social Studies 9-12 World Geography
<b>Unit Plan Title:</b>	Unit 6 Topic: Sub-Saharan Africa
<b>Time Frame</b>	This unit should cover five weeks

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Combined Companion ELA Anchor Standards- Reading and Writing Grades 9-12](#)

## Unit Overview

This unit focuses on the ability to analyze the causes and effects of the interactions between human and environmental systems in Sub-Saharan Africa.

**Standard Number(s)** \* i.e: Math: 3.NBT.1 i.e.: RL 8.1

- **Social Studies Practices**
  - Developing Questions and Planning Inquiry
  - Gathering and Evaluating Sources
  - Seeking Diverse Perspectives
  - Developing Claims and Using Evidence
  - Presenting Arguments and Explanations
  - Engaging in Civil Discourse and Critiquing Conclusions
- **6.2.12.GeoSV.1.a** Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

- **6.2.12.GeoGI.4.a** Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
- **6.2.12.GeoGE.1.d** Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- **6.2.12.GeoPP.5.a** Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- **6.2.12.HistoryCC.5.b:** Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict
  
- **6.3.12.GeoGI.1** : Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
  
- **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
  
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12 prof.CR2b, 2.2.12.LF.8).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.8:** Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
- **9.4.12.GCA.1:** Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions
- **9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
- **9.4.12.IML.5:** Evaluate, synthesize, and apply information on climate change from various sources appropriately
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- **9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

[Combined Companion ELA Standards- Reading and Writing Grades 9-12](#)

**Intended Outcomes - {Essential Questions}**

- How do water systems impact weather, fauna, and people in the region?
- How do tribal groups interact and influence current political and economic structures in Sub-Saharan Africa?
- How does the lack of or sporadic presence of natural resources lead to armed conflict between groups or nations in Sub-Saharan Africa?
- How does the relationship of human systems with wild fauna compare to other areas of the world?

- How do disease and treatment of disease impact socioeconomic status in African nations?
- How do refugees and internally displaced peoples influence the political structures and action of governments in Sub-Saharan Africa?
- How has geographic location of tribal and ethnic groups caused conflicts within and between nations?
- How has foreign involvement in Africa created the basis of most environmental, political and economic issues today?

### Enduring Understandings

- Changing environmental factors (natural and man-made) influence the way people live, work, and interact.
- Flora, fauna and access to natural resources determine settlement, movement and the development of economic and political systems.
- Colonization and conflict has shaped the current socioeconomic, political and boundary structures in Sub-Saharan Africa

Indicate whether these skills are **E**-Encouraged, **T**-Taught, or **A**-Assessed in this unit by marking **E, T, A** on the line before the appropriate skill.

### 21<sup>st</sup> Century Skills

- |   |   |
|---|---|
| X | Global Awareness  |
| X | Environmental Literacy                                      |
| X | Health Literacy   |
| X | Civic Literacy  |
| X | Financial, Economic, Business, and Entrepreneurial Literacy |

- |   |                                       |
|---|---------------------------------------|
| X | Creativity and Innovation             |
| X | Critical Thinking and Problem Solving |
| X | Communication                         |
| X | Collaboration                         |

### Student Learning Targets/Objectives (Students will know/Students will understand)

- Students will be able to identify specific landforms, water systems and climatic zones of Sub-Saharan Africa.
- Students will be able to identify pollution types, locations and growth if any.
- Students will be able to identify population distribution, growth and migration patterns.
- Students will be able to identify unique cultural beliefs of regions within Sub-Saharan Africa.
- Students will be able to explain the growth of urbanization and population centers and types of transportation systems and infrastructure.
- Students will be able to identify major tribal groups and locations.
- Students will be able to identify specific natural resources and their disbursements in Sub-Saharan Africa.
- Students will be able to identify the major flora and fauna groups that live and migrate within Sub-Saharan Africa.
- Students will be able to identify endangered and threatened species in the area.
- Students will be able to identify different government styles that exist in Sub-Saharan Africa.
- Mixed, market and command economies and trade patterns within the region.



- Students will be able to understand financial concerns of the region regarding lack of businesses and debts.
- Students will be able to explain causes and effects of European colonization (slave trade, Berlin Conference etc.).
- Students will be able to understand major diseases and their paths of distribution.
- Students will be able to understand the promotion of European culture at the expense of traditional African culture.
- Students will be able to identify refugee groups within Africa.
- Students will be able to identify the major genocides in Sub-Saharan Africa (Rwanda, etc).
- Students will be able to explain the civil wars and internal conflicts in the region (Sudan, Apartheid, etc).
- Students will be able to explain the effects of colonization on the political geography of the region.

**Assessments (Pre, Formative, Summative, Other)**

*Denote required common assessments with an \**

Pre:

- KWL Chart, Pre-Test

Formative:

- quizzes
- reading check assessments
- completion of group and independent research activities
- completion of online blogging and online databases
- webquests
- Writing of essays, personal journal responses, and a variety of formal and informal writing assignments
- Class participation, note taking and homework completion
- Student simulation, video, and other students created authentic assessments.

Summative:

- Test, DBQ

Benchmark: Map Skills Assessment\*, DBQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

**Teaching and Learning Activities**

*Activities*

- Lecture and note taking
- Reading and analysis of primary and secondary sources.
- Group and collaborative learning models.
- Internet research.
- Interviews and report writing.
- Reading in the textbook and reviewing in class.
- Use of computer on-line resources, databases and reference materials.
- Manipulation and work with maps, charts, demographic statistics, national profiles, CIA World FactBook.



- In class demonstration through project, presentation, construction of power point, models, diagrams, etc.
- Class discussion
- Review of primary and secondary historical resources including personal accounts, documented historical narratives, newspapers and periodicals, etc.
- Viewing of relevant video, film and audio materials.
- Guest speakers and community resources (if available).
- Create a chart that explains demographic makeup of a country or region.
- Identify and label physical maps.
- Create an accurate map from home to school.
- Plan a "road trip" across the country using GPS and other data and present to class.
- Create a chart comparing economic systems
- Track weather patterns to predict future weather and its impact on your activities.
- Create a map that identifies global climate zones.
- Create a jigsaw puzzle to simulate tectonic plate movement.
- Create a map that identifies various government systems around the world.
- Predict the economic/political implications of a natural disaster on a major metropolitan area in the United States.
- Make a map of the language groups that exist in the world.
- Analyzing regional climate patterns and landforms; have students design a garden that they would use to grow their own food.
- Have students view clips from BBC's Planet Earth or other relevant documentaries. Answer questions and discuss.
- Teacher led a lecture and PowerPoint for information.
- Class discussion on current geographical/political/economic issues.
- Using Google Earth observe geographic changes taking place in the world.
- Use a GPS to navigate a scavenger hunt in the school and on school grounds.

*Differentiation Strategies*

Resources based on skill level  
 Craft additional prompts to support reading and writing comprehension and extension  
 Additional readings and resources provided for support and extension  
 Guided reading questions/notes  
 Flexible groups based on formative assessment or student choice  
 One:One conferring with teacher  
 Choice of reading, when appropriate  
 Differentiated checklists and rubrics (if appropriate)  
 Level of independence  
[Differentiation Strategies for Special Education Students](#)  
[Differentiation Strategies for Gifted and Talented Students](#)  
[Differentiation Strategies for ELL Students](#)  
[Differentiation Strategies for At Risk Students](#)

<i>Windows</i>	N/A
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<b>Resources</b>
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- Textbook: World Geography – Building a Global Perspective. Baerwal and Fraser, Prentice Hall, Inc. 2000.
- Internet resources
- Database resources
- Powerpoint and other slide show presenters
- United Streaming and other educational documentaries
- Google Earth
- BBC's Planet Earth



<b>Content Area/ Grade Level/ Course:</b>	Social Studies 9-12 World Geography
<b>Unit Plan Title:</b>	Unit 7 Topic: South and East Asia
<b>Time Frame</b>	This unit should cover five weeks
<b>Anchor Standards/Domain*    *i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>	

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Combined Companion ELA Anchor Standards- Reading and Writing Grades 9-12](#)

### Unit Overview

This unit focuses on the ability to analyze the causes and effects of the interactions between human and environmental systems in South and East Asia.

**Standard Number(s)** \* i.e: **Math: 3.NBT.1** i.e.: **RL 8.1**

- **Social Studies Practices**
  - Developing Questions and Planning Inquiry
  - Gathering and Evaluating Sources
  - Seeking Diverse Perspectives
  - Developing Claims and Using Evidence
  - Presenting Arguments and Explanations
  - Engaging in Civil Discourse and Critiquing Conclusions
  
- **6.2.12.GeoGE.1.b** Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.
- **6.2.12.GeoGE.1.d** Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
- **6.2.12.GeoPP.5.a** Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use
- **6.2.12.GeoSV.1.a** Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
  
- **6.3.12.GeoGI.1** : Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
  
- **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
  
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12 prof.CR2b, 2.2.12.LF.8).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.8:** Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.

- **9.4.12.GCA.1:** Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions
- **9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.5:** Evaluate, synthesize, and apply information on climate change from various sources appropriately
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- **9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

[Combined Companion ELA Standards- Reading and Writing Grades 9-12](#)

### Intended Outcomes - {Essential Questions}

- How has pollution negatively impacted the quality of life in India, China and Japan?
- How do natural disasters impact the economic systems and infrastructure of India, China and Japan?
- How have China, India, and Japan been able to take advantage of their resources to rapidly expand their economies?
- How has increasing population put a strain on the flora and fauna within these regions?
- How have political and economic changes in the South and East impacted migration within these nations?
- How do the large labor forces of India and China impact their involvement in international business?
- In what ways have technological innovations impacted the cultures within this region?
- How has widespread poverty impacted migration and political systems within this region?
- How does the interaction of foreign countries with India, Japan and China shape international relations and economics today?

### Enduring Understandings

- Changing environmental factors (natural and man-made) influence the way people live, work, and interact.
- Flora, fauna and access to natural resources determine settlement, movement and the development of economic and political systems.
- Technological and industrial innovation has dramatically changed the socioeconomic structure within South and East Asia resulting in a region of growing power and influence.

		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i>	
		<b>21<sup>st</sup> Century Skills</b>	
X	<b>Global Awareness</b>	X	<b>Creativity and Innovation</b>
X	<b>Environmental Literacy</b>	X	<b>Critical Thinking and Problem Solving</b>
X	<b>Health Literacy</b>	X	<b>Communication</b>
X	<b>Civic Literacy</b>	X	<b>Collaboration</b>
X	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>		

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Students will be able to identify specific landforms and water systems of South and East Asia.
- Students will be able to identify specific climatic zones.
- Students will be able to identify pollution types, locations and growth if any.
- Students will be able to explain population distribution, growth and migration patterns
- Students will be able to identify unique cultural beliefs of regions within India, China and Japan.
- Students will be able to identify past and present infrastructure projects
- Students will be able to identify specific natural disasters that have impacted the region (Indian Ocean Tsunami, Volcanic Eruptions, Typhoons, River Floods, 2011 Tsunami)
- Students will be able to explain the culture of this region and how it has developed and changed throughout its history.
- Students will be able to identify distribution of national resources.
- Students will be able to understand population numbers within the countries of this cultural region.
- Students will be able to identify examples of environmental degradation in region.
- Students will be able to identify endangered species.
- Students will be able to explain the international agreements, treaties, relief programs, and training programs in the region.

**Assessments (Pre, Formative, Summative, Other)**

*Denote required common assessments with an \**

Pre:

- KWL Chart, Pre-Test

Formative:

- quizzes
- reading check assessments
- completion of group and independent research activities
- completion of online blogging and online databases
- webquests
- Writing of essays, personal journal responses, and a variety of formal and informal writing assignments
- Class participation, note taking and homework completion
- Student simulation, video, and other students created authentic assessments.

Summative:

- Test, DBQ

Benchmark: Map Skills Assessment\*, DBQ\*  
Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

### Teaching and Learning Activities

#### *Activities*

- Lecture and note taking
- Reading and analysis of primary and secondary sources.
- Group and collaborative learning models.
- Internet research.
- Interviews and report writing.
- Reading in the textbook and reviewing in class.
- Use of computer on-line resources, databases and reference materials.
- Manipulation and work with maps, charts, demographic statistics, national profiles, CIA World FactBook.
- In class demonstration through project, presentation, construction of power point, models, diagrams, etc.
- Class discussion
- Review of primary and secondary historical resources including personal accounts, documented historical narratives, newspapers and periodicals, etc.
- Viewing of relevant video, film and audio materials.
- Guest speakers and community resources (if available).
- Create a chart that explains demographic makeup of a country or region.
- Identify and label physical maps.
- Create an accurate map from home to school.
- Plan a "road trip" across the country using GPS and other data and present to class.
- Create a chart comparing economic systems
- Track weather patterns to predict future weather and its impact on your activities.
- Create a map that identifies global climate zones.
- Create a jigsaw puzzle to simulate tectonic plate movement.
- Create a map that identifies various government systems around the world.
- Predict the economic/political implications of a natural disaster on a major metropolitan area in the United States.
- Make a map of the language groups that exist in the world.
- Analyzing regional climate patterns and landforms; have students design a garden that they would use to grow their own food.
- Have students view clips from BBC's Planet Earth or other relevant documentaries. Answer questions and discuss.
- Teacher led a lecture and PowerPoint for information.
- Class discussion on current geographical/political/economic issues.
- Using Google Earth observe geographic changes taking place in the world.

	<ul style="list-style-type: none"> <li>Use a GPS to navigate a scavenger hunt in the school and on school grounds.</li> </ul>
<i>Differentiation Strategies</i>	<p>Resources based on skill level            Craft additional prompts to support reading and writing comprehension and extension            Additional readings and resources provided for support and extension            Guided reading questions/notes            Flexible groups based on formative assessment or student choice            One:One conferring with teacher            Choice of reading, when appropriate            Differentiated checklists and rubrics (if appropriate)            Level of independence</p> <p><a href="#">Differentiation Strategies for Special Education Students</a>  <a href="#">Differentiation Strategies for Gifted and Talented Students</a>  <a href="#">Differentiation Strategies for ELL Students</a>  <a href="#">Differentiation Strategies for At Risk Students</a></p>
<i>Windows</i>	N/A

### Resources

- Textbook: World Geography – Building a Global Perspective. Baerwal and Fraser, Prentice Hall, Inc. 2000.
- Internet resources
- Database resources
- Powerpoint and other slide show presenters
- United Streaming and other educational documentaries
- Google Earth
- BBC's Planet Earth



<b>Content Area/ Grade Level/ Course:</b>	Social Studies 9-12 World Geography
<b>Unit Plan Title:</b>	Unit 8 Topic: Current Issues in Geography
<b>Time Frame</b>	This unit should cover four weeks
<b>Anchor Standards/Domain*</b>	<b>*i.e: ELA: reading, writing i.e.: Math: Number and Operations in Base 10</b>

**Social Studies Practices** The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to

consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

**6.1 U.S. History: America in the World:** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**8.2 Design Thinking** This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

**9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

[Combined Companion ELA Anchor Standards- Reading and Writing Grades 9-12](#)

## Unit Overview

This unit focuses on students' ability to independently use their learning to analyze the impacts of global geographic concerns with the overall purpose of becoming a more involved and aware global citizen.

**Standard Number(s)** \* i.e: **Math: 3.NBT.1** i.e.: **RL 8.1**

- **Social Studies Practices**
  - Developing Questions and Planning Inquiry
  - Gathering and Evaluating Sources
  - Seeking Diverse Perspectives
  - Developing Claims and Using Evidence
  - Presenting Arguments and Explanations
  - Engaging in Civil Discourse and Critiquing Conclusions
  
- **6.1.12.GeoHE.6.a** Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.



- **6.1.12.GeoHE16.a** Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
- **6.1.12.GeoGM.6.a** Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- **6.2.12.GeoSV.1.a:** Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
- **6.2.12.GeoGE.1.a:** Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
- **6.2.12.GeoPP.5.a** Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
- **6.2.12.GeoSV.1.a** Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
- **6.2.12.GeoSV.5.a** Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
- **6.2.12.GeoPP.6.a** Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
- **6.3.12.GeoGI.1** Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy
- **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
- **9.4.12.CI.1:** Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- **9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12 prof.CR2b, 2.2.12.LF.8).
- **9.4.12.CT.2:** Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
- **9.4.12.DC.8:** Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
- **9.4.12.GCA.1:** Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions
- **9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
- **9.4.12.IML.5:** Evaluate, synthesize, and apply information on climate change from various sources appropriately
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

- **9.4.12.IML.9:** Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
- **9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).

[Combined Companion ELA Standards- Reading and Writing Grades 9-12](#)

**Intended Outcomes - {Essential Questions}**

- How does competition for natural resources lead to armed conflict on a local, regional or global level?
- How does a lack of or uneven distribution of natural resources promote nations to create agreements or alliances with each other?
- How does scarcity impact industrial development and trade on a global level?
- How does environmental destruction in one nation impact surrounding nations?
- How have nations created international agreements to promote environmental protection and sustainability?
- How do nations react to one another after natural disasters?
- How does globalization result in positive and negative effects?
- How does technology create inequalities and bridges between countries?

**Enduring Understandings**

- Scarcity of natural resources has led to not only conflict but also opportunities for nations to cooperate and aid one another for mutual success.
- Environmental destruction has created tension, competition and cooperation on a global level
- Technological innovation and advancement has led to greater cooperation, competition and awareness of nations and cultures on a global level today.

*Indicate whether these skills are **E-Encouraged**, **T-Taught**, or **A-Assessed** in this unit by marking **E, T, A** on the line before the appropriate skill.*

**21<sup>st</sup> Century Skills**

X	Global Awareness
X	Environmental Literacy
X	Health Literacy
X	Civic Literacy
X	Financial, Economic, Business, and Entrepreneurial Literacy

X	Creativity and Innovation
X	Critical Thinking and Problem Solving
X	Communication
X	Collaboration

**Student Learning Targets/Objectives (Students will know/Students will understand)**

- Students will be able to explain case study examples of current or recent conflicts or specific natural resources
- Students will be able to identify general world distribution of major natural resources

- Students will be able to identify major international trade agreements and economic organizations (EU, OPEC etc.)
- Students will be able to understand major aspects of climate change
- Students will be able to identify major natural disasters (recent and the past) and international responses to them
- Students will be able to explain specific examples of environmental destruction, both natural and man-made
- Students will be able to explain major international environmental treaties, agreements and organizations
- Students will be able to explain major international relief and aid organizations
- Students will be able to identify technological advances in communication and transportation
- Students will be able to describe import and export numbers in regards to technology and food
- Students will be able to identify technological advances in food supply
- Students will be able to understand previous global conflicts and outcomes/solutions
- Students will be able to explain the impact that cultural diffusion has had on the cultural region
- Students will be able to identify political and economic conflict caused by global environmental factors

#### Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an \**

Pre:

- KWL Chart, Pre-Test

Formative:

- quizzes
- reading check assessments
- completion of group and independent research activities
- completion of online blogging and online databases
- webquests
- Writing of essays, personal journal responses, and a variety of formal and informal writing assignments
- Class participation, note taking and homework completion
- Student simulation, video, and other students created authentic assessments.

Summative:

- Test, DBQ

Benchmark: Map Skills Assessment\*, DBQ\*

Common Final Exam\*

Alternative: Student Project Choice: Video, Presentation, Research Paper

#### Teaching and Learning Activities

*Activities*

- Lecture and note taking
- Reading and analysis of primary and secondary sources.
- Group and collaborative learning models.
- Internet research.
- Interviews and report writing.
- Reading in the textbook and reviewing in class.

	<ul style="list-style-type: none"> <li>● Use of computer on-line resources, databases and reference materials.</li> <li>● Manipulation and work with maps, charts, demographic statistics, national profiles, CIA World FactBook.</li> <li>● In class demonstration through project, presentation, construction of power point, models, diagrams, etc.</li> <li>● Class discussion</li> <li>● Review of primary and secondary historical resources including personal accounts, documented historical narratives, newspapers and periodicals, etc.</li> <li>● Viewing of relevant video, film and audio materials.</li> <li>● Guest speakers and community resources (if available).</li> <li>● Create a chart that explains demographic makeup of a country or region.</li> <li>● Identify and label physical maps.</li> <li>● Create an accurate map from home to school.</li> <li>● Plan a "road trip" across the country using GPS and other data and present to class.</li> <li>● Create a chart comparing economic systems</li> <li>● Track weather patterns to predict future weather and its impact on your activities.</li> <li>● Create a map that identifies global climate zones.</li> <li>● Create a jigsaw puzzle to simulate tectonic plate movement.</li> <li>● Create a map that identifies various government systems around the world.</li> <li>● Predict the economic/political implications of a natural disaster on a major metropolitan area in the United States.</li> <li>● Make a map of the language groups that exist in the world.</li> <li>● Analyzing regional climate patterns and landforms; have students design a garden that they would use to grow their own food.</li> <li>● Have students view clips from BBC's Planet Earth or other relevant documentaries. Answer questions and discuss.</li> <li>● Teacher led a lecture and PowerPoint for information.</li> <li>● Class discussion on current geographical/political/economic issues.</li> <li>● Using Google Earth observe geographic changes taking place in the world.</li> <li>● Use a GPS to navigate a scavenger hunt in the school and on school grounds.</li> </ul>
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<p><i>Differentiation Strategies</i></p>	<p>Resources based on skill level          Craft additional prompts to support reading and writing comprehension and extension          Additional readings and resources provided for support and extension          Guided reading questions/notes          Flexible groups based on formative assessment or student choice          One:One conferring with teacher          Choice of reading, when appropriate          Differentiated checklists and rubrics (if appropriate)          Level of independence  <a href="#">Differentiation Strategies for Special Education Students</a>  <a href="#">Differentiation Strategies for Gifted and Talented Students</a></p>
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	<a href="#">Differentiation Strategies for ELL Students</a> <a href="#">Differentiation Strategies for At Risk Students</a>
<i>Windows</i>	N/A

### Resources

- Textbook: World Geography – Building a Global Perspective. Baerwal and Fraser, Prentice Hall, Inc. 2000.
- Internet resources
- Database resources
- Powerpoint and other slide show presenters
- United Streaming and other educational documentaries
- Google Earth
- BBC's Planet Earth