# PLANNED INSTRUCTION

## A PLANNED COURSE FOR:

Geography

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**Curriculum Writing Committee:**

Freddy Moran

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**Grade Level:** 9-12

**Date of Board Approval:** _____

**Course Weighting: Geography**

| Gradebook Category | points |
|---|---|
| Tests (x2) | 100 |
| Quizzes (x3) | 40 |
| Classwork (total) | 300 |
| Projects (x1) | 100 |
| Participation/Conduct (1pt per day) | 45 |

# Curriculum Map

**Overview:** This course will provide an overview of physical and cultural geography for college bound students. A review of the five themes of geography and map skills will start the unit. A detailed look at map projections, graphing and charting of information will occur. Students will be able to research data, organize the data using the correct graph or chart, and display to the class using computer technology. A thorough study of the different climate zones according to Koppen's classification scheme will take place. Students will have the opportunity to learn about the forces of nature and research and present a report to the class. An analysis of the impact man has had on the environment and man's effort to repair that damage will transpire in the second quarter of the course. A cultural study of various regions of the world, including North America, Latin America, Europe, Russia, North Africa and the Middle East, Sub-Saharan Africa, and Asia Southwest Asia, Central Asia, Africa South of the Sahara, South Asia, East Asia, and Southeast Asia, will take place. Students will complete each region by assessing problems of the area and potential solutions to those problems. To strengthen students' understanding of the connections between geography and contemporary global issues, a current event template will be implemented as a recurring classroom activity. Students will use this structured format to analyze and summarize recent events from around the world, focusing on their geographic context - including location, physical and human characteristics, regional impact and global connection. In addition, students will use Geographic Information System or GIS Technology to investigate patterns of human life and the physical environment that span the globe, explore issues of concern to millions of people, and analyze data and information gathered from across the world

to across the street. Students will use ArcGIS to find, integrate, and use data pulled from many sources, and build core knowledge and skills essential for coping in a world characterized by vast quantities of raw information.

**Goals:**

- **Marking Period 1 (45 days)** - Students will be able to explain how geography helps interpret the past, understand the present, and plan for the future by applying the five themes of geography to different regions of the world. Students will use maps, GIS tools, and other geographic representations to analyze the spatial organization of people, places, and environments, and to interpret how physical processes shape the earth's surface and influence the ecosystems and human movement. Students will learn how physical and human characteristics define regions and how culture and experience influence perceptions of place.

    - The Five Themes of Geography – 10 days
        - Climate patterns and the ability to predict weather
        - Issues of population growth and density
        - The impact of human activity on the environment and of physical geography and human systems
        - The location, distribution, development, and conservation of the planet's resources
    - The Physical and Cultural Geography of North America 11 days the United States and Canada – 7 to 10 days
        - How Canada's language and education systems are influenced by French and English forebears as well as by Canada's proximity to the United States.
        - How the Canadian government, political organization, and judiciary resemble British institutions more than those of the United States.
    - The Physical and Cultural Geography of Latin America – 9 days
        - South America's strong Spanish and Portuguese influence on language and culture
        - South America's blend of Native American, African, and European heritages
        - South America's mostly tropical or subtropical climate
        - How South America has the world's largest zone of tropical rainforest
    - The Physical and Cultural Geography of Europe – 10 days
        - A diverse range of languages, cultures, landforms and climates in Europe
        - Europe as the birthplace of science, industry, and democracy
        - Europe's global role – past empires and present European Union
    - The Physical and Cultural Geography of Russia – 5 days
        - Russia's huge size, an area of more than 6.5 million square miles.
        - Russia's diverse population encompasses more than 100 ethnic groups in more than 80 autonomous republics, regions, and territories.
        - Russia's importance in world history and economics, and significance in global affairs.

- Marking Period 2 (45 days) - Students will be able to analyze the physical and cultural geography of Africa, Asia, and Australia/Pacific regions. They will evaluate how geographic features, climate, natural resources, and human systems influence population distribution, economic development, cultural patterns, and global interactions. Students will compare regions, assess human-environment interactions, and apply geographic tools to interpret both historical and modern developments.
    - The Physical and Cultural Geography of North Africa and the Middle East, Southwest and Central Asia; 7-10 days
        - The Middle East's arid climate
        - The Middle East's lack of sufficient freshwater for drinking and irrigation
        - The Middle East's strong religious influences, predominately Islamic
        - The Middle East's political unrest and conflicts
    - The Physical and Cultural Geography of Sub-Saharan Africa South of the Sahara – 3 to 5 days 10 days
        - Southern Africa's tropical location and climate
        - Southern Africa's plentiful natural resources, including minerals and wildlife
        - Southern Africa's many ethnic groups with their own languages, religions, and ways of life
        - Southern Africa's colonial history in the 1800s and 1900s
    - The Physical and Cultural Geography of Asia – 7 to 10 days 15 days
        - South Asia's claim to one of the largest and most diverse populations on Earth
        - South Asia's landscape as having the world's highest mountain ranges and some of the world's great river systems
        - South Asia's as the birthplace of two major world religions, Hinduism and Buddhism
        - South Asia's regional challenges, including a large population, limited and environmentally threatened resources, and national and ethnic tensions
        - East Asia's relatively homogeneous population.
        - Chinese heritage has profoundly influenced the language, religion, and arts of the region.
        - East Asia's highly refined cultural development was generally isolated from Western cultures until the 1800s.
        - Southeast Asia's strong Chinese and Indian cultural and religious influence
        - Southeast Asia's European influences that carried over from colonial period
        - Southeast Asia's mostly tropical climate and extensive rice fields
        - Southeast Asia's rain forests and abundant natural resources
    - The Physical and Cultural Geography of East Asia – 7 to 10 days
    - The Physical and Cultural Geography of Southeast Asia – 11 to 14 days
    - The Physical and Cultural Geography of Australia and the Pacific Island Nations - 10 days

**Big Ideas:**
The Five Themes of Geography

- Geography is used to explain the past, interpret the present, and plan for the future.
- Geographic representations are essential to explain the spatial organization of people, places, and environments.
- Physical processes shape patterns of the Earth's surface, including the characteristics and special distribution of ecosystems.
- Places and regions have physical and human characteristics, and one's culture and experience may influence perception of place.
- Characteristics, distribution, and migration of human populations impact culture, economic interdependence, settlement patterns, and control of the Earth's surface
- Human actions modify the physical environment, and physical systems affect human systems.

The Physical and Cultural Geography of North America, Latin America, Europe, Russia, Asia, Africa, and Australia

- Geography is used to explain the past, interpret the present, and plan for the future.
- Geographic representations are essential to explain the spatial organization of people, places, and environments.
- Physical processes shape patterns of the Earth's surface, including the characteristics and special distribution of ecosystems.
- Places and regions have physical and human characteristics, and one's culture and experience may influence perception of a place.
- Characteristics, distribution, and migration of human populations impact culture, economic interdependence, settlement patterns, and control of the Earth's surface.
- Many actions modify the physical environment, and physical systems affect human systems.
- Climate patterns such as monsoons, arid climates, and tropical systems significantly influence human settlement, agriculture, and economic activity across the globe.

**Textbook and Supplemental Resources:**

- *Geography: Realms, Regions, and Concepts. 17th Edition*.
    - Textbook ISBN: 978-1-119-37754-2
    - Textbook Publisher/Year of Publication: John Wiley & Sons, Inc. 2016

- **Supplemental Resources:**
    - Related videos and video clips from various multimedia sources including, but not limited to, Discovery Channel, National Geographic, History Channel
    - Current articles from periodicals including, but not limited to, *National Geographic, Time, Newsweek and US News and World Report*
    - www.sheppardsoftware.com,

- GIS (geographic information system) and digital maps esri.com, ArcGIS.com,
- Gamified geolocation game https://www.geoguessr.com/
- Research, visualize, and compare real-world socio-economic and spatial data https://datausa.io/

# Curriculum Plan

**Unit 1:** The Five Themes of Geography

- **Standards:**
  - G.7.1 Basic Geographic Literacy: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environment. Use geographic tools to analyze information about the interaction between people, places, and the environment. Explain and locate regions and their shared connections as defined by physical and human features. Assess how physical changes to a region may have global impact.
  - 8.1.12 (A,B,C,D): Evaluate patterns of continuity and rates of change over time, applying context of events. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research).
  - 8.3.12 (A,B,C,D): Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history. Evaluate how continuity and change in U.S. history are interrelated with the world. Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.
  - 8.4.12 (A,B,C): Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. Evaluate how continuity and change have impacted the world today.
  - 1.1.11 (A,D,F): Explain and analyze the geographic tools used to organize and interpret information about people, places, and environment (e.g., maps, globes, satellite images, GIS). Analyze the significance of physical and human features across regions, including how they shape culture, economies, and interactions. Evaluate the impact of human and physical systems on the development and identity of regions over time.
  - 1.2.11 (A,B): Relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
  - 1.5.11 (B,C): Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links amongideas, word choice, points of emphasis, and tone.formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among data.

- 1.6.11 (A,D,E): Listen critically and respond to others' ideas. Contribute to discussions by asking relevant questions, making comparisons, and building on others' ideas. Participate in small and large group discussions, demonstrating awareness of audience and purpose.

**Objectives:**

- Identify key vocabulary concepts in geography, both physical and cultural (human). (DOK 1)
- Label the locations of oceans and continents on a map of the world. (DOK 1)
- Label the locations of teacher selected physical characteristics of the world on a map. (DOK 1)
- Compare the elements of geography and the topics geographers study. (DOK 3)
- Assess the tools and applications of geography and its relationship to fields of study. (DOK 3)
- Identify the Earth's location and structure. (DOK 1)
- Analyze the forces that shape the Earth's surface. (DOK 4)
- Analyze the water cycle. (DOK 4)
- Compare the effects of the Earth/Sun relationship to biomes on Earth. (DOK 3)
- Identify the factors that contribute to Earth's climate. (DOK 1)
- Identify patterns of the major climate patterns found on Earth. (DOK 2)
- Synthesize reasons for global population densities and distributions. (DOK 4)
- Classify the various forms of government found around the world. (DOK 2)
- Assess how the distribution of natural resources influences trade. (DOK 3)
- Analyze the evolution of cultures from the most primitive to the most advanced. (DOK 4)

**Core Activities and Corresponding Instructional Methods:**

- Integrate academic and content vocabulary.
  - Direct instruction, teacher generated worksheets.
- Analyze the region in terms of political and physical features.
  - Direct instruction, publisher provided guided reading worksheets, individual creation of two maps, one dealing with political boundaries, the other with selected physical features of the region.
- Analyze the climate regions and natural resources and their effects on population distribution and densities.
  - Research climate regions, natural resources and population densities/distribution and create maps relating the relationships.
- Analyze the impact of European colonization on settlement patterns.
  - Research names of physical features/place names and create maps relating settlement of ethnic groups to specific areas.
- Assess the evolution of the economies from agricultural to post-industrial.
  - Research the evolution of the economies and create presentations explaining the reasons and their impact on the lives of the citizens.
- Compare and contrast the governments of the region.
  - Direct instruction, teacher generated worksheets 7. Analyze the impact of the economy on the environment.

- Research economic development and create maps showing the relationship of development to pollution levels.
- Analyze regional key geographic, cultural, and economic characteristics.
    - Direct instruction, research and analyze regional characteristics, key concepts with the use of graphic organizers.
- Assess visual literacy through regional studies. Assess maps, images, and other visual representations of regions.
    - Direct instruction and hands-on interpretation.
- Assess current events through a geographic lens.
    - Research recent news stories using the current event template, identifying its location, physical and human features, regional and global connections relating the event back to concepts and themes from the unit.
- Explore and apply Geographic Information Systems (GIS) basics and fundamentals.
    - Direct instruction, teacher generated worksheets learning to interact with GIS maps and explore real world problems. www.arcgis.com

**Assessments:**

- **Diagnostic:**
    - Homework Classwork assignments, worksheets, create graphic organizers, define terms

- **Formative:**
    - Cooperative Learning assignments, writing assignments, visual literacy assignments, region specific current event assignments

- **Summative:**
    - Section Unit quizzes, Chapter and Unit Test, Unit Projects

- **Correctives:**
    - More extensive direct instruction
    - Completion of publisher-provided and teacher-generated reinforcing skills worksheets
    - Completion of re-teaching activities provided by publisher and teacher-generated

- **Extensions:**
    - Reading/interpretation/completion of publisher-provided and teacher-generated enrichment activities
    - Written summarization of current periodical articles and other academic sources
    - Gamified geographic locators GeoGuessr.com and Sheppardsoftware.com

**Unit 2:** North America

- **Standards:**
    - G.7.1 Basic Geographic Literacy: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environment.

Use geographic tools to analyze information about the interaction between people, places, and the environment. Explain and locate regions and their shared connections as defined by physical and human features. Assess how physical changes to a region may have global impact.

- 8.1.12 (A,B,C,D): Evaluate patterns of continuity and rates of change over time, applying context of events. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research).
- 8.3.12 (A,B,C,D): Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history. Evaluate how continuity and change in U.S. history are interrelated with the world. Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.
- 8.4.12 (A,B,C): Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. Evaluate how continuity and change have impacted the world today.
- 1.1.11 (A,D,F): Explain and analyze the geographic tools used to organize and interpret information about people, places, and environment (e.g., maps, globes, satellite images, GIS). Analyze the significance of physical and human features across regions, including how they shape culture, economies, and interactions. Evaluate the impact of human and physical systems on the development and identity of regions over time.
- 1.2.11 (A,B): relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
- 1.5.11 (B,C): Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links amongideas, word choice, points of emphasis, and tone.formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among data.
- 1.6.11 (A,D,E): Listen critically and respond to others' ideas. Contribute to discussions by asking relevant questions, making comparisons, and building on others' ideas. Participate in small and large group discussions, demonstrating awareness of audience and purpose.

**Objectives:**

- Identify key vocabulary concepts. (DOK 1)

- Label the locations of political divisions of the North American continent. (DOK 1)
- Label the locations of the teacher selected physical characteristics of the region. (DOK 1)
- Analyze the impact of North America's rich natural resources on its development. (DOK 4)
- Compare the major climate regions of the continent. (DOK 3)
- Analyze the reasons for the population distributions in the two nations. (DOK 4)
- Analyze the impact of European colonization on settlement patterns. (DOK 4)
- Compare and contrast the governments of the US and Canada. (DOK 2)
- Assess the evolution of the economies from agricultural to post-industrial. (DOK 3)
- Analyze the impact of the economy on the environment. (DOK 4)

**Core Activities and Corresponding Instructional Methods:**

- Integrate academic and content vocabulary.
    - Direct instruction, teacher generated worksheets
- Analyze the region in terms of political and physical features.
    - Direct instruction, publisher provided guided reading worksheets, individual creation of two maps, one dealing with political boundaries, the other with selected physical features of the region.
- Analyze the climate regions and natural resources and their effects on population distribution and densities.
    - Research climate regions, natural resources and population densities/distribution and create maps relating the relationships.
- Analyze the impact of European colonization on settlement patterns.
    - Research names of physical features/place names and create maps relating settlement of ethnic groups to specific areas.
- Assess the evolution of the economies from agricultural to post-industrial.
    - Research the evolution of the economies and create presentations explaining the reasons and their impact on the lives of the citizens.
- Compare and contrast the governments of the region.
    - Direct instruction, teacher generated worksheets 7. Analyze the impact of the economy on the environment.
- Research economic development and create maps showing the relationship of development to pollution levels. physical landmarks, bodies of water, and cultural centers to design a road trip itinerary that highlights the spatial and cultural diversity of the United States.
    - Direct instruction, modeling, and checkpoints throughout the project as students research geographic features and develop their road trip itineraries, incorporating maps, visuals and written explanations.
- Assess current events through a geographic lens.
    - Research recent news stories using the current event template, identifying its location, physical and human features, regional and global connections relating the event back to concepts and themes from the unit.
- Analyze regional key geographic, cultural, and economic characteristics.
    - Direct instruction, research and analyze regional characteristics, key concepts with the use of graphic organizers.

- Assess visual literacy through regional studies. Assess maps, images, and other visual representations of regions.
    - Direct instruction and hands-on interpretation.
- Explore and apply Geographic Information Systems (GIS) related to expansion of Pennsylvanian cities based upon resources and transportation.
    - Direct instruction, ArcGIS worksheets. Analyze the growth of Pittsburgh based upon geographic location and resource availability. www.arcgis.com

**Assessments:**

- **Diagnostic:**
    - Homework Classwork assignments, worksheets, create graphic organizers, define terms

- **Formative:**
    - Cooperative Learning assignments, writing assignments, visual literacy assignments, region specific current event assignments

- **Summative:**
    - Section quizzes, Chapter and Unit Tests (North America), Unit Project (American Road Trip)

- **Correctives:**
    - More extensive direct instruction
    - Completion of publisher-provided and teacher-generated reinforcing skills worksheets
    - Completion of re-teaching activities provided by publisher and teacher-generated

- **Extensions:**
    - Reading/interpretation/completion of publisher-provided and teacher-generated enrichment activities
    - Written summarization of current periodical articles and other academic sources
    - Gamified geographic locators GeoGuessr.com and Sheppardsoftware.com

**Unit 3:** Latin America

- **Standards:**
  - G.7.1 Basic Geographic Literacy: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environment. Use geographic tools to analyze information about the interaction between people, places, and the environment. Explain and locate regions and their shared connections as defined by physical and human features. Assess how physical changes to a region may have global impact.
  - 8.1.12 (A,B,C,D): Evaluate patterns of continuity and rates of change over time, applying context of events. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research).
  - 8.3.12 (A,B,C,D): Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history. Evaluate how continuity and change in U.S. history are interrelated with the world. Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.
  - 8.4.12 (A,B,C): Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. Evaluate how continuity and change have impacted the world today.
  - 1.1.11 (A,D,F): Explain and analyze the geographic tools used to organize and interpret information about people, places, and environment (e.g., maps, globes, satellite images, GIS). Analyze the significance of physical and human features across regions, including how they shape culture, economies, and interactions. Evaluate the impact of human and physical systems on the development and identity of regions over time.
  - 1.2.11 (A,B): relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
  - 1.5.11 (B,C): Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links amongideas, word choice, points of emphasis, and tone.formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among data.
  - 1.6.11 (A,D,E): Listen critically and respond to others' ideas. Contribute to discussions by asking relevant questions, making comparisons, and building on

others' ideas. Participate in small and large group discussions, demonstrating awareness of audience and purpose.

**Objectives:**

- Identify key vocabulary concepts. (DOK 1)
- Label the national borders of Latin America. (DOK 1)
- Label the locations of the teacher selected physical characteristics of the region. (DOK 1)
- Analyze the impact of Latin America's natural resources on its potential development. (DOK 4)
- Compare the major climate regions of the region. (DOK 3)
- Analyze the reasons for the population distributions of the region. (DOK 4)
- Analyze the impact of European colonization on settlement patterns. (DOK 4)
- Compare and contrast the governments of the region. (DOK 2)
- Assess the evolution of the economies from colonialism to present-day. (DOK 3)
- Analyze the impact of the economy on the environment. (DOK 4)

**Core Activities and Corresponding Instructional Methods:**

- Integrate academic and content vocabulary.
    - Direct instruction, teacher-generated worksheets.
- Analyze the region in terms of political and physical features.
    - Direct instruction, publisher-provided guided reading worksheets, individual creation of two maps, one dealing with political boundaries, the other with selected physical features of the region.
- Analyze the climate regions and natural resources and their effects on population distribution and densities.
    - Research climate regions, natural resources, and population densities/distribution and create maps relating the relationships.
- Analyze the impact of European colonization on settlement patterns.
    - Research names of physical features/place names and create maps relating the settlement of ethnic groups to specific areas.
- Assess the evolution of the economies from agricultural to post-industrial.
    - Research the evolution of the economies and create presentations explaining the reasons and their impact on the lives of the citizens.
- Compare and contrast the governments of the region.
    - Direct instruction, teacher-generated worksheets 7. Analyze the impact of the economy on the environment.
- Research economic development and create maps showing the relationship of development to pollution levels. physical landmarks, bodies of water, and cultural centers to design a road trip itinerary that highlights the spatial and cultural diversity of the United States.
    - Direct instruction, modeling, and checkpoints throughout the project as students research geographic features and develop their road trip itineraries, incorporating maps, visuals, and written explanations.

- Assess current events through a geographic lens.
    - Research recent news stories using the current event template, identifying its location, physical and human features, regional and global connections relating the event back to concepts and themes from the unit.
- Analyze regional key geographic, cultural, and economic characteristics.
    - Direct instruction, research and analyze regional characteristics, key concepts with the use of graphic organizers.
- Assess visual literacy through regional studies. Assess maps, images, and other visual representations of regions.
    - Direct instruction and hands-on interpretation.
- Explore and apply Geographic Information Systems (GIS) to explore drought in Latin America.
    - Direct instruction and hands-on application of GIS systems to explore real-world climate issues. storymaps.arcgis.com

**Assessments:**

- **Diagnostic:**
    - Homework Classwork assignments, worksheets, create graphic organizers, define terms

- **Formative:**
    - Cooperative Learning assignments, writing assignments, visual literacy assignments, region specific current event assignments

- **Summative:**
    - Section Unit quizzes, Chapter and Unit Tests, Unit Project (American Road Trip)

- **Correctives:**
    - More extensive direct instruction
    - Completion of publisher-provided and teacher-generated reinforcing skills worksheets
    - Completion of re-teaching activities provided by publisher and teacher-generated

- **Extensions:**
    - Reading/interpretation/completion of publisher-provided and teacher-generated enrichment activities
    - Written summarization of current periodical articles and other academic sources
    - Gamified geographic locators GeoGuessr.com and Sheppardsoftware.com

**Unit 4:** Europe

- **Standards:**
  - G.7.1 Basic Geographic Literacy: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environment. Use geographic tools to analyze information about the interaction between people, places, and the environment. Explain and locate regions and their shared connections as defined by physical and human features. Assess how physical changes to a region may have global impact.
  - 8.1.12 (A,B,C,D): Evaluate patterns of continuity and rates of change over time, applying context of events. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research).
  - 8.3.12 (A,B,C,D): Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history. Evaluate how continuity and change in U.S. history are interrelated with the world. Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.
  - 8.4.12 (A,B,C): Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. Evaluate how continuity and change have impacted the world today.
  - 1.1.11 (A,D,F): Explain and analyze the geographic tools used to organize and interpret information about people, places, and environment (e.g., maps, globes, satellite images, GIS). Analyze the significance of physical and human features across regions, including how they shape culture, economies, and interactions. Evaluate the impact of human and physical systems on the development and identity of regions over time.
  - 1.2.11 (A,B): relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
  - 1.5.11 (B,C): Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links amongideas, word choice, points of emphasis, and tone.formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among data.
  - 1.6.11 (A,D,E): Listen critically and respond to others' ideas. Contribute to discussions by asking relevant questions, making comparisons, and building on

others' ideas. Participate in small and large group discussions, demonstrating awareness of audience and purpose.

**Objectives:**

- Identify key vocabulary concepts. (DOK 1)
- Label the national borders of Europe. (DOK 1)
- Label the locations of the teacher selected physical characteristics of the region. (DOK 1)
- Analyze the impact of Europe's natural resources on its potential development. (DOK 4)
- Compare the major climate regions of the region. (DOK 3)
- Analyze the reasons for the population distributions of the region. (DOK 4)
- Analyze the impact of settlement patterns on national economies. (DOK 4)
- Compare and contrast the governments of the region. (DOK 2)
- Assess the evolution of the national economies from feudalism to present-day. (DOK 3)
- Analyze the impact of the economy on the environment. (DOK 4)

**Core Activities and Corresponding Instructional Methods:**

- Integrate academic and content vocabulary.
    - Direct instruction, teacher generated worksheets.
- Analyze the region in terms of political and physical features.
    - Direct instruction, publisher provided guided reading worksheets, individual creation of two maps, one dealing with political boundaries, the other with selected physical features of the region.
- Analyze the climate regions and natural resources and their effects on population distribution and densities.
    - Research climate regions, natural resources and population densities/distribution and create maps relating the relationships.
- Analyze the impact of European colonization on settlement patterns.
    - Research names of physical features/place names and create maps relating settlement of ethnic groups to specific areas.
- Assess the evolution of the economies from agricultural to post-industrial.
    - Research the evolution of the economies and create presentations explaining the reasons and their impact on the lives of the citizens.
- Compare and contrast the governments of the region.
    - Direct instruction, teacher generated worksheets 7. Analyze the impact of the economy on the environment.
- Research economic development and create maps showing the relationship of development to pollution levels.
- Assess current events through a geographic lens.
    - Research recent news stories using the current event template, identifying its location, physical and human features, regional and global connections relating the event back to concepts and themes from the unit.
- Analyze regional key geographic, cultural, and economic characteristics.
    - Direct instruction, research and analyze regional characteristics, key concepts with the use of graphic organizers.
- Assess visual literacy through regional studies. Assess maps, images, and other visual representations of regions.

    - Direct instruction and hands-on interpretation.
- Explore and apply Geographic Information Systems (GIS) to compare the processes and implications of population growth.
    - Direct instruction, students will research and compare and contrast the population growth of sub-Saharan Africa and Europe. www.arcgis.com

**Assessments:**

- **Diagnostic:**
    - Homework Classwork assignments, worksheets, create graphic organizers, define terms

- **Formative:**
    - Cooperative Learning assignments, writing assignments, visual literacy assignments, region specific current event assignments

- **Summative:**
    - Section Unit quizzes, Chapter and Unit Tests, Unit Project

- **Correctives:**
    - More extensive direct instruction
    - Completion of publisher-provided and teacher-generated reinforcing skills worksheets
    - Completion of re-teaching activities provided by publisher and teacher-generated

- **Extensions:**
    - Reading/interpretation/completion of publisher-provided and teacher-generated enrichment activities
    - Written summarization of current periodical articles and other academic sources
    - Gamified geographic locators GeoGuessr.com and Sheppardsoftware.com

**Unit 5:** Russia

- **Standards:**
  - G.7.1 Basic Geographic Literacy: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environment. Use geographic tools to analyze information about the interaction between people, places, and the environment. Explain and locate regions and their shared connections as defined by physical and human features. Assess how physical changes to a region may have global impact.
  - 8.1.12 (A,B,C,D): Evaluate patterns of continuity and rates of change over time, applying context of events. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research).
  - 8.3.12 (A,B,C,D): Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history. Evaluate how continuity and change in U.S. history are interrelated with the world. Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.
  - 8.4.12 (A,B,C): Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. Evaluate how continuity and change have impacted the world today.
  - 1.1.11 (A,D,F): Explain and analyze the geographic tools used to organize and interpret information about people, places, and environment (e.g., maps, globes, satellite images, GIS). Analyze the significance of physical and human features across regions, including how they shape culture, economies, and interactions. Evaluate the impact of human and physical systems on the development and identity of regions over time.
  - 1.2.11 (A,B): relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
  - 1.5.11 (B,C): Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links amongideas, word choice, points of emphasis, and tone.formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among data.
  - 1.6.11 (A,D,E): Listen critically and respond to others' ideas. Contribute to discussions by asking relevant questions, making comparisons, and building on

others' ideas. Participate in small and large group discussions, demonstrating awareness of audience and purpose.

**Objectives:**

- Identify key vocabulary concepts. (DOK 1)
- Label the political subdivisions of Russia. (DOK 1)
- Label the locations of the teacher selected physical characteristics of the region. (DOK 1)
- Analyze the impact of Russia's natural resources on its potential development. (DOK 4)
- Compare the major climate regions of the region. (DOK 3)
- Analyze the reasons for the population distributions of the region. (DOK 4)
- Analyze the impact of Russia's physical geography on settlement patterns. (DOK 4)
- Compare and contrast the different governments of Russia by historical period. (DOK 2)
- Assess the evolution of the Russian economy by historical period. (DOK 3)
- Analyze the impact of the economy on the environment. (DOK 4)

**Core Activities and Corresponding Instructional Methods:**

- Integrate academic and content vocabulary.
    - Direct instruction, teacher generated worksheets.
- Analyze the region in terms of political and physical features.
    - Direct instruction, publisher provided guided reading worksheets, individual creation of two maps, one dealing with political boundaries, the other with selected physical features of the region.
- Analyze the climate regions and natural resources and their effects on population distribution and densities.
    - Research climate regions, natural resources and population densities/distribution and create maps relating the relationships.
- Analyze the impact of European colonization on settlement patterns.
    - Research names of physical features/place names and create maps relating settlement of ethnic groups to specific areas.
- Assess the evolution of the economies from agricultural to post-industrial.
    - Research the evolution of the economies and create presentations explaining the reasons and their impact on the lives of the citizens.
- Compare and contrast the governments of the region.
    - Direct instruction, teacher generated worksheets 7. Analyze the impact of the economy on the environment.
- Research economic development and create maps showing the relationship of development to pollution levels.
- Assess current events through a geographic lens.
    - Research recent news stories using the current event template, identifying its location, physical and human features, regional and global connections relating the event back to concepts and themes from the unit.
- Analyze regional key geographic, cultural, and economic characteristics.
    - Direct instruction, research and analyze regional characteristics, key concepts with the use of graphic organizers.

- Assess visual literacy through regional studies. Assess maps, images, and other visual representations of regions.
    - Direct instruction and hands-on interpretation.
- Explore and apply Geographic Information Systems (GIS) as it pertains to warfare in 21st century Europe, students will then connect it back to human movement in geography.
    - Direct instruction, student analysis on how the Russian invasion of Ukraine changed eastern European borders. storymaps.arcgis.com

**Assessments:**

- **Diagnostic:**
    - Homework Classwork assignments, worksheets, create graphic organizers, define terms

- **Formative:**
    - Cooperative Learning assignments, writing assignments, visual literacy assignments, region specific current event assignments

- **Summative:**
    - Section quizzes, Chapter and Unit Tests (Europe & Russia), Unit Project

- **Correctives:**
    - More extensive direct instruction
    - Completion of publisher-provided and teacher-generated reinforcing skills worksheets
    - Completion of re-teaching activities provided by publisher and teacher-generated

- **Extensions:**
    - Reading/interpretation/completion of publisher-provided and teacher-generated enrichment activities
    - Written summarization of current periodical articles and other academic sources
    - Gamified geographic locators GeoGuessr.com and Sheppardsoftware.com

**Unit 6:** Asia

- **Standards:**
  - G.7.1 Basic Geographic Literacy: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environment. Use geographic tools to analyze information about the interaction between people, places, and the environment. Explain and locate regions and their shared connections as defined by physical and human features. Assess how physical changes to a region may have global impact.
  - 8.1.12 (A,B,C,D): Evaluate patterns of continuity and rates of change over time, applying context of events. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research).
  - 8.3.12 (A,B,C,D): Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history. Evaluate how continuity and change in U.S. history are interrelated with the world. Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.
  - 8.4.12 (A,B,C): Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. Evaluate how continuity and change have impacted the world today.
  - 1.1.11 (A,D,F): Explain and analyze the geographic tools used to organize and interpret information about people, places, and environment (e.g., maps, globes, satellite images, GIS). Analyze the significance of physical and human features across regions, including how they shape culture, economies, and interactions. Evaluate the impact of human and physical systems on the development and identity of regions over time.
  - 1.2.11 (A,B): relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
  - 1.5.11 (B,C): Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links amongideas, word choice, points of emphasis, and tone.formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among data.
  - 1.6.11 (A,D,E): Listen critically and respond to others' ideas. Contribute to discussions by asking relevant questions, making comparisons, and building on

others' ideas. Participate in small and large group discussions, demonstrating awareness of audience and purpose.

**Objectives:**

- Identify key vocabulary concepts. (DOK 1)
- Label the national borders of the region. (DOK 1)
- Label the locations of the teacher selected physical characteristics of the region. (DOK 1)
- Analyze the impact of the region's natural resources on its potential development. (DOK 4)
- Compare the major climate regions of the region. (DOK 3)
- Analyze the reasons for the population distributions of the region. (DOK 4)
- Analyze the impact of settlement patterns on national economies. (DOK 4)
- Compare and contrast the governments of the region. (DOK 2)
- Assess the evolution of the national economies from colonialism to present-day. (DOK 3)
- Analyze the impact of the economy on the environment. (DOK 4)
- Explain how monsoon climate systems affect agriculture and human settlement in Southeast Asia. (DOK 2)

**Core Activities and Corresponding Instructional Methods:**

- Integrate academic and content vocabulary.
    - Direct instruction, teacher generated worksheets.
- Analyze the region in terms of political and physical features.
    - Direct instruction, publisher provided guided reading worksheets, individual creation of two maps, one dealing with political boundaries, the other with selected physical features of the region.
- Analyze the climate regions and natural resources and their effects on population distribution and densities.
    - Research climate regions, natural resources and population densities/distribution and create maps relating the relationships.
- Analyze the impact of European colonization on settlement patterns.
    - Research names of physical features/place names and create maps relating settlement of ethnic groups to specific areas.
- Assess the evolution of the economies from agricultural to post-industrial.
    - Research the evolution of the economies and create presentations explaining the reasons and their impact on the lives of the citizens.
- Compare and contrast the governments of the region.
    - Direct instruction, teacher generated worksheets 7. Analyze the impact of the economy on the environment.
- Research economic development and create maps showing the relationship of development to pollution levels.
- Assess current events through a geographic lens.
    - Research recent news stories using the current event template, identifying its location, physical and human features, regional and global connections relating the event back to concepts and themes from the unit.
- Analyze regional key geographic, cultural, and economic characteristics.

    - Direct instruction, research and analyze regional characteristics, key concepts with the use of graphic organizers.
- Assess visual literacy through regional studies. Assess maps, images, and other visual representations of regions.
    - Direct instruction and hands-on interpretation.
- Explore and apply Geographic Information Systems (GIS) as it pertains to warfare in 21st century Europe, students will then connect it back to human movement in geography.
    - Direct instruction, student analysis on how the Russian invasion of Ukraine changed eastern European borders. storymaps.arcgis.com
- Students will analyze urbanization through case studies of cities such as Jakarta and Bangkok, focusing on population growth and infrastructure challenges.

**Assessments:**

- **Diagnostic:**
    - Homework Classwork assignments, worksheets, create graphic organizers, define terms

- **Formative:**
    - Cooperative Learning assignments, writing assignments, visual literacy assignments, region specific current event assignments

- **Summative:**
    - Section quizzes, Chapter and Unit Tests (Asia), Unit Project

- **Correctives:**
    - More extensive direct instruction
    - Completion of publisher-provided and teacher-generated reinforcing skills worksheets
    - Completion of re-teaching activities provided by publisher and teacher-generated

- **Extensions:**
    - Reading/interpretation/completion of publisher-provided and teacher-generated enrichment activities
    - Written summarization of current periodical articles and other academic sources
    - Gamified geographic locators GeoGuessr.com and Sheppardsoftware.com

**Unit 7:** Sub-Saharan Africa (South & Central Africa)

- **Standards:**
  - G.7.1 Basic Geographic Literacy: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environment. Use geographic tools to analyze information about the interaction between people, places, and the environment. Explain and locate regions and their shared connections as defined by physical and human features. Assess how physical changes to a region may have global impact.
  - 8.1.12 (A,B,C,D): Evaluate patterns of continuity and rates of change over time, applying context of events. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research).
  - 8.3.12 (A,B,C,D): Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history. Evaluate how continuity and change in U.S. history are interrelated with the world. Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.
  - 8.4.12 (A,B,C): Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. Evaluate how continuity and change have impacted the world today.
  - 1.1.11 (A,D,F): Explain and analyze the geographic tools used to organize and interpret information about people, places, and environment (e.g., maps, globes, satellite images, GIS). Analyze the significance of physical and human features across regions, including how they shape culture, economies, and interactions. Evaluate the impact of human and physical systems on the development and identity of regions over time.
  - 1.2.11 (A,B): relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
  - 1.5.11 (B,C): Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links amongideas, word choice, points of emphasis, and tone.formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among data.
  - 1.6.11 (A,D,E): Listen critically and respond to others' ideas. Contribute to discussions by asking relevant questions, making comparisons, and building on

others' ideas. Participate in small and large group discussions, demonstrating awareness of audience and purpose.

**Objectives:**

- Identify key vocabulary concepts. (DOK 1)
- Label the national borders of the region. (DOK 1)
- Label the locations of the teacher selected physical characteristics of the region. (DOK 1)
- Analyze the impact of the region's natural resources on its potential development. (DOK 4)
- Compare the major climate regions of the region. (DOK 3)
- Analyze the reasons for the population distributions of the region. (DOK 4)
- Analyze the impact of settlement patterns on national economies. (DOK 4)
- Compare and contrast the governments of the region. (DOK 2)
- Assess the evolution of the national economies from colonialism to present-day. (DOK 3)
- Analyze the impact of the economy on the environment. (DOK 4)
- Students will analyze environmental challenges such as desertification and resource depletion. (DOK 4)

**Core Activities and Corresponding Instructional Methods:**

- Integrate academic and content vocabulary.
    - Direct instruction, teacher generated worksheets.
- Analyze the region in terms of political and physical features.
    - Direct instruction, publisher provided guided reading worksheets, individual creation of two maps, one dealing with political boundaries, the other with selected physical features of the region.
- Analyze the climate regions and natural resources and their effects on population distribution and densities.
    - Research climate regions, natural resources and population densities/distribution and create maps relating the relationships.
- Analyze the impact of European colonization on settlement patterns.
    - Research names of physical features/place names and create maps relating settlement of ethnic groups to specific areas.
- Assess the evolution of the economies from agricultural to post-industrial.
    - Research the evolution of the economies and create presentations explaining the reasons and their impact on the lives of the citizens.
- Compare and contrast the governments of the region.
    - Direct instruction, teacher generated worksheets 7. Analyze the impact of the economy on the environment.
- Research economic development and create maps showing the relationship of development to pollution levels.
- Assess current events through a geographic lens.
    - Research recent news stories using the current event template, identifying its location, physical and human features, regional and global connections relating the event back to concepts and themes from the unit.
- Analyze regional key geographic, cultural, and economic characteristics.

    - Direct instruction, research and analyze regional characteristics, key concepts with the use of graphic organizers.
- Assess visual literacy through regional studies. Assess maps, images, and other visual representations of regions.
    - Direct instruction and hands-on interpretation.
- Explore and apply Geographic Information Systems (GIS) as it pertains to warfare in 21st century Europe, students will then connect it back to human movement in geography.
    - Direct instruction, student analysis on how the Russian invasion of Ukraine changed eastern European borders. storymaps.arcgis.com
- Students will map natural resource distribution and analyze how resources influence economic development and global trade.

**Assessments:**

- **Diagnostic:**
    - Homework Classwork assignments, worksheets, create graphic organizers, define terms

- **Formative:**
    - Cooperative Learning assignments, writing assignments, visual literacy assignments, region specific current event assignments

- **Summative:**
    - Section quizzes, Chapter and Unit Tests (Africa), Unit Project

- **Correctives:**
    - More extensive direct instruction
    - Completion of publisher-provided and teacher-generated reinforcing skills worksheets
    - Completion of re-teaching activities provided by publisher and teacher-generated

- **Extensions:**
    - Reading/interpretation/completion of publisher-provided and teacher-generated enrichment activities
    - Written summarization of current periodical articles and other academic sources
    - Gamified geographic locators GeoGuessr.com and Sheppardsoftware.com

**Unit 8:** North Africa & the Middle East (MENA Region)

- **Standards:**
  - G.7.1 Basic Geographic Literacy: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environment. Use geographic tools to analyze information about the interaction between people, places, and the environment. Explain and locate regions and their shared connections as defined by physical and human features. Assess how physical changes to a region may have global impact.
  - 8.1.12 (A,B,C,D): Evaluate patterns of continuity and rates of change over time, applying context of events. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research).
  - 8.3.12 (A,B,C,D): Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history. Evaluate how continuity and change in U.S. history are interrelated with the world. Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.
  - 8.4.12 (A,B,C): Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. Evaluate how continuity and change have impacted the world today.
  - 1.1.11 (A,D,F): Explain and analyze the geographic tools used to organize and interpret information about people, places, and environment (e.g., maps, globes, satellite images, GIS). Analyze the significance of physical and human features across regions, including how they shape culture, economies, and interactions. Evaluate the impact of human and physical systems on the development and identity of regions over time.
  - 1.2.11 (A,B): relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
  - 1.5.11 (B,C): Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links amongideas, word choice, points of emphasis, and tone.formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among data.
  - 1.6.11 (A,D,E): Listen critically and respond to others' ideas. Contribute to discussions by asking relevant questions, making comparisons, and building on

others' ideas. Participate in small and large group discussions, demonstrating awareness of audience and purpose.

**Objectives:**

- Identify key vocabulary concepts. (DOK 1)
- Label the national borders of the region. (DOK 1)
- Label the locations of the teacher selected physical characteristics of the region. (DOK 1)
- Analyze the impact of the region's natural resources on its potential development. (DOK 4)
- Compare the major climate regions of the region. (DOK 3)
- Analyze the reasons for the population distributions of the region. (DOK 4)
- Analyze the impact of settlement patterns on national economies. (DOK 4)
- Compare and contrast the governments of the region. (DOK 2)
- Assess the evolution of the national economies from colonialism to present-day. (DOK 3)
- Analyze the impact of the economy on the environment. (DOK 4)
- Assess geopolitical conflicts and their geographic causes. (DOK 3)

**Core Activities and Corresponding Instructional Methods:**

- Integrate academic and content vocabulary.
    - Direct instruction, teacher generated worksheets.
- Analyze the region in terms of political and physical features.
    - Direct instruction, publisher provided guided reading worksheets, individual creation of two maps, one dealing with political boundaries, the other with selected physical features of the region.
- Analyze the climate regions and natural resources and their effects on population distribution and densities.
    - Research climate regions, natural resources and population densities/distribution and create maps relating the relationships.
- Analyze the impact of European colonization on settlement patterns.
    - Research names of physical features/place names and create maps relating settlement of ethnic groups to specific areas.
- Assess the evolution of the economies from agricultural to post-industrial.
    - Research the evolution of the economies and create presentations explaining the reasons and their impact on the lives of the citizens.
- Compare and contrast the governments of the region.
    - Direct instruction, teacher generated worksheets 7. Analyze the impact of the economy on the environment.
- Research economic development and create maps showing the relationship of development to pollution levels.
- Assess current events through a geographic lens.
    - Research recent news stories using the current event template, identifying its location, physical and human features, regional and global connections relating the event back to concepts and themes from the unit.
- Analyze regional key geographic, cultural, and economic characteristics.

    - Direct instruction, research and analyze regional characteristics, key concepts with the use of graphic organizers.
- Assess visual literacy through regional studies. Assess maps, images, and other visual representations of regions.
    - Direct instruction and hands-on interpretation.
- Explore and apply Geographic Information Systems (GIS) as it pertains to warfare in 21st century Europe, students will then connect it back to human movement in geography.
    - Direct instruction, student analysis on how the Russian invasion of Ukraine changed eastern European borders. storymaps.arcgis.com
- Students will research water scarcity and evaluate solutions such as desalination.

**Assessments:**

- **Diagnostic:**
    - Homework Classwork assignments, worksheets, create graphic organizers, define terms

- **Formative:**
    - Cooperative Learning assignments, writing assignments, visual literacy assignments, region specific current event assignments

- **Summative:**
    - Section quizzes, Chapter and Unit Tests (North Africa), Unit Project

- **Correctives:**
    - More extensive direct instruction
    - Completion of publisher-provided and teacher-generated reinforcing skills worksheets
    - Completion of re-teaching activities provided by publisher and teacher-generated

- **Extensions:**
    - Reading/interpretation/completion of publisher-provided and teacher-generated enrichment activities
    - Written summarization of current periodical articles and other academic sources
    - Gamified geographic locators GeoGuessr.com and Sheppardsoftware.com

**Unit 9:** Australia & the Pacific Islands

- **Standards:**
  - G.7.1 Basic Geographic Literacy: Explain and illustrate how geographic tools are used to organize and interpret information about people, places, and environment. Use geographic tools to analyze information about the interaction between people, places, and the environment. Explain and locate regions and their shared connections as defined by physical and human features. Assess how physical changes to a region may have global impact.
  - 8.1.12 (A,B,C,D): Evaluate patterns of continuity and rates of change over time, applying context of events. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships. Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research).
  - 8.3.12 (A,B,C,D): Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world. Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history. Evaluate how continuity and change in U.S. history are interrelated with the world. Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.
  - 8.4.12 (A,B,C): Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history. Evaluate the importance of historical documents, artifacts, and sites which are critical to world history. Evaluate how continuity and change have impacted the world today.
  - 1.1.11 (A,D,F): Explain and analyze the geographic tools used to organize and interpret information about people, places, and environment (e.g., maps, globes, satellite images, GIS). Analyze the significance of physical and human features across regions, including how they shape culture, economies, and interactions. Evaluate the impact of human and physical systems on the development and identity of regions over time.
  - 1.2.11 (A,B): relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
  - 1.5.11 (B,C): Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links amongideas, word choice, points of emphasis, and tone.formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among data.
  - 1.6.11 (A,D,E): Listen critically and respond to others' ideas. Contribute to discussions by asking relevant questions, making comparisons, and building on

others' ideas. Participate in small and large group discussions, demonstrating awareness of audience and purpose.

**Objectives:**

- Identify key vocabulary concepts. (DOK 1)
- Label the national borders of the region. (DOK 1)
- Label the locations of the teacher selected physical characteristics of the region. (DOK 1)
- Analyze the impact of the region's natural resources on its potential development. (DOK 4)
- Compare the major climate regions of the region. (DOK 3)
- Analyze the reasons for the population distributions of the region. (DOK 4)
- Analyze the impact of settlement patterns on national economies. (DOK 4)
- Compare and contrast the governments of the region. (DOK 2)
- Assess the evolution of the national economies from colonialism to present-day. (DOK 3)
- Analyze the impact of the economy on the environment. (DOK 4)
- Analyze environmental challenges such as coral reef damage and climate change. (DOK 4)

**Core Activities and Corresponding Instructional Methods:**

- Integrate academic and content vocabulary.
    - Direct instruction, teacher generated worksheets.
- Analyze the region in terms of political and physical features.
    - Direct instruction, publisher provided guided reading worksheets, individual creation of two maps, one dealing with political boundaries, the other with selected physical features of the region.
- Analyze the climate regions and natural resources and their effects on population distribution and densities.
    - Research climate regions, natural resources and population densities/distribution and create maps relating the relationships.
- Analyze the impact of European colonization on settlement patterns.
    - Research names of physical features/place names and create maps relating settlement of ethnic groups to specific areas.
- Assess the evolution of the economies from agricultural to post-industrial.
    - Research the evolution of the economies and create presentations explaining the reasons and their impact on the lives of the citizens.
- Compare and contrast the governments of the region.
    - Direct instruction, teacher generated worksheets 7. Analyze the impact of the economy on the environment.
- Research economic development and create maps showing the relationship of development to pollution levels.
- Assess current events through a geographic lens.
    - Research recent news stories using the current event template, identifying its location, physical and human features, regional and global connections relating the event back to concepts and themes from the unit.
- Analyze regional key geographic, cultural, and economic characteristics.

    - Direct instruction, research and analyze regional characteristics, key concepts with the use of graphic organizers.
- Assess visual literacy through regional studies. Assess maps, images, and other visual representations of regions.
    - Direct instruction and hands-on interpretation.
- Explore and apply Geographic Information Systems (GIS) as it pertains to warfare in 21st century Europe, students will then connect it back to human movement in geography.
    - Direct instruction, student analysis on how the Russian invasion of Ukraine changed eastern European borders. storymaps.arcgis.com
- Students will complete a case study on the Great Barrier Reef.

**Assessments:**

- **Diagnostic:**
    - Homework Classwork assignments, worksheets, create graphic organizers, define terms

- **Formative:**
    - Cooperative Learning assignments, writing assignments, visual literacy assignments, region specific current event assignments

- **Summative:**
    - Section quizzes, Chapter and Unit Tests (Australia and Pacific Islands), Unit Project

- **Correctives:**
    - More extensive direct instruction
    - Completion of publisher-provided and teacher-generated reinforcing skills worksheets
    - Completion of re-teaching activities provided by publisher and teacher-generated

- **Extensions:**
    - Reading/interpretation/completion of publisher-provided and teacher-generated enrichment activities
    - Written summarization of current periodical articles and other academic sources
    - Gamified geographic locators GeoGuessr.com and Sheppardsoftware.com