

Course: *World Geography*
Unit #5: *Asia*

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.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**
 - NJSLA.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 South and East Asia.

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

Enduring Understandings

Students will understand that. . .

EU 1

human-environment interaction impacts the development of culture, economics, and politics within Asia

EU 2

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

EU 3

Environmental events and technological advancements have impacted this region.

Essential Questions

EU 1

- How have humans impacted the natural environment of Asia?
- How does the interaction of foreign countries with India, Japan and China shape international relations and economics today?
- How has pollution negatively impacted the quality of life in Asia?
- Why are the region's waterways important to its peoples?

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 has increasing population put a strain on natural resources and changed infrastructure?

EU 3

- How do natural disasters impact the economic systems and infrastructure of India, China and Japan?

	<ul style="list-style-type: none"> • In what ways have technological innovations impacted the cultures within this region? • How has widespread poverty impacted migration and political systems within this region?
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the different resources available within various countries of Asia. (6.1.2.GeoPP.1) • clean energy and alternative energy sources and management. (6.1.5.GeoHE.3) • specific climatic zones of Asia. (6.1.2.Geo.GI.2) • unique cultural beliefs of regions within Asia. (6.1.2.Geo.GI.1) • major population centers in Asia. (6.1.2.Geo.GI.1) • current or recent cultural, political, and/or economic issues within the region. (6.1.5.GeoGI.1) <p><i>EU 2</i></p> <ul style="list-style-type: none"> • specific landforms and water systems of Asia. (6.1.2.Geo.SV.1) • specific natural resources and their distribution in Asia. (6.1.2.GeoPP.1) • different types of economies and trade goods in Asia. (6.1.2.Geo.GI.1:) • political systems of the countries that make up Asia. (6.1.2.Geo.GI.1:) <p><i>EU 3</i></p> <ul style="list-style-type: none"> • population distribution, growth and migration patterns have resulted from catastrophic events or technological 	<p><u>Skills</u> Students will be able to...</p> <p>EU 1, 2, 3</p> <ul style="list-style-type: none"> • 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)

advancements. (6.1.5.GeoHE.3:)

- specific natural disasters and issues that are connected with living on the Ring of Fire. (6.1.5.GeoHE.3:)
- a nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress. (6.1.5.EconNM.5)

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 (A) (EU 2)
- Read and interpret economic charts and graphs (A) (E 1)
- Watch, comment and discuss clips from Planet Earth, Human Planet or other relevant documentaries (A) (EU 1,2,3)
- Create a "documentary" about a specific environmental issue in the region (M) (EU 1,3)
- Make a chart comparing environmental policies of China and India to a European nation (A) (EU 1,2,3)
- Create a timeline of technological and industrial development of Japan from the Meiji Restoration to the present (A) (1,3)
- Create a Photo Story of a specific natural or man-made disaster in the region (A) (EU 1,3)
- Write a journal cataloguing the life of a factory worker from India or China (M) (1)
- Create a poster that compares eastern and western medical techniques for certain ailments (A) (1,2,3)
- Watch and critique "Slumdog Millionaire" (M,T) (EU 1,2)

- Role-play- students will act as investors in a company debating the decision to move production facilities from the United States to a nation in South or East Asia. Students must gather the correct economic data and then defend their decision to the class (T) (EU 1)
- Students will design a zoo to specifically address endangered species in the region and present this plan to the class for approval. (M, T) (EU 1,2)
- Write an editorial about how one of these nations has become an economic rival to the United States. Students will try to predict the future impact of the rivals growing economy and how that may influence the United States in the future (M)
- Create a photojournal that catalogues poverty in India or China (A) (EU 1,3)
- Create a diagram that shows the changes in political or economic systems in the region (A) (EU 1)
- Create a presentation about an important economic or political figure from the region (A) (EU 1)
- Students will create a product or service that specifically must use natural resources from this region. (T)
- Read, analyze and discuss primary source documents about China's "One Child Policy" (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

- *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.

