

Managed Curriculum



World Geography

2011-2012 School Year



John White, RSD Superintendent

Social Studies: World Geography

Grade 9



GEE TEST SPECIFICATIONS

Geography: 15%
Civics: 25%
Economics: 20%
History: 40%

The 2011-2012 Managed Curriculum

Special Note: Unlike other high-school Social-Studies courses, in which each unit introduces mostly new GLEs, the World Geography curriculum front-loads introduction of GLEs in early units and then proceeds to review those GLEs using a different geographic area in each subsequent unit. Because of this approach, the objectives for each unit in this document consist of all the GLEs for that unit, not just the newly introduced GLEs for that unit. The objectives are divided—as are the GLEs—into “new” and “review” subsections.

***Note:** The critical objectives are in bold and italicized. Also, the Managed Curriculum should be used in conjunction with the Assessment Guide and Academic Learning Plan.

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<p style="text-align: center;">Establishing Effective Management Practices</p> <p><i>Opening of School Activities</i></p> <ul style="list-style-type: none"> • Pretest of GLEs (using Pre-Assessment from Harcourt series) • Culture Building <ul style="list-style-type: none"> ○ Establishing Routines ○ Class Procedures ○ Student Expectations • Student Friendly GLEs <ul style="list-style-type: none"> ○ Posted in Student Binders (Check List) ○ Posted on Wall (Class Poster) • Goal Setting - Prescriptive Planning • Set Up Student Portfolios – • Students’ Portfolios to include: <ul style="list-style-type: none"> ○ Writing Samples, ○ Student Projects ○ Assessments: Formative and Summative ○ GLE Accountabilities: Graphic organizers and other evidence 		<p>Teacher Note: Develop classroom rules with students.</p> <p>Practice routine with students and include content specific lessons.</p> <p>Suggested Resources:</p> <p>“Champs” “Harry Wong: First Days of School”</p>

Unit 1: Basic Geography Skills

Unit Description: This unit reviews and reinforces the basic geography skills needed to comprehend and interpret the various maps, charts, diagrams, and graphs students will encounter in their study of World Geography. Also, students learn to apply the five themes of geography to the area in which they live.

Guiding Questions

1. Can students identify and use the map elements (map title, compass rose, scale, and legend, date, and author) to interpret data on a given map?
2. Can students use a compass rose to determine cardinal and intermediate directions on a map?
3. Can students use map symbols in a legend to interpret and analyze map information?
4. Can students construct a map containing the necessary map elements based on given narrative information?
5. Can students identify various types of maps and their uses?
6. Can students explain the five themes of geography?
7. Can students analyze, interpret, and apply information found on charts, diagrams, and graphs to explain geographic information?
8. Can students identify and explain the four components of Earth's physical systems?

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
<u>new</u> 1 2 3 4 5 6 7 8* 20 22 23	1.1 (1, 2) 1.2 (1, 3, 4, 8) 1.3 (2) 1.4 (5) 1.5 (1, 23) 1.6 (6, 7) 1.7 (20) 1.8 (22)	<u>new</u> <ul style="list-style-type: none"> • Identify, explain, and apply the five themes of geography • Compare and contrast various types of maps • Analyze or interpret a map to locate geographic information, using a variety of map elements • Use a city or road map to plot a route from one place to another or to identify the shortest route • Construct a map based on given narrative information (e.g., location of cities, bodies of water, places of historical significance) • Construct a chart, diagram, graph, or graphic organizer to display geographic information • Analyze, interpret, and use information in charts, diagrams, and graphs to explain geographic issues • Use maps drawn from memory to answer geographic questions* • Categorize elements of the natural environment as belonging to one of four components of Earth's physical systems: atmosphere, lithosphere, biosphere, or hydrosphere • Examine the physical effects of Earth-Sun relationships 	five themes of geography political map physical map topographic map resource map compass rose map scale legend / key time zone latitude longitude degree equator hemisphere prime meridian map projection population pyramid atmosphere biosphere lithosphere hydrosphere	Text, pp. 7-8, 15-18, 20, 32, 47, 9, 13, 23, 38, 11-12 <u>five themes:</u> http://www2.una.edu/geography/statedept/themes.html Holt Graphic Organizer Transparency 1.2 Technology Implementation: Use with Promethean Board Text Interactive Website: http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?keyword=ss%20wgtfv http://206.218.181.50/Educators/Educators_Handbook/Managed_Curriculum/HS_Curriculum/World_Geography.aspx Text Atlas Holt Map Activity 1 Passing the LEAP, pp. 15-25 Text pp. 9-20, 32, 47, 88, 136, 276, 420-1, 468, 698, xvii

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> Explain the movement of wind patterns across the earth, its relationship to ocean currents, and its climatic effects on various regions of the world 	global warming doldrums El Niño	Text, p. 35 (Earth's physical systems) Text, pp. 29-31 & Holt Graphic Organizer 2.2 (Earth-Sun relationship), Text, pp 43-5, 51-3, 262 & Holt Map Activity 3 (wind patterns)

Unit 1: Teacher Reflection on Content Mastery

Can students:

- identify and use the map elements (map title, compass rose, scale, and legend, date, and author) to interpret data on a given map?
- use a compass rose to determine cardinal and intermediate directions on a map?
- use map symbols in a legend to interpret and analyze map information?
- construct a map containing the necessary map elements based on given narrative information?
- identify various types of maps and their uses?
- explain the five themes of geography?
- analyze, interpret, and apply information found on charts, diagrams, and graphs to explain geographic information?
- identify and explain the four components of Earth's physical systems?

Unit 2: The United States and Canada

Unit Description: This unit focuses on the physical and human geography of the United States and Canada. The unit explores how location has shaped the history of the two countries and led to regional labels. An analysis of human activities such as migration patterns, standards of living, and environmental issues involving conservation and the use of natural resources is also included. This unit will focus on human migration trends and economic issues such as the distribution of natural resources throughout the area, standard of living, and environmental challenges facing the United States and Canada.

Guiding Questions

1. Can students identify and analyze the distinguishing physical or human features of the geographic regions of the United States and Canada?
2. Can students explain how topography, climate, soil, vegetation, and natural resources shaped the history of the United States and Canada?
3. Can students explain how location, physical features, and human characteristics of places influenced historical events in the regions?
4. Can students analyze the human activities and physical characteristics that led to regional labels?
5. Can students compare and contrast past and present trends in human migration within the U.S.?
6. Can students analyze the relationship between a country's standard of living and its locally accessible natural resources?
7. Can students debate a position on an environmental issue involving conservation or use of natural resources?

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
new 9 10 11 12 13 14 15 16 18 19 21 24 25 26 31 32 39 40 41 44 46	2.1 (1, 8, 10, 11, 15, 41, 44) 2.2 (1, 18, 19, 21) 2.3 (2, 6, 14, 16) 2.4 (2, 9, 10, 15) 2.5 (25, 26) 2.6 (12, 13) 2.7 (31, 32) 2.8 (24, 39, 40, 50) 2.9 (46, 47, 49)	new <ul style="list-style-type: none"> Identify and analyze the distinguishing physical or human characteristics of a given place (e.g., landforms, precipitation, ecosystems, settlement patterns, economic activities) Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place Draw conclusions about a place or area from its geographic or physical features Explain how topography, climate, 	<i>infant mortality</i> <i>literacy rate</i> <i>water table</i> <i>population density</i> <i>per capita income</i> <i>demographic data</i> <i>subsistence</i> <i>commercial farming</i> <i>plate tectonics</i> <i>subtropical</i> <i>tropical</i> <i>urbanization</i> <i>trend</i> <i>political oppression</i> <i>persecution</i> <i>infrastructure</i> <i>economic stagnation</i> <i>geographic isolation</i> <i>assimilation</i> <i>famine</i> <i>urban sprawl</i> <i>global warming</i>	Text, pp.13, 32-3, 47, 52-3, 88, 136-7, 276, 420-1, 468, 698, xvii, 47, 91-3, 100-1, 103 Passing the LEAP, pp. 21, 27-38 Holt Graphic Organizer Transparency 3.1, 4.1, 4.3, 8.1, 5.2 Technology Implementation: Use with Promethean Board Text Interactive Website: http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?keyword=ss%20wgtfv http://206.218.181.50/Educators/Educators_Handbook/Managed_Curriculum/HS_Curriculum/World_Geography.aspx <i>five themes:</i> text, pp. 7-8 http://www2.una.edu/geography/statedept/themes.html <i>migration / immigration:</i> http://en.wikipedia.org/wiki/Immigration http://en.wikipedia.org/wiki/Migration <i>topography & human activity:</i>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
47 49 50 <u>review</u> 1 2 6 8		<p>soil, vegetation, and natural resources shape the history of a region</p> <ul style="list-style-type: none"> Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) Explain ways in which regional systems are interconnected (e.g., interstate transportation and trade, interconnecting rivers and canals) Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) Explain how physical or geographical characteristics (e.g., mountain ranges, interconnecting waterways) facilitate or hinder regional interactions Analyze how human activities and physical characteristics of regions have led to regional labels (e.g., Dust Bowl, New South, Sunbelt) Describe how physical, historical, and cultural characteristics give definition to a place or region (e.g., New South, Jerusalem) 	<p><i>ice cap</i> <i>cyclone</i> <i>coastal erosion</i> <i>emission controls</i> <i>greenhouse gases</i> <i>invasive species</i> <i>sustainable resource</i> <i>recycling</i> <i>crop rotation</i> <i>ozone layer</i> <i>dead zone</i> <i>soil subsidence</i> Federal Emergency Management Authority (FEMA) <i>homeowner’s insurance</i> <i>national flood insurance program</i> Corps of Engineers National Weather Service <i>eminent domain</i> <i>auto emission control</i></p> <hr/> <p>precipitation ecosystem savannah arid permafrost rift valley fault sediment delta alluvial plateau</p>	<p>www.unitedstreaming.com (water and irrigation segments from video “Ancient Civilizations: The Beginning is the End”)</p> <p><u>environment & history:</u> http://regentsprep.org/Regents/ushisgov/themes/environment/history.cfm</p> <p><u>geography & culture:</u> http://rockyweb.cr.usgs.gov/outreach/mapcatalog/culture.html</p> <p><u>regions:</u> http://usa.usembassy.de/travel-regions.htm http://regentsprep.org/Regents/global/themes/diversity/geographicregions.cfm</p> <p>Text, pp. 16-17, 95-7, 262, 272, 735-6, 121-4 , 130-1</p> <p>Text, pp. 73, 81, 89-93, 127, 170, 416-17, 546-7</p> <p>Text, pp. 414, 36, 536, 589, 674-5, 596, 744, 79, 124, 7-8, 36, 76, 81, 99, 345, 545-7</p> <p>Text population maps: pp. 88, 144, 214, 284, 376, 428, 476, 588, 610, 706; population pyramids: pp. 19, 22, 334, 359, 390, 687</p> <p>Holt Graphic Organizer 5.1, 6.2</p> <p><u>Text maps, physical characteristics of regions:</u> pp. 141, 211, 291, 373, 425, 473, 555, 607, 703</p> <p>Passing the LEAP, pp. 41-5, 215-16, 218-19 Holt Map Activity 2, 3, 4, 6, 17, 25</p> <p><u>migration:</u> http://en.wikipedia.org/wiki/Migration</p> <p><u>urban development:</u> http://wikipedia.org/wiki/Urban_sprawl</p> <p><u>causes of national conflict:</u></p>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> Characterize areas or regions in terms of the physical processes that affect them (e.g., Pacific Ocean “Rim of Fire,” San Andreas fault) Examine the effects of a physical process (e.g., erosion and depository processes, global warming, El Niño) on the natural environment and societies of an area and draw conclusions from that information Compare and contrast past and present trends in human migration Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) Compare the role that culture plays in incidents of cooperation and conflict in the present-day world Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) Describe challenges to human systems and activities posed by the physical environment or the impact of natural processes and disasters on human systems (e.g., infrastructure) 	<p>basin tributary estuary drought prosperity household pattern tsunami national self-interest land retirement land clearing</p>	<p>http://un.org/esa/socdev/unyin/wyr07.htm</p> <p><u>demographics:</u> http://www.kidscount.org/census/</p> <p><u>income distribution chart:</u> http://wikimedia.org/wiki/Household_income_in_the_United_States</p> <p><u>“green” sites:</u> http://www.nrdc.org/reference/kids.asp</p> <p><u>environmental challenges strategies:</u> http://www.worldbank.org/challenge/html/build_it.html</p> <p><u>income distribution graph:</u> http://www.gapminder.org/downloads/applications/income-distribution-2003.html</p> <p><u>natural resources & environment:</u> http://www.ers.usda.gov/Browse/NaturalResourcesEnvironment/</p> <p><u>environmental issues:</u> http://youthink.worldbank.org/issues/environment/</p> <p>http://www.ers.usda.gov/briefing/GlobalResources/sources_of_pollution: http://en.wikipedia.org/wiki/Pollute</p> <p><u>environmental impact:</u> http://www.epa.gov/kids/</p> <p>Text, pp. 16-17, 95-7, 262, 272, 735-6, 121-4 , 130-1</p> <p>Text, pp. 73, 81, 89-93, 127, 170, 416-17, 546-7</p> <p>Text, pp. 414, 36, 536, 589, 674-5, 596, 744, 79, 124, 7-8, 36, 76, 81, 99, 345, 545-7</p>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> • Analyze or evaluate strategies for dealing with environmental challenges (e.g., dams or dikes to control floods, fertilizer to improve crop production) • Analyze the relationship between the development of natural resources in a region and human settlement patterns or regional variations in land use • Analyze the relationship between a country's standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) • Assess the role of government in preserving natural resources and protecting the physical environment • Evaluate the effectiveness of policies and programs related to conservation and use of natural resources • Debate a position on an environmental issue involving conservation or use of natural resources (e.g., private vs. public interest) • Evaluate options for solving a local or regional problem involving physical processes or environmental challenges (e.g., government disaster aid, environmental clean-up cost responsibility) 		<p>Text population maps: pp. 88, 144, 214, 284, 376, 428, 476, 588, 610, 706; population pyramids: pp. 19, 22, 334, 359, 390, 687</p> <p>Holt Graphic Organizer 5.1, 6.2</p> <p><u>Text maps, physical characteristics of regions:</u> pp. 141, 211, 291, 373, 425, 473, 555, 607, 703</p> <p>Passing the LEAP, pp. 41-5, 215-16, 218-19 Holt Map Activity 2, 3, 4, 6, 17, 25</p> <p><u>migration:</u> http://en.wikipedia.org/wiki/Migration</p> <p><u>urban development:</u> http://wikipedia.org/wiki/Urban_sprawl</p> <p><u>causes of national conflict:</u> http://un.org/esa/socdev/unyin/wyr07.htm</p> <p><u>demographics:</u> http://www.kidscount.org/census/</p> <p><u>income distribution chart:</u> http://wikimedia.org/wiki/Household_income_in_the_United_States</p> <p><u>“green” sites:</u> http://www.nrdc.org/reference/kids.asp</p> <p><u>environmental challenges strategies:</u> http://www.worldbank.org/challenge/html/build_it.html</p> <p><u>income distribution graph:</u> http://www.gapminder.org/downloads/applications/income-distribution-2003.html</p> <p><u>natural resources & environment:</u></p>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<p><u>review</u></p> <ul style="list-style-type: none"> Identify, explain, and apply the five themes of geography Compare and contrast various types of maps Construct a chart, diagram, graph, or graphic organizer to display geographic information Use maps drawn from memory to answer geographic questions 		<p>http://www.ers.usda.gov/Browse/NaturalResourcesEnvironment/</p> <p><u>environmental issues:</u> http://youthink.worldbank.org/issues/environment/ http://www.ers.usda.gov/briefing/GlobalResources/</p> <p><u>sources of pollution:</u> http://en.wikipedia.org/wiki/Pollute</p> <p><u>environmental impact:</u> http://www.epa.gov/kids/</p>

Unit 2: Teacher Reflection on Content Mastery

Can students:

- identify and analyze the distinguishing physical or human features of the geographic regions of the United States and Canada?
- explain how topography, climate, soil, vegetation, and natural resources shaped the history of the United States and Canada?
- explain how location, physical features, and human characteristics of places influenced historical events in the regions?
- analyze the human activities and physical characteristics that led to regional labels?
- compare and contrast past and present trends in human migration within the U.S.?
- analyze the relationship between a country’s standard of living and its locally accessible natural resources?
- debate a position on an environmental issue involving conservation or use of natural resources?

Unit 3: Central America, South America and the Caribbean

Unit Description: This unit focuses on the physical and human geography of Central and South America and the Caribbean. The unit explores the relationship between landforms and population and weather patterns. An analysis of human activities such as deforestation and trade agreements is also included.

Guiding Questions

1. Can students apply the five themes of geography to the area of Latin America?
2. Can students draw conclusions about Latin America from its geographic or physical features?
3. Can students assess the role of government in preserving natural resources and protecting the natural environment?
4. Can students explain Latin America's need for trade agreements?
5. Can students predict the future population of Latin America and the problems it will cause?
6. Can students assess the role of differing viewpoints in disputes over natural resources and territory?

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
new 27 28 29 30 36 37 review 1 2 10 11 14 15 24 25 26 44 46 47	3.1 (1, 2, 10, 11, 15, 44) 3.2 (14, 25, 26, 27) 3.3 (1, 24) 3.4 (1, 28, 29, 30) 3.5 (36, 46, 47) 3.6 (36, 37)	new <ul style="list-style-type: none"> • Analyze patterns of urban development in an area or region • Compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions • Analyze the current and future impact of population growth on the world (e.g., natural resources, food supply, standard of living) • Analyze population pyramids and use other data, graphics, and maps to describe population characteristics of different societies and to predict future growth 	<i>cultural diversity</i> <i>push-pull factors</i> <i>El Niño</i> <i>wetlands loss</i> <i>saltwater incursion</i> <i>barrier island</i> <i>surge</i> <i>flood zone</i> <i>standard of living</i> <i>population density</i> <i>national self-interest</i> <i>scarcity</i> <i>conservation policy</i> <i>bias</i> <i>regional perspective</i> <i>income distribution</i> global warming	Text, pp. 90-126, 43-5, 51-3, 90, 262, 272 Technology Implementation: Use with Promethean Board Text Interactive Website: http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?keyword=ss%20wgftv http://206.218.181.50/Educators/Educators_Handbook/Managed_Curriculum/HS_Curriculum/World_Geography.aspx <i>five themes:</i> text, pp. 7-8 http://www2.una.edu/geography/statedepted/themes.html Passing the LEAP, pp. 27-38 Holt Map Activity 2, 3, 4, 6 <i>topography & human activity:</i> www.unitedstreaming.com Water and Irrigation segments from video <i>Ancient Civilizations: The Beginning Is The End</i> <i>environment & history:</i> http://regentsprep.org/Regents/ushisgov/themes/environment/history.cfm <i>migration / immigration:</i>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> Analyze the role of differing points of view and national self-interest in disputes over territory and resources (e.g., oil, water, boundaries) Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) <p><u>review</u></p> <ul style="list-style-type: none"> Identify, explain, and apply the five themes of geography Compare and contrast various types of maps Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place Draw conclusions about a place or area from its geographic or physical features Explain ways in which regional systems are interconnected (e.g., interstate transportation and trade, interconnecting rivers and canals) 	coastal erosion infant mortality demographics Gross Domestic Product	<p>http://en.wikipedia.org/wiki/Migration & http://en.wikipedia.org/wiki/Immigration</p> <p><u>regions:</u> text, pp. 121-2, 322-3, 408, 717, 323, 412-13—trade; pp. 168-9 –rail; http://en.wikipedia.org/wiki/Interstate_Highway_System --highways & http://usa.usembassy.de/travel-regions.htm & http://regentsprep.org/Regents/global/themes/diversity/geographicregions.cfm</p> <p><u>population demographics:</u> Text, pp. 16, 19, 80, 88, 91-3, 116-17, 114-15 Graphic Organizer Transparency 6.1</p> <p><u>migration:</u> http://en.wikipedia.org/wiki/Migration</p> <p><u>urban development:</u> http://en.wikipedia.org/wiki/Urban_sprawl</p> <p><u>demographics:</u> http://www.kidscount.org/census/ & http://www.census.gov/</p> <p><u>overpopulation:</u> Text, pp. 87, 91-2 & http://youthink.worldbank.org/issues/urbanization/</p> <p><u>economic systems by country:</u> https://www.cia.gov/library/publications/the-world-factbook/index.html</p> <p><u>Text population maps:</u> pp. 88, 144, 214, 284, 376, 428, 476, 588, 610, 706; <u>population pyramids:</u> text, pp. 19, 22, 334, 359, 390, 687</p> <p><u>point of view:</u> Text, pp. 396-7 &</p>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> • Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) • Examine the effects of a physical process (e.g., erosion and depository processes, global warming, El Niño) on the natural environment and societies of an area and draw conclusions from that information • Compare and contrast past and present trends in human migration • Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) • Analyze the relationship between a country’s standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) • Assess the role of government in preserving natural resources and protecting the physical environment • Evaluate the effectiveness of policies and programs related to conservation and use of natural resources 		<p>http://www.wilmottwiki.com/wiki/index.php/WilmottWiki:Neutral_point_of_view</p> <p><u>regional resource issues & alliances:</u> http://www.adb.org/Water/Theme/regional_cooperation.asp & http://www.iaea.org/NewsCenter/News/2008/africawater.html</p> <p><u>standard of living & natural resources:</u> http://olc.spsd.sk.ca/DE/PD/instr/strats/simul/resource.html & http://science.jrank.org/pages/5818/Resources-Natural.html</p> <p><u>standard of living tables</u>, text, pp. 146, 216, 286, 378, 430, 478, 560, 612, 708 & Passing the LEAP, pp. 35-6</p> <p><u>income distribution graph & chart:</u> http://www.gapminder.org/downloads/applications/income-distribution-2003.html & http://en.wikipedia.org/wiki/Household_income_in_the_United_States</p> <p><u>role of government in protecting resources:</u> Text, p. 36 & http://www.econlib.org/library/Enc/PollutionControls.html & http://www.nature.org/aboutus/howwework/conservationmethods/</p>

Unit 3: Teacher Reflection on Content Mastery**Can students:**

- apply the five themes of geography to the area of Latin America?
- draw conclusions about Latin America from its geographic or physical features?
- assess the role of government in preserving natural resources and protecting the natural environment?
- explain Latin America's need for trade agreements?
- predict the future population of Latin America and the problems it will cause?
- assess the role of differing viewpoints in disputes over natural resources and territory?

Unit 4: Europe

Unit Description: The focus of this unit is the physical and human characteristics of Europe and how these characteristics relate to the European Union and the geographic closeness of the European countries.

Guiding Questions

1. Can students explain the ways in which regions of Europe are interconnected by trade?
2. Can students analyze or interpret a map of Europe to locate geographic information, using a variety of map elements?
3. Can students analyze regional issues and alliances in terms of common interests related to territory and resources in Europe?
4. Can students compare, contrast, and analyze the economic power, military power, and population information in various countries and regions of Europe?
5. Can students explain how location, physical features, and human characteristics of places influenced historical events in Europe?

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
new 17 33 34 35 38 43 48 review 1 2 3 5 6 7 10 11 12 13 15 25 26 37 44	4.1 (1, 2, 10, 11, 15, 44) 4.2 (3) 4.3 (6, 7, 15) 4.4 (17, 25, 26, 38) 4.5 (1, 2, 12, 13, 33) 4.6 (5, 33, 34, 35, 37, 43, 44, 48)	<p>new</p> <ul style="list-style-type: none"> • Explain how technological advances have led to increasing interaction between regions (e.g., use of satellites for monitoring and exploration) • Identify the geographical distribution of the different economic systems (market, command, traditional, mixed) • Distinguish between developed and developing countries, including the standard of living in these nations, GDP, and per capita income • Analyze ways in which the distribution of economic systems relates to regional tensions or regional cooperation (e.g., North and South Korea) • Identify technological advances that expanded human capacity to modify the environment (e.g., steam, coal, electric, nuclear power, levees) 	<p><i>subsistence farming</i> <i>commercial farming</i> <i>diversity</i> <i>satellite</i> <i>monitor</i> <i>market</i> <i>command economy</i> <i>mixed economy</i> <i>per capita income</i> <i>push-pull factor</i> <i>density</i> <i>prosperity</i> <i>human capacity</i> <i>environmental modifications</i> <i>famine</i> <i>persecution</i> <i>crisis</i> <i>accessible</i></p>	<p>Text, pp. 7-8, 15-18, 20, 32, 47, 9, 13, 23, 38, 11-12, 206 (mental maps), xvii (charts, graphs, diagrams), 698 (using diagrams), 420 (using graphs), 368 (using graphic organizers)</p> <p>Technology Implementation: Use with Promethean Board Text Interactive Website: http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?keyword=ss%20wgtfv http://206.218.181.50/Educators/Educators_Handbook/Managed_Curriculum/HS_Curriculum/World_Geography.aspx</p> <p>five themes: http://www2.una.edu/geography/statedept/themes.html</p> <p>Holt Graphic Organizer Transparency 1.2</p> <p>Passing the LEAP, pp. 15-25</p> <p>urban settlement: http://en.wikipedia.org/wiki/Urban_sprawl</p> <p>migration / immigration: http://en.wikipedia.org/wiki/Migration http://en.wikipedia.org/wiki/Immigration</p> <p>topography & human activity:</p>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> • Analyze world or regional distribution of natural resources in terms of import need and export capacity • Evaluate import and export policies in regard to a country's needs for resources <p><u>review</u></p> <ul style="list-style-type: none"> • Identify, explain, and apply the five themes of geography • Compare and contrast various types of maps • Analyze or interpret a map to locate geographic information, using a variety of map elements (e.g., compass rose, symbols, distance scales, time zones, latitude, longitude) • Construct a map based on given narrative information (e.g., location of cities, bodies of water, places of historical significance) • Construct a chart, diagram, graph, or graphic organizer to display geographic information • Analyze, interpret, and use information in charts, diagrams, and graphs to explain geographic issues • Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place 		<p>www.unitedstreaming.com Water and Irrigation segments from video <i>Ancient Civilizations: The Beginning Is The End</i></p> <p><u>tech advances and regional interaction:</u> http://www.ciesin.org/docs/005-089/005-089art4.html http://www.dawn.com/2006/08/31/top18.htm</p> <p><u>income distribution graph:</u> http://www.gapminder.org/downloads/applications/income-distribution-2003.html</p> <p><u>income distribution, chart:</u> http://en.wikipedia.org/wiki/Household_income_in_the_United_States</p> <p><u>economic growth factors:</u> http://economics.about.com/od/useconomicichistory/a/econ_grow.htm?terms=economic+development</p> <p><u>economic indicators, charts:</u> http://research.stlouisfed.org/publications/net/</p> <p><u>causes of national conflict:</u> http://www.un.org/esa/socdev/unyin/wyr07.htm</p> <p><u>drawing conclusions about place:</u> Holt Map Activity 21, 25 Passing the LEAP, pp. 27-35</p> <p><u>environment & history:</u> http://regentsprep.org/Regents/ushisgov/themes/environment/history.cfm & Passing the LEAP, pp. 36-8</p> <p><u>regional analysis:</u> http://www.ithaca.edu/aging/schools/pdf/The%20Changing%20World</p>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> • Draw conclusions about a place or area from its geographic or physical features • Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region • Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) • Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) • Compare and contrast past and present trends in human migration • Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) • Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) • Analyze the relationship between a country's standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) 		<p>%20Population%20.pdf http://regentsprep.org/Regents/global/themes/diversity/geographicregions.cfm</p> <p><u>migration:</u> text, pp. 735, 740, 90-3 http://en.wikipedia.org/wiki/Push_and_pull_factors</p> <p><u>regional resource issues & alliances:</u> http://www.adb.org/Water/Theme/regional_cooperation.asp http://www.iaea.org/NewsCenter/News/2008/africawater.html</p> <p><u>tech advances:</u> text, pp. 81, 91, 95, 126, 132-3 Passing the LEAP, pp. 43-5</p> <p><u>natural resource distribution:</u> http://www.exxun.com/afd/_list/ghb_9.html & http://www.exxun.com/afd/_list/ghm_12.html & http://webworld.unesco.org/water/ihp/db/shiklomanov/part2/FI_11/FI_11.html</p> <p><u>standard of living tables,</u> text, pp. 146, 216, 286, 378, 430, 478, 560, 612, 708</p> <p><u>standard of living & natural resources:</u> http://olc.spsd.sk.ca/DE/PD/instr/strats/simul/resource.html http://science.jrank.org/pages/5818/Resources-Natural.html</p> <p><u>trade policies evaluated:</u> http://www.heritage.org/Research/TradeandForeignAid/bg1949.cfm http://www.wto.org/english/tratop_e/tp300_e.htm</p>

Unit 4: Teacher Reflection on Content Mastery**Can students:**

- explain the ways in which regions of Europe are interconnected by trade?
- analyze or interpret a map of Europe to locate geographic information, using a variety of map elements?
- analyze regional issues and alliances in terms of common interests related to territory and resources in Europe?
- compare, contrast, and analyze the economic power, military power, and population information in various countries and regions of Europe?
- explain how location, physical features, and human characteristics of places influenced historical events in Europe?

Unit 5: Russia and Northern Eurasia

Unit Description: This unit focuses on the physical and human geography of Russia and Northern Eurasia. The location of major landforms, their impact on economic activities, ethnic diversity, and environmental issues will be studied through the lens of Russian and Northern Eurasia.

Guiding Questions

1. Can students apply the five themes of geography to Russia and Northern Eurasia?
2. Can students construct a graph to display geographic information?
3. Can students analyze strategies to deal with environmental challenges in Russia and Northern Eurasia?
4. Can students describe how environmental challenges are posed by the physical environment or the impact of natural processes?
5. Can students compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions in Russia and Northern Eurasia?
6. Can students identify the distribution of economic systems in Russia and Northern Eurasia?
7. Can students analyze regional issues associated with territory and resources?

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
<u>review</u> 1 3 6 9 10 11 12 13 15 25 26 28 31 32 33 34 36 37 44 46 47	5.1 (1, 9, 10, 11, 15, 28) 5.2 (6, 9, 15) 5.3 (33, 34, 36, 37, 44) 5.4 (12, 13, 31, 32, 37) 5.5 (3, 25, 26, 36, 37, 46, 47)	<u>review</u> <ul style="list-style-type: none"> • Identify, explain, and apply the five themes of geography • Analyze or interpret a map to locate geographic information, using a variety of map elements (e.g., compass rose, symbols, distance scales, time zones, latitude, longitude) • Construct a chart, diagram, graph, or graphic organizer to display geographic information • Identify and analyze the distinguishing physical or human characteristics of a given place (e.g., landforms, precipitation, ecosystems, settlement patterns, economic activities) 	<i>distinguish feature (n.)</i> <i>plateau</i> <i>temperate</i> <i>strategic</i> <i>cultural</i> <i>assimilation</i> <i>extensive</i> <i>monsoon</i> <i>abundant</i> <i>migrant</i> <i>refugee</i> <i>political</i> <i>persecution</i> <i>torment</i> <i>intolerance</i> <i>ethnic cleansing</i> <i>population cluster</i> <i>infant mortality</i> <i>impoverish</i> <i>per capita</i> <hr/> immigration	Technology Implementation: Use with Promethean Board Text Interactive Website: http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?keyword=ss%20wgtfv http://206.218.181.50/Educators/Educators_Handbook/Managed_Curriculum/HS_Curriculum/World_Geography.aspx <u>five themes:</u> text, pp. 7-8 http://www2.una.edu/geography/statedepted/themes.html <u>analyze maps:</u> text, pp. 9-18, 20, 32-3, 23 Holt Graphic Organizer Transparency 1.2, & Holt Map Activity 1 & Passing the LEAP, pp. 15-25 <u>constructing charts, etc:</u> xvii (charts, graphs, diagrams), 698 (using diagrams), 420 (using graphs), 368 (using graphic organizers) <u>analyze place:</u>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> • Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place • Draw conclusions about a place or area from its geographic or physical features • Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region • Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) • Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) • Compare and contrast past and present trends in human migration • Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) • Compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions 	<p>trend literacy rate availability</p>	<p>text, pp. 63-98 Passing the LEAP, pp. 27-38</p> <p><u>topography & human activity:</u> text, pp. 94-126 & www.unitedstreaming.com (water and irrigation segments from video “Ancient Civilizations: The Beginning is the End”)</p> <p><u>environment & history:</u> Text, p. 99 & Passing the LEAP, pp. 37-8 & http://regentsprep.org/Regents/ushisgov/themes/environment/history.cfm</p> <p><u>analyze world regions:</u> population demographics: Text, pp. 16, 19, 80, 88, 91-3, 116-17, 114-15 Graphic Organizer Transparency 6.1 demographics: http://www.kidscount.org/census/ http://www.census.gov/</p> <p><u>migration:</u> text, pp. 735, 740, 90-1 & http://en.wikipedia.org/wiki/Migration</p> <p><u>reasons for migration:</u> text, pp. 90-1 & http://en.wikipedia.org/wiki/Migration</p> <p><u>population characteristics:</u> text, pp. 16, 19, 80, 88, 91-3, 116-17, 114-15 & Graphic Organizer Transparency 6.1 & http://www.un.org/popin/wdtrends.htm</p> <p><u>culture & conflict:</u></p>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> • Compare the role that culture plays in incidents of cooperation and conflict in the present-day world • Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) • Identify the geographical distribution of the different economic systems (market, command, traditional, mixed) • Distinguish between developed and developing countries, including the standard of living in these nations, GDP, and per capita income • Analyze the role of differing points of view and national self-interest in disputes over territory and resources (e.g., oil, water, boundaries) • Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) • Analyze the relationship between a country's standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) • Assess the role of government in preserving natural resources and protecting the physical environment • Evaluate the effectiveness of policies and programs related to conservation and use of natural resources 		<p>text, p. 130, 100-103 (language & religion) & http://un.org/esa/socdev/unyin/wyr07.htm</p> <p><u>economic systems by country:</u> https://www.cia.gov/library/publications/the-world-factbook/index.html</p> <p><u>developed & developing countries:</u> text, pp. 117-18 & http://www.nationsonline.org/oneworld/third_world_countries.htm</p> <p><u>point of view:</u> text, pp. 396-7 & http://www.wilmottwiki.com/wiki/index.php/WilmottWiki:Neutral_point_of_view</p> <p><u>regional resource issues & alliances:</u> http://www.adb.org/Water/Theme/regional_cooperation.asp http://www.iaea.org/NewsCenter/News/2008/africawater.html</p> <p><u>standard of living tables,</u> text, pp. 146, 216, 286, 378, 430, 478, 560, 612, 708</p> <p><u>standard of living & natural resources:</u> http://olc.spsd.sk.ca/DE/PD/instr/strats/simul/resource.html http://science.jrank.org/pages/5818/Resources-Natural.html</p> <p><u>role of government in protecting resources:</u> Text, p. 36 & http://www.econlib.org/library/Enc/PollutionControls.html http://www.nature.org/aboutus/howwework/conservationmethods/</p>

Unit 5: Teacher Reflection on Content Mastery**Can students:**

- apply the five themes of geography to Russia and Northern Eurasia?
- construct a graph to display geographic information?
- analyze strategies to deal with environmental challenges in Russia and Northern Eurasia?
- describe how environmental challenges are posed by the physical environment or the impact of natural processes?
- compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions in Russia and Northern Eurasia?
- identify the distribution of economic systems in Russia and Northern Eurasia?
- analyze regional issues associated with territory and resources?

Unit 6: Middle East and North Africa

Unit Description: This unit focuses on the physical and human geography of the Middle East and North Africa. An examination of the location of natural resources and their impact on economic activities is included. Ethnic conflict and environmental issues in the Middle East and North Africa regions are also explored.

Guiding Questions

1. Can students apply the five themes of geography to the Middle East and North Africa?
2. Can students analyze strategies to deal with environmental challenges in the Middle East and North Africa?
3. Can students compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions in the Middle East and North Africa?
4. Can students identify the distribution of natural resources in the Middle East and North Africa?
5. Can students analyze regional issues associated with territory and resources in the Middle East and North Africa?
6. Can students draw conclusions about the Middle East and North Africa based on its geographic and physical features?
7. Can students compare the role of culture in conflict and cooperation in the Middle East and North Africa?

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
<u>new</u> 42 45 <u>review</u> 1 3 6 9 10 11 12 13 14 15 19 26 28 31 32 36 37 43	6.1 (1, 3, 9, 10, 11, 15, 44) 6.2 (11, 12, 13, 19, 31, 37) 6.3 (14, 36, 37, 42, 43, 45, 46, 47) 6.4 (26, 31, 32) 6.5 (6, 28, 29)	<u>new</u> <ul style="list-style-type: none"> Assess the ways in which unequal distribution of natural resources has led to exploration, colonization, and conflict Describe the impact of the scarcity of natural resources (e.g., water shortage) or pollution (e.g., air, water) <u>review</u> <ul style="list-style-type: none"> Identify, explain, and apply the five themes of geography Analyze or interpret a map to locate geographic information, using a variety of map elements (e.g., compass rose, symbols, distance scales, time zones, latitude, longitude) Construct a chart, diagram, graph, or graphic organizer to display geographic information 	<i>fundamentalism</i> <i>innovate</i> <i>diffusion</i> <i>ethnic group</i> <i>institution</i> <i>cultural</i> <i>landscape</i> <i>intermediate</i> <i>direction</i> <i>scale</i> <i>trait</i> <i>denote</i> <i>industrialization</i> <i>standard of living</i> <i>life expectancy</i> <i>population</i> <i>density</i> <i>pattern</i> <i>specialized skills</i> <i>distinctive</i> <i>capitalism</i> <i>market</i>	Technology Implementation: Use with Promethean Board Text Interactive Website: http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?keyword=ss%20wgtfv http://206.218.181.50/Educators/Educators_Handbook/Managed_Curriculum/HS_Curriculum/World_Geography.aspx <u>five themes:</u> text, pp. 7-8 http://www2.una.edu/geography/statedept/themes.html <u>analyze maps:</u> text, pp. 9-18, 20, 32-3, 23 Holt Graphic Organizer Transparency 1.2, & Holt Map Activity 1 & Passing the LEAP, pp. 15-25 <u>constructing charts, etc:</u> xvii (charts, graphs, diagrams), 698 (using diagrams), 420 (using graphs), 368 (using graphic organizers) <u>analyze place:</u>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
44 46 47		<ul style="list-style-type: none"> Identify and analyze the distinguishing physical or human characteristics of a given place (e.g., landforms, precipitation, ecosystems, settlement patterns, economic activities) Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place Draw conclusions about a place or area from its geographic or physical features Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) Explain ways in which regional systems are interconnected (e.g., interstate transportation and trade, interconnecting rivers and canals) Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) 	<p><i>means of production</i></p> <hr/> <p>grid meridian hemisphere latitude longitude estimate traditional</p>	<p>text, pp. 63-98 Passing the LEAP, pp. 27-38</p> <p><u>topography & human activity:</u> text, pp. 94-126 & www.unitedstreaming.com (water and irrigation segments from video “Ancient Civilizations: The Beginning is the End”)</p> <p><u>environment & history:</u> Text, p. 99 & Passing the LEAP, pp. 37-8 & http://regentsprep.org/Regents/ushisgov/themes/environment/history.cfm</p> <p><u>regions connected:</u> text, pp. 121-2, 322-3, 408, 717, 323, 412-13—trade; pp. 168-9 –rail; http://en.wikipedia.org/wiki/Interstate_Highway_System --highways</p> <p><u>analysis of regions:</u> population demographics: Text, pp. 16, 19, 80, 88, 91-3, 116-17, 114-15 Graphic Organizer Transparency 6.1 demographics: http://www.kidscount.org/census/ & http://www.census.gov/</p> <p><u>regions:</u> http://usa.usembassy.de/travel-regions.htm & http://regentsprep.org/Regents/global/themes/diversity/geographicregions.cfm & http://en.wikipedia.org/wiki/Cultural_region</p> <p><u>economic motives for colonization:</u> http://encarta.msn.com/encyclopedia_761576293_2/colonialism_and_colonies.html</p> <p><u>reasons for migration:</u></p>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> • Describe how physical, historical, and cultural characteristics give definition to a place or region (e.g., New South, Jerusalem) • Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) • Compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions • Compare the role that culture plays in incidents of cooperation and conflict in the present-day world • Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) • Analyze the role of differing points of view and national self-interest in disputes over territory and resources (e.g., oil, water, boundaries) • Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) • Analyze world or regional distribution of natural resources in terms of import need and export capacity 		<p>text, pp. 90-1 & http://en.wikipedia.org/wiki/Migration</p> <p><u>population characteristics:</u> text, pp. 16, 19, 80, 88, 91-3, 116-17, 114-15 & Graphic Organizer Transparency 6.1 & http://www.un.org/popin/wdtrends.htm</p> <p><u>overpopulation:</u> Text, pp. 87, 91-2 & http://youthink.worldbank.org/issues/urbanization/</p> <p><u>causes of national conflict:</u> http://un.org/esa/socdev/unyin/wyr07.htm & http://www.beyondintractability.org/essay/culture_conflict/</p> <p><u>point of view:</u> text, pp. 396-7 & http://www.wilmottwiki.com/wiki/index.php/WilmottWiki:Neutral_point_of_view & https://www.cia.gov/library/publications/the-world-factbook/fields/2070.html</p> <p><u>regional resource issues & alliances:</u> http://www.adb.org/Water/Theme/regional_cooperation.asp & http://www.iaea.org/NewsCenter/News/2008/africawater.html</p> <p><u>natural resource distribution:</u> http://www.exxun.com/afd/_list/ghb_9.html http://www.exxun.com/afd/_list/ghm_12.html http://webworld.unesco.org/water/ihp/db/shiklomanov/part2/FI_11/FI_11.html</p> <p><u>standard of living tables</u>, text, pp. 146, 216, 286, 378, 430, 478, 560, 612, 708</p> <p><u>standard of living & natural resources:</u></p>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> Analyze the relationship between a country’s standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) Assess the role of government in preserving natural resources and protecting the physical environment Evaluate the effectiveness of policies and programs related to conservation and use of natural resources 		<p>http://olc.spsd.sk.ca/DE/PD/instr/strats/simul/resource.html http://science.jrank.org/pages/5818/Resources-Natural.html</p> <p>scarce resources: http://greenfuture.blogspot.com/2007/09/competition-for-increasingly-scarce.html</p> <p>role of government in protecting resources: Text, p. 36 & http://www.econlib.org/library/Enc/PollutionControls.html http://www.nature.org/aboutus/howwework/conservationmethods/</p>

Unit 6: Teacher Reflection on Content Mastery

Can students:

- apply the five themes of geography to the Middle East and North Africa?
- analyze strategies to deal with environmental challenges in the Middle East and North Africa?
- compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions in the Middle East and North Africa?
- identify the distribution of natural resources in the Middle East and North Africa?
- analyze regional issues associated with territory and resources in the Middle East and North Africa?
- draw conclusions about the Middle East and North Africa based on its geographic and physical features?
- compare the role of culture in conflict and cooperation in the Middle East and North Africa?

Unit 7: Africa South of the Sahara

Unit Description: This unit focuses on the physical and human geography of Africa south of the Sahara. The location of natural resources, their impact on economic activities, ethnic conflict, and environmental issues are examined in depth.

Guiding Questions

1. Can students apply the five themes of geography to Africa south of the Sahara?
2. Can students analyze social injustices occurring in Africa south of the Sahara and determine their impact on migration?
3. Can students compare, contrast, and analyze the economic systems and economic problems in Africa south of the Sahara?
4. Can students identify the distribution of climate regions in Africa south of the Sahara?
5. Can students analyze regional issues facing Africa south of the Sahara?
6. Can students identify and analyze the distinguishing physical or human characteristics of Africa south of the Sahara?
7. Can students evaluate how location, topography, climate, natural resources, and/or other physical characteristics affect human activities?

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
review 1 2 3 5 6 8* 9 10 11 12 13 15 26 28 29 31 32 36 37 42 44 45	7.1 (1, 6, <u>9</u> , <u>10</u> , <u>11</u> , <u>15</u> , 28) 7.2 (<u>2</u> , <u>3</u>) 7.3 (<u>1</u> , 3, <u>5</u> , <u>8</u> , <u>9</u> , <u>10</u> , 12, 13) 7.4 (26, <u>31</u> , <u>32</u> , 36, 37) 7.5 (42, <u>44</u> , <u>45</u>) 7.6 (28, <u>29</u> , <u>45</u>)	review <ul style="list-style-type: none"> • Identify, explain, and apply the five themes of geography • Compare and contrast various types of maps • Analyze or interpret a map to locate geographic information, using a variety of map elements (e.g., compass rose, symbols, distance scales, time zones, latitude, longitude) • Construct a map based on given narrative information (e.g., location of cities, bodies of water, places of historical significance) • Construct a chart, diagram, graph, or graphic organizer to display geographic information • Use maps drawn from memory to answer geographic questions* • Identify and analyze the distinguishing physical or human characteristics of a given place (e.g., landforms, precipitation, ecosystems, settlement patterns, economic activities) 	<i>rift valley</i> <i>continental drift</i> <i>alluvial plain</i> <i>fault</i> <i>weathering</i> <i>mantle</i> <i>sediment</i> <i>generate</i> <i>tributary</i> <i>estuary</i> <i>saturated</i> <i>opponent</i> <i>corrupt</i> <i>contaminate</i> <i>replenish</i> <i>population distribution</i> <i>alliance</i> perception functional trademark essential element theme interaction	Technology Implementation: Use with Promethean Board Text Interactive Website: http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?keyword=ss%20wgtfv http://206.218.181.50/Educators/Educators_Handbook/Managed_Curriculum/HS_Curriculum/World_Geography.aspx <u>five themes:</u> text, pp. 7-8 http://www2.una.edu/geography/statedepted/themes.html <u>maps:</u> text, pp. 9-20 Passing the LEAP, pp. 15-23 Holt Map Activities <u>constructing charts, etc:</u> xvii (charts, graphs, diagrams), 698 (using diagrams), 420 (using graphs), 368 (using graphic organizers) <u>analyze place:</u> text, pp. 63-98 Passing the LEAP, pp. 27-38 <u>topography & human activity:</u>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> • Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place • Draw conclusions about a place or area from its geographic or physical features • Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region • Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) • Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) • Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) • Compare, contrast, and analyze the distribution, growth rates, and other demographic characteristics of human populations in various countries or regions • Analyze the current and future impact of population growth on the world (e.g., natural resources, food supply, standard of living) • Compare the role that culture plays in incidents of cooperation and conflict in the present-day world 	<p>desalination hydrologic</p>	<p>text, pp. 94-126 Passing the LEAP, p. 38</p> <p><u>environment & history:</u> Text, p. 99 & Passing the LEAP, pp. 37-8 & http://regentsprep.org/Regents/ushisgov/themes/environment/history.cfm</p> <p><u>analysis of regions:</u> population demographics: Text, pp. 16, 19, 80, 88, 91-3, 116-17, 114-15 Graphic Organizer Transparency 6.1</p> <p><u>reasons for migration:</u> text, pp. 90-1 & http://en.wikipedia.org/wiki/Migration</p> <p><u>population characteristics:</u> text, pp. 16, 19, 80, 88, 91-3, 116-17, 114-15 & Graphic Organizer Transparency 6.1 & http://www.un.org/popin/wdtrends.htm</p> <p><u>overpopulation:</u> Text, pp. 87, 91-2 & http://youthink.worldbank.org/issues/urbanization/</p> <p><u>causes of national conflict:</u> http://un.org/esa/socdev/unyin/wyr07.htm & http://www.beyondintractability.org/essay/culture_conflict/</p> <p><u>point of view:</u> text, pp. 396-7 & http://www.wilmottwiki.com/wiki/index.php/WilmottWiki:Neutral_point_of_view & https://www.cia.gov/library/publications/the-world-factbook/fields/2070.html</p> <p><u>regional resource issues & alliances:</u></p>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) Analyze the role of differing points of view and national self-interest in disputes over territory and resources (e.g., oil, water, boundaries) Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) Assess the ways in which unequal distribution of natural resources has led to exploration, colonization, and conflict Analyze the relationship between a country’s standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) Describe the impact of the scarcity of natural resources (e.g., water shortage) or pollution (e.g., air, water) 		<p>http://www.adb.org/Water/Theme/regional_cooperation.asp & http://www.iaea.org/NewsCenter/News/2008/africawater.html</p> <p><u>economic motives for colonization:</u> http://encarta.msn.com/encyclopedia_761576293_2/colonialism_and_colonies.html</p> <p>standard of living tables, text, pp. 146, 216, 286, 378, 430, 478, 560, 612, 708</p> <p>standard of living & natural resources: http://olc.spsd.sk.ca/DE/PD/instr/strats/simul/resource.html http://science.jrank.org/pages/5818/Resources-Natural.html</p>

Unit 7: Teacher Reflection on Content Mastery

Can students:

- apply the five themes of geography to Africa south of the Sahara?
- analyze social injustices occurring in Africa south of the Sahara and determine their impact on migration?
- compare, contrast, and analyze the economic systems and economic problems in Africa south of the Sahara?
- identify the distribution of climate regions in Africa south of the Sahara?
- analyze regional issues facing Africa south of the Sahara?
- identify and analyze the distinguishing physical or human characteristics of Africa south of the Sahara?
- evaluate how location, topography, climate, natural resources, and/or other physical characteristics affect human activities?

Unit 8: South Asia

Unit Description: The focus of this unit is the physical and human characteristics of South Asia and how these characteristics relate to overpopulation and internal conflicts. The unit will also focus on natural processes that impact South Asia.

Guiding Questions

1. Can students analyze or interpret a map of South Asia to locate geographic information using a variety of map elements?
2. Can students analyze regional issues and alliances in terms of common interests related to territory and resources in South Asia?
3. Can students compare and contrast the impact of population density in South Asia?
4. Can students explain how location, physical features, and human characteristics of places influenced historical events in South Asia?
5. Can students examine the impact of physical processes on South Asia?

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
review 1 2 5 6 7 9 10 11 12 13 15 21 24 26 31 32 39 40 44	8.1 (1, 2, 5, <u>10</u> , <u>11</u> , <u>15</u> , <u>44</u>) 8.2 (<u>6</u> , <u>7</u> , <u>9</u> , <u>10</u>) 8.3 (<u>15</u>) 8.4 (12, <u>13</u> , <u>26</u> , <u>31</u> , <u>32</u>) 8.5 (21, <u>24</u> , <u>39</u> , <u>40</u>)	review <ul style="list-style-type: none"> Identify, explain, and apply the five themes of geography Compare and contrast various types of maps Construct a map based on given narrative information (e.g., location of cities, bodies of water, places of historical significance) Construct a chart, diagram, graph, or graphic organizer to display geographic information Analyze, interpret, and use information in charts, diagrams, and graphs to explain geographic issues Identify and analyze the distinguishing physical or human characteristics of a given place (e.g., landforms, precipitation, ecosystems, settlement patterns, economic activities) 	<i>population shift</i> <i>generation</i> <i>distinguishing</i> <i>characteristic</i> <i>globalization</i> <i>indifference</i> <i>impose</i> <i>colonialism</i>	Technology Implementation: Use with Promethean Board Text Interactive Website: http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?keyword=ss%20wgtfv http://206.218.181.50/Educators/Educators_Handbook/Managed_Curriculum/HS_Curriculum/World_Geography.aspx <u>five themes:</u> text, pp. 7-8 http://www2.una.edu/geography/statedept/themes.html <u>maps:</u> text, pp. 9-20 Passing the LEAP, pp. 15-23 Holt Map Activities <u>constructing charts, etc:</u> xvii (charts, graphs, diagrams), 698 (using diagrams), 420 (using graphs), 368 (using graphic organizers) <u>analyze place:</u> text, pp. 63-98

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> • Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place • Draw conclusions about a place or area from its geographic or physical features • Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region • Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) • Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) • Characterize areas or regions in terms of the physical processes that affect them (e.g., Pacific Ocean “Rim of Fire,” San Andreas fault) • Examine the effects of a physical process (e.g., erosion and depository processes, global warming, El Niño) on the natural environment and societies of an area and draw conclusions from that information • Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) 		<p>Passing the LEAP, pp. 27-38</p> <p><u>topography & human activity:</u> text, pp. 94-126 Passing the LEAP, p. 38</p> <p><u>environment & history:</u> Text, p. 99 & Passing the LEAP, pp. 37-8 & http://regentsprep.org/Regents/ushisgov/themes/environment/history.cfm</p> <p><u>analysis of regions:</u> population demographics: Text, pp. 16, 19, 80, 88, 91-3, 116-17, 114-15 Graphic Organizer Transparency 6.1</p> <p><u>Text maps, physical characteristics of regions:</u> pp. 141, 211, 291, 373, 425, 473, 555, 607, 703</p> <p><u>regions & processes affecting them:</u> Text, pp. 34, 612 (table)—volcanoes; pp. 48, 67-9, 75-6, 150, 222—erosion; pp. 41-2, 589, 743—global warming Passing the LEAP, pp. 29-32 http://www.milforded.org/schools/westshore/ptivadar/wq/index.html</p> <p><u>reasons for migration:</u> text, pp. 90-1 & Passing the LEAP, pp. 37-8 http://en.wikipedia.org/wiki/Migration</p> <p><u>causes of national conflict:</u> http://un.org/esa/socdev/unyin/wyr07.htm & http://www.beyondintractability.org/essay/culture_conflict/</p> <p><u>environmental challenges:</u> http://www.nrdc.org/reference/kids.asp &</p>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> • Compare the role that culture plays in incidents of cooperation and conflict in the present-day world • Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) • Describe challenges to human systems and activities posed by the physical environment or the impact of natural processes and disasters on human systems (e.g., infrastructure) • Analyze or evaluate strategies for dealing with environmental challenges (e.g., dams or dikes to control floods, fertilizer to improve crop production) • Analyze the relationship between a country's standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) 		<p>http://youthink.worldbank.org/issues/environment/</p> <p><u>environmental challenges strategies:</u> http://www.worldbank.org/challenge/html/build_it.html</p> <p><u>natural resources & environment:</u> http://www.ers.usda.gov/Browse/NaturalResourcesEnvironment/standard_of_living_tables, text, pp. 146, 216, 286, 378, 430, 478, 560, 612, 708</p> <p><u>standard of living & natural resources:</u> http://olc.spsd.sk.ca/DE/PD/instr/strats/simul/resource.html http://science.jrank.org/pages/5818/Resources-Natural.html</p>

Unit 8: Teacher Reflection on Content Mastery

Can students:

- analyze or interpret a map of South Asia to locate geographic information using a variety of map elements?
- analyze regional issues and alliances in terms of common interests related to territory and resources in South Asia?
- compare and contrast the impact of population density in South Asia?
- explain how location, physical features, and human characteristics of places influenced historical events in South Asia?
- examine the impact of physical processes on South Asia?

Unit 9: East and Southeast Asia

Unit Description: The focus of this unit is the physical and human characteristics of East and Southeast Asia and how these characteristics relate to the Association of Southeast Asian Nations (ASEAN). The relationship of the physical and human characteristics of East and Southeast Asian countries to their economic activities and types of economies will also be addressed.

Guiding Questions

1. Can students explain the ways in which regions of East and Southeast Asia are interconnected by trade?
2. Can students analyze or interpret a map of East and Southeast Asia to locate geographic information, using a variety of map elements?
3. Can students analyze regional issues and alliances in terms of common interests related to territory and resources in East and Southeast Asia?
4. Can students compare, contrast, and analyze the economic power, military power, and population information in various countries and regions of East and Southeast Asia?
5. Can students explain how location, physical features, and human characteristics of places influenced historical events in East and Southeast Asia?
6. Can students analyze world regions based on given characteristics?
7. Can students analyze the distribution of natural resources in terms of import need and export capacity in East and Southeast Asia?
8. Can students analyze the relationship between a country's standard of living and its locally accessible natural resources?

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
review 1 2 3 5 6 7 10 11 12 13 15 34 35 37 43 44 46 47 48	9.1 (1, 2, 10, 11, 15) 9.2 (3) 9.3 (6, 7, 15) 9.4 (1, 5, 12, 13) 9.5 (43, 44, 48) 9.6 (46, 47) 9.7 (34, 35, 37, 43) 9.8 (34, 44)	review <ul style="list-style-type: none"> Identify, explain, and apply the five themes of geography Compare and contrast various types of maps Analyze or interpret a map to locate geographic information, using a variety of map elements (e.g., compass rose, symbols, distance scales, time zones, latitude, longitude) Construct a map based on given narrative information (e.g., location of cities, bodies of water, places of historical significance) Construct a chart, diagram, graph, or graphic organizer to display geographic information Analyze, interpret, and use information in charts, diagrams, and graphs to explain geographic issues 	<i>thrive</i> <i>impact</i> <i>nourishment</i> <i>watershed</i> <i>resistance</i> <i>alter</i> <i>ethnic makeup</i> <i>native</i> <i>environment</i> <i>vulnerable</i>	Technology Implementation: Use with Promethean Board Text Interactive Website: http://go.hrw.com/hrw.nd/gohrw_rls1/pKeywordResults?keyword=ss%20wgtfv http://206.218.181.50/Educators/Educators_Handbook/Managed_Curriculum/HS_Curriculum/World_Geography.aspx <u>five themes:</u> text, pp. 7-8 http://www2.una.edu/geography/statedepted/themes.html <u>maps:</u> text, pp. 9-20 Passing the LEAP, pp. 15-23 Holt Map Activities <u>constructing charts, etc:</u> xvii (charts, graphs, diagrams), 698 (using diagrams), 420 (using graphs), 368 (using graphic organizers)

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> • Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place • Draw conclusions about a place or area from its geographic or physical features • Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region • Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) • Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) • Distinguish between developed and developing countries, including the standard of living in these nations, GDP, and per capita income • Analyze ways in which the distribution of economic systems relates to regional tensions or regional cooperation (e.g., North and South Korea) • Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) • Analyze world or regional distribution of natural resources in terms of import need and export capacity 		<p><u>topography & human activity:</u> text, pp. 94-126 Passing the LEAP, p. 38</p> <p><u>environment & history:</u> Text, p. 99 & Passing the LEAP, pp. 37-8 & http://regentsprep.org/Regents/ushisgov/themes/environment/history.cfm</p> <p><u>analysis of regions:</u> population demographics: Text, pp. 16, 19, 80, 88, 91-3, 116-17, 114-15 Graphic Organizer Transparency 6.1</p> <p><u>developed & developing countries:</u> text, pp. 117-18 & http://www.nationsonline.org/oneworld/third_world_countries.htm</p> <p><u>causes of national conflict:</u> http://www.un.org/esa/socdev/unyin/wyr07.htm</p> <p><u>regional resource issues & alliances:</u> http://www.adb.org/Water/Theme/regional_cooperation.asp & http://www.iaea.org/NewsCenter/News/2008/africawater.html</p> <p><u>natural resource distribution:</u> http://www.exxun.com/afd/_list/ghb_9.html & http://www.exxun.com/afd/_list/ghm_12.html & http://webworld.unesco.org/water/ihp/db/shiklomanov/part2/FI_11/FI_11.html</p> <p>standard of living tables, text, pp. 146, 216, 286, 378, 430, 478, 560, 612, 708</p> <p>standard of living & natural resources: http://olc.spsd.sk.ca/DE/PD/instr/strats/simul/resource.html http://science.jrank.org/pages/5818/Resources-Natural.html</p>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> Analyze the relationship between a country’s standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) Assess the role of government in preserving natural resources and protecting the physical environment Evaluate the effectiveness of policies and programs related to conservation and use of natural resources Evaluate import and export policies in regard to a country’s needs for resources 		<p><u>role of government in protecting resources:</u> Text, p. 36 & http://www.econlib.org/library/Enc/PollutionControls.html http://www.nature.org/aboutus/howwework/conservationmethods/</p> <p><u>trade policies evaluated:</u> http://www.heritage.org/Research/TradeandForeignAid/bg1949.cfm http://www.wto.org/english/tratop_e/tpr_e/tp300_e.htm</p>

Unit 9: Teacher Reflection on Content Mastery

Can students:

- explain the ways in which regions of East and Southeast Asia are interconnected by trade?
- analyze or interpret a map of East and Southeast Asia to locate geographic information, using a variety of map elements?
- analyze regional issues and alliances in terms of common interests related to territory and resources in East and Southeast Asia?
- compare, contrast, and analyze the economic power, military power, and population information in various countries and regions of East and Southeast Asia?
- explain how location, physical features, and human characteristics of places influenced historical events in East and Southeast Asia?
- analyze world regions based on given characteristics?
- analyze the distribution of natural resources in terms of import need and export capacity in East and Southeast Asia?
- analyze the relationship between a country’s standard of living and its locally accessible natural resources?

Unit 10: Australia and Oceania

Unit Description: This unit focuses on the physical and human geography of Australia and Oceania. It explores the relationship between landforms and population and analyzes the impact of natural processes on human activities.

Guiding Questions

1. Can students apply the five themes of geography to Australia and Oceania?
2. Can students draw conclusions about Australia and Oceania from their geographic or physical features?
3. Can students assess the role of government in preserving natural resources and protecting the natural environment?
4. Can students explain the impact of natural processes on Australia and Oceania?
5. Can students predict the future population of Australia and Oceania and the problems it will cause?
6. Can students assess the role of differing viewpoints in disputes over natural resources and territory?
7. Can students analyze the relationship between a country's standard of living and its locally accessible natural resources?

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
review 1 2 10 11 12 13 15 21 24 25 26 27 32 36 37 42 44	10.1 (1, 2, 10, 11, 15, 44) 10.2 (25, 26, 27, 32) 10.3 (1, 24) 10.4 (21) 10.5 (36, 37, 42, 44) 10.6 (12, 13, 32, 42)	<p>review</p> <ul style="list-style-type: none"> Identify, explain, and apply the five themes of geography Compare and contrast various types of maps Evaluate how location, topography, climate, natural resources, and other physical characteristics affect human activities (e.g., cultural diversity, migration, physical features, historical events, plantation, subsistence farming) or the significance of a place Draw conclusions about a place or area from its geographic or physical features Explain how topography, climate, soil, vegetation, and natural resources shape the history of a region 	<p><i>exploitation</i> <i>investment</i> <i>greenhouse effect</i> <i>Toxic gases</i> <i>coastal erosion</i> <i>wetlands</i> <i>brackish water</i> <i>salt water incursion</i> <i>subtropical</i> <i>depository processes</i></p> <p>storm surge barrier islands</p>	<p>Technology Implementation: Use with Promethean Board Text Interactive Website: http://go.hrw.com/hrw_nd/gohrw_rls1/pKeywordResults?keyword=ss%20wgtfv http://206.218.181.50/Educators/Educators_Handbook/Managed_Curriculum/HS_Curriculum/World_Geography.aspx</p> <p><u>five themes:</u> text, pp. 7-8 http://www2.una.edu/geography/statedepted/themes.html</p> <p><u>maps:</u> text, pp. 9-20 Passing the LEAP, pp. 15-23 Holt Map Activities</p> <p><u>topography & human activity:</u> text, pp. 94-126 Passing the LEAP, p. 38</p> <p><u>environment & history:</u> Text, p. 99 & Passing the LEAP, pp. 37-8 &</p>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> • Explain how location, physical features, and human characteristics of places influenced historical events (e.g., World War II, Cuban Missile Crisis, Vietnam, Middle East conflicts) • Analyze world regions in terms of given characteristics (e.g., population density, natural resources, economic activities, demography) • Characterize areas or regions in terms of the physical processes that affect them (e.g., Pacific Ocean “Rim of Fire,” San Andreas fault) • Examine the effects of a physical process (e.g., erosion and depository processes, global warming, El Niño) on the natural environment and societies of an area and draw conclusions from that information • Compare and contrast past and present trends in human migration • Assess the role of environmental changes, economic scarcity, conflict, political developments, cultural factors, and prosperity in human migration (e.g., escape from persecution or famine, migration to the suburbs) • Analyze patterns of urban development in an area or region • Analyze how certain cultural characteristics can link or divide regions (e.g., language, religion, demography) 		<p>http://regentsprep.org/Regents/ushisgov/themes/environment/history.cfm</p> <p><u>analysis of regions:</u> population demographics: Text, pp. 16, 19, 80, 88, 91-3, 116-17, 114-15 Graphic Organizer Transparency 6.1</p> <p><u>regions & processes affecting them:</u> Text, pp. 34, 612 (table)—volcanoes; pp. 48, 67-9, 75-6, 150, 222—erosion; pp. 41-2, 589, 743—global warming Passing the LEAP, pp. 29-32 http://www.milforded.org/schools/westshore/ptivadar/wq/index.html</p> <p><u>migration:</u> text, pp. 735, 740, 90-1 & http://en.wikipedia.org/wiki/Migration</p> <p><u>reasons for migration:</u> text, pp. 90-1 & Passing the LEAP, pp. 37-8 http://en.wikipedia.org/wiki/Migration</p> <p><u>urban development:</u> text, pp. 123-4, 412 Passing the LEAP, pp. 42, 146 http://en.wikipedia.org/wiki/Urban_sprawl</p> <p><u>causes of national conflict:</u> http://un.org/esa/socdev/unyin/wyr07.htm & http://www.beyondintractability.org/essay/culture_conflict/</p> <p><u>point of view:</u> text, pp. 396-7 & http://www.wilmottwiki.com/wiki/index.php/WilmottWiki:Neutral_point_of_view & https://www.cia.gov/library/publications/the-world-</p>

GLEs	LCC (w/ GLEs)	Objectives	Vocabulary Terms	Teacher Notes / Holt Text / Suggested Resources
		<ul style="list-style-type: none"> Analyze the role of differing points of view and national self-interest in disputes over territory and resources (e.g., oil, water, boundaries) Analyze regional issues and alliances in terms of common interests related to territory and resources (e.g., oil, water, boundaries) Analyze the relationship between a country’s standard of living and its locally accessible natural resources (e.g., the effects of oil or natural gas reserves in a region) Assess the role of government in preserving natural resources and protecting the physical environment 		<p>factbook/fields/2070.html</p> <p><u>regional resource issues & alliances:</u> http://www.adb.org/Water/Theme/regional_cooperation.asp & http://www.iaea.org/NewsCenter/News/2008/africawater.html</p> <p><u>economic motives for colonization:</u> http://encarta.msn.com/encyclopedia_761576293_2/colonialism_and_colonies.html</p> <p><u>standard of living tables</u>, text, pp. 146, 216, 286, 378, 430, 478, 560, 612, 708</p> <p><u>standard of living & natural resources:</u> http://olc.spsd.sk.ca/DE/PD/instr/strats/simul/resource.html http://science.jrank.org/pages/5818/Resources-Natural.html</p>

Unit 10: Teacher Reflection on Content Mastery

Can students:

- apply the five themes of geography to Australia and Oceania?
- draw conclusions about Australia and Oceania from their geographic or physical features?
- assess the role of government in preserving natural resources and protecting the natural environment?
- explain the impact of natural processes on Australia and Oceania?
- predict the future population of Australia and Oceania and the problems it will cause?
- assess the role of differing viewpoints in disputes over natural resources and territory?
- analyze the relationship between a country’s standard of living and its locally accessible natural resources?