

Course: *World Geography*
Unit #3: *Europe*

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.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.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.GeoGI.4: *Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.*
- 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 Europe.

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. independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics

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

Enduring Understandings

Students will understand that . . .

EU 1

human-environment interactions impact the development of culture, economics, and politics within Europe

EU 2

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

Knowledge

Students will know . . .

Essential Questions

EU 1

- How has the geography of Europe contributed to the interactions between European nations?
- How have humans impacted the natural environment of Europe?
- How are environmental factors causing political and economic change?
- How have human-environment interactions (e.g. industrialization, modern conflicts) shaped the boundaries, politics and economics of Europe over the past century?
- How have recent patterns of migration influenced the region's culture, economy, and politics?

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 have European countries addressed climate change?
- Why are rivers vital to Europe's economy?
- What physical features influence Europe's climate?

Skills

Students will be able to . . .

EU 1

- the internal and external forces of change to environment in Europe (6.1.2.GeoPP.1)
- how various cultures within Europe have emerged and impact the interaction of nations (6.1.5.GeoGI.4)
- the major political systems within Europe (i.e.parliamentary democracy, parliamentary monarchy, etc.) (6.1.2.Geo.GI.2)
- the major economic systems within Europe (i.e. free market economies) (6.1.2.Geo.GI.2)
- current or recent cultural, political, and/or economic issues within the region (6.1.5.GeoGI.1)
- trade, colonization, and immigration spread European cultures to other continents (6.1.2.Geo.GI.2)
- the European Union was formed to promote economic unity and stability among European countries (6.1.2.Geo.GI.2)

EU 2

- the major physical landforms of Europe (6.1.2.Geo.SV.1; 6.1.2.GeoPP.1)
- the major climate regions and natural resources of Europe (6.1.2.GeoPP.1)
- rivers provide important transportation in Europe, linking the interior of the continent with coastal ports (6.1.2.Geo.GI.1)
- cultural, political, and/or economic issues within the region are related to geographical features (6.1.5.GeoGI.1)

EU 1, 2

- 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.CI.1)
- demonstrate public speaking skills (9.4.12.CI.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**

- Label physical and political maps of Europe. (A)(EU 2)
- **Write a journal from the point of view of an American journeying to a European country for the first time. (M) (EU 1,2)**
- Create a chart that explains demographic makeup of a city, country, or region. (A) (EU 1)
- Track weather patterns to predict future weather and its impact on your activities. (M) (EU 2)
- Create a map that identifies regional climate zones. (A) (EU 1)
- Predict the economic or political implications of a natural disaster on a major metropolitan area. (T, M) (EU2)
- Create a magazine cover to highlight a country using the 5 themes of Geography (T) (EU 2)
- **Use of Scholastic Upfront online to read and review relevant articles (A) (EU 1, 2,)**
- Have students view episodes of Down to Earth that address various themes of geography (A, M) (EU 1,2)
- **Class discussion on current geographical/political/economic issues. (M) (EU 1,2)**
- Read and interpret migration maps within Europe. (A) (EU 1)
- Create a chart that compares Socialist and Capitalist economic policies. (A) (EU 1)
- Students will take part in a Mock EU debate over an important economic issue in which some type of compromise agreement must be reached. Each group will represent a different country. (M) (EU 1, 2)
- Research and weigh the possibility of purchasing an electric car for daily use in a European city. (T) (EU 1)
- **Research and present information regarding an environmental disaster in Europe and what was done to clean it up and**

prevent it from occurring again. (A) (EU 1)

- Create a travel brochure for a European country. (A) (EU 1)
- Plan a one month long trip to a minimum of three European countries. Upon arrival students cannot fly between nations but must take public means of transportation (car, train, ferry/ship). Develop an itinerary for the entire trip. (T) (EU 1,2)
- Read and analyze environmental policies of a European country and compare those to a similar situation in the United States. Evaluate each nation's policies in regards to which one is more effective. (M) (EU 1)

Pacing Guide

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

Instructional Materials

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.