

Boonton School District

Course Title:	World Geography	Grade Level(s):	7th		
Curriculum Area / Level:	Social Studies/7th Grade	Credits:			
Course prerequisites and/or co-requisites:					
Course Description:	<p>The 7th grade social studies course is a study of World Geography and focuses on the relationships among people, places, and the environment in the different regions of the world. Students will identify, compare, and analyze landforms, climates, and natural resources as they explore the world of physical geography. In addition, the students will also study cultural, political, economic, and religious characteristics of the regions to help understand the human geography that influence the region.</p>				
Created by:	Marybeth Comer	Date:	August 2016	BOE Approval:	9/26/16
District Equity Statement:	<p>As required by state law, it is the policy of Boonton School District not to discriminate on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap in its educational programs or activities and to maintain a learning environment that is free from sexual harassment. Courses of study and instructional materials shall be designed and selected in order to eliminate discrimination and promote understanding, sex equity, and mutual respect among people. No course offering, including but not limited to physical education, health, technology education, vocational, home economics, music and adult education, shall be limited on the basis of race, color, creed, religion, sex, ancestry, national origin, social or economic status, pregnancy, or physical handicap. Furthermore, there shall be no discrimination against students as to any educational activity or program because of pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, or family or marital status. If a student requests to be excluded or a physician certifies that such is necessary for her physical, mental, or emotional well-being, she must be provided with adequate and timely opportunity for instruction to continue or make up her schoolwork without prejudice or penalty.</p>				

Division of Umbrella & Mini Units

Umbrella Unit 1 Topic / Name: Physical Geography	Mini Unit(s) <i>(Add to the list of mini units as necessary)</i> 1A. 5 Themes of Geography 1B. Map and Globes 1C. Planet Earth
Umbrella Unit 2 Topic / Name: Western Hemisphere	Mini Unit(s) <i>(Add to the list of mini units as necessary)</i> 2A. Exploration and Discovery 2B. North America 2C. South America
Umbrella Unit 3 Topic / Name: Eastern Hemisphere	Mini Unit(s) <i>(Add to the list of mini units as necessary)</i> 3A. Europe 3B. Africa 3C. Asia 3D. The Pacific World
Umbrella Unit 4 Topic / Name: Current cultural, political, and economic geography of the World	Mini Unit(s) <i>(Add to the list of mini units as necessary)</i> 4A. Governments around the World 4B. Economic and population patterns 4C. World Religions

UMBRELLA UNIT 1	
Title:	Physical Geography
Duration:	8 weeks
Essential Questions:	<p>How does geography help us interpret the past, understand the present, and plan for the future?</p> <p>How do physical processes shape Earth's surface?</p> <p>What story do maps and globes tell?</p> <p>Why do geographers create and use regions as organizing concepts?</p> <p>Why is climate important to life on Earth?</p> <p>How do the characteristics and distribution of human population affect human and physical systems?</p>
Summative Assessments: (Assessment at the end the learning period)	<p>Chapter Tests</p> <p>Quizzes</p> <p>Benchmarks</p>
Formative Assessments: (Ongoing assessments during the learning period)	Response to verbal and written questions and classroom discussions, graphic organizers, lesson reviews, note taking, homework, classwork, presentations, quizzes, chapter projects, essay writing, DBQ's
Differentiation:	Modifications for approaching grade level, beyond grade level, and English language learner students, grouping students by ability, interest, topic, or learning styles.
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability
8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people, and capital

	contribute to a technological product or system.
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

MINI UNIT 1A	
Title:	5 Themes of Geography
Duration:	10 days
Overview:	Developing the ability to apply the themes of place, location, movement, region, and interaction to developed and developing regions around the world. On a wide scale level understanding how using the 5 themes to analyze a place allow geographers a delve into a deeper understanding of both physical and human geography.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
The differences of absolute and relative location	6.1.8.B.1.b, 6.2.8.B.1.a, 6.1.4.B.3
What makes places unique and different	6.2.8.B.4.e, 6.2.8.B.4.f, 6.2.12.C.6.b
How movement of things, ideas, and people has affected different parts the world	6.2.8.B.4.e, 6.2.8.B.4.f
The types of regional divisions geographers can use	6.3.8.B.1
The advantages and disadvantages of places	6.3.8.B.1, 6.2.12.C.6.b

Essential Outcomes - Upon completion of this course students will be able to (procedural):		Alignment to Standards
Divide the world into regions based on common features.		6.2.8.B.4.a,
Determine absolute and relative location		6.1.8.B.1.b, 6.2.8.B.1.a
Identify the advantages and disadvantages of the physical environment		6.3.8.B.1, 6.1.12.C.16.a, 6.2.12.C.6.b
Identify and apply geographer's tools, including globes, maps, and the five elements of geography		6.3.8.B.1, 6.1.12.C.16.a, 6.2.12.B.6.a
Analyze the features of a place and how they impact daily life		6.3.8.B.1, 6.1.12.C.16.a, 6.2.12.C.6.b
Essential Outcomes - Upon completion of this course students will understand (conceptual):		Alignment to Standards
The five elements of geography and the geographer's relationship to other disciplines.		6.3.8.B.1, 6.1.12.C.16.a, 6.2.12.C.6.b
The ways in which geographers evaluate a place to better understand it		6.2.8.B.4.e, 6.3.8.B.1, 6.1.12.C.16.a, 6.2.12.C.6.b
How geographers study how people, places, and environments are distributed on the Earth's surface		6.2.8.B.4.e, 6.2.12.B.6.a
Resources Mini Unit 1A:	Textbook "Geography: The World and it' People", atlas, online resources	

MINI UNIT 1B	
Title:	Maps and Globes
Duration:	15 days
Overview:	Examining the different types of globes and map used to study regions of the world and developing the ability to read, create, and apply both.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
How map projections are created and used by geographers	6.1.8.B.1.b, 6.1.4.B.1
The characteristics and uses of both maps and globes	6.1.4.B.1
The advantages and disadvantages of various map projections	6.1.4.B.1
The importances of a scale when creating a map	6.1.4.B.1, 6.1.4.B.3
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Describe globes, maps, and the importance of using a scale	6.1.8.B.1.b,6.1.4.B.3
Analyze various map projections	6.1.4.B.1
Analyze a world map to identify physical features, political boundaries, population density, economic activities, climate zones, and vegetation	6.2.8.B.4.e
Essential Outcomes - Upon completion of this course	Alignment to Standards

students will understand (conceptual):		
Types of maps and globes, how they have developed and changed over time		6.1.8.B.1.b , 6.2.12.B.6.a
How to use maps to identify different physical and political features		6.2.12.B.5.c
Resources Mini Unit 1B:	Textbook “Geography: The World and it’ People”, atlas, online resources, primary source documents	

MINI UNIT 1C		
Title:	Planet Earth	
Duration:	10-15 days	
Overview:	The physical process that impact and shape the Earth on a daily basis. Focusing on the water systems, climate, and landforms that change and impact the Earth daily. Also, in the big picture examining our role within our own solar system to help explain the internal and external forces on Earth.	
Essential Outcomes - Upon completion of this course students will know (declarative):		Alignment to Standards
How external and internal forces shape the Earth’s surface		6.2.12.B.6.a, 5.4.6.B.3
That Earth is part of a larger physical system that contains other planets, moons, and stars that revolve that Sun.		6.2.12.B.6.a, 5.4.6.A.4
How the water cycle works		5.4.8.E.1

The theory of continental drift and the process of plate tectonics	5.4.8.E.1
That the Earth's surface is a complex mix of landforms and water systems	6.2.12.B.6.a
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Describe the Earth's solar system	5.4.6.A.4
Describe different landforms and how they are created	6.2.12.B.6.a, 5.4.6.B.3
Explain the steps of the water cycle	5.4.8.E.1
Describe the layers of the Earth	5.4.8.D.1
Analyze how plate tectonics and continental drift affect Earth's surface	5.4.8.E.1
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
Physical processes that shape the Earth	6.2.8.B.4.e
The unique features of the Earth's such as landforms and waterways	6.2.12.B.6.a, 5.4.6.B.3
Resources Mini Unit 1C:	Textbook "Geography: The World and it' People", atlas, online resources, primary source documents

UMBRELLA UNIT 2

Title:	Western Hemisphere
Duration:	12 Weeks
Essential Questions:	<p>How do physical and human systems shape a place?</p> <p>How do certain patterns, processes, and functions determine where people settle?</p> <p>In what ways does cultural influence people's perceptions of places and regions?</p> <p>What are some ways humans are influenced by their environment and how do they influence it themselves?</p> <p>How can cultural characteristics link or divide a region?</p> <p>What are some criteria that may be used to determine a country's relative importance?</p> <p>What impact do elements of the physical environment, such as major bodies of water and mountains, have on countries?</p> <p>How did the Age of Exploration shape the western hemisphere?</p>
Summative Assessments: (Assessment at the end the learning period)	Chapter Tests Quizzes Benchmarks
Formative Assessments: (Ongoing assessments during the learning period)	Response to verbal and written questions and classroom discussions, graphic organizers, lesson reviews, note taking, homework, classwork, presentations, quizzes, chapter projects, essay writing, DBQ's
Differentiation:	Modifications for approaching grade level, beyond grade level, and English language learner students, grouping students by ability, interest, topic, or learning styles

TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

MINI UNIT 2A	
Title:	Exploration and Discovery
Duration:	10-15 days
Overview:	Examine the role the Age of Exploration had specifically on the western hemisphere. Analyze the changing map of the world, European expansion, conquest, and colonization through the lens of world geography.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
The countries involved in the Age of Exploration	6.1.8.B.1.b, 6.1.8.C.1.a, 6.1.8.C.1.b
Who discovered areas in both North and South America	6.1.8.C.1.b
How exploration led to the development of new	6.1.8.B.1.b, 6.1.8.C.1.a, 6.1.8.C.1.b

human systems around the world	
The impact did the Mesoamerican civilizations have on the western hemisphere	6.1.8.A.1.a, 6.1.8.D.1.a
How European colonization changed the cultural landscape of the western hemisphere	6.1.8.A.1.a, 6.1.8.D.1.a
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Analyze the role of European countries on the Western Hemisphere	6.1.8.A.1.a, 6.1.8.D.1.b
Explain the impact of outside forces on the “New World” following discovery	6.1.8.A.1.a, 6.1.8.D.1.b
Describe the spread of people, places, and things to the western countries	6.1.8.A.1.a, 6.1.8.B.1.b, 6.1.8.C.1.a, 6.1.8.C.1.b
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The role of the explorers to help shape the modern map	6.1.8.B.1.b, 6.1.8.C.1.a, 6.1.8.C.1.b
The conquering of many Mesoamerican civilizations which led to the colonization of the Western Hemisphere	6.1.8.B.1.b, 6.1.8.C.1.a, 6.1.8.C.1.b
The changing cultural landscape of the western hemisphere following discovery	6.1.8.A.1.a, 6.1.8.B.1.b, 6.1.8.C.1.a, 6.1.8.C.1.b
Resources Mini Unit 2A:	Textbook “Geography: The World and it’ People”, atlas, online resources, primary source documents

MINI UNIT 2B	
Title:	North America
Duration:	15-20 days
Overview:	Examining the physical and human geography of the major regions of North America. Comparing and contrasting the cultural features, physical landscape, and history of the territory to draw inferences about modern practices.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
Environmental issues impacting North America	6.2.8.B.4.e
How the physical geography and physical processes impact North America	6.1.8.A.1.a, 6.2.12.B.6.a
How the landscape, waterways, and natural resources of North America contribute to economy	6.2.8.B.3.a, 6.2.8.B.4.f, 6.2.8.B.4.a
The factors affecting population, population distribution, and cultural diversity of North America	6.2.8.B.4.a
The roots of both the French and English on North American settlements	6.1.8.A.2.a, 6.1.8.B.2.a, 6.1.8.B.2.b
The characteristics of North America's diverse population	6.1.8.B.2.b, 6.2.8.B.4.a
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Explain the importances of water systems and natural resources on the economy	6.2.8.B.3.a, 6.2.12.B.6.a
Analyze how to address the environmental issues	6.2.8.B.4.e, 6.2.12.B.6.a

faced by North America	
Explain how the physical landscape of North America was formed	6.2.8.B.4.e, 6.2.12.B.6.a
Describe how physical geography, immigration, and urbanization affect population distribution and cultural diversity	6.1.8.A.2.a, 6.1.8.B.2.a, 6.1.8.B.2.b
Understand the diverse populations and cultures of North American countries	6.1.8.A.1.a, 6.2.8.B.4.f
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The physical and human systems of North America	6.2.8.B.4.a, 6.2.8.B.4.f
How European powers influenced where people settled in the North America	6.1.8.A.2.a, 6.1.8.B.2.a, 6.1.8.B.2.b
How people impact where they live in both positive and negative ways	6.2.8.B.4.e, 6.2.8.B.4.f
The impact of the indigenous people of North America on today's society	6.2.8.B.4.a
Resources Mini Unit 2B:	Textbook "Geography: The World and it' People", atlas, online resources

MINI UNIT 2C	
Title:	Latin America
Duration:	15-20 days

Overview:	Examine the physical and human geography of Central and South America. The unit will focus on the physical features, culture, and history of the region to both analyze it and to also compare it to the previous studied regions.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
How economies in Latin America have become part of the global economy	6.2.8.B.4.a, 6.2.8.B.4.f
The causes and effects of environmental issues of Latin America	6.2.8.B.4.e, 6.2.8.B.4.f
The landforms, water systems, climate regions, biomes, and natural resources of Latin America	6.2.8.B.3.a, 6.2.12.B.6.a
Population characteristics of Latin America	6.2.8.B.4.e, 6.2.8.B.4.f
How empires of indigenous peoples and colonial rule impacted Latin American history, culture, and social structures	6.1.8.A.2.a, 6.1.8.B.2.a, 6.1.8.B.2.b
How Latin America's physical geography affects, climate, populations patterns, and economic development	6.1.8.A.2.a, 6.1.8.B.2.a, 6.1.8.B.2.b, 6.2.8.B.4.f
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Describe the natural features of Latin America	6.2.8.B.3.a, 6.2.12.B.6.a
Analyze how Latin America's physical geography impacts the way people live there	6.2.8.B.3.a
Explain the influence of the indigenous people on today's culture	6.2.8.B.4.a, 6.2.12.B.5.c
Identify the cause and effect of environmental issues	6.2.8.B.4.e

facing Latin America	
Describe population patterns and economic trends	6.2.8.B.4.f, 6.2.12.B.5.c
Discuss history, governments, and culture of Latin America	6.2.8.B.4.a, 6.2.12.B.5.c
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The impact of the indigenous people of Latin America on today's society	6.2.8.B.4.a, 6.2.12.B.5.c
How European expansionism led to the development of Latin American societies	6.1.8.A.2.a, 6.1.8.B.2.a, 6.1.8.B.2.b
The physical and human systems of Latin America	6.2.8.B.4.a, 6.2.12.B.5.c
How understanding population patterns and economic trends is connected to geography	6.2.8.B.4.f
Resources Mini Unit 2C:	Textbook "Geography: The World and its People", atlas, online resources, primary source documents

UMBRELLA UNIT 3

Title:	Eastern Hemisphere
Duration:	14 weeks
Essential Questions:	<p>How do physical and human systems shape a place?</p> <p>In what ways did colonization impact regions in the Eastern hemisphere?</p> <p>How has the development of world trade impacted the Eastern hemisphere?</p> <p>How do certain patterns, processes, and functions determine where people settle?</p> <p>In what ways does cultural influence people's perceptions of places and regions?</p> <p>How has religion played a part in the cultural, political, and economic development of the region?</p> <p>How can cultural characteristics link or divide a region?</p> <p>What are some criteria that may be used to determine a country's relative importance?</p> <p>What impact do elements of the physical environment, such as major bodies of water and mountains, have on countries?</p>
Summative Assessments: (Assessment at the end the learning period)	Chapter tests, Quizzes Benchmarks
Formative Assessments: (Ongoing assessments during the learning period)	Response to verbal and written questions and classroom discussions, graphic organizers, lesson reviews, note taking, homework, classwork, presentations, quizzes, chapter projects, essay writing, DBQ's
Differentiation:	Modifications for approaching grade level, beyond grade level, and English language learner students, grouping students by ability, interest, topic, or learning styles

TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

MINI UNIT 3A	
Title:	Europe
Duration:	15- 20 days
Overview:	Examine the physical and human geography of the European continent. Students will identify major landforms, analyze the unique history of the region, and compare the current political and economic landscape to that of other regions we have already learned about.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
The transition to democratic government and market economies following the fall of Communism	6.2.8.B.4.f
The importance of various landforms and water	6.2.8.B.3.a, 6.2.8.B.4.e

sources to Europe	
The factors that affect climate and vegetation in the region	6.2.8.B.3.a, 6.2.8.B.4.e
How the history of Europe was shaped by migrations, trade, and invasions	6.1.8.A.1.a, 6.2.8.A.3.a, 6.2.8.B.3.a
The threats posed by pollution, acid rain, and human activities and how they are being addressed	6.2.8.B.4.e, 6.2.8.B.3.a
The reasons for and the effects of the creation of the European Union	6.2.8.B.4.f
How urbanization and industrialization have shaped population patterns	6.2.8.B.3.a, 6.2.8.C.3.b
The characteristics of the modern governments and economies of Europe	6.2.8.B.4.f
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Analyze the influence of migration, trade, and invasions in Europe's history	6.2.8.B.4.a, 6.2.12.B.1.a
Describe Europe's' modern governments and economies	6.2.8.B.4.a, 6.2.8.B.4.f
Identify factors that affect climate, vegetation and population patterns in the region.	6.2.8.B.3.a, 6.2.8.B.4.e
Explain why the European Union was formed and its impact on the region.	6.2.12.C.5.f
Describe the environmental issues that affect the area	6.2.8.B.4.e

Analyze the transition from command to market economies	6.2.8.C.3.b, 6.2.8.B.4.a
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
How cooperation and conflict among people influence the division and control of the eastern surfaces	6.2.8.B.4.a
How modern economies and government developed in European empires	6.1.8.A.1.a, 6.2.8.B.4.f
The ways culture influence people's perceptions of places and regions	6.2.8.B.4.a
The physical and human systems of Europe	6.2.8.B.4.e, 6.2.12.B.6.a
Resources Mini Unit 3A:	Textbook "Geography: The World and it' People", atlas, online resources

MINI UNIT 3B	
Title:	Africa
Duration:	15-20 days
Overview:	Explore the physical and human geography of the African continent. Focusing on the physical landscape, climate, history, and culture of the continent to both analyze the region and compare it to other areas in the world.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
How the landscapes of Africa were formed	6.2.12.B.6.a

The importance of various landforms and water sources to Africa	6.2.8.B.4.e
How the history of Africa was shaped by migrations, religion, trade, and invasions	6.2.12.B.5.c
How physical geography and human activities contribute to environmental issues	6.2.8.B.4.a, 6.2.8.B.4.e
The ways religions and ethnic diversity and conflict have influenced population patterns	6.1.8.A.1.a,
That Africa has a diverse landscape	6.2.12.B.6.a
How culture and conflict coexist in the region today	6.2.8.B.4.a
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Identify factors that affect landforms, water systems, climate and natural resources	6.2.8.B.4.e, 6.2.12.B.6.a
Analyze the influence religions and ethnic diversity have on Africa	6.2.8.B.4.a
Describe the environmental issues impacting Africa and the ways they are being addressed	6.2.8.B.4.e
Analyze how the influence of democracy affects the economy and resource management	6.2.8.B.4.a
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The relationship between humans and the physical environment in Africa	6.2.8.B.4.e, 6.2.12.B.5.c
How culture influence people's perception of places	6.2.8.B.4.a

and regions	
How physical environment affects the people and their activities	6.2.8.B.4.e
The physical and human systems of Africa	6.2.8.B.4.a
Resources Mini Unit 3B:	Textbook “Geography: The World and it’ People”, atlas, online resources

MINI UNIT 3C	
Title:	Asia
Duration:	20 days
Overview:	Examine the physical and human geography of Asia, exploring the landscape, culture, and history of the region. Compare these features to that of other regions of the world.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
The importance of various landforms and water sources to Asia	6.2.8.B.4.e, 6.2.12.B.6.a
How the history of Asia was shaped by migrations, religion, trade, and invasions	6.2.8.A.3.a, 6.2.8.B.4.f
The causes and effects of the uneven developments of the economies of the region	6.2.8.B.4.a
How the modern government and economies of Asia were formed	6.2.8.B.4.a
How the tectonic activity of the region impact the life of citizens	6.2.12.B.6.a

The major influences to culture on the region	6.2.8.B.4.a
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Identify factors that affect landforms, water systems, climate, and natural resources of Asia	6.2.8.B.4.e, 6.2.12.B.6.a
Explain how the high population density of parts of Asia is affecting the environment	6.2.8.A.3.a, 6.2.8.B.4.a, 6.2.8.B.4.e
Analyze the influence of the early civilization of the region on beliefs, cultures, and traditions	6.2.8.A.2.a, 6.2.8.B.2.a, 6.2.8.B.2.b
Explain how industrialization and technology advances the region	6.2.8.B.4.f
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The ways the physical environment affects the people and their activities	6.2.8.B.4.e, 6.2.12.B.5.c, 6.2.12.B.6.a
The population patterns of the region and how they impact human and physical systems	6.2.8.B.4.a
The multiple ways in which the early civilizations still impact the daily life of Asia	6.2.8.A.2.a, 6.2.8.B.2.a, 6.2.8.B.2.b
How the conflicts of the region impacts economies, governments, and culture of Asia	6.2.8.B.4.a, 6.2.8.B.4.f
The physical and human systems of Asia	6.2.8.B.4.a
Resources Mini Unit 3C:	Textbook "Geography: The World and its People", atlas, online resources, primary source documents

MINI UNIT 3D	
Title:	The Pacific World
Duration:	10 days
Overview:	Explore the physical and human geography of the Australia, New Zealand, and Oceania, making comparisons and drawing conclusions.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
How rivers, seas, and oceans support human and economic activities of the region	6.2.12.B.6.a
The diverse culture of the region brought by immigrants from other regions	6.2.8.B.4.a, 6.2.12.B.5.c
How the indigenous people of the area have impacted the culture of the Pacific world	6.2.8.A.2.a
The changes brought by South Asia, Europe, and the Americas	6.2.8.B.4.a, 6.2.12.B.5.c
How tourism, industrialization, and trade have contributed to the destruction of the environment; specifically the Great Barrier Reef	6.2.8.B.4.e, 6.2.12.A.6.a
How location and elevation of the region impact climate	6.2.12.B.6.a, 6.2.12.B.5.c
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Analyze the influence of waterways on shaping and supporting life	6.2.12.B.5.c
Describe how modern economies and	6.2.8.B.4.a, 6.2.8.B.4.e

governments were formed	
Explain why some pacific islands are culturally diverse while others remain virtually untouched	6.2.12.B.5.c
Explain the human and physical impact on the environment of the practice and how these issues are being addressed	6.2.8.B.4.a, 6.2.12.B.5.c
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The cultural influence on the human systems of the Pacific islands	6.2.8.B.4.a,6.2.12.B.5.c
The relationship between the physical and human environment of the region	6.2.8.B.4.a, 6.2.8.B.4.e
The impact the colonization of the region had on the modern culture	6.2.12.B.6.a, 6.2.12.B.5.c
The physical and human systems of the Pacific region	6.2.8.B.4.a, 6.2.12.B.6.a
Resources Mini Unit 3D:	Textbook “Geography: The World and it’ People”, atlas, online resources

UMBRELLA UNIT 4

Title:	Current cultural, political, and economic geography of the world
Duration:	6 Weeks
Essential Questions:	How are governments created, structured, maintained, and changed around the world? In what ways does the world view the role and responsibility of government differently? How has power been gained, used, and justified? How are government and economies related? How do different economic systems vary in their toleration and encouragement of change? Describe the ways religion has impacted a region, its population, economy, and government? How has the use of technology expanded the capacity of people to modify and adapt to their environment?
Summative Assessments: (Assessment at the end the learning period)	Chapter Tests Quizzes Benchmarks
Formative Assessments: (Ongoing assessments during the learning period)	Response to verbal and written questions and classroom discussions, graphic organizers, lesson reviews, note taking, homework, classwork, presentations, quizzes, chapter projects, essay writing, DBQ's
Differentiation:	Modifications for approaching grade level, beyond grade level, and English language learner students, grouping students by ability, interest, topic, or learning styles
TECHNOLOGY STANDARD (STANDARD 8)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)

8.1.8.A.2	Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
21ST CENTURY LIFE AND CAREER (STANDARD 9)	
CPI #	CUMULATIVE PROGRESS INDICATOR (CPI)
9.2.8.B.4	Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

MINI UNIT 4A	
Title:	Governments around the world
Duration:	10 days
Overview:	A study of the different governments found around the world. Looking at the specific features of each to make comparisons.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
The major governments found in the world	6.1.8.A.2.b, 6.1.8.A.3.b-g
Different government structures and how they are connected to geography	6.1.8.A.2.b, 6.2.12.A.6.a
The functions of governments	6.2.12.A.3.c , 6.2.12.A.6.a
How the world is organized into political units	6.2.12.A.3.c
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards

Describe different types of governments	6.1.8.A.2.b
Explain how different types of governments are structured	6.2.12.A.3.c
Analyze how human geography affects government	6.2.12.A.3.c , 6.2.12.A.6.a
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The structure and role of the major governments found throughout the world	6.2.12.A.3.c , 6.2.12.A.6.a
The connection between geography and government	6.2.12.A.3.c
Resources Mini Unit 4A:	Textbook “Geography: The World and it’ People”, atlas, online resources

MINI UNIT 4B	
Title:	Economic and Population patterns
Duration:	10 days
Overview:	Compare the current economic practices of both a market and command economy. Analyze the impact of population trends on changing economies around the world.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
The factors that influence population growth, causes of population movement, and why population distribution is uneven around the world	6.2.12.A.6.a

That population growth varies from country to country	6.2.12.B.5.c
The characteristics of the three major economic systems found around the world	6.2.8.C.3.b, 6.2.12.B.5.c
The components and reasons for world trade	6.2.8.B.4.b
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Identify factors that affect economic and population patterns	6.2.8.C.3.b, 6.2.12.B.5.c
Describe population growth and movement	6.2.8.C.3.b
Identify features of economic systems	6.2.8.C.3.b
Explain why population distribution is uneven and the causes of population movement	6.2.8.C.3.b, 6.2.12.B.5.c
Explain how and why world trade is connected to population	6.2.8.C.3.b, 6.2.12.B.5.c
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The history of population movement, growth, and distribution	6.2.8.C.3.b
The purpose of world trade	6.2.8.C.3.b, 6.2.12.B.5.c
The major economic systems and the structure and function of each	6.2.8.C.3.b
Resources Mini Unit 4B:	Textbook "Geography: The World and it' People", atlas, online resources

MINI UNIT 4C	
Title:	World Religions
Duration:	10 day
Overview:	Explore the major religions around the world, highlighting the similarities, differences, and cultural impact.
Essential Outcomes - Upon completion of this course students will know (declarative):	Alignment to Standards
The five major religions around the world and their origins	6.2.8.D.3.d, 6.2.8.A.4.a
How religion shapes the different regions around the world	6.2.8.D.3.d
The elements of religion, the factors that change different religions over time, and how cultural diffusion works	6.2.8.D.3.d, 6.2.8.D.3.e
Essential Outcomes - Upon completion of this course students will be able to (procedural):	Alignment to Standards
Identify similarities and differences of major religions around the world	6.2.8.D.3.d, 6.2.8.D.3.e, 6.2.8.A.4.a
Analyze the historical significance of religion on population patterns	6.2.8.D.3.d
Essential Outcomes - Upon completion of this course students will understand (conceptual):	Alignment to Standards
The factors that make up the major religions of the world	6.2.8.D.3.d, 6.2.8.A.4.a
The history of religion in different parts of the world	6.2.8.D.3.d

How religion and geography are related	6.2.8.D.3.d
Resources Mini Unit 4C:	Textbook “Geography: The World and it’ People”, atlas, online resources

Board of Education Adoption Date: 09/26/2016