

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Geography

Grade Level: 12

Date of Board Approval: _____ 2019 _____

Planned Instruction

Title of Planned Instruction: Geography

Subject Area: Social Studies

Grade(s): 12

Course Description:

Geography – 1 semester; 0.5 Credit Social Studies

1. 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, 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.
2. 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.

Time/Credit for the Course: 1 semesters / 0.5 credit Social Studies

Curriculum Writing Committee: Michael Guzinski

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Curriculum Map

Marking Period One -Overview with time range in days: 45 days

- The Five Themes of Geography – 7 to 10 days
- The Physical and Cultural Geography of the United States and Canada – 7 to 10 days
- The Physical and Cultural Geography of Latin America – 7 to 10 days
- The Physical and Cultural Geography of Europe – 7 to 10 days The Physical and Cultural Geography of Russia – 3 to 5 days

Goals:

Students will understand:

- 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
- 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 Canadian government, political organization, and judiciary resemble British institutions more than those of the United States.
- 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 rain forest
- 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
- 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 significant in global affairs.

Marking Period Two -Overview with time range in days: 45 days

- The Physical and Cultural Geography of North Africa, Southwest and Central Asia; 7-10 days
- The Physical and Cultural Geography of Africa South of the Sahara – 3 to 5 days
- The Physical and Cultural Geography of South Asia – 7 to 10 days
- The Physical and Cultural Geography of East Asia – 7 to 10 days
- The Physical and Cultural Geography of Southeast Asia – 11 to 14 days

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Marking Period Two -Goals:

Understanding of:

- 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
- 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
- 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

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UNIT I: The Five Themes of Geography

Big Idea # 1: Geography is used to explain the past, interpret the present, and plan for the future.

Essential Questions:

- What makes one place different from another?
- What are the criteria to create a region?
- How is one place different than another place?
- Why does culture impact place?

Concepts:

- Patterns of physical features and spatial patterns of human features change over time.
- Cultural changes influence people's perceptions of places and regions.
- Cultural changes influence people's perceptions of places and regions.

Competencies:

- Analyze how people perceive and use place over time.
- Evaluate why multiple criteria can be used to define a region and how a location can be in different regions.
- Describe how social, cultural, and economic processes shape the features of places.

Big Idea #2: Geographic representations are essential to explain the spatial organization of people, places, and environments

Essential Questions:

- How can geographic information systems and other geographic technologies impact development?
- Why are mental maps useful?

Concepts:

- Geographic tools from maps to geographic information systems are used to analyze spatial perspective of society.
- Mental maps promote an understanding of the world and a context for events.

Competencies:

- Evaluate the application of geographic tools and supporting technologies to suggest a solution to a world problem.
- Construct a cognitive map from mental images and perceptions of an area.

Big Idea #3: Physical processes shape patterns of the Earth's surface, including the characteristics and special distribution of ecosystems

Essential Questions:

- Why are the physical processes of the Earth critical to the study of physical geography?
- What are the physical characteristics of place?
- Why are extreme physical events a liability for settlement?
- How does geography impact environmental issues?

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Concepts:

- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- The location, distribution, and association of features on the Earth's surface are sculpted by physical processes.
- Circulation of the oceans, ecosystem processes, atmospheric systems, and extreme natural events shape the character of places and regions.
- Biodiversity, productivity, distribution, and characteristics of ecosystems are imperative to understanding environmental issues.

Competencies:

- Explain why places have specific physical and human characteristics in different parts of the world. Describe the interaction of the Earth's physical systems. Analyze the role of physical processes that create distinctive landforms.
- Apply the concept of ecosystems to understand and solve environmental issues.
- Describe the ways in which the Earth's physical processes are dynamic and interactive.

Big Idea #4: Places and regions have physical and human characteristics, and one's culture and experience may influence perception of place.

Essential Questions:

- How does self-interest impact resource allocation and opposition to local development?
- How can technologies expand cultural adaptation and cultural isolation simultaneously?
- How does conflict and cooperation influence social, political, and economic entities?

Concepts:

- Human activity, including cultural conflicts and forces of cultural convergence, has an effect on the human characteristics of place and region.
- Technology reshapes spatial processes of cultural convergence and divergence.
- Spatial patterns of political units, including role of political alliances and the impact of political conflicts, fashion the division and control of the Earth's surface.

Competencies:

- Analyze how perception and self-interests play a role in conflict over territory and resources.
- Analyze how the communications and transportation technologies, that contribute to cultural convergences, may also stimulate cultural divergence.
- Describe how social, cultural, and economic processes shape the features of places.

Big Idea #5: Characteristics, distribution, and migration of human populations impact culture, economic interdependence, settlement patterns, and control of the Earth's surface

Essential Questions:

- Why do increased populations impact physical and human systems?
- Why do the functions of cities differ from town and villages throughout the world?
- Why is economic interdependence a function of geography?

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Concepts:

- Demographic trends, including spatial distribution, size, and density, stimulate patterns of population distribution and movement.
- Current and past settlement patterns construct place and region.
- The spatial distribution of economic activities is reshaping businesses and effecting changes and movements in factors of production.

Competencies:

- Evaluate the impact of population numbers and patterns, including human migration, on physical and human systems.
- Compare the characteristics of settlement in developing and developed countries.
- Explain why places have specific physical and human characteristics in different parts of the world that impact economic activity.

Big Idea #6: Human actions modify the physical environment, and physical systems affect human systems.

Essential Questions:

- What constraints are placed on the human systems by the physical environment?
- How could human modification of the physical environment significantly impact a region?
- How does spatial distribution of resources affect patterns of human settlement?
- Why are public policies and programs for resource use and management dependent on environmental and social pressures?

Concepts:

- Physical systems influence how people depend on, adjust to, and modify physical systems.
- People modify ways of life to accommodate different environmental contexts.
- Human activity affects the sustainability, distribution, and utilization of natural resources.
- Local and regional human activity has global effects, and people are able to develop international agreements to manage environmental issues.

Competencies:

- Evaluate how changes in the physical environment can diminish its capacity to support human activity. Analyze the role of technology, in the capacity of the physical environment, to accommodate human modification.
- Evaluate resource degradation and depletion from multiple points of view.
- Compare recycling laws in the states of the United States and other countries to explain attitudes toward resource management.

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Unit I: The Five Themes of Geography

Time Range in Days: 7-10 days

Standards Addressed:

PA Academic Standards for Geography: G.7.1; 8.1.12 (A,B,C,D); 8.3.12 (A,B,C); 8.4.12 (A,B,C,D); 1.1.11 (A,D,F); 1.2.11(A,B); 1.5.11(B,C); 1.6.11(A,D,E)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview: This unit was developed around seven recurring themes during the course including: History, Geography, Economics, Government, Citizenship, Culture, and Science and Technology. This unit acts as a foundation for all later units by exploring the basics of human and physical geography.

Goals:

- Students will be able to understand the uses and practical applications of Geography
- Students will be able to identify the five themes of Geography
- Students will be able to describe the forces that influence climate such as: Earth sun relationship, landforms, and ocean currents
- Students will be able to define terms such as migration, population distribution, and population density
- Students will recognize how climate influences culture.
- Students will understand the various systems of government around the world and how they function

Objectives: Students will...

- 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.

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- 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.

Extensions:

- Reading/interpretation/completion of publisher provided enrichment activities
- Written summarization of current periodical articles

Correctives:

- More extensive direct instruction
- Completion of publisher provided reinforcing skills worksheets
- Completion of re-teaching activities provided by publisher

Assessments:

Diagnostic:

- Homework assignments, worksheets, create graphic organizers, define terms

Formative:

- Cooperative Learning assignments, writing assignments

Summative:

- Section quizzes, Chapter and Unit Tests, Unit Projects

Materials and Resources:

- Nijman, Jan. Regions. Hoboken: Wiley. 2017.
- 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

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UNIT II U.S. and Canada

Big Idea # 1: Geography is used to explain the past, interpret the present, and plan for the future.

Essential Questions:

- What makes one place different from another?
- What are the criteria to create a region?
- How is one place different than another place?
- Why does culture impact place?

Concepts:

- Patterns of physical features and spatial patterns of human features change over time.
- Cultural changes influence people's perceptions of places and regions.
- Cultural changes influence people's perceptions of places and regions.

Competencies:

- Analyze how people perceive and use place over time.
- Evaluate why multiple criteria can be used to define a region and how a location can be in different regions.
- Describe how social, cultural, and economic processes shape the features of places.

Big Idea #2: Geographic representations are essential to explain the spatial organization of people, places, and environments

Essential Questions:

- How can geographic information systems and other geographic technologies impact development?
- Why are mental maps useful?

Concepts:

- Geographic tools from maps to geographic information systems are used to analyze spatial perspective of society.
- Mental maps promote an understanding of the world and a context for events.

Competencies:

- Evaluate the application of geographic tools and supporting technologies to suggest a solution to a world problem.
- Construct a cognitive map from mental images and perceptions of an area.

Big Idea #3: Physical processes shape patterns of the Earth's surface, including the characteristics and special distribution of ecosystems

Essential Questions:

- Why are the physical processes of the Earth critical to the study of physical geography?
- What are the physical characteristics of place?
- Why are extreme physical events a liability for settlement?
- How does geography impact environmental issues?

Concepts:

- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.

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- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- The location, distribution, and association of features on the Earth's surface are sculpted by physical processes.
- Circulation of the oceans, ecosystem processes, atmospheric systems, and extreme natural events shape the character of places and regions.
- Biodiversity, productivity, distribution, and characteristics of ecosystems are imperative to understanding environmental issues.

Competencies:

- Explain why places have specific physical and human characteristics in different parts of the world. Describe the interaction of the Earth's physical systems. Analyze the role of physical processes that create distinctive landforms.
- Apply the concept of ecosystems to understand and solve environmental issues.
- Describe the ways in which the Earth's physical processes are dynamic and interactive.

Big Idea #4: Places and regions have physical and human characteristics, and one's culture and experience may influence perception of place.

Essential Questions:

- How does self-interest impact resource allocation and opposition to local development?
- How can technologies expand cultural adaptation and cultural isolation simultaneously?
- How does conflict and cooperation influence social, political, and economic entities?

Concepts:

- Human activity, including cultural conflicts and forces of cultural convergence, has an effect on the human characteristics of place and region.
- Technology reshapes spatial processes of cultural convergence and divergence.
- Spatial patterns of political units, including role of political alliances and the impact of political conflicts, fashion the division and control of the Earth's surface.

Competencies:

- Analyze how perception and self-interests play a role in conflict over territory and resources.
- Analyze how the communications and transportation technologies, that contribute to cultural convergences, may also stimulate cultural divergence.
- Describe how social, cultural, and economic processes shape the features of places.

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Big Idea #5: Characteristics, distribution, and migration of human populations impact culture, economic interdependence, settlement patterns, and control of the Earth's surface

Essential Questions:

- Why do increased populations impact physical and human systems?
- Why do the functions of cities differ from town and villages throughout the world?
- Why is economic interdependence a function of geography?

Concepts:

- Demographic trends, including spatial distribution, size, and density, stimulate patterns of population distribution and movement.
- Current and past settlement patterns construct place and region.
- The spatial distribution of economic activities are reshaping businesses and effecting changes and movements in factors of production.

Competencies:

- Evaluate the impact of population numbers and patterns, including human migration, on physical and human systems.
- Compare the characteristics of settlement in developing and developed countries.
- Explain why places have specific physical and human characteristics in different parts of the world that impact economic activity.

Big Idea #6: Human actions modify the physical environment, and physical systems affect human systems.

Essential Questions:

- What constraints are placed on the human systems by the physical environment?
- How could human modification of the physical environment significantly impact a region?
- How does spatial distribution of resources affect patterns of human settlement?
- Why are public policies and programs for resource use and management dependent on environmental and social pressures?

Concepts:

- Physical systems influence how people depend on, adjust to, and modify physical systems.
- People modify ways of life to accommodate different environmental contexts.
- Human activity affects the sustainability, distribution, and utilization of natural resources.
- Local and regional human activity has global effects, and people are able to develop international agreements to manage environmental issues.

Competencies:

- Evaluate how changes in the physical environment can diminish its capacity to support human activity. Analyze the role of technology, in the capacity of the physical environment, to accommodate human modification.
- Evaluate resource degradation and depletion from multiple points of view.
- Compare recycling laws in the states of the United States and other countries to explain attitudes toward resource management.

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Unit II: U.S. and Canada

Time Range in Days: 7-10 days

Standards Addressed:

PA Academic Standards for Geography: G.7.1; 8.1.12 (A,B,C,D); 8.3.12 (A,B,C); 8.4.12 (A,B,C,D); 1.1.11 (A,D,F); 1.2.11(A,B); 1.5.11(B,C); 1.6.11(A,D,E)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview: In this unit, students will learn to identify the locations and geographic characteristics of the United States and Canada. Students will learn about different economic and governmental systems in the U.S. and Canada. They will compare different cultural institutions, and learn how technology affects societies in the U.S. and Canada.

Goals:

- Students will be able to relate the differing climate zones in the US and Canada.
- Students will explain the reasons for the common cultural characteristics of the two nations.
- Students will identify the major political subdivisions of the two nations.
- Students will identify and describe major physical characteristics of North America.
- Students will explain the reasons why the US and Canada can be labeled a region.

Objectives: Students will...

- Identify key vocabulary concepts (DOK 1)
- Label the locations of political divisions of the North American continent. (DOK 1)
- Label the locations of 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.

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- 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.

Assessments:

Diagnostic:

- Homework assignments, worksheets, create graphic organizers, define terms

Formative:

- Cooperative Learning assignments, Writing assignments

Summative:

- Section quizzes, Chapter and Unit Tests, Unit Projects

Extensions:

- Reading/interpretation/completion of publisher provided enrichment activities
- Reading and summarization of current articles from selected periodicals.

Correctives:

- More extensive direct instruction
- Completion of publisher provided reinforcing skills worksheets
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Materials and Resources:

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- 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

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UNIT III Latin America

Big Idea # 1: Geography is used to explain the past, interpret the present, and plan for the future.

Essential Questions:

- What makes one place different from another?
- What are the criteria to create a region?
- How is one place different than another place?
- Why does culture impact place?

Concepts:

- Patterns of physical features and spatial patterns of human features change over time.
- Cultural changes influence people's perceptions of places and regions.
- Cultural changes influence people's perceptions of places and regions.

Competencies:

- Analyze how people perceive and use place over time.
- Evaluate why multiple criteria can be used to define a region and how a location can be in different regions.
- Describe how social, cultural, and economic processes shape the features of places.

Big Idea #2: Geographic representations are essential to explain the spatial organization of people, places, and environments

Essential Questions:

- How can geographic information systems and other geographic technologies impact development?
- Why are mental maps useful?

Concepts:

- Geographic tools from maps to geographic information systems are used to analyze spatial perspective of society.
- Mental maps promote an understanding of the world and a context for events.

Competencies:

- Evaluate the application of geographic tools and supporting technologies to suggest a solution to a world problem.
- Construct a cognitive map from mental images and perceptions of an area.

Big Idea #3: Physical processes shape patterns of the Earth's surface, including the characteristics and special distribution of ecosystems

Essential Questions:

- Why are the physical processes of the Earth critical to the study of physical geography?
- What are the physical characteristics of place?
- Why are extreme physical events a liability for settlement?
- How does geography impact environmental issues?

Concepts:

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- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- The location, distribution, and association of features on the Earth's surface are sculpted by physical processes.
- Circulation of the oceans, ecosystem processes, atmospheric systems, and extreme natural events shape the character of places and regions.
- Biodiversity, productivity, distribution, and characteristics of ecosystems are imperative to understanding environmental issues.

Competencies:

- Explain why places have specific physical and human characteristics in different parts of the world. Describe the interaction of the Earth's physical systems. Analyze the role of physical processes that create distinctive landforms.
- Apply the concept of ecosystems to understand and solve environmental issues.
- Describe the ways in which the Earth's physical processes are dynamic and interactive.

Big Idea #4: Places and regions have physical and human characteristics, and one's culture and experience may influence perception of place.

Essential Questions:

- How does self-interest impact resource allocation and opposition to local development?
- How can technologies expand cultural adaptation and cultural isolation simultaneously?
- How does conflict and cooperation influence social, political, and economic entities?

Concepts:

- Human activity, including cultural conflicts and forces of cultural convergence, has an effect on the human characteristics of place and region.
- Technology reshapes spatial processes of cultural convergence and divergence.
- Spatial patterns of political units, including role of political alliances and the impact of political conflicts, fashion the division and control of the Earth's surface.

Competencies:

- Analyze how perception and self-interests play a role in conflict over territory and resources.
- Analyze how the communications and transportation technologies, that contribute to cultural convergences, may also stimulate cultural divergence.
- Describe how social, cultural, and economic processes shape the features of places.

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Big Idea #5: Characteristics, distribution, and migration of human populations impact culture, economic interdependence, settlement patterns, and control of the Earth's surface

Essential Questions:

- Why do increased populations impact physical and human systems?
- Why do the functions of cities differ from town and villages throughout the world?
- Why is economic interdependence a function of geography?

Concepts:

- Demographic trends, including spatial distribution, size, and density, stimulate patterns of population distribution and movement.
- Current and past settlement patterns construct place and region.
- The spatial distribution of economic activities are reshaping businesses and effecting changes and movements in factors of production.

Competencies:

- Evaluate the impact of population numbers and patterns, including human migration, on physical and human systems.
- Compare the characteristics of settlement in developing and developed countries.
- Explain why places have specific physical and human characteristics in different parts of the world that impact economic activity.

Big Idea #6: Human actions modify the physical environment, and physical systems affect human systems.

Essential Questions:

- What constraints are placed on the human systems by the physical environment?
- How could human modification of the physical environment significantly impact a region?
- How does spatial distribution of resources affect patterns of human settlement?
- Why are public policies and programs for resource use and management dependent on environmental and social pressures?

Concepts:

- Physical systems influence how people depend on, adjust to, and modify physical systems.
- People modify ways of life to accommodate different environmental contexts.
- Human activity affects the sustainability, distribution, and utilization of natural resources.
- Local and regional human activity has global effects, and people are able to develop international agreements to manage environmental issues.

Competencies:

- Evaluate how changes in the physical environment can diminish its capacity to support human activity. Analyze the role of technology, in the capacity of the physical environment, to accommodate human modification.
- Evaluate resource degradation and depletion from multiple points of view.
- Compare recycling laws in the states of the United States and other countries to explain attitudes toward resource management.

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Unit III: Latin America

Time Range in Days: 7-10 days

Standards Addressed:

PA Academic Standards for Geography: G.7.1; 8.1.12 (A,B,C,D); 8.3.12 (A,B,C); 8.4.12 (A,B,C,D); 1.1.11 (A,D,F); 1.2.11(A,B); 1.5.11(B,C); 1.6.11(A,D,E)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview: In this unit, students will learn to identify the locations and geographic characteristics of Latin American countries. Students will learn about different economic and governmental systems of Latin America. They will compare different cultural institutions, and explore how history has shaped much of Latin America

Goals:

- Students will identify the nations of Latin America located in relation to the rest of the world.
- Students will be able to relate the differing climate zones in Latin America.
- Students will explain the reasons for the common cultural characteristics of the region.
- Students will identify the major political subdivisions of the region.
- Students will identify and describe major physical characteristics of Central and South America.
- Students will explain the reasons why Latin America can be labeled a region.

Objectives: Students will...

- Identify key vocabulary concepts (DOK 1)
- Label the national borders of the Latin America. (DOK 1)
- Label the locations of 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 settlement of ethnic groups to specific areas.

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- 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.

Assessments:

Diagnostic:

- Homework assignments, worksheets, create graphic organizers, define terms

Formative:

- Cooperative Learning assignments, writing assignments

Summative:

- Section quizzes, Chapter and Unit Tests, Unit Projects

Extensions:

- Reading/interpretation/completion of publisher provided enrichment activities
- Reading and summarization of current articles from selected periodicals.

Correctives:

- More extensive direct instruction
- Completion of publisher provided reinforcing skills worksheets
- Completion of re-teaching activities provided by publisher

Materials and Resources:

- Nijman, Jan. Regions. Hoboken: Wiley. 2017.
- 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*
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UNIT IV Europe

Big Idea # 1: Geography is used to explain the past, interpret the present, and plan for the future.

Essential Questions:

- What makes one place different from another?
- What are the criteria to create a region?
- How is one place different than another place?
- Why does culture impact place?

Concepts:

- Patterns of physical features and spatial patterns of human features change over time.
- Cultural changes influence people's perceptions of places and regions.
- Cultural changes influence people's perceptions of places and regions.

Competencies:

- Analyze how people perceive and use place over time.
- Evaluate why multiple criteria can be used to define a region and how a location can be in different regions.
- Describe how social, cultural, and economic processes shape the features of places.

Big Idea #2: Geographic representations are essential to explain the spatial organization of people, places, and environments

Essential Questions:

- How can geographic information systems and other geographic technologies impact development?
- Why are mental maps useful?

Concepts:

- Geographic tools from maps to geographic information systems are used to analyze spatial perspective of society.
- Mental maps promote an understanding of the world and a context for events.

Competencies:

- Evaluate the application of geographic tools and supporting technologies to suggest a solution to a world problem.
- Construct a cognitive map from mental images and perceptions of an area.

Big Idea #3: Physical processes shape patterns of the Earth's surface, including the characteristics and special distribution of ecosystems

Essential Questions:

- Why are the physical processes of the Earth critical to the study of physical geography?
- What are the physical characteristics of place?
- Why are extreme physical events a liability for settlement?
- How does geography impact environmental issues?

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Concepts:

- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- The location, distribution, and association of features on the Earth's surface are sculpted by physical processes.
- Circulation of the oceans, ecosystem processes, atmospheric systems, and extreme natural events shape the character of places and regions.
- Biodiversity, productivity, distribution, and characteristics of ecosystems are imperative to understanding environmental issues.

Competencies:

- Explain why places have specific physical and human characteristics in different parts of the world. Describe the interaction of the Earth's physical systems. Analyze the role of physical processes that create distinctive landforms.
- Apply the concept of ecosystems to understand and solve environmental issues.
- Describe the ways in which the Earth's physical processes are dynamic and interactive.

Big Idea #4: Places and regions have physical and human characteristics, and one's culture and experience may influence perception of place.

Essential Questions:

- How does self-interest impact resource allocation and opposition to local development?
- How can technologies expand cultural adaptation and cultural isolation simultaneously?
- How does conflict and cooperation influence social, political, and economic entities?

Concepts:

- Human activity, including cultural conflicts and forces of cultural convergence, has an effect on the human characteristics of place and region.
- Technology reshapes spatial processes of cultural convergence and divergence.
- Spatial patterns of political units, including role of political alliances and the impact of political conflicts, fashion the division and control of the Earth's surface.

Competencies:

- Analyze how perception and self-interests play a role in conflict over territory and resources.
- Analyze how the communications and transportation technologies, that contribute to cultural convergences, may also stimulate cultural divergence.
- Describe how social, cultural, and economic processes shape the features of places.

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Big Idea #5: Characteristics, distribution, and migration of human populations impact culture, economic interdependence, settlement patterns, and control of the Earth's surface

Essential Questions:

- Why do increased populations impact physical and human systems?
- Why do the functions of cities differ from town and villages throughout the world?
- Why is economic interdependence a function of geography?

Concepts:

- Demographic trends, including spatial distribution, size, and density, stimulate patterns of population distribution and movement.
- Current and past settlement patterns construct place and region.
- The spatial distribution of economic activities are reshaping businesses and effecting changes and movements in factors of production.

Competencies:

- Evaluate the impact of population numbers and patterns, including human migration, on physical and human systems.
- Compare the characteristics of settlement in developing and developed countries.
- Explain why places have specific physical and human characteristics in different parts of the world that impact economic activity.

Big Idea #6: Human actions modify the physical environment, and physical systems affect human systems.

Essential Questions:

- What constraints are placed on the human systems by the physical environment?
- How could human modification of the physical environment significantly impact a region?
- How does spatial distribution of resources affect patterns of human settlement?
- Why are public policies and programs for resource use and management dependent on environmental and social pressures?

Concepts:

- Physical systems influence how people depend on, adjust to, and modify physical systems.
- People modify ways of life to accommodate different environmental contexts.
- Human activity affects the sustainability, distribution, and utilization of natural resources.
- Local and regional human activity has global effects, and people are able to develop international agreements to manage environmental issues.

Competencies:

- Evaluate how changes in the physical environment can diminish its capacity to support human activity. Analyze the role of technology, in the capacity of the physical environment, to accommodate human modification.
- Evaluate resource degradation and depletion from multiple points of view.
- Compare recycling laws in the states of the United States and other countries to explain attitudes toward resource management.

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Unit IV: Europe

Time Range in Days: 7-10 days

Standards Addressed:

PA Academic Standards for Geography: G.7.1; 8.1.12 (A,B,C,D); 8.3.12 (A,B,C); 8.4.12 (A,B,C,D); 1.1.11 (A,D,F); 1.2.11(A,B); 1.5.11(B,C); 1.6.11(A,D,E)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview: In this unit, students will learn to identify the locations and geographic characteristics of European countries. Students will learn about different economic and governmental systems of European countries. They will compare different cultural institutions, and explore how history has shaped much of Europe and what its future has in store

Goals:

- Students will identify the nations of Europe located in relation to the rest of the world.
- Students will be able to relate the differing climate zones in Europe.
- Students will explain the reasons for the common cultural characteristics of the region.
- Students will identify the major political subdivisions of the region.
- Students will identify and describe major physical characteristics of Europe.
- Students will explain the reasons why Europe can be labeled a region.

Objectives: Students will...

- Identify key vocabulary concepts (DOK 1)
- Label the national borders of the Europe. (DOK 1)
- Label the locations of 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.

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- 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.

Assessments:

Diagnostic:

- Homework assignments, worksheets, create graphic organizers, define terms

Formative:

- Cooperative Learning assignments, writing assignments

Summative:

- Section quizzes, Chapter and Unit Tests, Unit Projects

Extensions:

- Reading/interpretation/completion of publisher provided enrichment activities
- Reading and summarization of current articles from selected periodicals.

Correctives:

- More extensive direct instruction
- Completion of publisher provided reinforcing skills worksheets
- Completion of re-teaching activities provided by publisher

Materials and Resources:

- Nijman, Jan. Regions. Hoboken: Wiley. 2017.
- 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*
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UNIT V Russia

Big Idea # 1: Geography is used to explain the past, interpret the present, and plan for the future.

Essential Questions:

- What makes one place different from another?
- What are the criteria to create a region?
- How is one place different than another place?
- Why does culture impact place?

Concepts:

- Patterns of physical features and spatial patterns of human features change over time.
- Cultural changes influence people's perceptions of places and regions.
- Cultural changes influence people's perceptions of places and regions.

Competencies:

- Analyze how people perceive and use place over time.
- Evaluate why multiple criteria can be used to define a region and how a location can be in different regions.
- Describe how social, cultural, and economic processes shape the features of places.

Big Idea #2: Geographic representations are essential to explain the spatial organization of people, places, and environments

Essential Questions:

- How can geographic information systems and other geographic technologies impact development?
- Why are mental maps useful?

Concepts:

- Geographic tools from maps to geographic information systems are used to analyze spatial perspective of society.
- Mental maps promote an understanding of the world and a context for events.

Competencies:

- Evaluate the application of geographic tools and supporting technologies to suggest a solution to a world problem.
- Construct a cognitive map from mental images and perceptions of an area.

Big Idea #3: Physical processes shape patterns of the Earth's surface, including the characteristics and special distribution of ecosystems

Essential Questions:

- Why are the physical processes of the Earth critical to the study of physical geography?
- What are the physical characteristics of place?
- Why are extreme physical events a liability for settlement?
- How does geography impact environmental issues?

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Concepts:

- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- The location, distribution, and association of features on the Earth's surface are sculpted by physical processes.
- Circulation of the oceans, ecosystem processes, atmospheric systems, and extreme natural events shape the character of places and regions.
- Biodiversity, productivity, distribution, and characteristics of ecosystems are imperative to understanding environmental issues.

Competencies:

- Explain why places have specific physical and human characteristics in different parts of the world. Describe the interaction of the Earth's physical systems. Analyze the role of physical processes that create distinctive landforms.
- Apply the concept of ecosystems to understand and solve environmental issues.
- Describe the ways in which the Earth's physical processes are dynamic and interactive.

Big Idea #4: Places and regions have physical and human characteristics, and one's culture and experience may influence perception of place.

Essential Questions:

- How does self-interest impact resource allocation and opposition to local development?
- How can technologies expand cultural adaptation and cultural isolation simultaneously?
- How does conflict and cooperation influence social, political, and economic entities?

Concepts:

- Human activity, including cultural conflicts and forces of cultural convergence, has an effect on the human characteristics of place and region.
- Technology reshapes spatial processes of cultural convergence and divergence.
- Spatial patterns of political units, including role of political alliances and the impact of political conflicts, fashion the division and control of the Earth's surface.

Competencies:

- Analyze how perception and self-interests play a role in conflict over territory and resources.
- Analyze how the communications and transportation technologies, that contribute to cultural convergences, may also stimulate cultural divergence.
- Describe how social, cultural, and economic processes shape the features of places.

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Big Idea #5: Characteristics, distribution, and migration of human populations impact culture, economic interdependence, settlement patterns, and control of the Earth's surface

Essential Questions:

- Why do increased populations impact physical and human systems?
- Why do the functions of cities differ from town and villages throughout the world?
- Why is economic interdependence a function of geography?

Concepts:

- Demographic trends, including spatial distribution, size, and density, stimulate patterns of population distribution and movement.
- Current and past settlement patterns construct place and region.
- The spatial distribution of economic activities is reshaping businesses and effecting changes and movements in factors of production.

Competencies:

- Evaluate the impact of population numbers and patterns, including human migration, on physical and human systems.
- Compare the characteristics of settlement in developing and developed countries.
- Explain why places have specific physical and human characteristics in different parts of the world that impact economic activity.

Big Idea #6: Human actions modify the physical environment, and physical systems affect human systems.

Essential Questions:

- What constraints are placed on the human systems by the physical environment?
- How could human modification of the physical environment significantly impact a region?
- How does spatial distribution of resources affect patterns of human settlement?
- Why are public policies and programs for resource use and management dependent on environmental and social pressures?

Concepts:

- Physical systems influence how people depend on, adjust to, and modify physical systems.
- People modify ways of life to accommodate different environmental contexts.
- Human activity affects the sustainability, distribution, and utilization of natural resources.
- Local and regional human activity has global effects, and people are able to develop international agreements to manage environmental issues.

Competencies:

- Evaluate how changes in the physical environment can diminish its capacity to support human activity. Analyze the role of technology, in the capacity of the physical environment, to accommodate human modification.
- Evaluate resource degradation and depletion from multiple points of view.
- Compare recycling laws in the states of the United States and other countries to explain attitudes toward resource management.

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Unit V: Russia

Time Range in Days: 3-5 days

Standards Addressed:

PA Academic Standards for Geography: G.7.1; 8.1.12 (A,B,C,D); 8.3.12 (A,B,C); 8.4.12 (A,B,C,D); 1.1.11 (A,D,F); 1.2.11(A,B); 1.5.11(B,C); 1.6.11(A,D,E)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 &

Overview: In this unit, students will learn to identify the locations and geographic characteristics of Russia. Students will learn about different economic and governmental systems of Russia. They will compare different cultural institutions, and explore how history has shaped much of Russia and what its future has in store.

Goals:

- Students will identify the location of Russia in relation to the rest of the world.
- Students will be able to relate the differing climate zones within Russia.
- Students will explain the reasons for the ethnic diversity Russia.
- Students will identify the major political subdivisions of the Russia.
- Students will identify and describe major physical characteristics of the European and Asian regions of Russia.
- Students will explain the reasons why Russia can be labeled a region.

Objectives: Students will...

- Identify key vocabulary concepts (DOK 1)
- Label the political subdivisions of Russia. (DOK 1)
- Label the locations of 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.

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- 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.

Assessments:

Diagnostic:

- Homework assignments, worksheets, create graphic organizers, define terms

Formative:

- Cooperative Learning assignments, writing assignments

Summative:

- Section quizzes, Chapter and Unit Tests, Unit Projects

Extensions:

- Reading/interpretation/completion of publisher provided enrichment activities
- Reading and summarization of current articles from selected periodicals.

Correctives:

- More extensive direct instruction
- Completion of publisher provided reinforcing skills worksheets
- Completion of re-teaching activities provided by publisher

Materials and Resources:

- Nijman, Jan. Regions. Hoboken: Wiley. 2017.
- 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

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UNIT VI North Africa, Southwest Asia and Central Asia

Big Idea # 1: Geography is used to explain the past, interpret the present, and plan for the future.

Essential Questions:

- What makes one place different from another?
- What are the criteria to create a region?
- How is one place different than another place?
- Why does culture impact place?

Concepts:

- Patterns of physical features and spatial patterns of human features change over time.
- Cultural changes influence people's perceptions of places and regions.
- Cultural changes influence people's perceptions of places and regions.

Competencies:

- Analyze how people perceive and use place over time.
- Evaluate why multiple criteria can be used to define a region and how a location can be in different regions.
- Describe how social, cultural, and economic processes shape the features of places.

Big Idea #2: Geographic representations are essential to explain the spatial organization of people, places, and environments

Essential Questions:

- How can geographic information systems and other geographic technologies impact development?
- Why are mental maps useful?

Concepts:

- Geographic tools from maps to geographic information systems are used to analyze spatial perspective of society.
- Mental maps promote an understanding of the world and a context for events.

Competencies:

- Evaluate the application of geographic tools and supporting technologies to suggest a solution to a world problem.
- Construct a cognitive map from mental images and perceptions of an area.

Big Idea #3: Physical processes shape patterns of the Earth's surface, including the characteristics and special distribution of ecosystems

Essential Questions:

- Why are the physical processes of the Earth critical to the study of physical geography?
- What are the physical characteristics of place?
- Why are extreme physical events a liability for settlement?
- How does geography impact environmental issues?

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Concepts:

- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- The location, distribution, and association of features on the Earth's surface are sculpted by physical processes.
- Circulation of the oceans, ecosystem processes, atmospheric systems, and extreme natural events shape the character of places and regions.
- Biodiversity, productivity, distribution, and characteristics of ecosystems are imperative to understanding environmental issues.

Competencies:

- Explain why places have specific physical and human characteristics in different parts of the world. Describe the interaction of the Earth's physical systems. Analyze the role of physical processes that create distinctive landforms.
- Apply the concept of ecosystems to understand and solve environmental issues.
- Describe the ways in which the Earth's physical processes are dynamic and interactive.

Big Idea #4: Places and regions have physical and human characteristics, and one's culture and experience may influence perception of place.

Essential Questions:

- How does self-interest impact resource allocation and opposition to local development?
- How can technologies expand cultural adaptation and cultural isolation simultaneously?
- How does conflict and cooperation influence social, political, and economic entities?

Concepts:

- Human activity, including cultural conflicts and forces of cultural convergence, has an effect on the human characteristics of place and region.
- Technology reshapes spatial processes of cultural convergence and divergence.
- Spatial patterns of political units, including role of political alliances and the impact of political conflicts, fashion the division and control of the Earth's surface.

Competencies:

- Analyze how perception and self-interests play a role in conflict over territory and resources.
- Analyze how the communications and transportation technologies, that contribute to cultural convergences, may also stimulate cultural divergence.
- Describe how social, cultural, and economic processes shape the features of places.

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Big Idea #5: Characteristics, distribution, and migration of human populations impact culture, economic interdependence, settlement patterns, and control of the Earth's surface

Essential Questions:

- Why do increased populations impact physical and human systems?
- Why do the functions of cities differ from town and villages throughout the world?
- Why is economic interdependence a function of geography?

Concepts:

- Demographic trends, including spatial distribution, size, and density, stimulate patterns of population distribution and movement.
- Current and past settlement patterns construct place and region.
- The spatial distribution of economic activities are reshaping businesses and effecting changes and movements in factors of production.

Competencies:

- Evaluate the impact of population numbers and patterns, including human migration, on physical and human systems.
- Compare the characteristics of settlement in developing and developed countries.
- Explain why places have specific physical and human characteristics in different parts of the world that impact economic activity.

Big Idea #6: Human actions modify the physical environment, and physical systems affect human systems.

Essential Questions:

- What constraints are placed on the human systems by the physical environment?
- How could human modification of the physical environment significantly impact a region?
- How does spatial distribution of resources affect patterns of human settlement?
- Why are public policies and programs for resource use and management dependent on environmental and social pressures?

Concepts:

- Physical systems influence how people depend on, adjust to, and modify physical systems.
- People modify ways of life to accommodate different environmental contexts.
- Human activity affects the sustainability, distribution, and utilization of natural resources.
- Local and regional human activity has global effects, and people are able to develop international agreements to manage environmental issues.

Competencies:

- Evaluate how changes in the physical environment can diminish its capacity to support human activity. Analyze the role of technology, in the capacity of the physical environment, to accommodate human modification.
- Evaluate resource degradation and depletion from multiple points of view.
- Compare recycling laws in the states of the United States and other countries to explain attitudes toward resource management.

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Unit VI: North Africa, Southwest and Central Asia

Time Range in Days: 7-10 days

Standards Addressed:

PA Academic Standards for Geography: G.7.1; 8.1.12 (A,B,C,D); 8.3.12 (A,B,C); 8.4.12 (A,B,C,D); 1.1.11 (A,D,F); 1.2.11(A,B); 1.5.11(B,C); 1.6.11(A,D,E)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview: In this unit, students will learn to identify the locations and geographic characteristics of North Africa, Southwest Asia and Central Asia. Students will learn about different economic and governmental systems of North Africa, Southwest Asia and Central Asia. They will compare different cultural institutions, and explore how history has shaped much of North Africa, Southwest Asia and Central Asia and what its future has in store.

Goals:

- Students will identify the nations of North Africa, Southwest and Central Asia located in relation to the rest of the world.
- Students will be able to relate the reasons for the similar climate zones, despite the size of the area.
- Students will explain the reasons for the common cultural characteristics of the region.
- Students will identify the major political subdivisions of the region.
- Students will identify and describe major physical characteristics of the region.
- Students will explain the reasons why the three areas can be labeled a region.

Objectives: Students will...

- Identify key vocabulary concepts (DOK 1)
- Label the national borders of the region. (DOK 1)
- Label the locations of 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)

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.

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- 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.

Assessments:

Diagnostic:

- Homework assignments, worksheets, create graphic organizers, define terms

Formative:

- Cooperative Learning assignments, writing assignments

Summative:

- Section quizzes, Chapter and Unit Tests, Unit Projects

Extensions:

- Reading/interpretation/completion of publisher provided enrichment activities
- Reading and summarization of current articles from selected periodicals.

Correctives:

- More extensive direct instruction
- Completion of publisher provided reinforcing skills worksheets
- Completion of re-teaching activities provided by publisher

Materials and Resources:

- Nijman, Jan. Regions. Hoboken: Wiley. 2017.
- 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*
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UNIT VII Africa South of the Sahara

Big Idea # 1: Geography is used to explain the past, interpret the present, and plan for the future.

Essential Questions:

- What makes one place different from another?
- What are the criteria to create a region?
- How is one place different than another place?
- Why does culture impact place?

Concepts:

- Patterns of physical features and spatial patterns of human features change over time.
- Cultural changes influence people's perceptions of places and regions.
- Cultural changes influence people's perceptions of places and regions.

Competencies:

- Analyze how people perceive and use place over time.
- Evaluate why multiple criteria can be used to define a region and how a location can be in different regions.
- Describe how social, cultural, and economic processes shape the features of places.

Big Idea #2: Geographic representations are essential to explain the spatial organization of people, places, and environments

Essential Questions:

- How can geographic information systems and other geographic technologies impact development?
- Why are mental maps useful?

Concepts:

- Geographic tools from maps to geographic information systems are used to analyze spatial perspective of society.
- Mental maps promote an understanding of the world and a context for events.

Competencies:

- Evaluate the application of geographic tools and supporting technologies to suggest a solution to a world problem.
- Construct a cognitive map from mental images and perceptions of an area.

Big Idea #3: Physical processes shape patterns of the Earth's surface, including the characteristics and special distribution of ecosystems

Essential Questions:

- Why are the physical processes of the Earth critical to the study of physical geography?
- What are the physical characteristics of place?
- Why are extreme physical events a liability for settlement?
- How does geography impact environmental issues?

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Concepts:

- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- The location, distribution, and association of features on the Earth's surface are sculpted by physical processes.
- Circulation of the oceans, ecosystem processes, atmospheric systems, and extreme natural events shape the character of places and regions.
- Biodiversity, productivity, distribution, and characteristics of ecosystems are imperative to understanding environmental issues.

Competencies:

- Explain why places have specific physical and human characteristics in different parts of the world. Describe the interaction of the Earth's physical systems. Analyze the role of physical processes that create distinctive landforms.
- Apply the concept of ecosystems to understand and solve environmental issues.
- Describe the ways in which the Earth's physical processes are dynamic and interactive.

Big Idea #4: Places and regions have physical and human characteristics, and one's culture and experience may influence perception of place.

Essential Questions:

- How does self-interest impact resource allocation and opposition to local development?
- How can technologies expand cultural adaptation and cultural isolation simultaneously?
- How does conflict and cooperation influence social, political, and economic entities?

Concepts:

- Human activity, including cultural conflicts and forces of cultural convergence, has an effect on the human characteristics of place and region.
- Technology reshapes spatial processes of cultural convergence and divergence.
- Spatial patterns of political units, including role of political alliances and the impact of political conflicts, fashion the division and control of the Earth's surface.

Competencies:

- Analyze how perception and self-interests play a role in conflict over territory and resources.
- Analyze how the communications and transportation technologies, that contribute to cultural convergences, may also stimulate cultural divergence.
- Describe how social, cultural, and economic processes shape the features of places.

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Big Idea #5: Characteristics, distribution, and migration of human populations impact culture, economic interdependence, settlement patterns, and control of the Earth's surface

Essential Questions:

- Why do increased populations impact physical and human systems?
- Why do the functions of cities differ from town and villages throughout the world?
- Why is economic interdependence a function of geography?

Concepts:

- Demographic trends, including spatial distribution, size, and density, stimulate patterns of population distribution and movement.
- Current and past settlement patterns construct place and region.
- The spatial distribution of economic activities are reshaping businesses and effecting changes and movements in factors of production.

Competencies:

- Evaluate the impact of population numbers and patterns, including human migration, on physical and human systems.
- Compare the characteristics of settlement in developing and developed countries.
- Explain why places have specific physical and human characteristics in different parts of the world that impact economic activity.

Big Idea #6: Human actions modify the physical environment, and physical systems affect human systems.

Essential Questions:

- What constraints are placed on the human systems by the physical environment?
- How could human modification of the physical environment significantly impact a region?
- How does spatial distribution of resources affect patterns of human settlement?
- Why are public policies and programs for resource use and management dependent on environmental and social pressures?

Concepts:

- Physical systems influence how people depend on, adjust to, and modify physical systems.
- People modify ways of life to accommodate different environmental contexts.
- Human activity affects the sustainability, distribution, and utilization of natural resources.
- Local and regional human activity has global effects, and people are able to develop international agreements to manage environmental issues.

Competencies:

- Evaluate how changes in the physical environment can diminish its capacity to support human activity. Analyze the role of technology, in the capacity of the physical environment, to accommodate human modification.
- Evaluate resource degradation and depletion from multiple points of view.
- Compare recycling laws in the states of the United States and other countries to explain attitudes toward resource management.

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Unit VII: Africa South of the Sahara

Time Range in Days: 3-5 days

Standards Addressed:

PA Academic Standards for Geography: G.7.1; 8.1.12 (A,B,C,D); 8.3.12 (A,B,C); 8.4.12 (A,B,C,D); 1.1.11 (A,D,F); 1.2.11(A,B); 1.5.11(B,C); 1.6.11(A,D,E)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview: In this unit, students will learn to identify the locations and geographic characteristics of Africa. Students will learn about different economic and governmental systems of African countries. They will compare different cultural institutions, and explore how history has shaped much of Africa and what its future has in store.

Goals:

- Students will identify the nations of Sub-Saharan Africa located in relation to the rest of the world.
- Students will be able to relate the reasons for the similar climate zones, despite the size of the area.
- Students will explain the reasons for the common cultural characteristics of the region.
- Students will identify the major political subdivisions of the region.
- Students will identify and describe major physical characteristics of the region.
- Students will explain the reasons why the three areas can be labeled a region.

Objectives: Students will...

- Identify key vocabulary concepts (DOK 1)
- Label the national borders of the region. (DOK 1)
- Label the locations of 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)

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.

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- 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.

Assessments:

Diagnostic:

- Homework assignments, worksheets, create graphic organizers, define terms

Formative:

- Cooperative Learning assignments, writing assignments

Summative:

- Section quizzes, Chapter and Unit Tests, Unit Projects

Extensions:

- Reading/interpretation/completion of publisher provided enrichment activities
- Reading and summarization of current articles from selected periodicals.

Correctives:

- More extensive direct instruction
- Completion of publisher provided reinforcing skills worksheets
- Completion of re-teaching activities provided by publisher

Materials and Resources:

- Nijman, Jan. Regions. Hoboken: Wiley. 2017.
- 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

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UNIT VIII South Asia

Big Idea # 1: Geography is used to explain the past, interpret the present, and plan for the future.

Essential Questions:

- What makes one place different from another?
- What are the criteria to create a region?
- How is one place different than another place?
- Why does culture impact place?

Concepts:

- Patterns of physical features and spatial patterns of human features change over time.
- Cultural changes influence people's perceptions of places and regions.
- Cultural changes influence people's perceptions of places and regions.

Competencies:

- Analyze how people perceive and use place over time.
- Evaluate why multiple criteria can be used to define a region and how a location can be in different regions.
- Describe how social, cultural, and economic processes shape the features of places.

Big Idea #2: Geographic representations are essential to explain the spatial organization of people, places, and environments

Essential Questions:

- How can geographic information systems and other geographic technologies impact development?
- Why are mental maps useful?

Concepts:

- Geographic tools from maps to geographic information systems are used to analyze spatial perspective of society.
- Mental maps promote an understanding of the world and a context for events.

Competencies:

- Evaluate the application of geographic tools and supporting technologies to suggest a solution to a world problem.
- Construct a cognitive map from mental images and perceptions of an area.

Big Idea #3: Physical processes shape patterns of the Earth's surface, including the characteristics and special distribution of ecosystems

Essential Questions:

- Why are the physical processes of the Earth critical to the study of physical geography?
- What are the physical characteristics of place?
- Why are extreme physical events a liability for settlement?
- How does geography impact environmental issues?

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Concepts:

- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- The location, distribution, and association of features on the Earth's surface are sculpted by physical processes.
- Circulation of the oceans, ecosystem processes, atmospheric systems, and extreme natural events shape the character of places and regions.
- Biodiversity, productivity, distribution, and characteristics of ecosystems are imperative to understanding environmental issues.

Competencies:

- Explain why places have specific physical and human characteristics in different parts of the world. Describe the interaction of the Earth's physical systems. Analyze the role of physical processes that create distinctive landforms.
- Apply the concept of ecosystems to understand and solve environmental issues.
- Describe the ways in which the Earth's physical processes are dynamic and interactive.

Big Idea #4: Places and regions have physical and human characteristics, and one's culture and experience may influence perception of place.

Essential Questions:

- How does self-interest impact resource allocation and opposition to local development?
- How can technologies expand cultural adaptation and cultural isolation simultaneously?
- How does conflict and cooperation influence social, political, and economic entities?

Concepts:

- Human activity, including cultural conflicts and forces of cultural convergence, has an effect on the human characteristics of place and region.
- Technology reshapes spatial processes of cultural convergence and divergence.
- Spatial patterns of political units, including role of political alliances and the impact of political conflicts, fashion the division and control of the Earth's surface.

Competencies:

- Analyze how perception and self-interests play a role in conflict over territory and resources.
- Analyze how the communications and transportation technologies, that contribute to cultural convergences, may also stimulate cultural divergence.
- Describe how social, cultural, and economic processes shape the features of places.

Big Idea #5: Characteristics, distribution, and migration of human populations impact culture, economic interdependence, settlement patterns, and control of the Earth's surface

Essential Questions:

- Why do increased populations impact physical and human systems?
- Why do the functions of cities differ from town and villages throughout the world?
- Why is economic interdependence a function of geography?

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Concepts:

- Demographic trends, including spatial distribution, size, and density, stimulate patterns of population distribution and movement.
- Current and past settlement patterns construct place and region.
- The spatial distribution of economic activities are reshaping businesses and effecting changes and movements in factors of production.

Competencies:

- Evaluate the impact of population numbers and patterns, including human migration, on physical and human systems.
- Compare the characteristics of settlement in developing and developed countries.
- Explain why places have specific physical and human characteristics in different parts of the world that impact economic activity.

Big Idea #6: Human actions modify the physical environment, and physical systems affect human systems.

Essential Questions:

- What constraints are placed on the human systems by the physical environment?
- How could human modification of the physical environment significantly impact a region?
- How does spatial distribution of resources affect patterns of human settlement?
- Why are public policies and programs for resource use and management dependent on environmental and social pressures?

Concepts:

- Physical systems influence how people depend on, adjust to, and modify physical systems.
- People modify ways of life to accommodate different environmental contexts.
- Human activity affects the sustainability, distribution, and utilization of natural resources.
- Local and regional human activity has global effects, and people are able to develop international agreements to manage environmental issues.

Competencies:

- Evaluate how changes in the physical environment can diminish its capacity to support human activity. Analyze the role of technology, in the capacity of the physical environment, to accommodate human modification.
- Evaluate resource degradation and depletion from multiple points of view.
- Compare recycling laws in the states of the United States and other countries to explain attitudes toward resource management.

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Unit VII: South Asia

Time Range in Days: 7-10 days

Standards Addressed:

PA Academic Standards for Geography: G.7.1; 8.1.12 (A,B,C,D); 8.3.12 (A,B,C); 8.4.12 (A,B,C,D); 1.1.11 (A,D,F); 1.2.11(A,B); 1.5.11(B,C); 1.6.11(A,D,E)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview: In this unit, students will learn to identify the locations and geographic characteristics of South Asia. Students will learn about different economic and governmental systems of South Asian countries. They will compare different cultural institutions, and explore how history has shaped much of South Asia and what its future has in store.

Goals:

- Students will identify the nations of South Asia located in relation to the rest of the world.
- Students will be able to relate the reasons for the similar climate zones, despite the size of the area.
- Students will explain the reasons for the common cultural characteristics of the region.
- Students will identify the major political subdivisions of the region.
- Students will identify and describe major physical characteristics of the region.
- Students will explain the reasons why the three areas can be labeled a region.

Objectives: Students will...

- Identify key vocabulary concepts (DOK 1)
- Label the national borders of the region. (DOK 1)
- Label the locations of 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)

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.

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- 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.

Assessments:

Diagnostic:

- Homework assignments, worksheets, create graphic organizers, define terms

Formative:

- Cooperative Learning assignments, writing assignments

Summative:

- Section quizzes, Chapter and Unit Tests, Unit Projects

Extensions:

- Reading/interpretation/completion of publisher provided enrichment activities
- Reading and summarization of current articles from selected periodicals.

Correctives:

- More extensive direct instruction
- Completion of publisher provided reinforcing skills worksheets
- Completion of re-teaching activities provided by publisher

Materials and Resources:

- Nijman, Jan. *Regions*. Hoboken: Wiley. 2017.
- 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

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UNIT IX East Asia

Big Idea # 1: Geography is used to explain the past, interpret the present, and plan for the future.

Essential Questions:

- What makes one place different from another?
- What are the criteria to create a region?
- How is one place different than another place?
- Why does culture impact place?

Concepts:

- Patterns of physical features and spatial patterns of human features change over time.
- Cultural changes influence people's perceptions of places and regions.
- Cultural changes influence people's perceptions of places and regions.

Competencies:

- Analyze how people perceive and use place over time.
- Evaluate why multiple criteria can be used to define a region and how a location can be in different regions.
- Describe how social, cultural, and economic processes shape the features of places.

Big Idea #2: Geographic representations are essential to explain the spatial organization of people, places, and environments

Essential Questions:

- How can geographic information systems and other geographic technologies impact development?
- Why are mental maps useful?

Concepts:

- Geographic tools from maps to geographic information systems are used to analyze spatial perspective of society.
- Mental maps promote an understanding of the world and a context for events.

Competencies:

- Evaluate the application of geographic tools and supporting technologies to suggest a solution to a world problem.
- Construct a cognitive map from mental images and perceptions of an area.

Big Idea #3: Physical processes shape patterns of the Earth's surface, including the characteristics and special distribution of ecosystems

Essential Questions:

- Why are the physical processes of the Earth critical to the study of physical geography?
- What are the physical characteristics of place?
- Why are extreme physical events a liability for settlement?
- How does geography impact environmental issues?

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Concepts:

- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- The location, distribution, and association of features on the Earth's surface are sculpted by physical processes.
- Circulation of the oceans, ecosystem processes, atmospheric systems, and extreme natural events shape the character of places and regions.
- Biodiversity, productivity, distribution, and characteristics of ecosystems are imperative to understanding environmental issues.

Competencies:

- Explain why places have specific physical and human characteristics in different parts of the world. Describe the interaction of the Earth's physical systems. Analyze the role of physical processes that create distinctive landforms.
- Apply the concept of ecosystems to understand and solve environmental issues.
- Describe the ways in which the Earth's physical processes are dynamic and interactive.

Big Idea #4: Places and regions have physical and human characteristics, and one's culture and experience may influence perception of place.

Essential Questions:

- How does self-interest impact resource allocation and opposition to local development?
- How can technologies expand cultural adaptation and cultural isolation simultaneously?
- How does conflict and cooperation influence social, political, and economic entities?

Concepts:

- Human activity, including cultural conflicts and forces of cultural convergence, has an effect on the human characteristics of place and region.
- Technology reshapes spatial processes of cultural convergence and divergence.
- Spatial patterns of political units, including role of political alliances and the impact of political conflicts, fashion the division and control of the Earth's surface.

Competencies:

- Analyze how perception and self-interests play a role in conflict over territory and resources.
- Analyze how the communications and transportation technologies, that contribute to cultural convergences, may also stimulate cultural divergence.
- Describe how social, cultural, and economic processes shape the features of places.

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Big Idea #5: Characteristics, distribution, and migration of human populations impact culture, economic interdependence, settlement patterns, and control of the Earth's surface

Essential Questions:

- Why do increased populations impact physical and human systems?
- Why do the functions of cities differ from town and villages throughout the world?
- Why is economic interdependence a function of geography?

Concepts:

- Demographic trends, including spatial distribution, size, and density, stimulate patterns of population distribution and movement.
- Current and past settlement patterns construct place and region.
- The spatial distribution of economic activities are reshaping businesses and effecting changes and movements in factors of production.

Competencies:

- Evaluate the impact of population numbers and patterns, including human migration, on physical and human systems.
- Compare the characteristics of settlement in developing and developed countries.
- Explain why places have specific physical and human characteristics in different parts of the world that impact economic activity.

Big Idea #6: Human actions modify the physical environment, and physical systems affect human systems.

Essential Questions:

- What constraints are placed on the human systems by the physical environment?
- How could human modification of the physical environment significantly impact a region?
- How does spatial distribution of resources affect patterns of human settlement?
- Why are public policies and programs for resource use and management dependent on environmental and social pressures?

Concepts:

- Physical systems influence how people depend on, adjust to, and modify physical systems.
- People modify ways of life to accommodate different environmental contexts.
- Human activity affects the sustainability, distribution, and utilization of natural resources.
- Local and regional human activity has global effects, and people are able to develop international agreements to manage environmental issues.

Competencies:

- Evaluate how changes in the physical environment can diminish its capacity to support human activity. Analyze the role of technology, in the capacity of the physical environment, to accommodate human modification.
- Evaluate resource degradation and depletion from multiple points of view.
- Compare recycling laws in the states of the United States and other countries to explain attitudes toward resource management.

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Unit IX: East Asia

Time Range in Days: 7-10 days

Standards Addressed:

PA Academic Standards for Geography: G.7.1; 8.1.12 (A,B,C,D); 8.3.12 (A,B,C); 8.4.12 (A,B,C,D); 1.1.11 (A,D,F); 1.2.11(A,B); 1.5.11(B,C); 1.6.11(A,D,E)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview: In this unit, students will learn to identify the locations and geographic characteristics of East Asia. Students will learn about different economic and governmental systems of East Asian countries. They will compare different cultural institutions, and explore how history has shaped much of East Asia and what its future has in store.

Goals:

- Students will identify the nations of East Asia located in relation to the rest of the world.
- Students will be able to relate the reasons for the similar climate zones, despite the size of the area.
- Students will explain the reasons for the common cultural characteristics of the region.
- Students will identify the major political subdivisions of the region.
- Students will identify and describe major physical characteristics of the region.
- Students will explain the reasons why the three areas can be labeled a region.

Objectives: Students will...

- Identify key vocabulary concepts (DOK 1)
- Label the national borders of the region. (DOK 1)
- Label the locations of 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)

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.

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- 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.

Assessments:

Diagnostic:

- Homework assignments, worksheets, create graphic organizers, define terms

Formative:

- Cooperative Learning assignments, writing assignments

Summative:

- Section quizzes, Chapter and Unit Tests, Unit Projects

Extensions:

- Reading/interpretation/completion of publisher provided enrichment activities
- Reading and summarization of current articles from selected periodicals.

Correctives:

- More extensive direct instruction
- Completion of publisher provided reinforcing skills worksheets
- Completion of re-teaching activities provided by publisher

Materials and Resources:

- Nijman, Jan. *Regions*. Hoboken: Wiley. 2017.
- 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

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UNIT X Southeast Asia

Big Idea # 1: Geography is used to explain the past, interpret the present, and plan for the future.

Essential Questions:

- What makes one place different from another?
- What are the criteria to create a region?
- How is one place different than another place?
- Why does culture impact place?

Concepts:

- Patterns of physical features and spatial patterns of human features change over time.
- Cultural changes influence people's perceptions of places and regions.
- Cultural changes influence people's perceptions of places and regions.

Competencies:

- Analyze how people perceive and use place over time.
- Evaluate why multiple criteria can be used to define a region and how a location can be in different regions.
- Describe how social, cultural, and economic processes shape the features of places.

Big Idea #2: Geographic representations are essential to explain the spatial organization of people, places, and environments

Essential Questions:

- How can geographic information systems and other geographic technologies impact development?
- Why are mental maps useful?

Concepts:

- Geographic tools from maps to geographic information systems are used to analyze spatial perspective of society.
- Mental maps promote an understanding of the world and a context for events.

Competencies:

- Evaluate the application of geographic tools and supporting technologies to suggest a solution to a world problem.
- Construct a cognitive map from mental images and perceptions of an area.

Big Idea #3: Physical processes shape patterns of the Earth's surface, including the characteristics and special distribution of ecosystems

Essential Questions:

- Why are the physical processes of the Earth critical to the study of physical geography?
- What are the physical characteristics of place?
- Why are extreme physical events a liability for settlement?
- How does geography impact environmental issues?

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Concepts:

- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- Physical characteristics of places and regions are impacted through the interrelationships among the components of Earth's physical systems: atmosphere, lithosphere, hydrosphere, and biosphere.
- The location, distribution, and association of features on the Earth's surface are sculpted by physical processes.
- Circulation of the oceans, ecosystem processes, atmospheric systems, and extreme natural events shape the character of places and regions.
- Biodiversity, productivity, distribution, and characteristics of ecosystems are imperative to understanding environmental issues.

Competencies:

- Explain why places have specific physical and human characteristics in different parts of the world. Describe the interaction of the Earth's physical systems. Analyze the role of physical processes that create distinctive landforms.
- Apply the concept of ecosystems to understand and solve environmental issues.
- Describe the ways in which the Earth's physical processes are dynamic and interactive.

Big Idea #4: Places and regions have physical and human characteristics, and one's culture and experience may influence perception of place.

Essential Questions:

- How does self-interest impact resource allocation and opposition to local development?
- How can technologies expand cultural adaptation and cultural isolation simultaneously?
- How does conflict and cooperation influence social, political, and economic entities?

Concepts:

- Human activity, including cultural conflicts and forces of cultural convergence, has an effect on the human characteristics of place and region.
- Technology reshapes spatial processes of cultural convergence and divergence.
- Spatial patterns of political units, including role of political alliances and the impact of political conflicts, fashion the division and control of the Earth's surface.

Competencies:

- Analyze how perception and self-interests play a role in conflict over territory and resources.
- Analyze how the communications and transportation technologies, that contribute to cultural convergences, may also stimulate cultural divergence.
- Describe how social, cultural, and economic processes shape the features of places.

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Big Idea #5: Characteristics, distribution, and migration of human populations impact culture, economic interdependence, settlement patterns, and control of the Earth's surface

Essential Questions:

- Why do increased populations impact physical and human systems?
- Why do the functions of cities differ from town and villages throughout the world?
- Why is economic interdependence a function of geography?

Concepts:

- Demographic trends, including spatial distribution, size, and density, stimulate patterns of population distribution and movement.
- Current and past settlement patterns construct place and region.
- The spatial distribution of economic activities are reshaping businesses and effecting changes and movements in factors of production.

Competencies:

- Evaluate the impact of population numbers and patterns, including human migration, on physical and human systems.
- Compare the characteristics of settlement in developing and developed countries.
- Explain why places have specific physical and human characteristics in different parts of the world that impact economic activity.

Big Idea #6: Human actions modify the physical environment, and physical systems affect human systems.

Essential Questions:

- What constraints are placed on the human systems by the physical environment?
- How could human modification of the physical environment significantly impact a region?
- How does spatial distribution of resources affect patterns of human settlement?
- Why are public policies and programs for resource use and management dependent on environmental and social pressures?

Concepts:

- Physical systems influence how people depend on, adjust to, and modify physical systems.
- People modify ways of life to accommodate different environmental contexts.
- Human activity affects the sustainability, distribution, and utilization of natural resources.
- Local and regional human activity has global effects, and people are able to develop international agreements to manage environmental issues.

Competencies:

- Evaluate how changes in the physical environment can diminish its capacity to support human activity. Analyze the role of technology, in the capacity of the physical environment, to accommodate human modification.
- Evaluate resource degradation and depletion from multiple points of view.
- Compare recycling laws in the states of the United States and other countries to explain attitudes toward resource management.

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Unit X: Southeast Asia

Time Range in Days: 11-14 days

Standards Addressed:

PA Academic Standards for Geography: G.7.1; 8.1.12 (A,B,C,D); 8.3.12 (A,B,C); 8.4.12 (A,B,C,D); 1.1.11 (A,D,F); 1.2.11(A,B); 1.5.11(B,C); 1.6.11(A,D,E)

Anchor(s): M.2.4 & 5; R.1.2, 6 & 8; R.11.A.2.3 & 5

Overview: In this unit, students will learn to identify the locations and geographic characteristics of Southeast Asia. Students will learn about different economic and governmental systems of Southeast Asian countries. They will compare different cultural institutions, and explore how history has shaped much of Southeast Asia and what its future has in store.

Goals:

- Students will identify the nations of Southeast Asia located in relation to the rest of the world.
- Students will be able to relate the reasons for the similar climate zones, despite the size of the area.
- Students will explain the reasons for the common cultural characteristics of the region.
- Students will identify the major political subdivisions of the region.
- Students will identify and describe major physical characteristics of the region.
- Students will explain the reasons why the three areas can be labeled a region.

Objectives: Students will...

- Identify key vocabulary concepts (DOK 1)
- Label the national borders of the region. (DOK 1)
- Label the locations of 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)

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.

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- 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.

Assessments:

Diagnostic:

- Homework assignments, worksheets, create graphic organizers, define terms

Formative:

- Cooperative Learning assignments, writing assignments

Summative:

- Section quizzes, Chapter and Unit Tests, Unit Projects

Extensions:

- Reading/interpretation/completion of publisher provided enrichment activities
- Reading and summarization of current articles from selected periodicals.

Correctives:

- More extensive direct instruction
- Completion of publisher provided reinforcing skills worksheets
- Completion of re-teaching activities provided by publisher

Materials and Resources:

- Nijman, Jan. *Regions*. Hoboken: Wiley. 2017.
- 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

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PA Academic Standards for Geography

7.1.12.A. Use geographic tools to analyze information about the interaction between people, places, and the environment.

7.1.12.B. Assess how physical changes to a region may have global impact.

7.2.12.A. Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.

7.2.12.B. Analyze the significance of physical processes in shaping the character of places and regions.

7.3.12.A. Analyze the human characteristics of places and regions using the following criteria: • Population • Culture • Settlement • Economic activities • Political activities

7.4.12.A. Analyze the global effects of changes in the physical systems.

7.4.12.B. Analyze the global effects of human activity on the physical systems.

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**Primary Textbook(s) Used for
this Course of Instruction**

Name of Textbook: Geography: Realms, Regions, and Concepts. 17th Edition.

Textbook ISBN #: 978-1-119-37754-2

Textbook Publisher & Year of Publication: John Wiley & Sons, Inc. 2016

Curriculum Textbook is utilized in (title of course): Geography