

<i>Human Geography</i>	
CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>Social Studies</i>	<i>1 term</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>10</i>	<i>newly proposed 2021</i>
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>N/A</i>	<i>12/2021</i>
PRIMARY RESOURCE if applicable	
<p><i>The use of primary and secondary sources are built in each unit to support the priority inquiry standards. These skills require students to evaluate the quality, credibility, and reliability & relevance of different information sources and perspectives and derive supportable conclusions.</i></p> <p><i>-AND-</i></p> <p><i>The Cultural Landscape: An Introduction to Human Geography (Pearson) - hard copies and online, approved and adopted 6/13/17</i></p>	
DESIRED RESULTS	
COURSE DESCRIPTION AND PURPOSE	
<p><i>Human Geography is the study of the interconnectedness between people, place, and environment. Through an inquiry approach, students learn about and analyze the complex relationships between people and their physical surroundings. Topics of study include population and migration, cultural patterns and processes, and political and economic development.</i></p>	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>CULTURE: Human beings create, learn, share, and adapt to culture. Cultures are dynamic and change over time.</p>	<p>What is culture? What roles does culture play in human and societal development?</p>
<p>TIME, CONTINUITY, AND CHANGE: Studying the past makes it possible for us to understand the human story across time</p>	<p>Why is the past important to us today?</p>

<p>human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of periods in which they took place.</p>	<p>How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?</p>
<p>PEOPLE, PLACES, AND ENVIRONMENTS: The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.</p>	<p>How do geography, climate, and resources affect the way people live and work?</p>
<p>INDIVIDUAL DEVELOPMENT AND IDENTITY: Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.</p>	<p>How do individuals develop over time? How do external factors influence our identity and behavior?</p>
<p>INDIVIDUALS, GROUPS, AND INSTITUTIONS: Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.</p>	<p>How am I influenced by institutions? How do institutions change? What is my role in institutional change?</p>
<p>POWER, AUTHORITY, AND GOVERNANCE: The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires the knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Through the study of dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.</p>	<p>How do different political and economic systems affect civic life?</p>
<p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION:</p>	<p>What impacts a person's way of life or standard of living?</p>

<p>People have wants that often exceed the limited resources available to them.</p>	<p>How do scarcity and competition influence decision-making at the personal, business, and government levels?</p> <p>What is the relationship between decision-making and economic outcomes?</p>
<p>SCIENCE, TECHNOLOGY, AND SOCIETY: Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.</p>	<p>How do technology influence social and cultural change in a global society?</p>
<p>GLOBAL CONNECTIONS: Global connections have intensified and accelerated the changes faced at the local, national, and international levels.</p>	<p>How does diversity impact society?</p>
<p>CIVIC IDEALS AND PRACTICE: Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.</p>	<p>What knowledge and skills are needed to participate effectively in our political system?</p> <p>What is the role of the citizen in the community and the nation, and as a member of the world community?</p>
<p>PRIORITY CONTENT STANDARDS</p>	<p>PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS</p>
<p>Standard SS.BH1: Wisconsin students will <i>examine</i> individual cognition, perception, behavior, and identity (Psychology). (K-2 ONLY)</p>	<p>Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry</p>
<p>Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).</p>	<p>Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources</p>
<p>Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.</p>	<p>Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.</p>
<p>Standard SS.Geog1: Wisconsin students will <i>use</i> geographic tools and ways of thinking to <i>analyze</i> the world. (K-8 ONLY)</p>	<p>Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.</p>
<p>Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i>.</p>	<p>Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i>.</p>
<p>Standard SS.PS2: Wisconsin students will <i>examine and interpret</i> rights, privileges, and responsibilities in society. (K-5 ONLY)</p>	

Standard SS.PS.4: Wisconsin students will *develop and employ* skills for civic literacy.

Unit 1: Introduction to Global Studies: Tools and Data	
ESSENTIAL QUESTION(S): The essential question(s) for this unit will be tied more to the tools and data than the bigger question below.	
Why do geographers study relationships and patterns among and between places?	
How do geographers use maps to help them discover patterns and relationships in the world?	
What is data? What forms of data exist? How do geographers use data to analyze the world?	
PRIORITY CONTENT STANDARDS	LEARNING TARGETS
Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world. (K-8 ONLY)	<p><i>Note : Unit One will review some data collection and tool analysis that students worked with K-8.</i></p> <p><i>I use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate the appropriateness of geographic data and representations to understand real world problems.</i></p> <p><i>I explain how current geospatial technologies (e.g., Geographic Information Systems (GIS), Global Positioning Systems (GPS), satellite images, remote sensing) are used for personal, business, and government purposes.</i></p>
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources	I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Maps and Geographic Data, Human-Environmental Interaction, Spatial and Regional Analysis	Different types of data presented in maps and in quantitative and geospatial data.
	Spatial patterns presented in maps and in quantitative and geospatial data.
	Geographic concepts, processes, models, and theories.
	Scales of analysis presented by maps, quantitative and geospatial data, images, and landscapes.
COMPELLING UNIT QUESTION	
Why are humans and their impacts arranged the way they are in the world?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
How do we use maps to assess global topics?	What are spatial relationships and how do we use data to analyze them?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK

Human Geography UBD

<p>1. Identifying types of reference and thematic map types and what they are for. Working with advantages and disadvantages of maps. Absolute and relative location. Making connections, close reading, debate and self and peer revision are further examples of engagement strategies.</p>	<p>2. 1. Students work with different spatial relationships, then pick one of their own to develop. 3. 2. Working with, interpreting data to an end. Making connections, close reading, debate and self and peer revision are further examples of engagement strategies.</p>
<p style="text-align: center;">FEATURED SOURCE(s) <i>may include</i></p>	<p style="text-align: center;">FEATURED SOURCE(s) <i>may include</i></p>
<p>Teacher created or found maps that reach the desired goal(s). Nat Geo Mapmaker: https://www.nationalgeographic.org/education/classroom-resources/mapping; Why All Maps are Wrong (youtube)</p>	<p>Teacher created or found data sets that reach the desired goal. Could allow students to find their own data sets on arcGIS.</p>
<p style="text-align: center;">SUMMATIVE ASSESSMENT TASK(s)</p>	
<p>Constructed Response items. Content based multiple choice. Student generated mini inquiry on maps/spatial analysis according to their own question. Scoring Rubric that indicates proficiency criteria.</p>	
<p>Students discuss and/or write an argument based on the compelling unit question: Why are humans and their impacts arranged the way they are in the world?</p>	
<p style="text-align: center;">CIVIC ENGAGEMENT (may include)</p>	
<p>Students will generate questions for the classroom community to respond to throughout the course</p>	

Unit 2: Population and Migration	
ESSENTIAL QUESTION(S)	
PEOPLE, PLACES, & ENVIRONMENTS: How do geography, climate, and resources affect the way people live and work?	
GLOBAL CONNECTIONS: How does diversity impact society?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.	CHOICES & DECISION MAKING: I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets. INCENTIVES I evaluate how incentives determine what is produced and distributed in a competitive market system.
Standard SS.Geog1: Wisconsin students will <i>use</i> geographic tools and ways of thinking to <i>analyze</i> the world.	Population Distribution I can identify different types of population data presented in maps and in quantitative and geospatial data, and use the data to draw conclusions.
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	CAUSE: -I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; -I evaluate how different groups and individuals contributed to the event or cause EFFECT: I evaluate multiple events from different perspectives using primary and secondary sources, and -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.	I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).
DISCIPLINARY CONCEPT	KEY UNIT CONTENT

Human Geography UBD

BIG IDEA 1: PATTERNS AND SPATIAL ORGANIZATION Spatial patterns and organization of human society are arranged according to political, historical, cultural, and economic factors.	Population Distribution I can identify different types of population data presented in maps and in quantitative and geospatial data, and use the data to draw conclusions.
BIG IDEA 2: IMPACTS AND INTERACTIONS Complex relationships of cause and effect exist among people, their environments, and historical and contemporary actions	Consequences of Population Distribution I can explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories.
BIG IDEA 3: SPATIAL PROCESS AND SOCIETAL CHANGE A spatial perspective allows for a focus on the ways phenomena are related to one another in particular places, which in turn allows for the examination of human organization and its environmental consequences.	Population Composition I can describe spatial patterns, networks, and relationships
	Population Policies I can explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories to explain how/why countries (past/present) enact population policies.
	Women and Demographic Change I can explain the impact that women have on demographic change. (this could be cultural/political or both)
	Aging Populations I can explain a likely outcome in a geographic scenario using geographic concepts, processes, models, or theories regarding what happens to cause an aging population and what the possible effects could be.
	Causes and Effects of Migration I can explain spatial relationships in a specified context or region of the world, using geographic concepts, processes, models, or theories related to the different types of migration, their causes and the possible effects.
COMPELLING UNIT QUESTION	
Is the Earth Overpopulated?	
SUPPORT QUESTION 1	SUPPORT QUESTION 2
Where are the largest population clusters in the world?	What are the positives and negatives of different population sizes?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Close Reading: Identifying/predicting the largest clusters.	Given a scenario: Big country, big population or small country, big population...theorized positives and negatives. Could do without prior knowledge or after some instruction or research.
FEATURED SOURCE(s) may include	FEATURED SOURCE(s) may include
CIA World Factbook, PopulationPyramid.net; UN Data, Worldometer.com; Any recent textbook should have this information.	teacher created and/or students find their own data using Gapminder and other sources.
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 (if applicable)

Human Geography UBD

In the 20th and 21st centuries, why have different countries enacted both pronatal and antinatal population policies?	What role do women play in the demographic profile of their countries and how can we prove it?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Quickwrite: Identify either pro or anti natal and include either a hypothetical policy that would fit the definition or a real one if already received instruction	Make a Prediction: Using mystery data on two countries that have different standards for women, ask a specific question, then using the data, make a prediction.
FEATURED SOURCE(s) <i>may include</i>	FEATURED SOURCE(s) <i>may include</i>
Teacher created.. Famous policies such as China's One Child Policy and recent material from the CIA World Factbook can be utilized	Need data on women for this. UN data may be used. Population pyramids with both women related demographic questions and also anything country specific.
SUPPORT QUESTION 5 (if applicable)	
Why do people migrate? (there's a built in time element here...could take this back into history, stay modern or both)	
FORMATIVE ASSESSMENT TASK	
Quickwrite and/or Socratic Seminar	
FEATURED SOURCE(s) <i>may include</i>	
Historical sources and current data, may be found on World Bank (UN data).	
SUMMATIVE ASSESSMENT TASK(s)	
Summative strategies: Skill Based Feedback w/Scoring Rubrics where applicable, Stimulus based multiple choice questions, content based multiple choice questions, Free Response Essays (in parts, or in total), project or inquiry based learning.	
CIVIC ENGAGEMENT (may include)	
Socratic Seminar on population policies	

Unit 3: Culture Patterns and Processes	
ESSENTIAL QUESTION(S)	
CULTURE: What is culture? What roles does culture play in human and societal development?	
INDIVIDUAL DEVELOPMENT & IDENTITY: How do individuals develop over time? How do external factors influence our identity and behavior?	
GLOBAL CONNECTIONS: How does diversity impact society?	
GLOBAL CONNECTIONS: How does diffusion impact society?	
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	CAUSE: -I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; -I evaluate how different groups and individuals contributed to the event or cause EFFECT: I evaluate multiple events from different perspectives using primary and secondary sources, and -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry	I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
BIG IDEA 1: PATTERNS AND SPATIAL ORGANIZATION Spatial patterns and organization of human society are arranged according to political, historical, cultural, and economic factors.	Cultural practices vary across geographical locations because of physical geography and available resources. -I can define the characteristics, attitudes, and traits that influence geographers when they study culture.

<p>BIG IDEA 2: IMPACTS AND INTERACTIONS Complex relationships of cause and effect exist among people, their environments, and historical and contemporary actions</p>	<p>Cultural practices vary across geographical locations because of physical geography and available resources. -I can describe the characteristics of cultural landscapes. -I can explain how landscape features and land and resource use reflect cultural beliefs and identities.</p>
<p>BIG IDEA 3: SPATIAL PROCESS AND SOCIETAL CHANGE A spatial perspective allows for a focus on the ways phenomena are related to one another in particular places, which in turn allows for the examination of human organization and its environmental consequences.</p>	<p>Cultural practices vary across geographical locations because of physical geography and available resources. -I can explain patterns and landscapes of language, religion, ethnicity, and gender.</p>
	<p>The interaction of people contributes to the spread of cultural practices. -I can define the types of diffusion.</p>
	<p>Cultural ideas, practices, and innovations change or disappear over time. -I can explain how historical processes impact current cultural patterns.</p>
	<p>Cultural ideas, practices, and innovations change or disappear over time. -I can explain how historical processes impact current cultural patterns.</p>
	<p>The interaction of people contributes to the spread of cultural practices. -I can explain what factors lead to the diffusion of universalizing and ethnic religions.</p>
	<p>Cultural ideas, practices, and innovations change or disappear over time. -I can explain how the process of diffusion results in changes to the cultural landscape.</p>

COMPELLING UNIT QUESTION

Is the world headed toward one global culture?

SUPPORT QUESTION 1	SUPPORT QUESTION 2
What is culture?	Why are languages disappearing?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc..	Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc..
FEATURED SOURCE(s) <i>may include</i>	FEATURED SOURCE(s) <i>may include</i>
CIA Worldfactbook, UN Data, US Census Data, ARCGIS, Pew Research	CIA Worldfactbook, UN Data, US Census Data, ARCGIS, Pew Research
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 (if applicable)
Does the internet create subcultures or monoculture?	What is the difference between folk and popular culture?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc..	Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc..
FEATURED SOURCE(s) <i>may include</i>	FEATURED SOURCE(s) <i>may include</i>
CIA Worldfactbook, UN Data, US Census Data, ARCGIS, Pew Research	CIA Worldfactbook, UN Data, US Census Data, ARCGIS, Pew Research

SUMMATIVE ASSESSMENT TASK(s)

Summative strategies: Skill Based Feedback w/Scoring Rubrics where applicable, Stimulus based multiple choice questions, content based multiple choice questions, Free Response Essays (in parts, or in total), project or inquiry based learning in which students to present an argument related to the compelling unit question: Is the world headed toward one global culture?.

CIVIC ENGAGEMENT (may include)

Students may experience guest speakers and/or visits to cultural centers or houses of worship in the community; students compare/contrast two cultures

Students may extend their learning by examining an aspect of a culture or cultural change.

Unit 4: Political and Economic Development

ESSENTIAL QUESTION(S)

POWER, AUTHORITY, & GOVERNANCE:

How do different political and economic systems affect civic life?

Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.

CIVIL RIGHTS & CIVIL LIBERTIES

-I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.

-I assess the impact of individuals, groups, and movements on the development of civil rights for different groups

FUNDAMENTALS OF CITIZENSHIP -I assess the difference in constitutional and legal protections for citizens vs. noncitizens.

-I demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).

I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.

-I evaluate different goals and methods of groups who have advocated for access to greater rights

-I analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.

Standard SS.Inq4: Wisconsin students will *communicate* and *critique* conclusions.

I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

Standard SS.Inq5: Wisconsin students will *be civically engaged*.

I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

DISCIPLINARY CONCEPT

KEY UNIT CONTENT

<p>BIG IDEA 1: PATTERNS AND SPATIAL ORGANIZATION Spatial patterns and organization of human society are arranged according to political, historical, cultural, and economic factors.</p>	<p>PATTERNS AND SPATIAL ORGANIZATION</p> <ul style="list-style-type: none"> -Government initiatives at all scales may affect economic development, including tariffs. -Global financial crises (e.g., debt crises), international lending agencies (e.g., the International Monetary Fund), and strategies of development (e.g., microlending) demonstrate how different economies have become more closely connected, even interdependent. -Independent states are the primary building blocks of the world political map. -Types of political entities include nations, nation-states, stateless nations, multinational states, multistate nations, and autonomous and semiautonomous regions, such as American Indian reservations." "-The concepts of sovereignty, nationstates, and self-determination shape the contemporary world. -Colonialism, imperialism, independence movements, and devolution along national lines have influenced contemporary political boundaries." -Political power is expressed geographically as control over people, land, and resources, as illustrated by neocolonialism, shatterbelts, and choke points. -territoriality is the connection of people, their culture, and their economic systems to the land.
<p>BIG IDEA 2: IMPACTS AND INTERACTIONS Complex relationships of cause and effect exist among people, their environments, and historical and contemporary actions</p>	<p>IMPACTS & INTERACTIONS:</p> <ul style="list-style-type: none"> -Sustainable development policies attempt to remedy problems stemming from naturalresource depletion, mass consumption, the effects of pollution, and the impact of climate change. -Ecotourism is tourism based in natural environments—often environments that are threatened by looming industrialization or development—that frequently helps to protect the environment in question while also providing jobs for the local population. -The UN’s Sustainable Development Goals help measure progress in development, such as small-scale finance and public transportation projects." -Forms of governance include unitary states and federal states. -Unitary states tend to have a more top-down, centralized form of governance, while federal states have more locally based, dispersed power centers -types of political boundaries include relic, superimposed, subsequent, antecedent, geometric, and consequent boundaries. -Boundaries are defined, delimited, demarcated, and administered to establish limits of sovereignty, but they are often contested. -Political boundaries often coincide with cultural, national, or economic divisions. However, some boundaries are created by demilitarized zones or policy, such as the Berlin Conference. -Land and maritime boundaries and international agreements can influence national or regional identity and encourage or discourage international or internal interactions and disputes over resources.

<p>BIG IDEA 3: SPATIAL PROCESS AND SOCIETAL CHANGE A spatial perspective allows for a focus on the ways phenomena are related to one another in particular places, which in turn allows for the examination of human organization and its environmental consequences.</p>	<p>SPATIAL PROCESS & SOCIETAL CHANGE:</p> <ul style="list-style-type: none"> -Measures of social and economic development include Gross Domestic Product (GDP); Gross National Product (GNP); and Gross National Income (GNI) per capita; sectoral structure of an economy, both formal and informal; income distribution; fertility rates; infant mortality rates; access to health care; use of fossil fuels and renewable energy; and literacy rates. -Measures of gender inequality, such as the Gender Inequality Index (GII), include reproductive health, indices of empowerment, and labor-market participation. -The Human Development Index (HDI) is a composite measure used to show spatial variation among states in levels of development. -The roles of women change as countries develop economically. -Although there are more women in the workforce, they do not have equity in wages or employment opportunities. -Factors that can lead to the devolution of states include the division of groups by physical geography, ethnic separatism, ethnic cleansing, terrorism, economic and social problems, and irredentism. -Devolution occurs when states fragment into autonomous regions; subnational politicalterritorial units, such as those within Spain, Belgium, Canada, and Nigeria; or when states disintegrate, as happened in Sudan and the former Soviet Union. -Advances in communication technology have facilitated devolution, supranationalism, and democratization. -Global efforts to address transnational and environmental challenges and to create economies of scale, trade agreements, and military alliances help to further supranationalism. -Supranational organizations—including the United Nations (UN), North Atlantic Treaty Organization (NATO), European Union (EU), Association of Southeast Asian Nations (ASEAN), Arctic Council, and African Union— can challenge state sovereignty by limiting the economic or political actions of member states. -Centrifugal forces may lead to failed states, uneven development, stateless nations, and ethnic nationalist movements. -Centripetal forces can lead to ethnonationalism, more equitable infrastructure development, and increased cultural cohesion.
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COMPELLING UNIT QUESTION

Can a high standard of living be achieved for all global citizens?

SUPPORT QUESTION 1	SUPPORT QUESTION 2
Why are some countries more developed than others?	How does economic development impact a country's population?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc..	Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc..
FEATURED SOURCE(s) <i>may include</i>	FEATURED SOURCE(s) <i>may include</i>

Human Geography UBD

CIA Worldfactbook, UN Data, US Census Data, ARCGIS, Pew Research	CIA Worldfactbook, UN Data, US Census Data, ARCGIS, Pew Research
SUPPORT QUESTION 3 (if applicable)	SUPPORT QUESTION 4 (if applicable)
How do issues related to sovereignty impact relationships between countries and the lives of their people?	Do countries vary in their commitment to human rights?
FORMATIVE ASSESSMENT TASK	FORMATIVE ASSESSMENT TASK
Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc..	Quick Write, Entrance/Exit tickets, Guided Reading, Turn and Talk, Quizzes, Online Resources, WICOR Strategies, etc..
FEATURED SOURCE(s) may include	FEATURED SOURCE(s) may include
CIA Worldfactbook, UN Data, US Census Data, ARCGIS, Pew Research	CIA Worldfactbook, UN Data, US Census Data, ARCGIS, Pew Research
SUMMATIVE ASSESSMENT TASK(s)	
Summative strategies: Skill Based Feedback w/Scoring Rubrics where applicable, Stimulus based multiple choice questions, content based multiple choice questions, Free Response Essays (in parts, or in total), project or inquiry based learning in which student engage in argument around the compelling unit question: Can a high standard of living be achieved for all global citizens?.	
CIVIC ENGAGEMENT (may include)	
Students will engage with local or state government officials through letter writing.	
Students may design their own political geography inquiry/change item.	

Priority Standards & Learning Target Unit Reference		UNIT 1	UNIT 2	UNIT 3	UNIT 4
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings including becoming critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.			X	X
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	I evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;		X	X	X
	-I evaluate how different groups and individuals contributed to the event or cause				
	I evaluate multiple events from different perspectives using primary and secondary sources, and -I analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.				
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	CHOICES & DECISION MAKING: I can perform a cost-benefit analysis (i.e. strengths and weaknesses of alternative options) on a real-world situation and how those choices are reflected in economic markets.		X		X
	INCENTIVES I evaluate how incentives determine what is produced and distributed in a competitive market system.				
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	CIVIL RIGHTS & CIVIL LIBERTIES -I critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.				X
	-I assess the impact of individuals, groups, and movements on the development of civil rights for different groups				
	FUNDAMENTALS OF CITIZENSHIP -I assess the difference in constitutional and legal protections for citizens vs. noncitizens.				
	-I demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).				
	I analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups.				
	-I evaluate different goals and methods of groups who have advocated for access to greater rights				
	-I analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.				
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)					
Standard SS.Inq1: Wisconsin students will construct	I formulate researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.			X	

Priority Standards & Learning Target Unit Reference		UNIT 1	UNIT 2	UNIT 3	UNIT 4
meaningful questions that <i>initiate</i> an inquiry	I apply open-ended questions that support the research and identify the sources that will be used in the student-developed research proposal.			x	
Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources	I determine evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources	x			
	I analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.				
Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.	I develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.		x		
	I cite with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).		x		
	I justify the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.				
Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.	I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).				x
	I critique a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.				
Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> .	I engage opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.				x