

Course: *World Geography*
Unit #2: *The Americas*

Year of Implementation: 2022-2023

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

<https://www.state.nj.us/education/cccs/2020/>

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.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.*
- 6.1.5.GeoPP.6: *Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.*
- 6.1.5.GeoGI.1: *Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.*
- 6.1.5.GeoHE.3: *Analyze the effects of catastrophic environmental and technological events on human settlements and migration*
- 6.1.5.EconNM.5: *Explain how the availability of private and public goods and services is influenced by the government and the global economy*

- **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 analyze the causes and effects of the interactions between human and environmental systems in the Americas.

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
4. choose and analyze appropriate sources to gain content knowledge

Enduring Understandings

Students will understand that. . .

EU 1

human-environment interaction impacts the development of culture, economics, politics within the Americas.

EU 2

physical geographic features, climate and natural resources have influenced the development of culture, economics, and politics within the Americas.

Essential Questions

EU 1

- How has physical geography contributed to the interactions between American nations?
- How have humans impacted the natural environment of the Americas?
- How do environmental factors impact the development of political and economic systems in the Americas?

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?
- How do climate zones impact the creation and development of regional cultures in Latin America?

Knowledge

Students will know ...

EU 1

Skills

Students will be able to...

EU 1, 2

- specific landforms and water systems of the Americas (6.1.2.Geo.SV.1)
- specific climatic zones of North and Latin America (6.1.2.Geo.SV.1)
- population distribution, growth and migration patterns (6.1.5.GeoPP.6)
- the major Population centers in the Americas (6.1.2.GeoPP.1)
- current or recent cultural, political, and/or economic issues within the region (6.1.5.GeoGI.1)

EU 2

- specific natural resources and their distribution in the Americas (6.1.2.Geo.GI.1)
- the different types of economies and trade goods in the Americas (6.1.5.EconNM.5)
- a nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress. (6.1.5.EconNM.5)
- specific political systems of the countries that make up the Americas
- unique cultural beliefs of regions within the Americas
- the major physical landforms of the Americas (6.1.2.Geo.SV.1; 6.1.2.GeoPP.1)
- the major climate regions of the Americas (6.1.2.GeoPP.1)
- the major flora and fauna of the Americas (6.1.2.GeoPP.1)

- read and interpret different types of maps and map projections (6.1.2.Geo.SV.3)
- create and interpret charts and graphs (6.1.2.Geo.SV.1)
- utilize research databases and online resources (9.4.12.Cl.1)
- demonstrate public speaking skills (9.4.12.Cl.1)
- interpret primary and secondary sources (6.1.5.GeoGI.1)
- use graphics, design programs and presentation tools
- analyze current cultural, political, and/or economic issues (6.1.2.Geo.GI.2)

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**

- Make a chart and graph of immigration groups over time. (A) (EU 2)
- **Create a timeline of major geological and geographical changes in the Americas. (A) (EU 1,2)**
- 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) (EU 1)
- Create a journal of an indigenous person as they watch the colonization change their land. (M) (EU 1, 2)
- **Develop a financial plan to change your home to using solar power and predict financial savings. (T) (EU 1,2)**
- Plan a trip to go to three separate locations within a region. Plans will address (climate), cultural sites and activities. Also students must map a scenic and fastest route for the trip. (T) (EU 1,2)
- Read and analyze documents of an immigrant from the past to further understand their experiences and hardships. (M) (EU 1,2)
- **Read and analyze environmental laws passed by the American governments. (M) (A) (EU 1,2)**
- Mock news report about natural disaster or specific cultural celebration in a specific region within the Americas (M) (EU 1,2)
- Identify features on a physical or political map. (A) (EU 1,2)
- Interview a modern day immigrant or person from a different ethnic background (family, classmate) about specific cultural practices and experiences. (A) (EU 1,2)
- Create a nature trail brochure that catalogues flora and fauna in a specific wooded region in the Americas. (A) (EU 1,2)
- **Class discussion on current American geographic issues. (M) (EU 1,2)**
- Create a chart showing changing environmental policies in the United States from 1900 to present day. (A) (EU 1,2)
- Create a presentation that shows unique customs of a region in the Americas. Students should also address how

- geographic and human factors have influenced the development of these customs. (M) (A) (EU 1,2)
- 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) (EU 2)
 - Research and present the influence of a specific ethnic group on the culture of a specific region within the Americas. (A) (M) (EU 1,2)
 - Watch, comment and discuss clips from Planet Earth or the Human Planet or other relevant documentaries such as Forging an Empire or 180 Degrees South or Down to Earth (Netflix) (A) (EU 1,2)
 - Create a presentation or zoological review of unique flora and fauna of the Galapagos Islands, Patagonia or the Rainforest. (A) (EU 2)
 - Class discussion on current geographical issues in the Americas (A) (EU 1,2)
 - Write a research paper or create a presentation that discusses the environmental hardships faced by tribal groups that live within the Amazon Rainforest. (M) (EU 1,2)
 - Create a chart of exports from a Latin American country. Infer the economic needs of that country from those charts. (M) (EU 1,2)
 - Create a chart of natural resources from an American country. Infer the impact of those natural resources. (M) (EU 1,2)
 - Write an essay that compares the customs of tribal groups living in two distinct and different geographic regions within Latin America. (M) (EU 1,2)
 - Write an essay that catalogues and explains important and unique flora of the Amazon Rainforest. (M) (EU 1,2)

Pacing Guide

Unit #	Title of Unit	Approximate # of teaching days
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*
- <https://www.nationalgeographic.com/>

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.