Pequea Valley School District
Department

Unit: 1 Intro to Geography **Course: Virtual Geography** **Grade: 10-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

Chapter 1

~ What are the different types of maps and what do they show?
~ What are the five key elements (five themes) of geography?
~ How is geography related to other subjects?

Chapter 2

~What external forces shape Earth's surface?

Chapter 3

~ How does the relationship between the Earth and the sun affect climate?
~ How do winds, ocean currents, landforms and bodies of water affect climate?

Chapter 4

~ What are the key elements of culture?
~ What factors influence population growth and distribution?
~ What are the main types of government and economic systems?

Keystone Eligible Content/PA Core Standard:

Basic Geo 7.1.1.A, 7.1.9.B, Physical Characteristics, 7.2.9.A, 7.2.9.B, Human Characteristics, 7.3.9A, Interactions Between People and Environment 7.4.9.A, 7.4.9.B, Types of Gov (Gov) 5.1.9.B, World Community 5.4.9.B, Resources (Econ) 6.1.9.B, Limit or promote Trade 6.3.9.D

Pacing: Approximate number of class sessions per unit

- Approx 12 days

Tier 3 Vocabulary (Content specific vocabulary)

Map projection, Absolute and Relative location, Elevation, Relief and Thematic map, Global positioning system (GPS), Global information system (GIS), Spatial perspective, Formal region, Hydrosphere, Lithosphere, Atmosphere, Biosphere, Continental shelf, Core, Mantle, Crust, Plate tectonics, Subduction and Accretion, Folds and Faults, Erosion, Glaciers, Water cycle (evaporation, condensation, precipitation), Desalination, Climate, Axis, Revolution, Equinox, Solstice, Midnight sun, Greenhouse effect, Currents, Prevailing wind, Coriolis effect, Doldrums, El Nino, Culture, Language family

and Ethnic group, Cultural region, Cultural diffusion, Cultural hearths, Birthrate and Death rate, Migration, Demographic transition, Population pyramid and Population Density

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
SEE VOCABULARY AND ESSENTIAL QUESTIONS ABOVE

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
Learners will be able to:

- Understand basic geographic landforms
- Understand five elements of geography
- Understand the different types of maps
- Understand the key concepts of culture

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***
Learners will be able to:

- Create digital display of various maps recognizing the positive and negatives of each
- Create a presentation on the elements of culture for a foreign country
- Discover how landform and weather patterns affect geography
- Discover key geographic features of Lancaster County

Software/Resources:

- Schoology
- Online textbook
- Online resources

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 2: Middle East **Course: Virtual Geography** **Grade: 10-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

Chapter 15

~What defines the climate of North Africa?

~ What features dominate the physical geography of North Africa?

~How have the Sahara, the Nile River valley, and multiple invasions influenced the history and government of North Africa?

~What are environmental issues in North Africa and how are they being addressed?

Chapter 16

~What defines the climate of the Eastern Mediterranean?

~ What features dominate the physical geography of the Eastern Mediterranean?

~ How have Judaism, Christianity, and Islam shaped the politics and culture of the Eastern Mediterranean?

~What are environmental issues in the Eastern Mediterranean and how are they being addressed?

Chapter 17

~ What defines the climate of the Northeast?

~ What features dominate the physical geography of the Northeast?

~ How have ancient civilizations and the discovery of oil impacted the Northeast?

~What are environmental issues in the Northeast Middle East and how are they being addressed?

Chapter 18

~ What defines the climate of the Arabian Peninsula?

~ What features dominate the physical geography of the Arabian Peninsula?

~How does religion, history, and culture affect life on the Arabian Peninsula?

~What are environmental issues in the Arabian Peninsula and how are they being addressed?

Keystone Eligible Content/PA Core Standard : Basic Geo 7.1.1.A, 7.1.9.B, Physical Characteristics, 7.2.9.A, 7.2.9.B, Human Characteristics, 7.3.9A, Interactions Between People and Environment 7.4.9.A, 7.4.9.B, Types of Gov (Gov) 5.1.9.B, World Community 5.4.9.B, Resources (Econ) 6.1.9.B, Limit or promote Trade 6.3.9.D

Pacing: Approximate number of class sessions per unit

- Approximately 15 days

Tier 3 Vocabulary (Content specific vocabulary)

Alluvial soil, Hieroglyphics, Geometric boundary, Nationalism, Nomad, Bedouin, Aquifer, Rift Valley, Kibbutz, Moshav, Monotheism, Prophet, Mosque, Stateless nation, Desertification, Pastoralism, Culture health, Cuneiform, Qanat, Ziggurat, Embargo, Marsh, Peninsula, Arid, Dune, Monsoon, Simoom, Shamal, Sheikdoms, Sunni and Shia, Isadhism, Shari'ah, Hajj, Choke point, Geopolitics

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

SEE VOCABULARY AND ESSENTIAL QUESTIONS ABOVE

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

Learners will be able to:

- Understand how water affects the middle east
- Understand basic culture and religions of the middle east
- Understand how early civilizations affect the middle east

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

Learners will be able to:

Software/Resources:

- Schoology
- Online textbook
- Online resources

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Department

Unit 3: South Asia **Course: Virtual Geography** **Grade: 10-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

Chapter 25

~ How do monsoons affect India's weather and climate?

~ How did modern India gain its independence?

~ How has population affected the quality of life in India?

~ What are environmental issues in India and how are they being addressed?

Chapter 26

~ How are rivers important to the peoples of Pakistan and Bangladesh?

~How did modern Pakistan and Bangladesh form?

~What are environmental issues in Pakistan and Bangladesh and how are they being addressed?

Chapter 27

~ What landforms help shape life in Bhutan, Maldives, Nepal, and Sri Lanka?

~What factors influenced the present-day governments of Bhutan, Maldives, Nepal, and Sri Lanka?

~ What environmental threats does Bhutan, Maldives, Nepal, and Sri Lanka face and what is being done to fix these problems?

Keystone Eligible Content/PA Core Standard

Basic Geo 7.1.1.A, 7.1.9.B, Physical Characteristics, 7.2.9.A, 7.2.9.B, Human Characteristics, 7.3.9A, Interactions Between People and Environment 7.4.9.A, 7.4.9.B, Types of Gov (Gov) 5.1.9.B, World Community 5.4.9.B, Resources (Econ) 6.1.9.B, Limit or promote Trade 6.3.9.D

Pacing: Approximate number of class sessions per unit

- Approximately 15 days

Tier 3 Vocabulary (Content specific vocabulary)

Alluvial plain, Monsoon and cyclone, Tsunamis, Jati (or caste system), Mercantilism, Imperialism, Reincarnation, Karma, Panchayat, Green revolution, Cottage industry, Pesticide, Ecotourism, Delta, Floodplain, Sustainable development, Hydroelectric power, Cowrie shells, Lama, Mantras, Stupas, Dzongs, Clear cutting

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
SEE VOCABULARY AND ESSENTIAL QUESTIONS ABOVE

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
Learners will:

- Understand how weather affects South Asia
- Understand the importance of the Green Revolution

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***
Learners will:

Software/Resources:

- Schoology
- Online textbook
- Online resources

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 4: East Asia **Course: Virtual Geography** **Grade: 10-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)

Chapter 28

~ What physical features dominate China and Mongolia and how have they affected human geography?
~ What influence did ancient Chinese history have on government, culture, and daily life in modern times?
~What cultural beliefs, practices, and distinctive achievements and attitudes characterize China?
~ How does China's population affect the nation?
~ How are the Chinese people and government addressing the effects of industrial and economic growth on the environment?

Chapter 29

~What physical features dominate Japan and how have they affected human geography?
~How do ancient and modern traditions influence life in Japan?
~How have industry and trade transformed Japan?
~What environmental issues does Japan face and what is being done to help these problems?

Chapter 30

~ How does the land on the Korean Peninsula change from north to south?
~How has the decision to divide the Korean Peninsula into North and South Korea affected the development of each country?
~What environmental issues does North and South Korea face and what is being done to help these problems?

Keystone Eligible Content/PA Core Standard

Basic Geo 7.1.1.A, 7.1.9.B, Physical Characteristics, 7.2.9.A, 7.2.9.B, Human Characteristics, 7.3.9A, Interactions Between People and Environment 7.4.9.A, 7.4.9.B, Types of Gov (Gov) 5.1.9.B, World Community 5.4.9.B, Resources (Econ) 6.1.9.B, Limit or promote Trade 6.3.9.D

Pacing: Approximate number of class sessions per unit

- Approximately 15 days

Tier 3 Vocabulary (Content specific vocabulary)
Loess, Typhoons, Dynasties, Great Leap Forward, Aborigines, Atheist, Commune, Dissident, Economic sanctions, Special Economic Zone (SEZ), Archipelago, Tsunami, Samurai, Shogun, Meiji Restoration, Acculturation, Trade surplus, Aquaculture, Chlorofluorocarbons (CFCs), Korean Demilitarized Zone (DMZ), Islets, Cooperative, Coup, Cultural divergence, Deforestation, Drift-net fishing

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
SEE VOCABULARY AND ESSENTIAL QUESTIONS ABOVE

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
Learners will:

- Understand

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***
Learners will:

Software/Resources:

- Schoology
- Online textbook
- Online resources

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 5: Africa **Course: Virtual Geography** **Grade: 10-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

Chapter 21

~ What physical features are part of the diverse landscape of East Africa?

~What are some effects of European colonization of East Africa?

~What makes effective resource management in East Africa especially challenging?

~ What are environmental issues in East Africa and how are they being addressed?

Chapter 22

~What landforms dominate the West African landscape?

~How does the legacy of colonialism affect governments in West Africa today?

~What challenges resource management in West Africa?

~What are environmental issues in West Africa and how are they being addressed?

Chapter 23

~What landforms dominate the Equatorial African landscape?

~How does conflict shape life in Equatorial Africa?

~What makes effective resource management in Equatorial Africa especially challenging?

~ What are environmental issues in Equatorial Africa and how are they being addressed?

Chapter 24

~ What is the most dominant physical feature of Southern Africa?

~What cultures have influenced life in Southern Africa?

~Why are many resources in Southern Africa not managed closely?

~ What are environmental issues in South Africa and how are they being addressed?

Keystone Eligible Content/PA Core Standard:

Basic Geo 7.1.1.A, 7.1.9.B, Physical Characteristics, 7.2.9.A, 7.2.9.B, Human Characteristics, 7.3.9A, Interactions Between People and Environment 7.4.9.A, 7.4.9.B, Types of Gov (Gov) 5.1.9.B, World Community 5.4.9.B, Resources (Econ) 6.1.9.B, Limit or promote Trade 6.3.9.D

Pacing: Approximate number of class sessions per unit

- Approximately 20 days

Tier 3 Vocabulary (Content specific vocabulary):
Rift valley, Escarpment, Cataracts, Indigenous, Lingua franca, Habitat, Carrying capacity, Poaching, Reservoir, River plain, Conflict diamonds, Infrastructure, Griots, Basin, Montaine, Canopy, Understory, Estuary, Cash crop, Plantation, Internally displaced person, Biofuel, Mediterranean climate, Rain shadow, Urbanization, Sanitation, Subsistence farming, Commercial farming, Apartheid

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- SEE VOCABULARY AND ESSENTIAL QUESTIONS ABOVE

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
Learners will:

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***
Learners will:

Software/Resources:

- Schoology
- Online textbook
- Online resources

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 6 : Europe **Course: Virtual Geography** **Grade: 10-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s):

Chapter 10

~ How did the last ice age impact the landforms of Northern Europe?

~ How do society and culture in Northern Europe reflect the subregions' history?

Chapter 11

~How have the rivers in Europe's heartland contributed to the region's development?

~What are some key historical events that impacted Northwestern Europe's population?

~How has its location as a crossroads of Europe, physical geography, migration, and world events influenced society and culture in Northwestern Europe?

Chapter 12

~ How has the physical geography of Southern Europe affect its population?

~What are some key historical events the impacted Southern Europe's population?

~ How are groups, governments and others addressing environmental issues in Southern Europe?

Chapter 13

~ How do mountains and plains define Eastern Europe?

~How have political and ethnic struggles shaped the Eastern Europe of today?

Keystone Eligible Content/PA Core Standard:

Basic Geo 7.1.1.A, 7.1.9.B, Physical Characteristics, 7.2.9.A, 7.2.9.B, Human Characteristics, 7.3.9A, Interactions Between People and Environment 7.4.9.A, 7.4.9.B, Types of Gov (Gov) 5.1.9.B, World Community 5.4.9.B, Resources (Econ) 6.1.9.B, Limit or promote Trade 6.3.9.D

Pacing: Approximate number of class sessions per unit

- Approximately 15 days

Tier 3 Vocabulary (Content specific vocabulary):

Glaciation, Fjord, Geothermal energy, Hot spring, Geyser, Welfare state, Invasive species, Ecotourism, Loess, Dike

Mistral, Avalanche, Industrial revolution, Industrial capitalism, Communism, Holocaust, Cold War, Guest worker, Agribusiness, Kyoto Protocol, Cap-and-trade, Massif, Tungsten, City-state, Renaissance, Karst, Balkinization, Ethnic cleansing
Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".*** SEE VOCABULARY AND ESSENTIAL QUESTIONS ABOVE
Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.*** Learners will:
Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies*** Learners will:

<u>Software/Resources</u>:

- Schoology
- Online textbook
- Online resources

<u>Learner Agency</u>:

- Learner Agency is possessing the mindset and know-how to act in a manner life-time of learning.