

Course Title – World Geography

Implement start year – 2014-2015

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Unit #8, topic – Current Issues in Geography: Transfer Goal: The students will be able 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.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English (<http://www.corestandards.org/>)

6.2.12.A.6.a

Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

6.2.12.A.6.b

Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights

6.2.12.A.6.d

Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

6.2.12.B.6.a

Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

6.2.12.C.6.a

Evaluate efforts of governmental, nongovernmental, and international organizations to address economic

21st Century Themes

(www.21stcenturyskills.org)

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

21st Century Skills

Learning and Innovation Skills:

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

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p>imbalances and social inequalities.</p> <p>6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.</p> <p>CCSS.ELA-Literacy.RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>CCSS.ELA-Literacy.RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p>	
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p>EU 1 Scarcity of natural resources has led to not only conflict but also opportunities for nations to cooperate and aid one another for mutual success.</p> <p>EU 2 Environmental destruction has created tension, competition and cooperation on a global level</p> <p>EU 3 Technological innovation and advancement has led to greater cooperation, competition and awareness of nations and cultures on a global level today.</p>	<p><u>Essential Questions:</u></p> <p>EU 1</p> <ul style="list-style-type: none"> • 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? <p>EU 2</p> <ul style="list-style-type: none"> • 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? <p>EU 3</p> <ul style="list-style-type: none"> • How does globalization result in positive and negative effects? • How does technology create

	inequalities and bridges between countries?
<p>Knowledge: Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Case study examples of current or recent conflicts or specific natural resources • General world distribution of major natural resources • Major international trade agreements and economic organizations (EU, OPEC etc.) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Major aspects of climate change • Major natural disasters (recent and the past) and international responses to them • Specific examples of environmental destruction, both natural and man-made • Major international environmental treaties, agreements and organizations • Major international relief and aid organizations <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Technological advances in communication and transportation • Import and export numbers in regards to technology and food • Technological advances in food supply • Previous global conflicts and outcomes/solutions • The impact that Cultural diffusion has had on the cultural region • Political and economic conflict caused by global environmental factors 	<p>Skills: Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • read various map projections • create maps • use scale to calculate distance on a map • create and interpret charts and graphs • utilize various research databases • utilize various presentation tools • use distance learning technology (Skype etc.) • improve their public speaking skills • interpret primary and secondary sources • research job markets • interpret weather data • utilize travel services (i.e. websites etc.)

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Tests/quizzes on vocab and basic information
- Create/Fill-in different types of maps (demographic, projections etc.)
- Ticket to Leave
- Objective and Subjective Essays
- Presentations (PowerPoint, Movie Maker, Photo Story 3)
- Class Discussions
- DBQ
- Creation of Charts and Graphs
- Timeline creation
- Film study and review
- Role-Play and Debate

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary

Connections: Consider the *WHERE TO* elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- Label a map of global natural resources (A)
- Watch, comment and discuss relevant environmental/technological documentaries (A)
- Write a case study of the global response to a natural disaster (A)
- Write a proposal to the U.N. for an aid package for a nation suffering from famine, drought or flood (M)
- Create an international organization which will be given the task of improving technology in a developing country. Write a proposal on how nations can enter this organization and identify the role nations would play. Students will also have to identify two regions that they wish to be active in and explain what technology should be brought there and how it would improve the quality of life (T)
- Create a chart of major international organizations that deal with the environment, trade or health (A)
- Create a presentation that explains the role of an international aid organization (A)
- Create a Venn Diagram that shows similar and unique natural resources in the six regions discussed (A)
- Create an invention that could help solve a specific environmental issue in the world today (M)
- Create a PSA about an environmental disaster (i.e. famine, conservation issue etc.) (M)
- Class discussion on current event (A)
- Teacher lecture and PowerPoint (A)
- Based on current levels and consumption of natural resources, predict the economic, environmental and political status of a region 100 years from now (T)
- Watch and debate the issues presented in the film "The Day After Tomorrow" (A)
- Predict the impact on borders based on environmental, economic and political issues of a region 50 years from now (T)
- Write an essay that predicts the impact of the loss of a natural resource in one nation on those surrounding it (M)
- Create a timeline of major international conflicts based on access to natural resources (A)
- Create a proposal for an international agreement between two nations to share certain natural resources. Students must fully explain why the agreement would benefit both nations. The class would then vote to approve or disapprove of the agreement and explain why in a short reflective essay. (M)