

**Course:** *World Geography*  
**Unit #1:** *Foundations of Geography*

**Year of Implementation:** 2022-2023

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### **Stage One - Desired Results**

- **Unit Standards:**

- **Content Standards**

- 6.1.2.GeoPP.1: *Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).*
- 6.1.2.Geo.SV.1: *Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).*
- 6.1.2.Geo.SV.2: *Describe how maps are created for a specific purpose*
- 6.1.2.Geo.SV.3: *Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).*
- 6.1.2.Geo.GI.1: *Explain why and how people, goods, and ideas move from place to place.*
- 6.1.2.Geo.GI.2: *Use technology to understand the culture and physical characteristics of regions.*
- 6.1.2.Geo.HE.1: *Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.*
- 6.1.2.Geo.HE.2: *Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).*

- **21st Century Life & Career Standards**

- 9.4.12.Cl.1: *Demonstrate the ability to reflect, analyze, and use creative skills and ideas*
- 9.4.12.GCA.1: *Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others*

- **English Companion Standards**

- NJSLSA.R1. *Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
- NJSLSA.R2. *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*

- **Interdisciplinary Content Standards**

- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
- ***NJ Statutes:***
  - Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

For additional information, see

***NJ Amistad Curriculum:*** <http://www.njamistadcurriculum.net/>

**Transfer Goal:** The students will be able to independently use their learning to use geographic tools and technology to analyze and discuss geographical, political and economic issues that exist in the world and relate them to their experiences in day-to-day life.

As aligned with LRHSD Long Term Learning Goal(s):

1. apply acquired content to connect past and present day events
2. collaborate and interact with others in a diverse and ever-changing world

3. communicate effectively through written, oral, and visual means

Enduring Understandings

Students will understand that . . .

*EU 1*

maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions.

*EU 2*

physical geographic features, climate and access to natural resources within specific regions have influenced the development of culture, economics, politics.

*EU 3*

the five themes of geography (location, place, human/environment interaction, movement and regions) help people to understand how living things are related to the world around them.

Essential Questions

*EU 1*

- What impact does the development of mapping have on the development of civilization past and present?
- How can I use geographic technology to improve my own life?

*EU 2*

- How have populations adapted to changing climate conditions in order to survive and advance culturally, economically, and politically?
- How do varied physical geographic features impact the development of cultural, political, and economic systems?

*EU 3*

- How does studying the location and place help people to understand the inhabitants that live there?
- How does where we live affect how we live?
- How do humans impact their environment and how does the environment impact them?
- How have regions been changed by the movement of ideas, goods, and people?

Knowledge

Students will know . . .

*EU 1*

Skills

Students will be able to . . .

*EU 1*

- different technology, map types and projections and their uses (6.1.2.Geo.SV.1; 6.1.2.Geo.SV.2)
- that Latitude and Longitude are used to determine location

*EU 2*

- the major types of physical Landforms (6.1.2.Geo.SV.1; 6.1.2.GeoPP.1)
- the major climate regions of the world (6.1.2.GeoPP.1)
- internal and External forces of change to environment (6.1.2.GeoPP.1)
- how geographers define culture (i.e. language, religion, etc.) (6.1.2.GeoPP.1; 6.1.2.Geo.GI.1)
- the major types of political, and economic systems that exist throughout the world (6.1.2.GeoPP.1; 6.1.2.Geo.GI.1)
- the major types of natural resources that are dispersed throughout the world. (6.1.2.GeoPP.1)

*EU 3*

- location (Absolute and Relative) (6.1.2.Geo.GI.1)
- place (Physical and Human) (6.1.2.Geo.GI.1)
- region (Language, Culture, Religion, Industry, Physical Characteristics, etc.) (6.1.2.Geo.GI.1)
- movement (Peoples, Goods, Ideas) (6.1.2.Geo.GI.1)
- human/environment Interaction (Adapt, Modify, Depend, etc.) (6.1.2.Geo.SV.1)

- read and analyze different maps, projections, charts, and graphs (6.1.2.Geo.SV.3)
- use digital geographic tools for various purposes (i.e. use a GPS and Google Earth)
- utilize various methods to determine locations across the globe (i.e. coordinates, location, places, maps) (6.1.2.Geo.GI.2)

*EU 2*

- explain how physical landforms contribute to the climate of a particular region (6.1.2.Geo.GI.2)
- analyze the effect of nature on physical landforms (6.1.2.Geo.SV.1; 6.1.2.GeoPP.1)

*EU 3*

- Analyze a particular region to apply the five themes of geography (6.1.2.GeoPP.1; 6.1.2.Geo.GI.1)
- Analyze a region to explain how the five themes of geography are interrelated (6.1.2.GeoPP.1; 6.1.2.Geo.GI.1)

**Stage Two - Assessment**

### Stage Three - Instruction

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** 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**. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Create a chart that explains demographic makeup of a country or region. (A) (EU 3)
- Identify and label physical maps. (A) (EU 1)
- Create an accurate map from home to school. (M) (EU 1)
- Plan a "road trip" across the country using GPS and other data and present to class. (T) (EU 1,3)
- **Track weather patterns to predict future weather and its impact on your activities. (M) (EU 2)**
- Create a map that identifies global climate zones. (A) (EU 2)
- Create a chart with visuals that highlight the different climate zones/ types (A) (EU2)
- **Create a jigsaw puzzle to simulate tectonic plate movement. (M) (EU 2)**
- Predict the economic/political implications of a natural disaster on a major metropolitan area. (T, M) (EU2)
- **Research and present natural disasters (A) (EU2)**
- Make a map of the language groups that exist in the world. (A) (EU1)
- Create a magazine cover to highlight a country using the 5 themes of Geography (T) (EU 3)
- **Analyzing regional climate patterns and landforms; have students design a garden that they would use to grow their own food. (T)**
- Make a presentation to the military about an area of the world that they have to run an operation in. Discuss major geographic features and human systems that would impact their operations in a positive or negative way. (M) (EU 3)
- Have students view clips from BBC's Planet Earth or other relevant documentaries. Answer questions and discuss. (A) (EU 1, 2, 3)
- **Use of Scholastic Upfront online to read and review relevant articles (A) (EU 1, 2, 3)**
- **Have students view Bill Nye episodes on weather, climate, and earth formation (A) (EU 1, 2)**
- Have students view episodes of Down to Earth that address various themes of geography (A, M) (EU 3)
- **Class discussion on current geographical/political/economic issues. (M) (EU 3)**

- Using Google Earth observe geographic changes taking place in the world. (A) (EU 1, 2)
- Use a GPS to navigate a scavenger hunt in the school and on school grounds. (M) (EU 1)
- Identify and discuss the 5 themes of Geography via lecture/ interactive slides presentation (A) (EU3)

### Pacing Guide

| <b>Unit #</b> | <b>Title of Unit</b>     | <b>Approximate # of teaching days</b> |
|---------------|--------------------------|---------------------------------------|
| 1             | Foundations of Geography | 30                                    |
| 2             | The Americas             | 26                                    |
| 3             | Europe                   | 26                                    |
| 4             | Africa and Middle East   | 34                                    |
| 5             | Asia                     | 28                                    |

### Instructional Materials

- *Scholastic Upfront digital magazine*
- *National Geographic*

## Accommodations

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.