

Enduring Understandings (*The big ideas*) 1. To gain an appreciation for the richness, and variety of our planet. 2. The study of geography is more than physical geography; it is also human geography. Geography is the study of the relationship between people, places and the environment. 3. Geography influences history and current world events...it matters. 4. Organizing data around the Five Themes of Geography is necessary to understand people, place and environment relationships.

Essential Questions: What is geography? Why does Geography matter? Why should I care? What are the Five Themes of Geography? How do the Five Themes help us organize and communicate ideas about people, places and environment? How does geography influence history and world events?

Core Content/Objectives		Instructional Actions	
Concepts	Skills	Activities/Strategies	Assessment
<i>What students will know</i>	<i>What students will be able to do</i>	<i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	<i>How learning will be assessed</i>

<p>The meaning of Geography</p> <ul style="list-style-type: none"> • Etymology (Word Origins) • Relationships between people, places and environment 	<p>Determine the central idea of Geography and provide an accurate summary of Geography from textbook and other readings. (CCSS 6-8.RH.2)</p>	<p>Daily “geo-quiz” as warm up.</p> <p>Think-pair-share Presentation/Discussion</p>	<p>Formative Assessments Daily – observations, questioning, student self assessments, exit slips, etc</p>
<p>The Study of Geography</p> <ul style="list-style-type: none"> • History and Great geographers and explorers • Geographic tools • Introduction to Physical Geography concepts such as landforms, bodies of water • Introduction to Human geography concepts such as culture, population 	<p>Determine the meaning of Geographic words and phrases, including some very specific Geographic vocabulary as to concepts and the 5 themes of Geography. (CCSS 6-8,RH.4)</p> <p>Cite specific evidence to explain what makes geographers and explorers: “great” from reading of primary sources and secondary reading sources. (CCSS 6-8.RH.1)</p>	<p>Silent and “read aloud” of primary and secondary sources</p> <p>Group and class discussions</p> <p>Short videos and task to become proficient on Google Earth and other geo related apps and web-based services. Same with digital content such as Nat Geo.</p>	<p>Diagnostic and Summative Assessments:</p> <ul style="list-style-type: none"> • Quiz: Multiple Choice and Short Answer on meaning and study of Geography (intro) • TEST – Intro to Geography, history, five themes, use of digital tools
<p>Basic ipad skills</p>	<p>Cite specific evidence to explain what makes geographers and explorers: “great” from reading of primary sources and secondary reading sources. (CCSS 6-8.RH.1)</p>	<p>Class readings</p>	<p>Feedback on emails.blogs</p>
<p>Proficiency in edmodo, Google Earth, and other mapping/atlas apps and digital collaborative software. Able to access digital content</p>	<p>Have proficiency in technology skills and apps to be used during the year, including using the internet to write and publish emails and blogs (6-8.WH.7)</p>	<p>Presentations/lecture</p> <p>Write introductory email to epals and/or publish opening blog and then continue to reflect and write monthly (blogs and emails) on current topics (CCSS6-8.WH.10)</p>	
<p>Five Themes of Geography - Introduction</p>			
<p>Resources/Technology: Teacher PC or ipad, Student BYOD or ipads. Use of edmodo, primary and secondary source content, digital content sources such as National Geographic and Junior Scholastic, iTunes U, TED, Twitter sources (AGA, Geography Ed, Average Geos, Teachit Geo,..) NY Times Learning Network, epals, Google Earth and other GIS, GPS and other Geography-related apps, content sources or web services</p>			

Enduring Understandings (*The big ideas*). 1. The 5 themes of Geography are used to organize and analyze the relationships between people, places and the environment. 2. Careful Interpretation of maps, graphs, etc integrated with text can yield important information and understandings about our world. 3. There are many different types of maps that can communicate big understandings and takeaways. 4. Without knowledge and use of latitude/longitude, daily life and major engineering feats would not be possible.

Essential Questions: How can the Five Themes of Geography be used as a framework of study and communication? How do maps differ? What are the different types of maps, how are they understood and used? What are info graphics? What are cartograms? Why are there different maps? How do they help understanding? Why is latitude/longitude so important? What is GPS? GIS? How are they and other geography tools used?

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<p>The Five Themes of Geography:</p> <ul style="list-style-type: none"> • Definitions • Worldwide examples • Applications • Organizing research and communication. • Compare/contrast communities <p>Maps and Globes</p> <ul style="list-style-type: none"> • History • Types and components • Differences and uses • Importance <p>Info graphics, Cartograms and other map-related visuals- uses and applications</p> <p>Latitude/Longitude</p> <p>How to analyze and interpret graphics and other geography – related text and visuals. Understand bar, pie, line graphs, along with captions, inserts, photos etc.</p>	<p>Research and write informative text (Ex: email, essay, blog) about an area using the Five Themes of Geography and its language and vocabulary, as a framework. (CCSS 6-8.WH.2)</p> <p>Produce clear and coherent emails, essays or blogs about a geographic area, using the five themes as a framework (CCSS 6-8.WH.4)</p> <p>Apply and use map essentials including latitude and longitude, scale of miles, compass rose, and legend.</p> <p>Understand and evaluate which types of maps and globes to use, how to use and when, and how to integrate map and globe information with related text sources such as captions, inserts, etc (CCSS 6-8.RH7)</p> <p>Analyze and interpret geography charts, graphs including info graphics, maps, photos etc. on various concepts by integrating this visual information with text inserts, captions, news and magazine articles and other traditional and digital sources (CCSS 6-8,RH.7)</p>	<p>Daily “geo-quiz” as warm up</p> <p>Film and reading, primary and secondary sources</p> <p>Epals emails, essays or blogs connected with a non-US classroom</p> <p>Discussion of presentations, textbook and other content on key concepts and facts, using Google earth and other digital maps and a</p> <p>Use of Google earth and other geography apps or web services.</p> <p>Create an info graphic on a theme of geography or a comparison of one geographic area to another, using the five themes as a framework</p>	<p>Formative assessments daily</p> <p>Diagnostic and summative Assessments:</p> <ul style="list-style-type: none"> • Writing (content and ability) – 5 themes of Geography (CCSS 6-8.WH.2 and 7) • Quiz Multiple Choice - Earth, Maps& Graphs (CCSS 6-8.WH.4) • Summative Test: multiple choice, fill in the blank, matching and short answer/essay – read article on explorers and lat long (ex:“To the South Sea”) and cite textual evidence to support analysis of text and maps (CCSS 6-8.RH.1)
<p>Resources/Technology: Teacher PC or ipad, Student BYOD or ipads. Use of edmodo, primary and secondary source content, digital content sources such as National Geographic and Junior Scholastic, iTunes U, TED, Twitter sources (AGA, Geography Ed, Average Geos, Teachit Geo,) NY Times Learning Network, epals, Google Earth and other GIS, GPS and other Geography-related apps, content sources or web services</p>			

Enduring Understandings (*The big ideas*): 1. Climate is different than weather, with many different climate types around the world. 2. Climate and climate change is influenced by many factors including human activity. 3. Increasing amounts of carbon dioxide may lead to climate change, which is a cause for concern. 4. There are many different types of ecosystems around the world. 5. The interaction of plant and animal life, including human life, and the environment (climate, landforms, location, etc), form and change ecosystems. 6. Ecosystems are important to humans because they supply the food, water and other resources to humans.

Essential Questions: What's the difference between weather and climate? What is the greenhouse effect? What is climate change? To what extent is our climate changing? How? Why does the world have different ecosystems? Why are they important? How do they change over time? Is the change good or bad?

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<p>The difference between weather and climate. World climate zones.</p>	<p>Clearly summarize central ideas from textbook and other readings/visual content (CCSS 6.8.RH.2)</p>	<p>Textbook readings and short videos. Think-Pair Share and other discussion strategies</p>	<p>Formative assessments daily</p>
<p>Factors that affect climate:</p> <ul style="list-style-type: none"> • Sun and the Earth • Greenhouse Effect • Latitude • Wind • Ocean Currents • Precipitation and Types • Bodies of Water • Human Activity 	<p>Be able to describe and explain how each of these factors affect climate – sequentially (i.e. greenhouse effect) or comparatively. (CCSS 6-8.RH.5)</p>	<p>Presentation programs (lecture/discussion) to introduce and begin to scaffold learnings.</p>	<p>Diagnostic assessments:</p> <ul style="list-style-type: none"> • Two writing assignments (see activities – CCSS 6-8.WH.8)
<p>Changing Climate</p> <ul style="list-style-type: none"> • Various and opposing points of view • Various and opposing claims, facts, evidence and Myths 	<p>Cite evidence from various sources to support various and opposing claims/points of view (CCSS 6.8.RH.1)</p>	<p>Use of charts, graphs and other textbook visuals. Assorted ipad apps. Use of ipad apps to organize factors visually. Peer-to-peer tutoring</p>	<p>Multiple Choice Quiz</p>
<p>The world's climate zones and examples</p>	<p>Identify aspects of news and magazine articles, blogs, and various .org sites text that reveal authors point of view regarding cause of climate change, and proposed actions (CCSS 6-8.RH.6)</p>	<p>Reading and discussion (fishbowl, group and class) from textbook, National Geographic articles, news articles from BBC, NY Times and other content providers, including websites, info graphics and film/video (TED, iTunes U)</p>	
<p>The world's ecosystems and examples of climate, plant and wildlife</p> <ul style="list-style-type: none"> • Factors and influence • Different types • Importance to our lives 	<p>Distinguish amongst the climate literature what is fact, opinion and reasoned judgment (CCSS 6.8 RH.8)</p>	<p>Write essays or blog or glog that gathers information from the different sources, paraphrasing differ views, citing sources (CCSS 6-8.WH.8).</p>	
<p>Write “pro-forma argument for each view (CCSS-WH.1)</p>	<p>Write “pro-forma argument for each view (CCSS-WH.1)</p>	<p>Write a blog or glog, or create an info graphic to publish on the internet the relationship of ecosystems between Haddonfield and another lo locale in the world (CCSS 6-8 WH.6)</p>	
<p>Resources/Technology: Teacher PC or ipad, Student BYOD or ipads. Use of edmodo, primary and secondary source content, digital content sources such as National Geographic and Junior Scholastic, iTunes U, TED, Twitter sources (AGA, Geography Ed, Average Geos, Teachit Geo,) NY Times Learning Network, epals, Google Earth and other GIS, GPS and other Geography-related apps, content sources or web services</p>			

Enduring Understandings (The big ideas): 1. The study of Geography includes human geography, which has topics and concepts such as population and culture. 2. Population growth and decline are issues in different parts of the world. 3. There are many different factors that determine where people live. 4. There are many different causes of population change. 5. Population pyramids and demographic transition curves are highly useful tools. 6. There are many aspects of culture – material and non-material. 6. Culture is changed by both internal and external influences. 7. When discussing culture, it is important to avoid stereotyping.

Essential Questions: Why are population trends important to our planet? To our daily lives? How is population affected? What factors cause population to change? What is culture? Why is understanding culture and respecting differences important? How does culture change over time? What are some things we can do to better understand others' culture? What is culture clash? Why does conflict sometimes occur? What can be done to avoid culture conflict? How can generalizations and stereotyping be avoided? How does the culture of Haddonfield and HMS compare to other parts of the world? Why are their differences and similarities?

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<p>Population</p> <ul style="list-style-type: none"> • Trends • Stages • Influences/causes of growth and decline • Problems • Tools – population pyramids and demographic transition curves <p>Culture</p> <ul style="list-style-type: none"> • What it is • Material and non material culture types • Assimilation • Convergence • Divergence • Culture Clash • Stereotyping • Importance of understanding and respecting differences • Perspective 	<p>Integrate population pyramids and curves (visual information) with text from news and magazine articles, along with textbook, to understand and interpret countries' population trends and issues (CCSS 6-8.RH.7)</p> <p>Identify and describe the four stages or steps in a demographic transition (CCSS 6-8.RH.3)</p> <p>Explain and exemplify key cultural types and changes, with an emphasis on understanding key descriptors of cultural change and key markers of culture - - material and non-material. (CCSS 6-8.RH.1)</p> <p>Understand perspective – point of view of different culture reflect daily through film and text readings, using edmodo discussion groups (CCSS 6-8.RH.6 and WH10)</p>	<p>Daily “Geo Quiz” as warm-up”</p> <p>Examine and discuss various countries’ population pyramids and curves</p> <p>Read and discuss Nat Geo Population app and articles</p> <p>Create Haddonfield pyramid and curves and hypothesize factors</p> <p>Compare and contrast countries’ population pyramids and interpret differences. Read supporting articles of China, Japan, Italy, Nigeria, and Afghanistan.</p> <p>Watch, listen and read text and film, primary and secondary accounts regarding culture change. (ex: Lost Boys of Sudan)</p> <p>Discuss factors, causes, perspective and reflect each day on discussion – writing short blogs or discussion (ex edmodo posts) extending throughout the unit (CCS6-8.WH10)</p>	<p>Daily formative assessments</p> <p>Quiz: Analyzing various pyramids and curves, short answer and compare/contrast</p> <p>Writing assignments: Daily blogs or posts grading on quality of reflection and writing ability.</p> <p>Explain various population pyramids and transition curves of specific countries. (CCSS 6-8.WH1)</p>
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Enduring Understandings (*The big ideas*): 1. Silk Road, Panama Canal and other events exemplify the theme of movement and significantly influenced history. 2. Geography influences different types of political and economic systems. 3. Resources are unevenly distributed throughout the world. 4. There are renewable and non-renewal energy sources with advantages and disadvantages. 5. For much of the world, access to clean, fresh water is a major resource issue and a source of conflict

Essential Questions: How do various types of government and various types of economies differ? What are the four characteristics of a country? What are renewable and nonrenewable resources? What are the advantages and disadvantages of various energy sources? Why are energy sources a highly debated issue? For much of the planet why is access to clean, fresh water and issue. Why is access to freshwater so important to improving the lives of people in non-developed countries? What can be done about it? What are four economic categories? How do totalitarian and democratic governments differ? How did different countries face the change from Communism to more democratic forms of government? What are the differences between capitalist and command economies? What are the differences between developed and undeveloped countries?

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<p>Theme of Movement</p> <p>Political Systems</p> <ul style="list-style-type: none"> • How countries are defined • Types of Governments <p>Economic Systems</p> <ul style="list-style-type: none"> • Basic principles of Economics • Types of Economic Systems • Economic Activities • Global trade <p>Resources</p> <ul style="list-style-type: none"> • Renewable and non Renewable energy sources • Fresh Water • Other natural resources 	<p>Read primary and secondary accounts of Movement theme, provide evidence to support examples of Movement – 1.people; 2. Goods and 3. Ideas (CCSS 6.8.RH.1)</p> <p>Read from textbook and explain how countries and political systems are defined, and organized, (CCSS 6-8.RH.5).</p> <p>Understand the meaning and application of specific economic vocabulary and how they are used.(CCSS 6-8.RH.4)</p> <p>Use info graphics - integrate text with visuals other content sources to explain and apply different economic systems and activities to real world events,(CCSS 6-8.RH.7)</p> <p>Read from textbook and other content sources and cite the evidence provided about the benefits and disadvantages of each energy source (CCSS 6-8.RH1) and identify loaded language and other aspects of the authors' points of view (CCSS 6-8.RH.6)</p> <p>Read from primary and secondary textbook and other content sources and cite the evidence provided about fresh water. (CCSS 6-8.RH1) (CCSS 6-8.RH.6)</p>	<p>Daily "Geo Quiz" as warm-up</p> <p>Readings of and discussion from magazine articles, presentations and first person accounts of the Silk Road or Panama Canal, along with film/videos.</p> <p>Reading from textbook, developing graphic organizers from textbook reading and other content sources, discussing real world examples and applications</p> <p>Readings and discussions from news articles</p> <p>Using real world current events (text, photos and video), discussion of similarities and differences, and relationships between systems (ex; command-communism) via think-pair-share, fishbowl and edmodo postings</p> <p>Research (paper and internet), discussion.</p> <p>Writing and discussing arguments and counter-arguments, ensuring evidence, small groups and class.</p> <p>Structured team debate on renewable and non renewable energy sources</p>	<p>Formative Assessments</p> <p>Diagnostic Assessments</p> <p>Write an informative/explanatory essay on explaining selecting something that exemplifies movement, and its importance to world events. (CCSS 6-8.WH.2)</p> <p>Quiz – multiple choice, short answer on political and economic systems</p> <p>Write and debate arguments for and against at least two energy sources, renewable and non-renewable, short and long term. (CCSS 6-8.WH.1)</p> <p>Pull out evidence to support analysis and reflection as to why access to clean freshwater is so important (CCSS6-8.WH.9) Identify freshwater similarities and differences in relations to developed/non developed countries</p>
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Enduring Understandings (*The big ideas*): 1. Antarctica is important for scientific research and understanding our planet and its changing climate. 2. The Antarctica Treaty has been effective so far in regulating how humans interact with its environment 3. There are many life lessons learned from the Grate Race to the South Pole. 4. Physical geography is Australia’s greatest challenge. While the indigenous people of Australia, New Zealand share many similarities, geography has caused many differences.

Essential Questions: Why is the scientific study of Antarctica important? How is Antarctica changing and why? How do humans interact with the environment (HEI)? What life lessons are there from the “Great Race” to the South Pole between Amundsen and Scott? What are the primary physical and human geographic challenges facing Australia and New Zealand? How are they overcome? What are the cultural similarities and differences between the Maori, Aborigines and Native American Indians? How did geography influence their cultures over time?

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<p>Antarctica</p> <ul style="list-style-type: none"> • Location and mapping • Physical Geography <ul style="list-style-type: none"> ○ Landforms ○ Bodies of water ○ Climate and Ecosystems • Human Geography • Resources and land use • HEI & survival • Race to the South Pole <p>Australia & New Zealand</p> <ul style="list-style-type: none"> • Location and mapping • Physical Geography <ul style="list-style-type: none"> ○ Landforms ○ Bodies of water ○ Climate and Ecosystems • Human Geography <ul style="list-style-type: none"> ○ Population ○ Culture ○ History ○ Government ○ Economy • Indigenous people – Aboriginal and Maori 	<p>Integrate text with visuals other content sources to understand and map physical geography. (CCSS 6-8.RH.7)</p> <p>Read and watch primary and secondary accounts of research and survival and identify examples to support. (CCSS 6.8.RH.1)</p> <p>Read and watch primary and secondary accounts of the “Great Race”, and cite evidence, reflect and write about life lessons learned. (CCSS 6.8.WH.9)</p> <p>Read and watch primary and secondary accounts of the Maori, Aboriginal and Native American cultures, ”, and cite evidence, reflect and write about how cultures have changed over time. (CCSS 6.8.WH.9)</p> <p>Read from primary and secondary textbook and other content sources and cite the evidence that identify similarities and differences between indigenous people. (CCSS 6-8.RH9) (CCSS 6-8.RH.6)</p>	<p>Daily “Geo quiz” as warm up</p> <p>Continue epal communication</p> <p>Analysis, interpretation and discussion of readings</p> <p>Skype with Antarctica research center</p> <p>Game-based learning – play the survival game</p> <p>Primary and secondary readings – silent and read aloud. Group discussion and identification of key lessons learned from Race to the South pole readings,</p> <p>Lecture-discussion, and analysis of digital content including info graphics and Google earth to identify physical and human characteristics of countries</p> <p>In-class and online edmodo discussions regarding Maori, Aboriginal people and Native Americans – small groups</p>	<p>Formative Assessments</p> <p>Create unique info graphics for each country using 5 themes and geography concepts</p> <p>Using assigned readings, compare and contrast similarities and differences writing a formal essay (CCSS 6-8.WH.1)</p>
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Enduring Understandings (The big ideas): 1. Globalization is shrinking and changing the world 2. While China is still the world's workshop, Southeast Asia is becoming an economic powerhouse. 3. China is communist but has a mixed economy. 4. The Tibetan peninsula, Himalayans and Gobi desert historically kept China isolated. 4. Population growth and decline are problems for China and Japan respectively. 6. China's Big Move and Three Gorges Dam project are very controversial. 6. The Ring of Fire and other geographic factors such as lack of resources and culture influence current day Japan and its history

Essential Questions: Why and how is China so critical in the world today? How is Southeast Asia competing in the global economy? What are the issues associated with a labor intense, manufacturing based economy? How has geography influenced present day and past Japan? China? How are China's and Japan's population issues and potential solutions different? Why are resources (or lack of) so important to Japan? How might Japanese culture contribute to a declining and aging population?

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<p>Southeast Asia</p> <ul style="list-style-type: none"> • Location and mapping • Physical Geography <ul style="list-style-type: none"> ○ Landforms ○ Bodies of water ○ Climate and Ecosystems • Human Geography • Economy and Government <ul style="list-style-type: none"> ○ Clothing industry ○ Migration <p>Japan</p> <ul style="list-style-type: none"> • Location and mapping • Physical Geography <ul style="list-style-type: none"> ○ Landforms ○ Bodies of water ○ Climate and Ecosystems • Human Geography <ul style="list-style-type: none"> ○ Population ○ Culture ○ Economy • Ring of Fire <p>China</p> <ul style="list-style-type: none"> • Location and mapping • Physical Geography <ul style="list-style-type: none"> ○ Landforms ○ Bodies of water • Human Geography <ul style="list-style-type: none"> ○ Population ○ Govt & Economy • Big Move/Urbanization • Pollution • Three Gorges Dam 	<p>Integrate text with visuals other content sources to understand and map physical geography. (CCSS 6-8.RH.7)</p> <p>Draw evidence from text and other media to support research and presentation of a geographic theme or concept (CCSS 6.8.WH.9)</p> <p>Read and watch primary and secondary accounts, and cite evidence, reflect and write about how Japan and China are solving some of their larger issues(CCSS 6.8.WH.9 and 6-8 RH.1.)</p> <p>Read from primary and secondary textbook and other content sources and cite the evidence that identifies the major geographic challenges these countries have: causes, effects and hypothesize potential solutions (CCSS6-8.RH.1, 6-8.RH.2)</p> <p>Understand the concepts/vocabulary of globalization and urbanization as it relates to China and japan (CCSS 6-8.RH.4)</p>	<p>Create cartogram based on where student clothing is made.</p> <p>Read and discuss primary and secondary sources on the garment industry, including history, catastrophes.</p> <p>Compare/contrast Triangle Fire NYC to recent issues in Asia. Class discussion: are cheap clothes a good thing for US?</p> <p>Game-based learning – play 10 Steps to Asia</p> <p>Lecture-discussion, and analysis of digital content including info graphics and google earth to identify physical and human characteristics of countries</p> <p>In-class and online edmodo discussions regarding Big Move</p> <p>Using real world current events (text, photos and video), discussion of similarities and differences, and relationships between systems (ex; command-communism) via think-pair-share, fishbowl and edmodo postings</p>	<p>Formative Assessments</p> <p>Create cartogram on clothing industry</p> <p>Teacher led research. Small groups assigned a concept or theme of a southeast Asian to research and present.</p> <p>Discussion of countries' unique geographic challenge, provide feedback.</p>
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Enduring Understandings (*The big ideas*): 1. Urbanization is a major global trend, and has positive and negative impacts. 2. There are many causes of cultural conflict. 3. India chose to grow its economy and improve its people lives through technology and service related industries – a much different path than China. 4. Some of Asia’s largest slums are located in India. 5. Russia’s present day’s actions are highly influenced by its history, and the human and physical geographic challenges it has faced.

Essential Questions: What is urbanization? Is urbanization a good thing? How does India’s caste system work? How is it changing? What role does religion play in it? Is replacing India’s slums with modern living facilities the right thing to do? How has Russia’s geographic challenges influenced its past and present day actions? What is Russia’s geo-political place in the world today? Why is it often in conflict with the US?

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Concepts	Skills	Activities/Strategies	Assessment
<i>What students will know</i>	<i>What students will be able to do</i>	<i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	<i>How learning will be assessed</i>

<p>India</p> <ul style="list-style-type: none"> • Location and mapping • Physical Geography <ul style="list-style-type: none"> ○ Landforms ○ Bodies of water ○ Climate and Ecosystems • Human Geography • Urbanization • Caste System <p>Russia</p> <ul style="list-style-type: none"> • Location and mapping • Physical Geography <ul style="list-style-type: none"> ○ Landforms ○ Bodies of water ○ Climate and Ecosystems • Human Geography <ul style="list-style-type: none"> ○ Population ○ Culture ○ History ○ Government ○ Economy • Current events 	<p>Integrate text with visuals other content sources to understand and map physical geography. (CCSS 6-8.RH.7)</p> <p>Read and watch primary and secondary accounts of research and survival and identify examples to support. (CCSS 6.8.RH.1)</p> <p>Read and watch primary and secondary accounts, and cite evidence, reflect and write about life lessons learned. (CCSS 6.8.WH.9 and 6-8)</p> <p>Read from primary and secondary textbook and other content sources and cite the evidence that identify similarities and differences between indigenous provided about fresh water. (CCSS 6-8.RH9) (CCSS 6-8.RH.6)</p>	<p>Daily “Geo Quiz” as warm up</p> <p>Continue epal communication</p> <p>Read, and listen to and watch, then discuss primary and secondary source treatment of urbanization and the caste system, in Mumbai and Dharavi India. Watch, discuss, reflect and write using excerpts from Slumdog Millionaire</p> <p>Game-based learning – play 10 Steps to Asia</p> <p>Lecture-discussion, and analysis of digital content including info graphics and google earth to identify physical and human characteristics of countries</p> <p>Use current events article from sources such as nat geo or Junior Scholastic to identify current issues and how geography causes and can solve problems.</p> <p>Using real world current events (text, photos and video), discussion of similarities and differences, and relationships between systems (ex; command-communism) via think-pair-share, fishbowl and edmodo postings</p>	<p>Assess all writing – blogs, emails and online discussion/edmodo posts</p> <p>Test: Russia and India. Short Answer and Multiple choice</p>
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Resources/Technology: Teacher PC or ipad, Student BYOD or ipads. Use of edmodo, primary and secondary source content, digital content sources such as National Geographic and Junior Scholastic, iTunes U, TED, Twitter sources (AGA, Geography Ed, Average Geos, Teachit Geo,..) NY Times Learning Network, epals, Google Earth and other GIS, GPS and other Geography-related apps, content sources or web services

Enduring Understandings (The big ideas): 1. Some of the world's most impressive cities and rivers are located in Europe. 2. Europe is highly urbanized. 3. The European Union has brought significant change to Europe and the rest of the world. 4. Geography has had a great influence on the history of Europe. 4. There are many cultures in Europe, and with it, a diverse array of language, religion, music, food, dress and traditions.

Essential Questions What is the EU? What is its importance? What are the major cities of Europe and why are they considered some of the world's greatest cities? Why were Europe's rivers so important in regards to settlement and population growth, and why are they still important today? Why is Europe's culture so stratified? What issues and challenges has the geography of Europe caused? What are possible solutions?

Core Content/Objectives		Instructional Actions	
Concepts	Skills	Activities/Strategies	Assessment
<i>What students will know</i>	<i>What students will be able to do</i>	<i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	<i>How learning will be assessed</i>

<p>Western Europe</p> <ul style="list-style-type: none"> • Location and mapping • Physical Geography <ul style="list-style-type: none"> ○ Landforms ○ Bodies of water ○ Climate and Ecosystems • Human Geography <ul style="list-style-type: none"> ○ Population ○ Culture ○ History ○ Government ○ Economy <p>Eastern Europe</p> <ul style="list-style-type: none"> • Location and mapping • Physical Geography <ul style="list-style-type: none"> ○ Landforms ○ Bodies of water • Human Geography <ul style="list-style-type: none"> ○ Population ○ Culture ○ Govt & Economy ○ Economy 	<p>Integrate text with visuals other content sources to understand and map physical geography. (CCSS 6-8.RH.7)</p> <p>Read and watch primary and secondary accounts of research and survival and identify examples to support. (CCSS 6.8.RH.1)</p> <p>Using technology, publish an info graphic of a country's geographic challenge, effect and potential solution (CCSS 6-8.WH6)</p> <p>Write an argument that identifies a country's geographic challenge and hypothesize potential solutions, using a peer review and teacher guidance to improve the writing and support of ideas (CCSS 6-8.WH.5)</p>	<p>Daily "Geo-Quiz" as warm up"</p> <p>Continue epals communication</p> <p>Year end project</p> <p>Utilizing all content sources and all web-based applications and services, select a country, identify its problem and explain how geography has caused this challenge, detail the impact or effect, and hypothesize potential solutions. An essay and a info graphic on the country and its geographic challenge (many CCSS standards)</p>	<p>Year-end project (SGO) – see activities. Students research country, identify problem, quantify impact, explain causes and hypothesize solution.</p> <p>Essay and Info graphic on country and challenge selected,</p>
<p>Resources/Technology: Teacher PC or ipad, Student BYOD or ipads. Use of edmodo, primary and secondary source content, digital content sources such as National Geographic and Junior Scholastic, iTunes U, TED, Twitter sources (AGA, Geography Ed, Average Geos, Teachit Geo,..) NY Times Learning Network, epals, Google Earth and other GIS, GPS and other Geography-related apps, content sources or web services</p>			

Enduring Understandings (*The big ideas*): There are many misconceptions and myths about Africa. Colonization and imperialism has influenced many African countries' economies, governments and resource availability. Some of the world's greatest ecosystems are in Africa and South America (Maasai and Amazon), and are in jeopardy

Essential Questions Why are there so many misconceptions and myths about Africa? What is the 'real' Africa? How do we appreciate the diversity of Africa while at the same time recognize common interests? How has colonization influenced South America and Africa? What is the rainforest? Why is it so important? What is the Maasai? Why is it so important?

Core Content/Objectives		Instructional Actions	
<p>Concepts <i>What students will know</i></p>	<p>Skills <i>What students will be able to do</i></p>	<p>Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i></p>	<p>Assessment <i>How learning will be assessed</i></p>

<p>Africa and/or South America</p> <ul style="list-style-type: none"> • Location and mapping • Physical Geography <ul style="list-style-type: none"> ○ Landforms ○ Bodies of water ○ Climate and Ecosystems • Human Geography <ul style="list-style-type: none"> ○ Population ○ Culture ○ History ○ Government ○ Economy 	<p>Integrate text with visuals other content sources to understand and map physical geography. (CCSS 6-8.RH.7)</p> <p>Read and watch primary and secondary accounts of research and identify examples to support. (CCSS 6.8.RH.1)</p>	<p>Daily “Geo Quiz” as warm up</p> <p>Wrap up epal communication. Final Skype session,</p> <p>Read, and listen to and watch, then discuss primary and secondary source treatment of colonization.</p> <p>Game-based learning – play 10 Steps to Africa</p> <p>Lecture-discussion, and analysis of digital content including info graphics and google earth to identify physical and human characteristics of countries</p> <p>Use current events article from sources such as nat geo or Junior Scholastic to identify current issues and how geography causes and can solve problems.</p>	<p>Multiple choice/short answer test</p> <p>Monitor and provide feedback for all writing – blogs, posts and emails.</p>
<p>Resources/Technology: Teacher PC or ipad, Student BYOD or ipads. Use of edmodo, primary and secondary source content, digital content sources such as National Geographic and Junior Scholastic, iTunes U, TED, Twitter sources (AGA, Geography Ed, Average Geos, Teachit Geo,..) NY Times Learning Network, epals, Google Earth and other GIS, GPS and other Geography-related apps, content sources or web services</p>			