

Course Title – World Geography

Implement start year – 2014-2015

Revision Committee Members, email, extension – Jerry Boggs-Lenape 8337 (bboggs@lrhsd.org), Jay Donoghue-Seneca 8841 (jdonoghue@lrhsd.org) Chris Lynn-Cherokee 8638 (clynn@lrhsd.org) Eric O'Neill-Shawnee 8005 (eoneill@lrhsd.org)

Unit #6, topic – Sub-Saharan Africa: 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 Sub-Saharan Africa.

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.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.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.C.6.b

Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

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

<p>6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries. CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</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><input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility</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> Colonization and conflict has shaped the current socioeconomic, political and boundary structures in Sub-Saharan Africa.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • 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? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • 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? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • 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

	<p>Africa?</p> <ul style="list-style-type: none"> • 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?
<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 Sub-Saharan Africa • Specific climatic zones • Pollution types, locations and growth • Population distribution, growth and migration patterns • Unique cultural beliefs of regions within Sub-Saharan Africa • Growth of urbanization and population centers • Types of transportation systems and infrastructure • Major tribal groups and locations <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Specific natural resources and their dispersements in Sub-Saharan Africa • The major flora and fauna groups that live and migrate within Sub-Saharan Africa • Endangered and threatened species in the area • Different government styles that exist in Sub-Saharan Africa • Mixed, market and command economies and trade patterns within the region • Major agricultural, livestock and fishing exports of the regions • Financial concerns of the region regarding lack of businesses and debts <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Causes and effects of European colonization (slave trade, Berlin Conference etc.) • Major diseases and their paths of distribution • The promotion of European culture at the expense of traditional African culture. • Refugee groups within Africa • The major genocides in Sub-Saharan Africa (Rwanda, etc) • Civil wars and internal conflicts in the region (Sudan, Apartheid, 	<p>Skills: <i>Students will be able to . . .</i></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 • orally present information to classmates • interpret primary and secondary sources • research job markets • interpret weather data • utilize travel services (i.e. websites etc.)

- etc.)
- Effects of colonization on the political geography of the region.

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, Prezi)
- Class Discussions
- DBQ
- Creation of Charts and Graphs
- Timeline creation
- Film study and review

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO 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.*

- Create a map of the different tribal groups in Sub-Saharan Africa (A)
- Role Play: Students will represent a European country and be given a portion of Africa to colonize. Students will analyze geographic resources, physical landforms and ethnic groups in the area. Students will make a determination if the area is suitable for colonization and explain why (T)
- Create a charity that addresses a current environmental issue in Sub-Saharan Africa (T)
- Labeling political and physical maps of the region (A)
- Create a travel brochure for a national park in an African nation (A)
- Teacher lecture and PowerPoints (A)
- Debate the pros and cons of European colonization in Africa (M)
- Class discussion on current issues in Sub-Saharan Africa (A,M)
- Create a photo journal of a trip to an African nation (A)
- Plan a safari. Explain the major natural sites that you would want to see. Identify areas of unrest or concern that you would try to avoid and create a map that you would follow (T)
- Design an infrastructure plan for a nation in Africa in order to expand communication, travel and their economy (T)
- Create a Photo Story project that shows the sporadic nature of rainfall and its impact within Sub-Saharan Africa (A)
- Reenact the events of the Berlin Conference of 1884 in a role play (M)
- Make a map of areas of origin and the diffusion of diseases in Africa (A)
- Read and discuss primary sources documents about the Rwandan and Congo genocides (A)

- Create a journal from the point of view of a health care worker and their struggles in Sub-Saharan Africa (M)
- Present an alternative (revision) view of history in which the slave trade did not occur (M)
- Create a map of the distribution of natural resources in Africa (A)
- Write an appeal from a refugee from an African nation trying to obtain entrance to the United States (M)
- Create a chart comparing cultural beliefs of a specific tribe in Sub-Saharan Africa to our own culture in New Jersey. Students will then discuss and reflect on the similarities and differences between the two groups (M)
- Watch, comment and discuss clips of Planet Earth, Human Planet or other relevant documentary (A)