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| **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 #1, topic – Geography Essentials: 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.** | |

## Stage 1 – Desired Results

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**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.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.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.

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.9-10.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop

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**21<sup>st</sup> Century Themes**
**( www.21stcenturyskills.org )**

☒ Global Awareness
☒ Financial, Economic, Business and
　 Entrepreneurial Literacy
☐ Civic Literacy
☒ Health Literacy
☒ Environmental Literacy

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**21<sup>st</sup> 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

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| over the course of the text.<br><br>CCSS.ELA-Literacy.RH.9-10.4<br> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.<br><br>CCSS.ELA-Literacy.RH.9-10.7<br>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. | ☒Initiative and Self-Direction<br>☒Social and Cross-Cultural Skills<br>☒Productivity and Accountability<br>☒Leadership and Responsibility |

| **Enduring Understandings:** | **Essential Questions:** |
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| *Students will understand that . . .*<br><br>*EU 1*<br>Technological advances have drastically changed the interactions between humans and the environment.<br><br>*EU 2*<br>Physical geographic features, climate and access to natural resources within specific regions have influenced the development of culture, economics, politics and language of the inhabitants.<br><br>*EU 3*<br>Human and natural systems are reciprocal; both impact each other in positive and negative ways.<br><br>*EU 4*<br><br>The development of human systems (economic, political systems etc.) has dramatically impacted the development of culture, migration and human interactions across the world.<br><br>*EU 5* | *EU 1*<br>• What are the implications of technological development in the relationship of man with the environment?<br>• What impact does the development of mapping have on the development of civilization past and present?<br>• How can I use geographic technology to improve my own life?<br><br>*EU 2*<br>• How must populations adapt to changing climate conditions in order to survive and advance?<br>• How do varied physical geographic features impact the development of political and economic systems?<br><br>*EU 3*<br>• How do human systems change the environment in specific regions?<br>• What impact does geography have on the development of culture and customs in a specific region?<br>• In what ways does geography impact my day-to-day life?<br>•<br><br>*EU 4*<br>• How does economic success/failure impact the development of political systems in different regions around the world? |

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| | • How do economic systems influence migration routes around the world?<br>• How do political and economic systems determine how nations interact with each other?<br>•<br><br>*EU 5*<br>• |
| **Knowledge:**<br>*Students will know . . .*<br><br>*EU 1*<br>• Different map types and projections and their uses<br>• GPS and GIS systems<br>• Satellite/telescope imagery<br>• Weather/climate technology (barometer, rain meters etc.)<br><br>*EU 2*<br>• Physical Landforms-mountains, rivers, forests, seas, oceans, deserts, glaciers, islands, continents<br>• World climate regions<br>• Latitude, Longitude, Elevation<br>• Internal and External forces of change to environment (weather, plate tectonics, erosion, natural disasters)<br>• Population-distribution and movement<br>• Basic cultural regions<br>• Language groups<br>• Political/Social Systems<br>• Economic Systems (market, command, traditional, mixed)<br>• Distribution of religious groups around the world<br><br>*EU 3*<br>• Historic climate change<br>• Vocabulary (Ice Ages, Deforestation, Desertification, Flooding, El Nino)<br><br>*EU 4*<br>• Factors of cultural change (Industrial Revolution, Agricultural Revolution, Religion) | **Skills:**<br>*Students will be able to . . .*<br><br>*EU 1, 2, 3, 4*<br>• read and analyze different map projections<br>• use Google Earth, GPS<br>• create maps<br>• use scale to calculate distance<br>• create and interpret of charts and graphs<br>• interview people of foreign descent<br>• research a variety of geographical topics<br><br><br>•<br><br><br>•<br><br><br>•<br><br><br>•<br><br><br>• |

- Scarcity of natural resources
- Migration
- World Trade

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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)
- Use of technology (GIS, Google Earth, GPS) to map and observe major geographic forms
- DBQ
- Creation of Charts and Graphs
- Timeline creation
- Film study and review
- Class Discussion
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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)
- Create a chart that explains demographic make up of a country or region.  (A)
- Identify and label physical maps.  (A)
- Create an accurate map from home to school.  (M)
- Plan a "road trip" across the country using GPS and other data and present to class.  (T)
- Create a chart comparing economic systems  (A)
- Track weather patterns to predict future weather and its impact on your activities.  (M)
- Create a map that identifies global climate zones.  (A)
- Create a jigsaw puzzle to simulate tectonic plate movement.  (A)
- Create a map that identifies various government systems around the world.  (A)
- Predict the economic/political implications of a natural disaster on a major metropolitan area in the United States. (T)   (M)
- Make a map of the the language groups that exist in the world.  (A)
- 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)
- Have students view clips from BBC's Planet Earth or other relevant documentaries. Answer questions and discuss.  (A)
- Teacher led lecture and PowerPoint for information.   (A)
- Class discussion on current geographical/political/economic issues.  (M)
- Using Google Earth observe geographic changes taking place in the world.  (A)
- Use a GPS to navigate a scavenger hunt in the school and on school grounds.  (M)
-         (A)