

Course Title – World Geography

Implement start year – 2014-2015

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Unit #2, topic – North America: 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 America

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.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

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

<p>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.9-10.6 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.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility
<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> Immigration has dramatically influenced the diversity of the North American cultural region.</p> <p><i>EU 4</i></p> <p><i>EU 5</i></p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How has mankind negatively impacted the environment in the North American region? • How might early Native Americans view the development of the modern United States in regards to the environment? (i.e. clearing of land, overfishing etc.) • What impact does pollution have on the quality of life for people in the United States? • How do environmental factors impact the development of political and economic systems? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How do climate zones impact the creation and development of regional cultures in the United States? • How has the development of a more diversified economy that includes agriculture, technology, service and manufacturing centers impacted the development of culture in the United States and Canada? • How has the availability of alternative energy resources impacted the economy in the region?

	<ul style="list-style-type: none"> • Why is my community located where it is? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How does the distribution and migration of immigrant groups shape the environment and culture in the United States and Canada? • <p><i>EU 4</i></p> <ul style="list-style-type: none"> • <p><i>EU 5</i></p> <ul style="list-style-type: none"> •
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Specific landforms and water systems of North America • Specific climatic zones of North America • Pollution types, locations and growth • Population distribution, growth and migration patterns • Unique cultural beliefs of regions within the United States and Canada • Population centers • Transportation systems in North America • <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Specific natural resources and their distribution in North America • The major flora and fauna groups that live and migrate within the United States • Types of economies • Trade goods • Political systems of Canada and the United States • Technological resources • Clean energy and alternative energy sources and management • 	<p><u>Skills:</u> <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 • develop public speaking skills through presentations • 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.) • • •

- EU 3*
- Demographic distribution of immigrant groups within North America
 - Historical and current immigration numbers and nations of origin
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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 discussion
- 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 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.*

- List suggested learning activities here in a logical sequence. Choose A, M, or T from the drop down box. (A)
- Make a chart and graph of immigration groups over time. (A)
- Create a timeline of major geological and geographic changes in North America. (A)
- Make a family tree that includes names, locations of birth and places lived. Upon completion of the tree students will reflect upon and try to determine why families moved in the ways that they did. (M)
- Create a journal of a Native American as they watch the United States change their land. (M)
- Develop a financial plan to change home to using solar power and predict financial savings. (T)
- Plan a trip to go to three separate locations within a region. Plans include will dress (climate), cultural sites and activities. Also students must map a scenic and fastest route for trip. (T)
- Read and analyze documents of an immigrant from the past to further understand their experiences and hardships. (M)
- Read and analyze environmental laws passed by the United States and Canadian governments. (M) (A)
- Mock news report about natural disaster or specific cultural celebration in a specific region within the United States or Canada (M)
- Identify features on a physical or political map. (A)
- Interview a modern day immigrant or person from a different ethnic background (family, classmate) about specific cultural practices and experiences. (A)
- Create a nature trail brochure that catalogues flora and fauna in a specific wooded region in the United States or Canada. (A)
- Teacher led lectures and PowerPoints. (A)
- Class discussion on current North American geographic issues. (M)
- Create a chart showing changing environmental policies in the United States from 1900 to present day. (A)
- Create a presentation that shows unique customs of a region in the United States and Canada. Students should also address how geographic and human factors have influenced the development of these customs. (M) (A)
- Create a timeline of the establishment of their town from its founding to today. Identify major events that contributed to the geographic set-up of their town. (M)
- Research and present the influence of a specific ethnic group on the culture of a specific region within the United States and Canada. (A)
- Watch, comment and discuss clips from Planet Earth or the Human Planet or other relevant documentary. (A)

