

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

WORLD GEOGRAPHY

GRADE 11and 12

(Elective)

Date of Board Approval: February 20, 2014

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE: World Geography

SUBJECT: Social Studies

GRADE LEVEL: 11 and 12

COURSE LENGTH: Semester

DURATION: 50 minutes/day

FREQUENCY: 5 periods

PREREQUISITES: U.S. History II; World History

CREDIT: 0.5 Credits

Level: Elective

Course Description/Objectives:

The *World Geography* course is designed as an elective for 11th or 12th grade students at Carlisle High School. It will be paired with *U.S. History: 1945 to Present*, and will last one semester. The course is designed to meet the Pennsylvania State Standards in Geography. The first unit of the course will be a reintroduction of Geographic terms and ideas, which will provide the foundation for examination of the five regions covered during the semester. Students will become comfortable with geographic tools and measurements that they will use when focusing on specific regions and countries. For each region of study, students will locate and identify each country, examine region specific landforms and climatologically important factors, and current-day global concerns. *World Geography* will be designed to accommodate students coming from both Option I and Option II Social Studies courses. All students in the class will complete reading and writing assignments designed to meet their educational abilities and levels. Assistance and modifications will be provided for students as needed.

Text: World Regional Geography Concepts, W.H. Freeman and Company, 2006

Curriculum Writing Committee: Seth Roper and Kevin Wagner

COURSE TIME LINE

Unit 1: Reintroduction to Geographic Terms <ul style="list-style-type: none">• Themes of Geography• Geography Skills• The Planet• Types of Geography	2 weeks
Unit 2: Europe <ul style="list-style-type: none">• Landforms and Resources• Population Density and Population Pyramids• Welfare• European Union	3 weeks
Unit 3: Russia and the Independent States <ul style="list-style-type: none">• Landforms and Resources• Infant Mortality and GDP• Black and Grey Markets• Command Economy Aftermath	3 weeks
Unit 4: North Africa and the Middle East <ul style="list-style-type: none">• Landforms and Resources• Religion• Shi'ites and Sunnis• Israel Palestine Peace Process	4 weeks
Unit 5: Sub-Saharan Africa <ul style="list-style-type: none">• Landforms and Resources• Post-Colonial Impact• AIDS/Disease• Genocide	3 weeks
Unit 6: South and East Asia <ul style="list-style-type: none">• Landforms and Resources• Population Density and Distribution• Environmental Concerns• Global Market	2.5 weeks
Final and Review	.5 weeks
TOTAL:	18 weeks

KNOW, UNDERSTAND, DO

COURSE: Geography

TIME FRAME: 2 weeks

UNIT # 1: Reintroduction to Geographic Terms

GRADE: 11 and 12

STANDARDS:

Pennsylvania State Standards in Geography:

- 7.1 A
 - Analyze Data and issues from a spatial perspective using the appropriate geographic tools.
- 7.2 A
 - Analyze the physical characteristics of places and regions including the interrelationships among the components of Earth's physical systems.
- 7.2 B
 - Analyze the significance of physical processes in shaping the character of places and regions.

Pennsylvania Core Standards:

- CC.8.5.11-12 C
 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence.
- CC.8.5.11-12 D
 - Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
- CC.8.6.11-12 I
 - Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

College, Career, and Civic Life Standards for Social Studies:

- D2.G.3.12
 - Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
- D2.G.4.12
 - Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
- D.2.G.10.12
 - Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

KNOW, UNDERSTAND, DO

COURSE: Geography

TIME FRAME: 2 weeks

UNIT # 1: Reintroduction to Geographic Terms

GRADE: 11 and 12

UNDERSTANDINGS

The study of geography revolves around five central themes that focus on the environment and the humans who inhabit it. Though the regions may differ greatly around the world, the themes of geography allow us to categorize and compare the regions with each other. Understanding the themes and various other geographic tools allows one to better understand the world they live in and those with whom we live.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

In every location in the world there is a relationship between humans and the environment. In each of these relationships, humans are forced to adapt, modify, and depend on the environment. Draw an illustration that reflects all three. Next, explain in detail how the environment is adapted to, modified, and dependent on in your illustration.

KNOW

- The five themes of geography.
- The difference between place and location.
- How human environmental interaction effects the worlds environment.
- How the study of regions aids in understanding the processes of geography.
- Definition of gross domestic product.
- Benefits and drawbacks of gross domestic product.
- Construction/makeup of population pyramids.

DO

- Diagram a city/town showing place and location.
- Create graphs showing movement of goods, ideas, and people.
- Locate vernacular, functional and formal regions.
- Develop a flow chart showing the relationship between types of Geography.
- Create a population pyramid for the U.S. in the future.
- Write a “Lorax” story for the U.S., identifying thneeds, the onceler, and the lorax.

KNOW, UNDERSTAND, DO

COURSE: Geography

TIME FRAME: 4 weeks

UNIT # 2: Europe

GRADE: 11 and 12

STANDARDS:

Pennsylvania State Standards in Geography:

- 7.1 B
 - Analyze the location of places and regions.
- 7.3 A
 - Analyze the significance of human activity in shaping places and regions by their population characteristics.
- 7.3 B
 - Analyze the significance of human activity in shaping places and regions by their cultural characteristics.
- 7.3 E
 - Analyze the significance of human activity in shaping places and regions by their political characteristics.

Pennsylvania Core Standards:

- CC.8.5.11-12 A
 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12 I
 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.6.11-12 B
 - Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

College, Career, and Civic Life Standards for Social Studies:

- D2.G.2.12
 - Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
- D2.G.3.12
 - Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
- D2.G.5.12
 - Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of specific places and regions.

KNOW, UNDERSTAND, DO

COURSE: Geography

TIME FRAME: 4 weeks

UNIT # 2: Europe

GRADE: 11 and 12

UNDERSTANDINGS

The lure of greater prosperity drew the countries of Western Europe into an economic union, soon to be followed by eight additional countries from Central and Eastern Europe, with others waiting in the wings. Though many countries share a common economic framework, great differences do exist in climate, vegetation, and landforms. As these countries move further into the 21st Century, a shrinking European birthrate threatens to unbalance a suddenly older population.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Create a flyer that explains the last 60 years in Europe. The flyer should have one event from each decade and include a description, a picture, and captions where appropriate. The flyer will also include an independent section on the European Union that includes a map and a list of all current and potential members.

KNOW

- The significance of landforms and water bodies across continent.
- The factors that determine the divisions of Europe.
- The ways Europeans interact with the environment.
- The importance of the North Atlantic Drift for the weather patterns in Europe.
- Reasons for the declining birthrate in Europe.
- Differences between the five types of welfare systems found in European countries.
- The make-up of the E.U. including current and potential members.

DO

- Correctly label the countries and regions of Europe.
- Create a foldable that outlines the landforms of Europe.
- Create population pyramids for two countries in Europe in correct year and 30 years later.
- Analyze the effectiveness of each welfare system.
- Evaluate the benefits and/or consequences of an enlarging E.U.
- Construct a flyer that outlines the last 50 years in Europe.

KNOW, UNDERSTAND, DO

COURSE: Geography

TIME FRAME: 3 weeks

UNIT # 3: Russia and the Independent States

GRADE: 11 and 12

STANDARDS:

Pennsylvania State Standards in Geography:

- 7.1 A • Analyze data and issues from spatial perspective using the appropriate geographic tools.
- 7.1 B • Analyze the location of places and regions.
- 7.3 A • Analyze the significance of human activity in shaping places and regions by their population characteristics.
- 7.4 A • Analyze the impacts of physical systems on people.
- 7.4 B • Analyze the impacts of people on physical systems.

Pennsylvania Core Standards:

- CC.8.5.11-12 B • Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12 D • Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text.
- CC.8.6.11-12 H • Draw evidence from informational texts to support analysis, reflection, and research.

College, Career, and Civic Life Standards for Social Studies:

- D2.G.4.12 • Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.
- D2.G.6.12 • Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
- D2.G.9.12 • Evaluate the influence of long-term climate variability on human migration and settlement patterns, resource use, and land uses at local-to-global scales.

KNOW, UNDERSTAND, DO

COURSE: Geography

TIME FRAME: 3 weeks

UNIT # 3: Russia and the Independent States

GRADE: 11 and 12

UNDERSTANDINGS

Following the collapse of the Soviet Union, the shift to market economies was not as easy as Western leaders had at one time suggested. In fact, the total collapse of the government structure left a dangerous hole in the health and welfare systems that, in many cases, have not been filled yet. As the countries of this region try to adjust, they find themselves drawn closer to their other neighbors in Europe, the Middle East, or East Asia, and further from each other.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

When the Soviet Union collapsed, the command economy also collapsed. First, explain what a command economy is. Second, list and describe two benefits and two problems with using a command economy. Lastly, describe how the command economy would work. You may use any good that you choose in your example, but make sure you completely explain all of the decisions made by the government.

KNOW

- Identify the countries in the region.
- Locate the regions and climates.
- Illustrate the important landforms.
- Plot the location of resources.
- Evaluate the impact of the breakup of the USSR on Russia in terms of resources.
- Examine the causes of falling life expectancy and high infant mortality rate.
- Compare Gross Domestic Product in region to other parts of the world.
- Describe command economy.
- Weigh the benefits and problems of a command economy.

DO

- Create a map of the countries of the former Soviet Union.
- Write a newspaper article on the Chernobyl incident.
- Research the after-effects of Chernobyl 20 years later.
- Create a chart showing the new countries and the types of governments used.
- Correctly identify the climate types and the locations on a map.
- Map the resources and their location within the region.
- Rank the statistics by importance and a run computer program to see which country ranks highest.
- Operate in a simulation of command and marked economics.
- Create a Dossier for the FBI on the Russian Mafia.

KNOW, UNDERSTAND, DO

COURSE: Geography

TIME FRAME: 4 weeks

UNIT # 4: North Africa and the Middle East

GRADE: 11 and 12

STANDARDS:

Pennsylvania State Standards in Geography:

- 7.1 A • Analyze data and issues from spatial perspective using the appropriate geographic tools.
- 7.1 B • Analyze the location of places and regions.
- 7.2 A • Analyze the physical characteristics of places and regions including the interrelationships among components of Earth's physical systems.
- 7.3 B • Analyze the significance of human activity in shaping places and regions by their cultural characteristics.

Pennsylvania Core Standards:

- CC.8.5.11-12 A • Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12 G • Integrate an author's premises, claims, and evidence by corroboration of challenging them with other information.
- CC.8.6.11-12 B • Provide a concluding statement or sections that follows from and supports the information or explanation provided.

College, Career, and Civic Life Standards for Social Studies:

- D2.G.1.12 • Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
- D2.G.6.12 • Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

KNOW, UNDERSTAND, DO

COURSE: Geography

TIME FRAME: 4 weeks

UNIT # 4: North Africa and the Middle East

GRADE: 11 and 12

UNDERSTANDINGS

The importance of Islam in North Africa and the Middle East is seen not only in the lives and behaviors of individuals, but in the governments as well. These same governments rely on the oil which flows throughout the region, and while oil may flourish in the desert, water is a key challenge to make this area habitable. Rivalries for these two resources, combined with religious turmoil have created a volatile and dangerous situation in the region.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

Complete a five paragraph essay with a well-defined introduction and conclusion based on the split in the Islamic world between Shi'ite's and Sunni's that began almost 1500 years ago, and continues to this day. First, explain what caused the split between the two groups. Next, describe the current makeup of the Islamic population in the world and in the Middle East. Finally, predict what the future will hold for the relationship between Sunni's and Shi'ite's on the world stage.

KNOW

- Identify the countries in the region.
- Locate and identify the regions and climates.
- Illustrate the important landforms.
- Identify the foundations of Judaism and Islam.
- Appraise the importance of Jerusalem to Jews, Christians, and Muslims.
- Cite the events in the formation of Israel.
- Identify the fundamental beliefs of Sunni's and Shi'ite's.
- Assess the relationship between Sunni's and Shi'ite's in the region.
- Identify the militant groups Hezbollah and Hamas.

DO

- Create a map showing boundaries of region today.
- Create a poster showing the background and beliefs of specific ethnic groups.
- Construct a visual that outlines the Islamic groups within the Middle East.
- Write a newspaper article documenting a significant event since 1945.
- Complete graphic organizer on the three sides of Jerusalem.
- Construct a timeline that shows the events in Israel.
- Write an essay on the keys to peace in the region.
- Complete opposite sides poster explaining the difference between Shi'ites and Sunnis.

KNOW, UNDERSTAND, DO

COURSE: Geography

TIME FRAME: 3 weeks

UNIT # 5: Sub-Saharan Africa

GRADE: 11 and 12

STANDARDS:

Pennsylvania State Standards in Geography:

- 7.1 A • Analyze data and issues from spatial perspective using the appropriate geographic tools.
- 7.1 B • Analyze the location of places and regions.
- 7.2 A • Analyze the physical characteristics of places and regions including the interrelationships among components of Earth's physical systems.
- 7.4 E • Analyze the significance of human activity in shaping places and regions by their Political characteristics.

Pennsylvania Core Standards:

- CC.8.5.11-12 C • Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence.
- CC.8.5.11-12 E • Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- CC.8.6.11-12 F • Construct short as well as more sustained research projects to answer a questions or solve a problem.
- CC.8.6.11-12 H • Draw evidence from informational texts to support analysis, reflection, and research.

College, Career, and Civic Life Standards for Social Studies:

- D2.G.3.12 • Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.
- D2.G.5.12 • Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of specific places and regions.

KNOW, UNDERSTAND, DO

COURSE: Geography

TIME FRAME: 3 weeks

UNIT # 5: Sub-Saharan Africa

GRADE: 11 and 12

UNDERSTANDINGS

The countries of Sub-Saharan Africa rank among the poorest in the world. Still suffering the effects of European domination, corruption, ethnic clashes, and religious clashes have kept the region from economic development. On top of the pervasive economic issues, this region also faces nearly epidemic levels of disease, especially HIV/AIDS. As we move deeper into the 21st century, many wonder if Africa will ever be able to take a seat at the world table or if it is destined to be stuck behind the rest of the world.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

The genocide in Rwanda opened the eyes of many in the world to the struggles of African nations, a continent that to many, remains a mystery or an afterthought. To explain your understanding of the situation in Rwanda and genocide as a whole, create a memorial for Rwanda that explains the origins, statistics, and the role of outside forces. Also create a speech/script to be used by tour guides as they show people around the memorial.

KNOW

- Identify the countries in the region.
- Locate the regions.
- Illustrate the important landforms in the region.
- Define genocide.
- Identify the factors leading to genocide in African countries.
- Chart the life expectancy and disease rates in countries.
- Combine and compare population and disease figures with Gross Domestic Product in Africa and other countries in the world.
- Evaluate the future viability of Africa on the world scene.

DO

- Create a map showing the countries of modern-day Africa.
- Collect newspaper articles on issues from African regions.
- Write a letter to a congressman regarding a social issue in Africa.
- Participate in a Socratic discussion on genocide.
- Compile statistics on AIDS in Africa versus the World.
- Create a color-coded map for the climates.
- Compare the division of Africa by Europeans to Africa today.
- Complete stages of Genocide outline for Rwanda.
- Compare and contrast the events in Rwanda and Sudan.
- Create a benefit poster for AIDS in Africa.

KNOW, UNDERSTAND, DO

COURSE: Geography

TIME FRAME: 2 weeks

UNIT # 6: South and East Asia

GRADE: 11 and 12

STANDARDS:

Pennsylvania State Standards in Geography:

- 7.1 A • Analyze data and issues from spatial perspective using the appropriate geographic tools.
- 7.2 A • Analyze the physical characteristics of places and regions including the interrelationships among components of Earth's physical systems.
- 7.3 B • Analyze the significance of human activity in shaping places and regions by their Cultural characteristics.
- 7.4 B • Analyze the impact of people on physical systems.

Pennsylvania Common Core Standards:

- CC.8.5.11-12 F • Evaluate the author's differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CC.8.6.11-12 B • Develop a topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CC.8.6.11-12 E • Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

College, Career, and Civic Life Standards for Social Studies:

- D2.G.7.12 • Analyze the reciprocal nature of how historical events and the special diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- D2.G.5.12 • Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

KNOW, UNDERSTAND, DO

COURSE: Geography

TIME FRAME: 2 weeks

UNIT # 6: South and East Asia

GRADE: 11 and 12

UNDERSTANDINGS

Since implementing economic reforms, China has become one of the fastest-growing economies in the world. These reforms mirror, in many ways, the state-aided market economy created by Japan, whose own economy has slowed in recent years. With these advances in economic standing, the stress on the environment has reached dangerous levels, as have the disparities between the rich and poor.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

The emergence of China on the global economic stage, has in many ways, mirrored the rise of Japan years earlier. List and explain two similarities and one difference between the two countries. Next, predict how the changes in the economy will be reflected in the political and social freedoms afforded to citizens of China.

KNOW

- Identify the countries in the regions.
- Locate the regions and climates.
- Illustrate the important landforms of the region.
- Chart and document the rise and slowing of the Japanese economy.
- Chart and document the rise of the Chinese economy.
- Compare the stages of the East Asian economies.
- Predict the future of East Asian economies.
- Examine the lifestyles and structure of the Chinese class system.
- Identify the basis and importance of Confucian thought.
- Assess the environmental impact of an economic boom.

DO

- Create a map of present day Asia.
- Create a movement map showing the paths of tectonic plates in Asia.
- Participate in a simulation of the Tanabata Festival in Japan.
- Create schedule for a student in Japan and the United States.
- Construct a population density map for Asian countries.
- Chart the rise and fall of markets in Asia for the past 20 years.

ADDITIONAL PERFORMANCE INDICATORS:

The student will be able to:

- 1) Develop a research paper:
 - write an appropriate introduction, body and conclusions
 - create a bibliography with 5 sources (only one encyclopedia)
 - utilize proper citations
 - use primary and secondary sources
- 2) Write a thesis essay:
 - minimum five-paragraph position paper
 - developed from in-class sources and readings
- 3) Develop / Create Maps
- 4) Give an oral presentation:
 - acquire information that is correct and well organized
 - use visual aids (if deemed necessary)
 - stay within assigned timeframes
 - maintain good eye contact, posture, projection and enunciation
- 5) Work effectively in cooperative learning groups:
 - ask questions of and share information with partner(s)
 - set and accomplish individual and group goals
 - set and complete apportioned tasks
 - support, assist, and encourage other group members
 - complete group project
 - maintain involvement in allotted time
- 6) Take notes from oral presentations:
 - write down key ideas from the overhead and from critical listening
 - ask pertinent questions to facilitate understanding
- 7) Read critically from a variety of sources utilizing the following skills:
 - comparing and contrasting
 - distinguishing fact from fiction
 - recognizing cause and effect
 - making and proving generalizations
 - drawing conclusions / making inferences
 - analyzing context clues for unfamiliar vocabulary
- 8) Develop charts / outlines:
 - organize material for oral and written presentations
 - organize material from reading for study and test purposes

ASSESSMENT METHODS:

The teacher will use a variety of assessment techniques selected from, but not limited to, the following list:

- 1) Objective tests/quizzes
- 2) Essay tests
- 3) Take-home / in-class essays
- 4) Research papers
- 5) Oral presentations:
 - Reports
 - Panel discussions
 - Simulations/Debates
- 6) Political cartoon analysis/development
- 7) Various writing assignments:
 - Propaganda analysis/development
 - Letters
 - Editorials
 - Letters to congressmen
- 8) Posters/Pictures
- 9) Charts/Graphs/Maps analysis
- 10) Homework
- 11) Class discussion
- 12) Teacher/Student conferences

Although each individual assessment will have its own grading value, common guidelines include, but are not limited to:

- | | |
|------------------------|--------------------------|
| • Accurate information | • Clear presentation |
| • Logical development | • Focused argument/theme |
| • Proper format | • Neatness/Organization |

Teacher and student-made rubrics will be developed at the discretion of the individual instructor. Homework policies, specific assignment criteria, and test-taking policies will be established by the classroom teacher.

Possible Videos:

Long Way Down; Long Way Round; Hotel Rwanda

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)