

World Geography

Theme <i>This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.</i>	
Strand <i>Geography</i>	
Topic <i>Spatial Thinking and Skills</i> The ability to use geographic tools to locate data spatially enables people to gain a better understanding of contemporary issues. Investigations of spatial information provide guidance in solving global problems.	Pacing
Content Statement 1. Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, geographic visualizations) affect how they can be used to represent, analyze, and interpret geographic patterns and processes. Learning Targets: <ul style="list-style-type: none"> I can demonstrate properties and functions of geographic representations. I can explain the uses for spatial data. I can explain the limitations on the use of various means of presenting spatial data. I can analyze and interpret the uses for and the limitations on the use of various means of presenting spatial data to interpret geographic patterns and processes. 	Content Elaborations Geographers have a variety of tools to represent spatial data. These tools serve particular purposes and have certain characteristics. For instance, a map is a graphic representation of an actual surface that is usually drawn to scale, but a map's projection may distort the appearance of the surface portrayed. A globe is a three-dimensional representation of the planet, but a globe is not easily portable. Geographic information systems are databases that permit composite maps to be created combining pertinent elements of information, but the types of information to be portrayed must be carefully selected for the problem under study. Global positioning systems are satellite-based navigation systems, but global positioning systems are subject to natural and artificial sources of interference. Remote sensing is information gathering about a surface from a distance (e.g., aerial photography, satellite images). Geographic visualizations range from printed maps with spatial data (e.g., cartographic maps) to interactive computer tools (e.g., three-dimensional models). Expectations for Learning Explain the uses for and the limitations on the use of various means of presenting spatial data to represent, analyze, and interpret geographic patterns and processes.
Content Vocabulary <ul style="list-style-type: none"> spatial thinking geographic representations 	Academic Vocabulary <ul style="list-style-type: none"> explain how explain why

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<ul style="list-style-type: none"> • global positioning systems • remote sensing • geographic visualization 	<ul style="list-style-type: none"> • analyze • interpret • represent
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
Resources <ul style="list-style-type: none"> • World Geography materials • Visual media/lessons from school library, ORC, and ODE • National Geographic Society • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • USGS Education website • Multicultural Education websites • United Nations • Royal Geographic Society 	Enrichment Strategies <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth. • Student and teacher collaborate to create additional projects (historical newspaper, diorama). • Students research and then teach a key part of the lesson. • Students may shadow or interview a professional or arrange for a guest speaker.

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<ul style="list-style-type: none"> • Geographic association resources • geography.com 	
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers. • World Languages: Historical background for works of literature and references to world cultures 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based system or the teacher Web pages • One-on-one instruction during common prep time and/or with academic assistant • Review sessions before tests and quizzes and especially before exams • Extended deadlines • Allow corrections on homework and tests; allow re-take of unit tests in full essay form • Modified assignments and tests • IAT referral

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Topic <i>Spatial Thinking and Skills</i> The ability to use geographic tools to locate data spatially enables people to gain a better understanding of contemporary issues. Investigations of spatial information provide guidance in solving global problems.	Pacing
Content Statement 2. Geographic representations and geospatial technologies are used to investigate, analyze, and communicate the results of geographic problem solving. Learning Targets: <ul style="list-style-type: none"> I can identify uses for specific geographical representations and geospatial technologies. I can give examples of how these are used in geographic problem solving. 	Content Elaborations Geographic representations and geospatial technologies include maps, globes, graphs, diagrams, internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, and geographic visualizations. Different means of representing spatial data can be used in geographic problem solving. For instance, census data can be portrayed spatially and used to determine distribution patterns within a certain area and help locate appropriate routes for road construction and site locations for providing services. Expectations for Learning Identify uses for specific geographic representations and geospatial technologies (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, geographic visualizations). Use appropriate geographic representations and geospatial technologies to investigate, analyze, and communicate information related to solving a geographic problem.
Content Vocabulary <ul style="list-style-type: none"> global influence geospatial technology geographic problems 	Academic Vocabulary <ul style="list-style-type: none"> analyze communicate investigate

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Integrations

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Intervention Strategies

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Content Statement 3. Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control, construction of a city bypass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs). Learning Targets: <ul style="list-style-type: none"> I can identify an example of a human modification of the physical environment. I can analyze how these human modifications of the physical environment produce intended changes. I can describe how these human modifications help and/or hinder the environment in other places. 	Content Elaborations The interaction of humans with the physical environment in one place can lead to unexpected as well as expected consequences in other places due to the systemic nature of the physical environment. For example, the construction of the St. Lawrence Seaway had the intended consequence of facilitating transportation of goods by oceangoing vessels into the heartland of North America. It also had an unintended consequence of enabling invasive species of fish and mussels to penetrate throughout the Great Lakes drainage basin. The use of strip mines had the unexpected effect of increasing ore extraction at lower cost, but also had an unintended effect of producing toxic runoff in neighboring lakes and streams. Expectations for Learning Cite an example of how a human modification of the physical environment in one place produced an intended or unintended change in another place.
Content Vocabulary <ul style="list-style-type: none"> human modification physical environment region World Bank 	Academic Vocabulary <ul style="list-style-type: none"> describe analyze cause and effect
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Content Statement 4. Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment (e.g., farming in flood plains and terraced farming, building hydroelectric plants by waterfalls and constructing hydroelectric dams, using solar panels as a heat source, and using extra insulation to retain heat). Learning Targets: <ul style="list-style-type: none"> I can compare how different societies adapt to the opportunities or constraints presented by their physical environments when attempting to address a common task. I can analyze how human societies are shaped by their environments. 	Content Elaborations Societies can use what opportunities their physical environments provide in addressing societal wants (e.g., drilling for petroleum in available reserves) or can develop alternative strategies to overcome the limitations presented by their physical environments in addressing those wants (e.g., trading goods to obtain petroleum if petroleum reserves are unavailable). Different societies use unique approaches when addressing the opportunities and constraints posed by physical environments they hold in common. For example, Iceland and China have sought to avoid burning coal for the production of power. While Iceland has turned to geothermal sources of power, China is investing in a series of dams, including the Three Gorges Dam. Expectations for Learning Compare how different societies adapt to the opportunities or constraints presented by their physical environment when attempting to address a common task.
Content Vocabulary <ul style="list-style-type: none"> physical environment flood plains terraced farming hydroelectric plants hydroelectric dam solar panels insulation 	Academic Vocabulary <ul style="list-style-type: none"> compare and contrast analyze examine interpret predict write create
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Content Statement 5. Physical processes influence the formation and distribution of renewable, nonrenewable, and flow resources (e.g., tectonic activity plays a role in the formation and location of fossil fuels, erosion plays a role in the formation of sedimentary rocks, rainfall patterns affect regional drainage patterns). Learning Targets: <ul style="list-style-type: none"> I can explain how physical processes influence the formation and distribution of renewable, nonrenewable, and flow resources. 	Content Elaborations Physical processes include internal forces (e.g., folding, faulting, earthquakes, tsunamis, volcanic activity) as well as external forces (e.g., mechanical weathering, chemical weathering, erosion, Earth's tilt and rotation). Resources are substances drawn from the physical environment that are used to meet human wants (e.g., food, fuel, things of value). Renewable resources can be replenished if not overused (e.g., trees, fruits). Nonrenewable resources cannot be readily replaced once used (e.g., petroleum, coal). Flow resources must be used as they occur or they are lost (e.g., wind, sunlight). Expectations for Learning Explain how physical processes influence the formation and distribution of renewable, nonrenewable, and flow resources.
Content Vocabulary <ul style="list-style-type: none"> physical processes internal processes renewable resources nonrenewable resources external forces human wants flow resources 	Academic Vocabulary <ul style="list-style-type: none"> analyze explain
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items)

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Content Statement 6. There are costs and benefits of using renewable, nonrenewable, and flow resources (e.g., availability, sustainability, environmental impact, expense). Learning Targets: <ul style="list-style-type: none"> • I can analyze the costs and benefits of using the following: <ul style="list-style-type: none"> a. Renewable resources b. Nonrenewable resources c. Flow resources d. Environmental impact 	Content Elaborations Resource use can be examined in terms of the costs and benefits involved. For instance, clear-cutting of forests: <ul style="list-style-type: none"> • Is a less costly method of harvesting timber resources than selective cutting (expense) • Provides significant amounts of timber in a shorter amount of time than selective cutting (availability) • Requires immediate replanting to restore the forest (sustainability) and prevent excessive erosion (environmental impact) • Moves the location of animal habitats in some instances (environmental impact) Selective cutting of forests: <ul style="list-style-type: none"> • Is more costly than clear-cutting (expense) • Takes more time to produce equivalent amounts of timber as clear-cutting (availability) • Does not destroy whole forests (sustainability) • Reduces the overall quality of the forest in some instances by removing only the best trees and leaving behind poorer-quality trees to serve as a seed source for forest regeneration (environmental impact) Expectations for Learning Determine the relative costs and benefits of using a selected resource.
Content Vocabulary <ul style="list-style-type: none"> • renewable resources • nonrenewable resources 	Academic Vocabulary <ul style="list-style-type: none"> • analyze • evidence

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Topic <i>Environment and Society</i> Humans adapt to and modify the environment and shape the landscape through their interaction with the land. This has both positive and negative effects on the environment.	Pacing All year
Content Statement 7. Human interaction with the environment is affected by cultural characteristics and technological resources (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development). Learning Targets: <ul style="list-style-type: none"> I can explain and provide examples of how cultural characteristics and technological resources influence human interaction with the environment. 	Content Elaborations Culture consists of the systemic beliefs, values, institutions, and traditions that a society passes on to each of its people. Culture also embraces attributes of a society such as language, arts, literature, technologies, and material goods. In short, it is a way of life of a people. Cultural characteristics are those features or traits that help distinguish one culture from another. How societies interact with their physical environments is partly a result of their cultural characteristics and their technological resources. Veneration of cattle by Hindus precludes the use of beef as a food source in India whereas the lack of strictures on the consumption of beef by most religions in the United States results in cattle serving as a major food source. The use of slash-and-burn techniques to clear fields is a long-standing practice in the Amazon River basin. It necessitates moving to new fields periodically due to the depletion of soil nutrients. The use of soil-conserving techniques (e.g., crop rotation) allows farmland in the American Midwest to be productive year after year. Religious beliefs and farming techniques are cultural characteristics that help determine how humans interact with the environment. Hunting with bows and arrows or hunting with rifles reflects the influence of a society's technological resources on how humans interact with the environment. Expectations for Learning Explain and provide examples of how cultural characteristics and technological resources influence human interaction with the environment.
Content Vocabulary <ul style="list-style-type: none"> systemic beliefs cultural characteristics 	Academic Vocabulary <ul style="list-style-type: none"> explain identify

World Geography

<ul style="list-style-type: none"> • technological resources • human interaction 	<ul style="list-style-type: none"> • cause and effect • correlation
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
Resources <ul style="list-style-type: none"> • World Geography materials • Visual media/lessons from school library, ORC, and ODE • National Geographic Society • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • USGS Education website • Multicultural Education websites • United Nations • Royal Geographic Society • Geographic association resources • geography.com 	Enrichment Strategies <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth. • Student and teacher collaborate to create additional projects (historical newspaper, diorama). • Students research and then teach a key part of the lesson. • Students may shadow or interview a professional or arrange for a guest speaker.

World Geography

Integrations

- ELA: Historical background for works of literature and also when writing essays and research papers.
- World Languages: Historical background for works of literature and references to world cultures

Intervention Strategies

- Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website www.education.ohio.gov
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World Geography

Theme <i>This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.</i>	
Strand <i>Geography</i>	
Topic <i>Movement</i> People interact with other people, places, and things every day of their lives. They travel from one place to another, they communicate with each other, and they rely upon products, information, and ideas that come from beyond their immediate environment.	Pacing
Content Statement 8. Physical, cultural, economic, and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws). Learning Targets: <ul style="list-style-type: none"> I can explain how push pull factors influence human migrations. 	Content Elaborations Human migration is the process of people moving from one country or region to another with the intention of settling in the new location for an extended period of time. Human migration can be characterized as emigration, movement relative to the point of departure, and immigration, movement relative to the destination. A variety of factors lead to migrations of people. Pull factors are those things that attract people away from a previous location (e.g., Mediterranean climate, respected university system, low cost of living, civil liberties). Push factors are those things that drive people from a previous location (e.g., volcanic activity, ethnic discrimination, recession, crackdown on political dissent). Expectations for Learning Explain how physical, cultural, economic, and/or political factors contributed to examples of human migrations.
Content Vocabulary <ul style="list-style-type: none"> push pull factors human migrations emigration immigration natural disasters 	Academic Vocabulary <ul style="list-style-type: none"> explain cause and effect analyze

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<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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World Geography

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Strand <i>Geography</i>	
Topic <i>Movement</i> Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration).	Pacing
Content Statement 9. Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration). Learning Targets: <ul style="list-style-type: none"> I can compare geographic representations at different points in time. I can draw conclusions of regions subject to human migrations. I can recognize the impacts of migration on physical and human systems. 	Content Elaborations As people migrate, the migrations produce effects on the physical and human systems. For instance, migrations associated with suburbanization can result in reduced animal habitats where suburbs are built. They also can alter traffic patterns on roadways connecting the suburbs to places of work and central cities requiring new traffic-engineering studies. Expectations for Learning Compare geographic representations, at different points in time, of regions subject to human migration to draw conclusions about the impacts of migration on physical and human systems.
Content Vocabulary <ul style="list-style-type: none"> migrate the migrations physical and human systems suburbanization animal habitats traffic patterns central cities traffic-engineering studies 	Academic Vocabulary <ul style="list-style-type: none"> compare draw conclusions recognize
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) "Thumbs up, thumbs down" by students to indicate their sense of understanding Pose questions to individual students ongoing during course of lesson Whole class discussion of lesson with maximum participation; monitor 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays Document-based essays Research-based essays (group or individual) Oral presentations (group or individual) Class debates

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assistant

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Strand <i>Geography</i>	
Topic <i>Movement</i> People interact with other people, places, and things every day of their lives. They travel from one place to another, they communicate with each other, and they rely upon products, information, and ideas that come from beyond their immediate environment.	Pacing First semester
Content Statement 10. Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high-definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affecting stock markets in different countries). Learning Targets: <ul style="list-style-type: none"> I can demonstrate an instance of global interdependence resulting from trade or communication. 	Content Elaborations Increasingly, people from around the world are engaged with more complex economic and communication networks, which foster interdependence. These networks bring access to resources, which are unevenly distributed on Earth. The networks promote the use of goods, services, and information by encouraging their exchange. For example, modern phone communications allow Germans who purchase American computer systems with components produced in Japan to receive service advice from technicians in India. Interruptions to economic and communication networks can produce disruptions in the activities of those dependent upon the goods, services, and information. Expectations for Learning Demonstrate an instance of global interdependence resulting from trade or communication.
Content Vocabulary <ul style="list-style-type: none"> global interdependence communication networks distribution goods and services computer systems technicians components 	Academic Vocabulary <ul style="list-style-type: none"> analyze impact demonstrate
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items)

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World Geography

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Strand <i>Geography</i>	
Topic <i>Region</i> A region is an area on the earth's surface that is defined by certain unifying characteristics, which give it a measure of homogeneity and distinguish it from surrounding areas. The unifying characteristics may be physical or cultural. Regions change over time.	Pacing
Content Statement 11. Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation). Learning Targets: <ul style="list-style-type: none"> • I can examine various regions and categorize them into types of regions. • I can analyze the criteria used to determine the regions. 	Content Elaborations Regions are spatial concepts with boundaries and characteristics determined by the application of sets of specific criteria. These concepts help observers organize the complexities of the Earth's surface based on physical and human characteristics. There are three basic types of regions: <ul style="list-style-type: none"> • Formal – a region characterized by a common human property e.g., shared language, shared political identity) or by a common physical property (e.g., climate, vegetation) • Functional – a region organized around a focal point and linked to surrounding areas via transportation systems, communication systems, or economic functionalities (e.g., Antwerp, Belgium is a focal point for diamond trading; Tokyo, Japan is a focal point for stock trading) • Perceptual – a region based upon people's shared identifications and attitudes about an area (e.g., the Bible Belt, the French Riviera) The same area can be categorized as part of multiple regions and regional types depending on which set of criteria are applied. For example, Cleveland, Ohio can be viewed as part of the Great Lakes Region (a formal region based upon drainage patterns), as a hub for Continental (United) Airlines (a functional region within a transportation system), and as part of the Rust Belt (a perceptual region based on the apparent decline of manufacturing industries related to iron and steel from Pennsylvania through the Midwest).

World Geography

	Expectations for Learning Examine various regions to categorize the types of regions and ascertain the criteria used to determine the regions.
Content Vocabulary <ul style="list-style-type: none"> • criteria • types of regions 	Academic Vocabulary <ul style="list-style-type: none"> • analyze • impact • demonstrate
Formative Assessments <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	Summative Assessments <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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World Geography

<p>device</p> <ul style="list-style-type: none"> • USGS Education website • Multicultural Education websites • United Nations • Royal Geographic Society • Geographic association resources • geography.com 	<ul style="list-style-type: none"> • Student and teacher collaborate to create additional projects (historical newspaper, diorama). • Students research and then teach a key part of the lesson. • Students may shadow or interview a professional or arrange for a guest speaker.
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Strand <i>Geography</i>	
Topic <i>Region</i> A region is an area on the earth's surface that is defined by certain unifying characteristics, which give it a measure of homogeneity and distinguish it from surrounding areas. The unifying characteristics may be physical or cultural. Regions change over time.	Pacing
Content Statement 12. The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state). Learning Targets: <ul style="list-style-type: none"> I can identify examples of regional change. I can explain the consequences related to the regional changes taking place. 	Content Elaborations Regions change over time. One example of a changing formal region is the shrinking of the Amazon rainforest due to deforestation. An example of a changing perceptual region would be a view of southern Florida as an agricultural region shifting to a view of the area as a retirement haven. As regions change, there are consequences associated with those changes. For instance, with the recovery of vegetation in the Sahel of Africa, increased areas for grazing animals are made available. Herders have more opportunities to find forage for their animals. Another example would be as the Interstate Highway System was constructed in the United States, the transportation linkages to surrounding areas enlarged the functional regions served by many cities. Expectations for Learning Identify examples of regional change and explain the consequences related to the changes taking place.
Content Vocabulary <ul style="list-style-type: none"> characteristics regional change industrial belt rust belt Amazon Region 	Academic Vocabulary <ul style="list-style-type: none"> example identify explain

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<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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Content Statement 13. There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency). Learning Targets: <ul style="list-style-type: none"> I can describe the interconnections within and among physical regions. I can describe the interconnections within and among human regions. 	Content Elaborations Physical and human interconnections enable regions to interact within themselves and with other regions. The Caribbean Sea provides scenic routes connecting tourist venues in the West Indies. Likewise, the Euro Rail Pass system provides rail passengers convenient access to a network of surface transportation linkages among major European cities. Commerce among Canada, the United States, and Mexico is facilitated by the provisions of the North American Free Trade Agreement. Expectations for Learning Given a region, determine what interconnections exist and how they enable the region to interact within its own confines and with other regions.
Content Vocabulary <ul style="list-style-type: none"> physical regions human regions interconnections region Caribbean Sea West Indies Euro Rail commerce NAFTA 	Academic Vocabulary <ul style="list-style-type: none"> describe analyze predict
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) "Thumbs up, thumbs down" by students to indicate their sense of understanding 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) Analytical essays Document-based essays Research-based essays (group or individual)

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<ul style="list-style-type: none"> • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<ul style="list-style-type: none"> • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment • PowerPoint current events project tying post-colonial history and development to current news events in the developing world
<p>Resources</p> <ul style="list-style-type: none"> • World Geography materials • Visual media/lessons from school library, ORC, and ODE • National Geographic Society • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • USGS Education website • Multicultural Education websites • United Nations • Royal Geographic Society • Geographic association resources • geography.com 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth. • Student and teacher collaborate to create additional projects (historical newspaper, diorama). • Students research and then teach a key part of the lesson. • Students may shadow or interview a professional or arrange for a guest speaker.
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers. • World Languages: Historical background for works of literature and references to world cultures 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website www.education.ohio.gov • Resources based on the Universal Design for Learning principles are available at www.cast.org • Preferential seating • Make notes available online using Infinite Campus or other web-based

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system or the teacher Web pages

- One-on-one instruction during common prep time and/or with academic assistant
- Review sessions before tests and quizzes and especially before exams
- Extended deadlines
- Allow corrections on homework and tests; allow re-take of unit tests in full essay form
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Theme <i>This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.</i>	
Strand <i>Geography</i>	
Topic <i>Region</i> A region is an area on the earth's surface that is defined by certain unifying characteristics, which give it a measure of homogeneity and distinguish it from surrounding areas. The unifying characteristics may be physical or cultural. Regions change over time.	Pacing
Content Statement 14. Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, and economic unions). Learning Targets: <ul style="list-style-type: none"> I can explain and describe the effects of using regions to analyze a geographic issue. 	Content Elaborations Regions, as spatial concepts that help observers organize information about the Earth's surface, are useful in analyzing global issues. Regions can be the basis for comparative studies of particular geographic issues (e.g., urbanization). Somalia in the 1980s and 1990s found itself in a region of drought. It also was a region suffering through a civil war. The study of these overlapping regions helps explain why widespread famine occurred. Tornado Alley in the central United States is a region characterized by the frequency of tornado activity. It is visited by many storm chasers as they study how storms develop and how people can protect themselves in storms. As a result, many building codes are stricter in this region than in other parts of the United States. Expectations for Learning Use regions to analyze a geographic issue.
Content Vocabulary <ul style="list-style-type: none"> desertification political disputes economic unions 	Academic Vocabulary <ul style="list-style-type: none"> describe analyze
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Strand <i>Geography</i>	
Topic <i>Human Settlement</i> People live in settlements that vary in size, composition, location, arrangement, and function. These settlements are the focus of most aspects of human life including economic activities, transportation systems, governance, communications, and culture. Human settlements differ between regions, places, and over time.	Pacing
Content Statement 15. Patterns of settlement change over time in terms of functions, sizes, and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis). Learning Targets: <ul style="list-style-type: none"> I can describe how the consequences of human settlements change over time. 	Content Elaborations Human settlements are not static. Their functions can change. A western U.S. boomtown associated with mining in the late 1800s might be a center for tourism today. Sizes of settlements change. Chicago's population grew from approximately 30,000 people in 1850 to approximately 299,000 people in 1870 as the city became a major transportation hub. Spatial patterns of settlements also can change. The layout of Cairo, Egypt has changed with the movement of the Nile River, the influence of different cultural groups, and the addition of neighboring towns. Expectations for Learning Trace a changing functional, dimensional, or spatial pattern of a particular human settlement and determine the basis for the changes.
Content Vocabulary <ul style="list-style-type: none"> spatial patterns static human settlements functions, dimensional 	Academic Vocabulary <ul style="list-style-type: none"> describe trace
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended

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Content Statement 16. Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions (e.g., development of suburbs, loss of habitat, central markets, squatter settlements on city outskirts, and regional specialization in services or products, creation of ethnic enclaves). Learning Targets: <ul style="list-style-type: none"> • I can give examples of advancements in technology, communication, and transportation. • I can explain how some advancements have improved lives and others have had negative consequences. 	Content Elaborations Urban areas represent one type of human settlement. Urbanization is a process in which the percentage of people living and working in city environments increases compared with the percentage of people in rural environments. Cities have grown in their number and in terms of spatial expansion. Cities have major impacts on the regions that surround them. They serve as employment generators, transportation hubs, government centers, and cultural attractions. While they serve their surrounding regions, they also present regional issues. Cities can encroach upon surrounding communities and rural areas, tax elements of regional infrastructure, affect costs of living, and alter transportation patterns. Some developments related to urbanization represent both opportunities and challenges. Industrial development may be centered within an urban area. While the industries may generate more employment, they also may pose threats to the physical environment. Suburban development around central cities may provide improved housing and, at the same time, impinge upon historical sites. Expectations for Learning Associate opportunities provided by urbanization with concomitant challenges for the surrounding regions.

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<p>Content Vocabulary</p> <ul style="list-style-type: none"> • suburbs • habitat • central markets • squatter • city outskirts • regional specialization in services or products • ethnic enclaves 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • explain • analyze
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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Topic <i>Globalization</i> The modern world is said to be “shrinking” or “flattening” through the processes of globalization. The scale and speed of global interactions continue to increase in fields such as technology, markets, information sharing, and telecommunication. Globalization has impacted human-environmental interactions; has affected the movement of people, products, and ideas; and has implications for what constitutes a region and connections among existing regions.	Pacing
Content Statement 17. Globalization has shaped new cultural, economic, and political ideas and entities (e.g., universal human rights, European Union, terrorist networks). Learning Targets: <ul style="list-style-type: none"> I can explain how globalization has shaped new cultural, economic, and political ideas and entities (e.g., universal human rights, European Union, terrorist networks). 	Content Elaborations Current global interactions, facilitated by communication networks, technologies, and means of transport, have impacted culture, economics, and politics. The Internet can be said to have fostered a breakdown in cultural boundaries. This can be seen in the spread of worldwide fads such as Sudoku and Facebook during the first decade of the 21st century. Worldwide financial markets and agreements like NAFTA have spurred international investment and trade. In the political realm, globalization has fostered transnational crime syndicates as well as facilitated international agreements on issues of common concern. Expectations for Learning Describe the impact of globalization on cultural, economic, and political ideas and entities.
Content Vocabulary <ul style="list-style-type: none"> globalization cultural ideas economic ideas political ideas 	Academic Vocabulary <ul style="list-style-type: none"> describe

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<ul style="list-style-type: none"> • universal human rights • European Union • terrorist networks 	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Pre-tests (graded but not recorded) • Entrance slip: written response to prompt based on learning target to be covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge) • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>Summative Assessments</p> <ul style="list-style-type: none"> • Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended response; all tests should include many types of items) • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
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Content Statement 18. Globalization has cultural, economic, physical, and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development impacts local ecosystems and economies, computer hacking into sensitive databases leads to insecurity). Learning Targets: <ul style="list-style-type: none"> I can select and analyze cultural, economic, physical, and/or political consequences. 	Content Elaborations Globalization has produced new dynamics in the relationships of people around the world. Improved communications networks have facilitated the spread of American pop culture. In some societies, this is viewed as a threat to native cultures. While certain products and brands have developed a global market presence, the World Wide Web has enabled smaller enterprises to enter into global markets. Improvements in air transportation have increased physical mobility while integrated transportation systems are subject to massive breakdowns due to local physical disruptions (e.g., snowstorms, volcanic eruptions). The expansion of international trade has presented governments with issues of how to regulate the safety of goods crossing national borders. At the same time, governments have to deal with supranational organizations like the World Bank which can impose rules and hand down sanctions. Expectations for Learning Select and analyze cultural, economic, physical, and/or political consequences of globalization.

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<p>Content Vocabulary</p> <ul style="list-style-type: none"> • globalization • cultural ideas • economic ideas • political ideas • universal human rights • European Union • terrorist networks 	<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • select • analyze
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Topic <i>Globalization</i> The modern world is said to be “shrinking” or “flattening” through the processes of globalization. The scale and speed of global interactions continue to increase in fields such as technology, markets, information sharing, and telecommunication. Globalization has impacted human-environmental interactions; has affected the movement of people, products, and ideas; and has implications for what constitutes a region and connections among existing regions.	Pacing
Content Statement 19. Global trade and communication systems reduce the effect of time on the distribution of goods, services, and information (e.g., sustainability of perishable foods, online brokering versus personal brokers, Internet access versus library access). Learning Targets: <ul style="list-style-type: none"> I can describe with examples how global trade and communication systems have reduced the effect of time on the distribution of goods, services, and information. 	Content Elaborations Increasingly sophisticated transportation and communication systems have increased the scale and speed of global interactions. Time is less of a factor in the distribution of goods, services, and information. Businesses can schedule delivery of manufacturing components so that costly warehousing is no longer an issue. Services (e.g., computer-generated program trading) can produce major swings in prices on stock markets. News and other information can be updated on an ongoing basis. Expectations for Learning Describe with examples how global trade and communication systems have reduced the effect of time on the distribution of goods, services, and information.
Content Vocabulary <ul style="list-style-type: none"> global trade communication systems effect of time on distribution of goods services and information 	Academic Vocabulary <ul style="list-style-type: none"> examples cause and effect
Formative Assessments <ul style="list-style-type: none"> Pre-tests (graded but not recorded) Entrance slip: written response to prompt based on learning target to be 	Summative Assessments <ul style="list-style-type: none"> Traditional unit tests, semester exams, end-of-course exam (multiple choice, true/false with corrections, matching, short answer, extended

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<p>covered in previous lesson (to ensure comprehension before moving on) or the upcoming lesson (to assess prior knowledge)</p> <ul style="list-style-type: none"> • “Thumbs up, thumbs down” by students to indicate their sense of understanding • Pose questions to individual students ongoing during course of lesson • Whole class discussion of lesson with maximum participation; monitor for student understanding • Seek quick individual student responses on white boards • Seek quick choral responses from the whole group of students • “Think, Pair, Share”: students work in small groups to complete a prompt then report findings to class • Exit slip: short “bell-ringer” written quizzes (may include multiple choice, short answer, etc.) at the end of the period • Exit slip: responses to prompts at the end of the period • Written homework tasks based upon learning targets, with option to make corrections based on feedback • Quiz (graded but not recorded) • SLO pre-assessment 	<p>response; all tests should include many types of items)</p> <ul style="list-style-type: none"> • Analytical essays • Document-based essays • Research-based essays (group or individual) • Oral presentations (group or individual) • Class debates • Class Socratic discussions • SLO post-assessment
<p>Resources</p> <ul style="list-style-type: none"> • World Geography materials • Visual media/lessons from school library, ORC, and ODE • National Geographic Society • YouTube and Teacher Tube; videos may also be downloaded via keepvid.com or through iTunes and played directly from the teacher’s device • USGS Education website • Multicultural Education websites • United Nations • Royal Geographic Society • Geographic association resources • geography.com 	<p>Enrichment Strategies</p> <ul style="list-style-type: none"> • Spiral questioning: questioning on same topic with increasing levels of complexity based upon quality of student responses and interest. • Connect current and past lesson content to current events in the news. • Students may be invited to read difficult and significant original sources to learn content more in-depth. • Student and teacher collaborate to create additional projects (historical newspaper, diorama). • Students research and then teach a key part of the lesson. • Students may shadow or interview a professional or arrange for a guest speaker.
<p>Integrations</p> <ul style="list-style-type: none"> • ELA: Historical background for works of literature and also when writing essays and research papers. • World Languages: Historical background for works of literature and references to world cultures 	<p>Intervention Strategies</p> <ul style="list-style-type: none"> • Strategies for meeting the needs of all learners including gifted students, English Language Learners (ELL), and students with disabilities can be found on the ODE website www.education.ohio.gov • Resources based on the Universal Design for Learning principles are

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available at www.cast.org

- Preferential seating
- Make notes available online using Infinite Campus or other web-based system or the teacher Web pages
- One-on-one instruction during common prep time and/or with academic assistant
- Review sessions before tests and quizzes and especially before exams
- Extended deadlines
- Allow corrections on homework and tests; allow re-take of unit tests in full essay form
- Modified assignments and tests
- IAT referral