

Course Title – MD World Cultures

Implement start year – 2018-19

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Unit # 1, topic – Geography

Please note: All units of this MD World Cultures curriculum are written to be used across the region or country selected by the teacher. All units can be addressed with each region.

Transfer Goal –

Students will be able to independently use their learning to make connections between geography and the environment in order to make informed decisions in their daily life.

Stage 1 – Desired Results

Established Goals

2014 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2014/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

6.2.12.B.5.c Determine the impact of migration on the way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.

21st Century Themes
(www.21stcenturyskills.org)

- _X_ Global Awareness
- _X_ Financial, Economic, Business and Entrepreneurial Literacy
- _X_ Civic Literacy
- _X_ Health Literacy
- _X_ Environmental Literacy

<p>6.2.12.B.5.e Assess the role of boundary disputes and limited natural resources as sources of conflict.</p> <p>6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.</p> <p>6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</p> <p>6.2.12.C.6.d Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</p> <p>CCSS.ELA-Literacy.RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>	<p style="text-align: right;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Geography and climate directly affect daily life.</p> <p><i>EU 2</i> Human settlement is based on the ability to adapt to geographical regions and resources.</p> <p><i>EU 3</i> Geographical differences shape culture and life in the world.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How is daily life influenced by different climate zones? • How do geographical features impact the standard of living? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Why are populations able to adapt easier to certain regions? • Why are certain geographical regions more desirable to live? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How do geographical differences affect employment and economic opportunities? • How does proximity to neighboring nations impact cultural development?

<p>Knowledge: Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Different climate zones in the world. • Geographical topography on a map. • Appropriate clothing for different climates. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Resources available in specific regions. • Adaptations required to thrive in a specific region. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Commonalities between countries in geographical regions. • Available employment opportunities in different geographical regions. • Neighboring countries and regions in a specific area. 	<p>Skills: Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Identify different geographical regions. • Utilize different resources to identify countries and geographical features. • Select appropriate clothing for a specific climate. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Identify areas of the world that are inhabitable. • Illustrate how a standard of living is created based on available resources. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Analyze similarities between different countries in a region. • Identify countries in a geographical region. • List job opportunities in a designated geographical region.
<p>Stage 2 – Assessment Evidence</p>	
<p>Recommended Performance Tasks: <i>Each unit must have at least 1 Performance Task. Consider the GRASPS form.</i></p> <p>The student will convince their best friend to move with them to a new country. They will select a country of interest and then create a visual presentation to persuade their friend. Within the presentation, the student will outline the geographical region, the environment, popular clothing, employment opportunities, and housing based on the climate and available resources. The student will describe the advantages of moving to the new country. The student will be evaluated by a teacher made rubric. (EU1, EU2, EU3)</p>	
<p>Other Recommended Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> • Tests/Quizzes • Maps • Observations • Class Discussions 	

- Presentations
- Community Based Experience

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. 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.*

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- Identify compass rose and map key on a map. (A)
- Label key geographical features on a map. (M)
- Analyze different climate zones on a map. (M)
- Create a comparison chart between two countries within the same region. (M)
- Create a Venn Diagram comparing the standards of living between a selected country and the USA. (M)
- Design an outfit for a certain country based on climate and culture. (M)
- Create a weather forecast for a specific country. (M)
- Create weekend plans based on a country's current weather forecast. (T)
- Create a bulletin board displaying different geographical regions. (A)
- Chart different job opportunities specific to the region. (A)
- Apply for a job in a specific country. (T)
- Develop a collage of various resources in a country. (A)
- Map countries and capitals in region. (A)
- Read and report on a current event dealing with an issue between countries within the same region. (M)
- Match types of clothing to a specific climate/region. (M)