

Course Title – World Geography

Implement start year – 2014-2015

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Unit #3, topic – Europe: 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 Europe.

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.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.c Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.

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

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.

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

CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Enduring Understandings:

Students will understand that . . .

EU 1

Changing environmental factors (natural and man-made) influence the way people live, work, and interact.

EU 2

Flora, fauna and access to natural resources determine settlement, movement and the development of economic and political systems.

EU 3

Due to lack of natural boundaries Europe has a high level of conflict and cooperation.

EU 4

EU 5

Essential Questions:

EU 1

- 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?

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EU 2

- 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 the Europe?
- How do environmental factors cause political and economic change?

EU 3

- 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?

EU 4

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	<p><i>EU 5</i></p> <ul style="list-style-type: none"> •
<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 Europe • Specific climatic zones of Europe • Pollution types, locations and growth patterns • Population distribution, growth and migration patterns • Unique cultural beliefs of regions within the Europe • Population centers • Transportation systems in Europe • The reasons for a lack of immigrants and loss of population • Specific environmental policies of various European nations • Alternative and clean energy sources used in Europe <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Distribution of natural resources • Causes and impacts of the Industrial Revolution • Major industries and inventions created in Europe • Climate Zones in Europe • Population demographics in Europe • Transportation Systems in Europe • The major flora and fauna that live and migrate in Europe • Types of economic systems in Europe <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Creation and functions of the European Union • Trade unions and other major alliances • Political Map of Europe from 1900-Present • Major European joint infrastructure projects • Basics of conflicts such as the French and Russian Revolutions, WWI, WWII, and the Cold War and influence of geography on outcome 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1, EU 2, EU 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 • demonstrate public speaking skills • interpret primary and secondary sources • research job markets • interpret weather data • read and follow transportation information (bus/train schedules) • utilize travel services (i.e. websites etc.) • • • •

Stage 2 – Assessment Evidence	
<p>Recommended Performance Tasks: <i>Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.</i></p>	
<p>Other Recommended Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none">• 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
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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.

- Read and interpret migration maps within Europe. (A)
- Label physical and political maps of Europe. (A)
- Write a journal from the point of view of an American journeying to a European country for the first time. (M)
- Create a chart that compares Socialist and Capitalist economic policies. (A)
- Students will take part in a Mock EU debate over an important economic issue in which some type of compromise agreement must be reached. Each group will represent a different country. (M)
- Research and weigh the possibility of purchasing an electric car for daily use in a European city. (T)
- Research and present information regarding an important figure from the Industrial Revolution. (A)
- Research and present information regarding an environmental disaster in Europe and what was done to clean it up and prevent it from occurring again. (A)
- Write a proposal for a nation to gain entrance to the European Union. (M)
- Create a travel brochure for a European country. (A)
- Plan a one month long trip to a minimum of three European countries. Upon arrival students cannot fly between nations but must take public means of transportation (car, train, ferry/ship). Develop an itinerary for entire trip. (T)
- Read and analyze environmental policies of a European country and compare those to a similar situation in the United States. Evaluate each nation's policies in regards to which one is more effective. (M)
- Teacher led lecture and PowerPoint. (A)
- Class discussion on current European issues. (M)
- Write an essay which compares and evaluates environmental policies of two different European nations. (M)
- Have students take part in mock U.N. meeting on climate change between Europe, North and South America that debates an international climate change treaty. (M)
- Create a set of historical maps that show how boundaries in Europe changed after each major conflict of the 19th and 20th centuries. (A)
- Create a diagram of international transportation systems that facilitate increased travel between European nations. (A)
- Watch, comment and discuss clips from Planet Earth or the Human Planet or other relevant documentary. (A)
- (A)

