

Course Title – World Geography

Implement start year – 2014-2015

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Unit #7, topic – South and East Asia: Transfer Goal: The students will be able to independently use their learning to analyze the causes and effects of the interactions between human and environmental systems in South and East Asia.

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.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.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 imbalances and social inequalities.

6.2.12.C.6.d

Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.

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.

CCSS.ELA-Literacy.RH.9-10.1

Cite specific textual evidence to support analysis of

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>primary and secondary sources, attending to such features as the date and origin of the information.</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>CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Changing environmental factors (natural and man-made) influence the way people live, work, and interact.</p> <p><i>EU 2</i> Flora, fauna and access to natural resources determine settlement, movement and the development of economic and political systems.</p> <p><i>EU 3</i> Technological and industrial innovation has dramatically changed the socioeconomic structure within South and East Asia resulting in a region of growing power and influence.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • 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? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • 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 South and East impacted migration within these nations? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • 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?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Specific landforms and water systems of South and East Asia • Specific climatic zones • Pollution types, locations and growth • Population distribution, growth and migration patterns • Unique cultural beliefs of regions within India, China and Japan • Population centers and internal migrations • Past and present infrastructure projects • Current health concerns due to pollution • Major governmental environmental policies • Specific natural disasters that have impacted the region (Indian Ocean Tsunami, Volcanic Eruptions, Typhoons, River Floods, 2011 Tsunami) • The culture of this region and how it has developed and changed throughout its history. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Distribution of national resources • Population numbers within the countries of this cultural region • Examples of environmental degradation in region • Endangered species • Types and evolution of political systems <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Economic demographic data • Renewable vs. Non-renewable energy sources within the cultural region • Technological innovations in this cultural region region? • Job growth charts • Import and export numbers • International agreements, treaties, relief programs, and training programs. • Immigration patterns in the region <p>Be consistent in your wording</p>	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1, 2, 3</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 • improve skills in public speaking • interpret primary and secondary sources • research job markets • interpret weather data • utilize travel services (i.e. websites etc.) • discuss the cultural aspects of this region and explain the impact of cultural diffusion.
<p>Stage 2 – Assessment Evidence</p>	

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, Prezi)
- 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.

Be consistent in punctuation

- Label physical and political maps (A)
- Read and interpret economic charts and graphs (A)
- Watch, comment and discuss clips from Planet Earth, Human Planet or other relevant documentary (A)
- Create an expose documentary about a specific environmental issue in the region (M)
- Make a chart comparing environmental policies of China and India to a European nation (A)
- Create a timeline of technological and industrial development of Japan from 1945 to the present (A)
- Create a Photo Story of a specific natural or man-made disaster in the region (A)
- Write a journal cataloguing the life of a factory worker from India or China (M)
- Create a poster that compares eastern and western medical techniques for certain ailments (A)
- Watch and critique "Slumdog Millionaire" (A)
- Role-play- students will act as investors in a company debating the decision to move production facilities from the United States to a nation in South or East Asia. Students must gather the correct economic data and then defend their decision to the class (T)
- Students will build a zoo to specifically address endangered species in the region and present this plan to the class for approval. (M)
- Write an editorial about how one of these nations has become an economic rival to the United States. Students will try to predict the future impact of the rivals growing economy and how that may influence the United States in the future (M)
- Create a photojournal that catalogues poverty in India or China (A)
- Create a diagram that shows the changes in political or economic systems in the region (A)
- Create a presentation about an important economic or political figure from the region (A)
- Students will create a product or service that specifically must use natural resources from this region. (T)
- Read, analyze and discuss primary source documents about China's "One Child Policy" (M)