

Course Title – World Geography

Implement start year – 2014-2015

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Unit #5, topic – North Africa and the Middle East: 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 North Africa and the Middle East.

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.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.

CCSS.ELA-Literacy.RH.9-10.9

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>Compare and contrast treatments of the same topic in several primary and secondary sources.</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.9-10.2 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><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> Conflict is a result of perceived need for political, economic, or social change by a population.</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 does a lack of water lead to territorial boundary disputes? • How has foreign involvement in the region affected environmental, economic, and political change? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • 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? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How do religious differences result in conflict and boundary

	<p>changes?</p> <ul style="list-style-type: none"> • How do factions within religions lead to conflict and shifts in population distribution?
<p>Knowledge: <i>Students will know . . .</i></p> <p>EU 1</p> <ul style="list-style-type: none"> • Specific landforms and water systems of North Africa and the Middle East • Specific climatic zones of North Africa and the Middle East • Population distribution, growth and migration patterns • Unique cultural beliefs of regions within North Africa, and the Middle East • Population centers of North Africa and the Middle East • Types of infrastructure in the region • The impact of cultural diffusion along the Silk Road • Local and regional water disputes • Major actions taken by foreign nations in the regions (US involvement currently, Britain post WWI, WWII etc.) <p>EU 2</p> <ul style="list-style-type: none"> • Specific natural resources and their distribution in N. Africa and the Middle East • The major flora and fauna groups that live and migrate within the region • Different government styles that exist within the region • Mixed, market and command economies and trade patterns within the region • Major agricultural, livestock and fishing exports of the regions • Major non-agricultural industries in the region • Financial concerns of the region <p>EU 3</p> <ul style="list-style-type: none"> • The timeline and border changes of the Arab-Israeli conflict. • Major ethnic differences that have caused conflict in the past and present. • Major wars originating from within and outside the region. 	<p>Skills: <i>Students will be able to . . .</i></p> <p>EU 1, EU 2, EU 3</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.)

- Major reasons why the region's people have been vulnerable to invasions and new challenges.
- Main religious denominations and their locations
- Major factions within Islam

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)
- Practice with technology (Google Earth, GPS)
- 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 presentation or write a research paper that analyzes the economic failures of a country in the region and supply a minimum of three solutions to those failures (M)
- Label political and physical maps of the region (A)
- Teacher lecture and PowerPoint (A)
- Class discussion on current issues within the region (A,M)
- Create an action plan to address the political and economic conditions of any OPEC nation when its oil runs out (T)
- Create a chart of nations in the region and their specific natural resources. (A)
- Write an essay that explains the rise of non-oil based industries in the region (A)
- Skype or write letters with students from the region to compare day-to-day concerns of each group (M)
- Create a series of maps that shows dwindling water resources in the region (A)
- Write an essay that explains how religion has established national boundaries and migration patterns in the region (M)
- Create a "road map" of oases within the Sahara desert (A)
- Write a journal about daily life from the perspective of a nomadic Bedouin Tribesman (M)
- Write an appeal from a nation in the region for water aid to a nation outside the region that has an excess of water resources (M)
- Acting as a nation that currently accepts United States aid. Debate the impact of continuing to accept the aid or decide to no longer accept the aid. Make sure to explain the pros and cons of each decision. (T)
- Research and propose the use of new water purification technology to a specific country in the region (M)

- Create a chart that compares the use of renewable energy resources in the Middle East to that of Europe (A)
- Interview people from multiple religious backgrounds about the current Arab-Israeli crisis and their take on the causes and solutions to the issues (M)
- Watch, comment and discuss clips from Planet Earth, Human Planet or other relevant documentary (A)
- Create a series of maps of the Holy Land and explain how religion and outside nations impacted the change in boundaries this area from 1900 to present day (A)
- Analyze the school calendar and explain why we have certain days off. How could this calendar be changed to accommodate all major religions that are present in the district? What concerns or problems could occur if you changed the calendar? (T)
- Create a 'flow chart' that shows the development of manufacturing in the region. Compare this with a chart that shows the development of agricultural exports in the region (M)
- Create a travel brochure for a sacred religious site in the region (A)