

Course: *World Geography*
Unit #4: *Africa and the Middle East*

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.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.CI.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 Africa and the Middle East.

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, and politics within Africa and the Middle East.

EU 2

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

Essential Questions

EU 1

- How has physical geography contributed to the interactions between nations of Africa and the Middle East?
- How have humans impacted the natural environment of Africa and the Middle East?
- How do disease and treatment of disease impact socioeconomic status in African nations?
- How are environmental factors causing political and economic change?

EU 2

- How have populations adapted to changing climate conditions in order to survive and advance culturally, economically, and politically?
- How have geographic factors impacted areas of high population density across Africa?
- How do varied physical geographic features impact the development of cultural, political, and economic systems?
- Why is much of the world economically dependent on this region?

Knowledge

Students will know . . .

EU 1

- the internal and external forces of change to environment in Africa and Middle East (6.1.2.GeoPP.1)
- how various cultures within Africa and the Middle East have emerged and impact the interaction of nations (6.1.2.Geo.GI.2:)
- the major political systems within Africa and the Middle East(i.e. democracy, parliamentary monarchy, etc.) (6.1.2.Geo.GI.2)
- the major economic systems within Africa and the Middle East (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)

EU 2

- specific natural resources and their distribution in Africa and the Middle East (6.1.2.Geo.GI.1)
- the different types of economies and trade goods in Africa and the Middle East (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)
- the major physical landforms of Africa and the Middle East (6.1.2.Geo.SV.1; 6.1.2.GeoPP.1)
- the major climate regions of Africa and the Middle East (6.1.2.GeoPP.1)
- the major flora and fauna of Africa and the Middle

Skills

Students will be able to...

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)

East (6.1.2.GeoPP.1)

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.** {place A, M and/or T along with the applicable EU number in parentheses after each statement}

- Label physical and political maps of North Africa, Sub-Saharan Africa, and the Middle East. (A)(EU 2)
- Write a journal from the point of view of an American journeying to Africa and/or the Middle East For the first time. (M) (EU 1,2)
- Create a chart that explains demographic makeup of a 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 an African or Middle Eastern 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 Africa and the Middle East(A) (EU 1)
- Research and weigh the possibility of purchasing an electric car for daily use in an African or Middle Eastern city. (T) (EU 1)
- Research and present information regarding an environmental disaster in Africa or the Middle East and what was done to clean it up and prevent it from occurring again. (A) (EU 1)
- Plan a one month long trip to a minimum of three African and three Middle Eastern 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)
- Create an “Adventure through Africa and the Middle East” board game. (M,T) (EU 1)
- Debate the pros and cons of European colonization in Africa (M)
- Class discussion on current issues in Africa and the Middle East (A,M)
- Create a photo journal of a trip to Africa and the Middle East (A)
- Plan a safari. Explain the major natural sites that you would want to see. Identify areas of unrest or concern that you would try to avoid and create a map that you would follow (T)
- Create a map of the different tribal groups in Sub-Saharan Africa (A)
- Create a charity that addresses a current environmental issue in Africa or the Middle East (T)
- Watch, comment and discuss clips of Planet Earth, Human Planet or other relevant documentary (A)
- Design an infrastructure plan for a nation in Africa in order to expand communication, travel and the economy (T)

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.