

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Concepts of Geography

Grade Level: 12

Date of Board Approval: July 14, 2022

Planned Instruction

Title of Planned Instruction: Concepts of Geography

Subject Area: Social Studies

Grade(s): 12

Course Description:

Concepts of Geography– 2 semesters; 1 Credit Social Studies

This course is designed to survey the concepts and methods of geography by examining the terms, tools, themes, and practices of geography. Students will explore physical and human geography, by studying topics such as climate, landforms, natural resources, population, history, culture, and government. Students will be required to master the locations of physical and political features around the world. Students will be asked to research and present information on various characteristics and features of individual countries from different regions. Finally, students will look at global rituals, norms, customs, and practices thematically by researching topics which are transglobal.

Time/Credit for the Course: 2 semesters / 1 credit Social Studies

Curriculum Writing Committee: Keith Olsommer

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Course Weighting: Concept Geography	Points
Chapter Tests (2-3 per quarter)	100 Points Each
Projects (1-2 per quarter)	100 Points Each
Maps (5-6 per Quarter)	50 Points Each
Current Events (5 Per Quarter)	20 Points Each
Quizzes (3-4 Per Quarter)	25-50 Points Each

Curriculum Map

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

Marking Period One -Goals:

Understanding of:

Unit I: Geography: Tools and Concepts

Time Range in Days: Approximately 20 days

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

Unit II: United States and Canada

Time Range in Days: Approximately 30 days (*Will carry over into 2nd marking period*)

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

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

Marking Period Two -Goals:

Understanding of:

Unit III: Latin America

Time Range in Days: Approximately 30 days

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

Unit IV: Europe and Russia

Time Range in Days: Approximately 30 days (*Will carry over into third marking period*)

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

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

Marking Period Three -Goals

Understanding of:

Unit V: Africa

Time Range in Days: Approximately 30 days

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

Marking Period Four –Overview with time range in days: 45 days

Marking Period Four -Goals:

Understanding of:

Unit VI: Asia

Time Range in Days: Approximately 25 days

- In this unit, students will learn to identify the locations and geographic characteristics of Asia.

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- Students will learn about different economic and governmental systems of Asian countries,
- They will compare different cultural institutions and explore how history has shaped much of Asia and what its future has in store.

Unit VII: The Pacific Realm

Time Range in Days: Approximately 20 days

- In this unit, students will learn to identify the locations and geographic characteristics of Australia, New Zealand, and the Pacific Islands.
- Students will learn about different economic and governmental systems of Australia, New Zealand, and the Pacific Islands.
- They will compare different cultural institutions and explore how history has shaped much of the Pacific Realm and what its future has in store.

Materials and Resources:

- Prentice Hall World Explorer textbook
- www.sheppardsoftware.com
- www.seterra.com/#quizzes
- www.cia.gov/library/publications/the-world-factbook/
- <https://multimedia.panama-canal.com/>

Big Ideas: (The big ideas are reoccurring in every unit of the course)

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

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

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

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

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

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

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Unit I: *Geography: Tools and Concepts*

Time Range in Days: 20 days

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

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

Eligible Content

- What is Geography?
- How does the relationship between the Earth and sun affect climate?
- What are the five themes of Geography?
- How do people interact with their environment?
- How does environment influence culture?

Objectives:

- Define the term geography and describe what geographers do. (DoK 1)
- Identify the relationship between the Sun and the Earth and how it affects our environment and us. (DoK 1)
- Identify and explain latitude and longitude, and what effect they have on climate. (DoK 1)
- Identify and describe each of the five themes of geography. (DoK 1)
- Compare maps and globes. (DoK 3)
- Analyze the flaws in both maps and globes. (DoK 4)
- Identify and describe the main features of maps. (DoK 1)
Identify and describe the physical processes within and on the Earth's surface, such as plate tectonics. (DoK 1)
- Analyze the influence that wind and water currents have on the Earth. (DoK 4)
- Identify and compare the various types of natural resources. (DoK 1)
- Describe the causes and effects of various types of weather, climate and how they affect the Earth and its population. (DoK 3)
- Analyze the influence climate has on vegetation. (DoK 4)
- Define population, population density, population distribution, and describe the trends in global population. (DoK 1)
- Define migration and analyze the reasons for it and effect it has on the world. (DoK 1)
- Define culture and identify cultural traits. (DoK 1)
- Compare the various types of governmental, political, and economic systems around the world. (DoK 3)

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Core Activities:

- The instructor can prepare and lead class lectures and or discussions that cover the essential content and objectives of the course.
- The instructor can assign the guided reading and review or section quiz assignments from the Prentice Hall resource books.
- As a class read the Activity Atlas on pages 4-9, then have students write down answers to the questions entrenched in the reading.
- Take a globe and a flashlight or lamp and have one student hold the lamp in the middle of the class and another student hold the globe walking around the outside of the desks simulating the orbit of the earth around the sun. Have the student stop at certain spots to discuss the earth's orbit and tilt, and relationship to the seasons.
- Have students draw or label a diagram describing the seasons. Be sure to include the name of the season, the date that it begins, where the sun's direct rays are on that date, and if it is a solstice or an equinox. Use page 13 as a guide.
- Have students create and label a diagram of the Earth's important lines of latitude such as the equator and the tropics.
- Have students create a graphic organizer listing the five themes of geography in one column and describing them in the next column.
- Have students practice finding locations using latitude and longitude. You may want to create worksheets for this, or have students go to the back of the text and quiz each other asking for the latitude and longitude of certain popular cities.
- Find maps or pictures of various types of maps. Have students identify the pros and cons of each type of map and how they can be used best.
- Break the class up into two groups. Each group must come up with a list of arguments to defend either maps or globes. After each group has generated their list, have each group present their arguments to the other of why their assigned tool is better.
- Have students look at various maps and identify the main features or tools on them such as the key, compass rose, and scale.
- Have students create a picture book or power point slide show of various types of landforms. Each power point slide should include the name of the physical feature, a description or definition of it, and a picture of the physical feature.
- Have students create a graphic organizer identifying raw materials, recyclable resources, renewable resources, nonrenewable resources, and fossil fuels. Make sure the students include a definition and examples.
- Have students create their own definitions for weather, temperature, precipitation, and climate.
- Have students create a graphic organizer with two columns and five rows. In the left-hand column have students write the various types of climates and in the right-hand column have students write the types of vegetation that exist there.

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- Have students create their own definitions of population, population distribution, population density, and migration. Then place the definitions from the book on the board and have students compare them.
- Find images of population distribution and population density maps. Have students compare the differences in the maps and hypothesis why people would use this type of map.
- Have students define the term life expectancy and hypothesis what has happened to life expectancy and what factors have caused life expectancy to increase.
- Describe the push-pull theory and have students create lists of reasons why people feel pushed from areas and pulled to others.
- Have students define the term urbanization and find information of the fastest growing urban regions in the world.
- Students can define the terms culture and cultural traits. After defining, the terms write the names of some popular countries on the board and have the students list traits that are unique to that culture.
- Have students define the terms economy, producers, goods, services, and consumers.
- Students can identify and describe the four categories of economic activities or industries. Then have students research one product (such as a shed from Home Depot) and they can describe how each category of economic activity affected the product.
- Students can define and list examples of traditional, capitalist, and command economies.
- Students can define and list examples of various types of government systems.
- Find a video that describes and shows the processes that occur because of plate shift from plate tectonics.
- Students can create a map of the town or development and include a legend or key.
- Students can write a brief report explaining why spring arrives earlier in some parts of the United States than in other parts. They can include illustrations showing the tilt of the Earth in relation to the sun, or maps showing the different regions of the United States and when spring arrives in those regions.
- Students can choose a well-known natural disaster such as Hurricane Katrina or the eruption of Mount St. Helens. Have them find out where it happened, why it happened, and what the immediate and long-term effects were, then, have them write a report that describes the natural disaster in geographic terms.
- Students can create a log of all the terms and definitions from each chapter.
- Students can complete the Review and Assessment activities at the end of each chapter.

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Assessments:

Diagnostic:

- Homework assignments
- Worksheets
- Create graphic organizers
- Define terms

Formative:

- Cooperative Learning assignments
- Writing assignments

Summative:

- Current event assignments
- Chapter's 1 – 3 quizzes
- Unit 1 Tests
- Unit 1 Project

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Unit II: U.S. and Canada

Time Range in Days: 30 days

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

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

Eligible Content:

- Where are the US and Canada located in relation to the rest of the world?
- How does the physical environment of the US and Canada effect the people who live there?
- What historic events have shaped the modern nations of the US and Canada?
- Who does the environment effect the cultural traits of the US and Canada?
- What are the various regions of the US and Canada?

Objectives:

- Identify the size and relative location of Canada and the United States. (DoK 1)
- Analyze major climate regions of North America. (DoK 4)
- Compare major physical features of the U.S. and Canada. (DoK 3)
- Identify the major landforms and bodies of water in North America. (DoK 1)
- Analyze how natural resources affect the U.S. and Canada. (DoK 4)
- Identify and first Americans and describe the effect European colonization had on Native Americans. (DoK 1)
- Identify and describe major events such as the American Revolution, the Louisiana Purchase, the U.S. Civil War, the Industrial Revolution, and the settlement, trade, and independence in Canada. (DoK 1)
- Identify sources of cultural diversity in North America. (DoK 1)
- Analyze the influence of other cultures on North America and how it has shaped the U.S. and Canada. (DoK 4)
- Examine how cultural traits such as literature, music, art, and architecture reflect the diverse cultures of the U.S. and Canada. (DoK 2)
- Label physical and political maps of the U.S. and Canada. (DoK 1)
- Analyze the economic influence the Northeast region of the U.S. has on the rest of the country. (DoK 4)
- Identify the valuable resources of the Southern U.S. and explain how its economy has refocused itself on industry. (DoK 1)
- Analyze how technology has changed agriculture in the Midwest and caused urbanization. (DoK 4)
- Identify the valuable resources of the Western states and the conservation efforts to protect those resources. (DoK 1)

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- Identify the origin and preservation of French culture in Quebec. (DoK 1)
- Identify and explain why Ontario is considered the industrial heartland of Canada. (DoK 1)
- Analyze how the influence of outside forces has affected the Western provinces of Canada. (DoK 4)

Core Activities:

- The instructor can prepare and lead class lectures and or discussions that cover the essential content and objectives of the course.
- The instructor can assign the guided reading and review or section quiz assignments from the Prentice Hall resource books.
- As a class read the Activity Atlas on pages 66-71 then have students write down answers to the questions entrenched in the reading as you go.
- Have students label physical and political maps of the U.S. and Canada and quiz them on the maps. You can also direct them to use the website www.sheppardsoftware.com or www.seterra.com/#quizzes as a tool to help master maps.
- Have students draw a diagram to illustrate a rain shadow.
- Have students create a chart outlining the natural vegetation zones of North America and what kinds of vegetation grow there.
- Have students create a chart the types of natural resources in the U.S. and Canada.
- Students can create timelines from the sections in Chapter 5. Depending on how much time you want to spend on this chapter; 1) students could create simple timelines on paper or poster board, or 2) students could create a visual timeline on power point or photo story. (If you are planning on students creating a photo story, have students create a narrative of events from one of the sections, go on-line and find pictures that correspond, and finally import the pictures and record you narration.
- Have students list the influences on the culture of the U.S. and Canada. Discuss specific examples and see if any students have diverse cultural customs, they are willing to share.
- Have students identify major works of literature, music, art, and architecture from the U.S. and Canada.
- Have students identify and describe the region known as BOWASH. Then have students come up with lists of traits from each of the major cities located in BOWASH. Alternatively, give students flashcards with Boston, NY, Philadelphia, and Washington written on them, then read off or show pictures of characteristics from each of the cities and have students answer what city they represent. (Example: The Liberty Bell – Philadelphia, Wall Street – New York)
- Have the students identify on a map the major ports and immigration centers of the Northeast.

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- Have students make a list of Southern States and cities that have notable nicknames and hypothesis why they have these nicknames. For this assignment, make sure students make the connection between a state's nickname, like the Peach State, and the industry that defines that State.
- Students will make the connection between nicknames like "The motor city" and "the gateway to the west" and what the cities are known for.
- Have students write a paragraph answering the question: why do many Quebeckers want Quebec to be a distinct society within Canada?
- Students can create a chart identifying the manufacturing, agriculture, mining, and service industries present in Ontario.
- Students can write a paragraph describing why British Columbia has a stronger tie to Pacific Rim nations than any other Canadian Province.
- Have students complete a research project on a State or Province of their choice. They should include things such as symbols and characteristics, history and culture, physical features, human features, attractions, and pictures. This assignment can be completed in the format of a paper, a brochure, a poster, or a power point presentation depending on time and resources available to the class.
- Find movies and movie clips that offer summaries of major regions of the U.S. and Canada.
- Have students research a current event that pertains to the region of North America and present them in class for class discussions.
- Have students color code maps to help them memorize states, provinces, and capitals of North America.
- Students can create a log of all the terms and definitions from each chapter.
- Students can complete the Review and Assessment activities at the end of each chapter.

Assessments:

Diagnostic:

- Homework assignments
- Worksheets
- Create graphic organizers
- Define terms

Formative:

- Cooperative Learning assignments
- Writing assignments

Summative:

- Map assignments (US and Canada)
- Chapter 4-6, 7 and 8 quizzes
- Unit 2 Test
- Unit 2 Project

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Unit III: Latin America

Time Range in Days: 30 days

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

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

Eligible Content:

- Where are the nations of Latin America located in relation to the rest of the world?
- How does the physical environment of Latin America affect the people who live there?
- What historic events have shaped the modern nations of Latin America?
- Who does the environment effect the cultural traits of the Lain America?
- What are the various regions of Latin America?

Objectives:

- Identify the three main geographic regions of Latin America. (DoK 1)
- Identify how the physical features of Latin America affect people's lives. (DoK 1)
- Describe the climate and vegetation of Latin America and explain how they affect the people of Latin America. (DoK 1)
- Identify and describe the important natural resources of Latin America. (DoK 1)
- Compare the characteristics and accomplishments of the Mayan, Aztec, and Incan civilization. (DoK 3)
- Identify and describe major events in the exploration and colonization of the Americas. (DoK 1)
- Identify and describe major events in the independence movements of the Americas. (DoK 1)
- Identify cultural groups, describe population trends, and explain what causes emigration. (DoK 1)
- Analyze the importance of religion in Central America. (DoK 4)
- Analyze how European, African, and Native American cultures blended to create a unique Caribbean culture. (DoK 4)
- Analyze the diversity and rapid population growth of South America. (DoK 4)
- Identify the challenges of those in poverty in the growing Mexican cities. (DoK 1)
- Identify and describe the issues facing the indigenous people of Guatemala. (DoK 1)
- Summarize the challenges faced during the building of the Panama Canal. (DoK 2)
- Identify the major industries of the Caribbean. (DoK 1)
- Analyze the importance of Brazil's rain forests on the world and on Brazil's own climate. (DoK 4)
- Identify and describe the major natural resources of Chile and Venezuela (DoK 1)
- Identify the two main cultural groups in Argentina. (DoK 1)

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- Label physical and political maps of Latin America. (DoK 1)

Core Activities:

- The instructor can prepare and lead class lectures and or discussions that cover the essential content and objectives of the course.
- The instructor can assign the guided reading and review or section quiz assignments from the Prentice Hall resource books.
- As a class read the Activity Atlas on pages 162-167, then have students write down answers to the questions entrenched in the reading as you go.
- Have students label physical and political maps of Latin America and quiz them on the maps. You can also direct them to use the website www.sheppardsoftware.com or www.seterra.com/#quizzes as a tool to help master maps.
- Have students create a chart identifying the major landforms, bodies of water, and other resources of the different regions of Latin America.
- Students can draw a diagram illustrating the topic of Vertical Climate.
- Have students create a list of Countries in Latin America who rely on one dominant industry for the Nation.
- Students can create timelines from the sections in Chapter 10. Depending on how much time you want to spend on this chapter; 1) students could create simple timelines on paper or poster board, or 2) students could create a visual timeline on power point or photo story. (If you are planning on students creating a photo story, have students create a narrative of events from one of the sections, go on-line and find pictures that correspond, and finally import the pictures and record you narration.)
- Have students create a Venn diagram comparing rural life and urban life in Central America.
- Have students write a paragraph to support the following sentence: Caribbean culture is known for its liveliness. Their paragraphs should include details from the section to identify the rich traditions in food, music, art, and entertainment from the Caribbean region.
- Have students make a chart outlining the benefits and drawbacks of life in urban Mexico vs. life in rural Mexico.
- Find images and diagrams of the Panama Canal and the lock systems. Show students the diagrams and discuss the difficulties workers had when building the Panama Canal.
- Go to <https://multimedia.panama-canal.com/> and look for the live cameras of the locks. Show students the footage at the beginning of the class and return to the site several time during class. You should be able to see a ship or two enter or exit the locks in one class period.
- Have students compare the Caribbean countries of Haiti and Puerto Rico by describing each countries government, economy, standard of living, and future.

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- Have students create a chart outlining the economies of Chile and Venezuela before and after the 1980s.
- Have students create a Venn diagram comparing the people of Buenos Aires with the people of the Pampas.
- Have students complete a research project on a Latin American country of their choice. They should include things such as symbols and characteristics, history and culture, physical features, human features, attractions, and pictures. This assignment can be completed in the format of a paper, a brochure, a poster, or a power point presentation depending on time and resources available to the class.
- Find a movie about the construction and use of the Panama Canal to show students.
- Students can find newspaper, magazine, or internet articles about the status of the Brazilian rain forests. Write a persuasive argument describing why it is important to protect the rain forest.
- Have students color code maps to help them memorize countries and capitals of Latin America.
- Students can create a log of all the terms and definitions from each chapter.
- Students can complete the Review and Assessment activities at the end of each chapter.

Materials and Resources:

- **Prentice Hall World Explorer textbook**
- <https://multimedia.panama-canal.com/>
- www.sheppardsoftware.com
- www.seterra.com/#quizzes
- www.cia.gov/library/publications/the-world-factbook/

Assessments:

Diagnostic:

- Homework assignments Worksheets
- Create graphic organizers
- Define terms

Formative:

- Cooperative Learning assignments
- Writing assignments

Summative:

- Central and South America Map assessments
- Chapter quiz 9-11
- Chapter quiz 12-13
- Unit 3 Test
- Unit 3 Projects

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Unit IV: Europe and Russia

Time Range in Days: 30 days

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

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

Eligible Content:

- Where are the nations of Europe located in relation to the rest of the world?
- How does the physical environment of Europe and Russia affect the people who live there?
- What historic events have shaped the modern nations of Europe
- Who does the environment effect the cultural traits of Europe and Russia?
- What are the various regions of Europe and Russia?

Objectives:

- Identify the physical features and bodies of water of Europe and Russia. (DoK 1)
- Describe the human-environment interaction of people in Europe and Russia. (DoK 1)
- Identify the natural resources of Europe and Russia and describe how they affect the people and the economies of the countries. (DoK 1)
- List key accomplishments of ancient Greeks and Romans. (DoK 1)
- Describe the importance of Christianity and feudalism to life in the Middle Ages. (DoK 1)
- Analyze why Europeans began exploring other parts of the world during the Renaissance. (DoK 4)
- Analyze how the Age of Revolution changed science and government. (DoK 4)
- Compare the Industrial Revolution and the Age of Imperialism. (DoK 3)
- Analyze the influence of the Industrial Revolution and nationalism. (DoK 4)
- Identify the events leading to the fall of the Russian czars. (DoK 1)
- Analyze why communism failed in the Soviet Union. (DoK 4)
- Identify and explain the variety of influences on western European cultures. (DoK 1)
- Identify the major ethnic groups of Eastern Europe. (DoK 1)
- Identify the role that ethnic groups have played in the history of Russia. (DoK 1)
- Identify and describe the key issues that led to the development of Great Britain and conflict in Norther Ireland. (DoK 1)
- Identify the main produces and industries of Belgium and the Netherlands and describe their relationship with the European Union. (DoK 1)
- Analyze the historical causes for the division in Germany. (DoK 4)
- Identify the changes in the Polish economy and how it has caused problems in the country. (DoK 1)

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- Analyze the ethnic controversy and breakup of Yugoslavia and the Balkan region. (DoK 4)
- Identify and describe the breakup of the former Czechoslovakia. (DoK 1)
- Analyze how the changes in Communist Russia have changed all regions of the country. (DoK 4)

Core Activities:

- The instructor can prepare and lead class lectures and or discussions that cover the essential content and objectives of the course.
- The instructor can assign the guided reading and review or section quiz assignments from the Prentice Hall resource books.
- As a class read through the Activity Atlas on pages 254-259. Have students write down answers to the questions entrenched in the reading as you go.
- Have students label physical and political maps of Latin America and quiz them on the maps. You can also direct them to use the website www.sheppardsoftware.com or www.seterra.com/#quizzes as a tool to help master maps.
- Have students create a chart identifying the regions, location, and features of Europe and Russia.
- Have students create a chart identifying the vegetation and climate zones of Europe and Russia.
- Have students create a Venn diagram comparing the natural resources of Europe and Russia.
- Students can create timelines from the sections in Chapter 15. Depending on how much time you want to spend on this chapter; 1) students could create simple timelines on paper or poster board, or 2) students could create a visual timeline on power point or photo story. (If you are planning on students creating a photo story, have students create a narrative of events from one of the sections, go on-line and find pictures that correspond, and finally import the pictures and record you narration.)
- Have students identify the major cities of Western Europe such as London, Madrid, Berlin, and Rome. Then have students generate a list of characteristics that each city is culturally known for, such as cooking and fashion in Paris.
- Have students create an information web for Eastern Europe, identifying the major ethnic groups, religions, and languages.
- Have students create a chart comparing cultural expression in the former Soviet Union and cultural expression in the current Russian Federation.
- Find maps of the Netherlands dykes and canal systems to show students how much land has been reclaimed for mostly agricultural reasons.
- Have students create lists of features of Germany before reunification and after reunification.
- Have students create a Venn diagram comparing France and Italy.

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- Have students create a timeline outlining the major events that led to the Break-up of the former Yugoslavia.
- Have students create a timeline outlining the major events that led to the Break-up of the former Czechoslovakia.
- Have students complete a research project on a European country of their choice. They should include things such as symbols and characteristics, history and culture, physical features, human features, attractions, and pictures. This assignment can be completed in the format of a paper, a brochure, a poster, or a power point presentation depending on time and resources available to the class.
- Find videos on topics such as the Berlin Wall, the Netherlands polder system, the breakup of Yugoslavia or other topics covered in the Unit to add to understanding and knowledge of Europe.
- Students can use primary sources such as newspapers, magazines, or internet articles to research a current event occurring in Europe and write a press release that gives an update on the current event.
- Have students color code maps to help them memorize countries and capitals of Europe.
- Students can create a log of all the terms and definitions from each chapter.
- Students can complete the Review and Assessment activities at the end of each chapter.

Assessments:

Diagnostic:

- Homework assignments Worksheets
- Create graphic organizers
- Define terms

Formative:

- Cooperative Learning assignments
- Writing assignments

Summative:

- Western Europe map assessment
- Eastern Europe map assessment
- Chapter quiz 14-16
- Chapter quiz 17-18
- Unit 4 Tests
- Unit 4 Project

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Unit V: Africa

Time Range in Days: 30 days

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

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

Eligible Content:

- Where are the nations of Africa located in relation to the rest of the world?
- How does the physical environment of Africa affect the people who live there?
- What historic events have shaped the modern nations of Africa?
- Who does the environment effect the cultural traits of the people of Africa?
- What are the various regions of Africa?

Objectives:

- Identify Africa's major physical features and bodies of water. (DoK 1)
- Label physical and political maps of Africa. (DoK 1)
- Analyze the effect the rivers of Africa have on the land and the people. (DoK 4)
- Identify the major climate regions of Africa and identify how humans adapt to the environment. (DoK 1)
- Identify the natural resources of Africa and identify how the people use those resources. (DoK 1)
- Identify and describe the earliest civilizations of Africa. (DoK 1)
- Analyze how trade across Northern Africa influenced the kingdoms and civilizations. (DoK 4)
- Analyze the colonization of Africa by European nations and what effects it had on the people. (DoK 4)
- Analyze the influence of Islam and the location on the Mediterranean on life in Northern Africa. (DoK 4)
- Identify the role of the family in West African culture. (DoK 1)
- Summarize the role of the Swahili language in East African cultures. (DoK 2)
- Analyze the influence of South Africa on both the region of Southern Africa and on the entire continent. (DoK 4)
- Compare the lives of urban and rural Egyptians. (DoK 3)
- Compare the differences and similarities between the Berbers and the Arabs of Algeria. (DoK 3)
- Compare the ways of life for Nigeria's three main ethnic groups. (DoK 3)
- Identify the circumstances that led to Ghana's gaining its independence. (DoK 1)
- Analyze the history of the conflict between the Hutu and the Tutsi and the current crisis that exists in Rwanda and Burundi. (DoK 4)

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- Identify the cultural values of the Kenyans and the ways they have worked to preserve these values. (DoK 1)
- Identify the significance of natural resources in the Congo's history. (DoK 1)
- Identify the policies and legacy of apartheid and identify current challenges in South Africa. (DoK 1)

Core Activities:

- The instructor can prepare and lead class lectures and or discussions that cover the essential content and objectives of the course.
- The instructor can assign the guided reading and review or section quiz assignments from the Prentice Hall resource books.
- As a class read through the Activity Atlas on pages 350-355. Have students write down answers to the questions entrenched in the reading as you go.
- Have students label physical and political maps of Africa and quiz them on the maps. You can also direct them to use the website www.sheppardsoftware.com or www.seterra.com/#quizzes as a tool to help master maps.
- Have students create a chart identifying the major physical features of Africa and what region of the continent they are located in.
- Students can label the various climate regions of Africa on a map and write in what type of vegetation exists in each region.
- Students can label the natural resources and crops that are found in the various regions of Africa.
- Students can create timelines from the sections in Chapter 20. Depending on how much time you want to spend on this chapter; 1) students could create simple timelines on paper or poster board, or 2) students could create a visual timeline on power point or photo story. (If you are planning on students creating a photo story, have students create a narrative of events from one of the sections, go on-line and find pictures that correspond, and finally import the pictures and record you narration.)
- Have students create a web with Culture of North Africa at the center. Secondary circles can contain details about culture, and tertiary circles can identify cultural influences.
- Have students look up the term griot and identify and children's stories they have heard of that originate from the tales of griots. (Such as Brer Rabbit.)
- Students can develop a Venn diagram showing what things are traditional, modern, and a combination of modern and traditional.
- The chapter on Egypt is a good chapter to introduce the religion of Islam and how it often is used to guide law in Islamic nations. Have students research Islam and Egyptian laws that support the religions teachings.
- Have students create a Venn diagram comparing Berbers and Arab groups in Algeria.
- Have students create a chart comparing the location, population, language, and other characteristics of the Ibo, Yoruba, and Hausa and Fulani of Nigeria.

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- Students can create a chart identifying the origin, place in society, religion, and occupations of the Hutu and the Tutsi in Rwanda.
- Have students create a timeline illustrating the significance of natural resources in the Congo's history.
- Have students define the term Apartheid and read the section to gain an understanding of the system. Then have them write a paragraph answering the question: Does any historical situation in the U.S. parallel South African apartheid?
- Have students complete a research project on an African country of their choice. They should include things such as symbols and characteristics, history and culture, physical features, human features, attractions, and pictures. This assignment can be completed in the format of a paper, a brochure, a poster, or a power point presentation depending on time and resources available to the class.
- Students will watch the film *Hotel Rwanda* and write a summary of the movie.
- Find videos on topics such as the Nile River, Apartheid, genocide in Africa or other topics covered in the Unit to add to understanding and knowledge of Africa.
- Students can use primary sources such as newspapers, magazines, or internet articles to research a current event occurring in Africa and write a press release that gives an update on the current event.
- Have students research schools in Africa. Then have them write what they think would be a daily schedule for a student their age in Africa.
- Have students color code maps to help them memorize countries and capitals of Africa.
- Students can create a log of all the terms and definitions from each chapter.
- Students can complete the Review and Assessment activities at the end of each chapter.

Assessments:

Diagnostic:

- Homework assignments
- Worksheets
- Create graphic organizers
- Define terms

Formative:

- Cooperative Learning assignments
- Writing assignments

Summative:

- North, South, East, and West Africa Map assessments
- Chapters 19-21 quiz
- Chapters 22-23 quiz
- Unit 5 Test
- Unit 5 Projects

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Unit VI: Asia

Time Range in Days: 30 days

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

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

Eligible Content:

- Where are the nations of Asia located in relation to the rest of the world?
- How does the physical environment of Asia affect the people who live there?
- What historic events have shaped the modern nations of Asia?
- Who does the environment effect the cultural traits of the people of Asia?
- What are the various regions of Asia?

Objectives:

- Identify the physical features and bodies of water of Asia. (DoK 1)
- Label political maps of Asia. (DoK 1)
- Analyze how geographic factors have affected population density in many Asian countries. (DoK 4)
- Compare the climate and vegetation of the various regions of Asia. (DoK 3)
- Identify the natural resources of Asia and describe how people use them. (DoK 1)
- List several achievements of East Asian civilizations. (DoK 1)
- Trace the rise of Communism in East Asia and describe its influence. (DoK 1)
- Analyze the affect the Aryan invasion had on South Asia. (DoK 4)
- Analyze how political boundaries have influenced conflicts between different groups in Southwest Asia. (DoK 4)
- Compare populations of East Asian nations. (DoK 3)
- Identify and explain how the culture of Southeast Asia is influenced by religion and arts. (DoK 1)
- Identify the roots of two religions in South Asia. (DoK 1)
- Identify the challenges of religious diversity in South Asia. (DoK 1)
- Compare the three religions that have roots in Southwest Asia. (DoK 3)
- Summarize the impact of Communism and the rule of Mao Zedong on China. (DoK 2)
- Identify the successes and setbacks of the Japanese economy. (DoK 1)
- Compare the economies of the Koreas. (DoK 3)
- Analyze the evolution of the Vietnamese government from colonial rule through civil war. (DoK 4)
- Identify the factors that are leading to economic progress in Pakistan. (DoK 1)
- Analyze the evolution of the Caste system in India and describe the changing role of women. (DoK 4)

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- Identify Islam and oil as the major features influencing Saudi Arabian life. (DoK 1)
- Analyze the history of conflict and cooperation between Israel and its neighbors. (DoK 4)

Core Activities:

- The instructor can prepare and lead class lectures and or discussions that cover the essential content and objectives of the course.
- The instructor can assign the guided reading and review or section quiz assignments from the Prentice Hall resource books.
- As a class read through the Activity Atlas on pages 444-449. Have students write down answers to the questions entrenched in the reading as you go.
- Have students label physical and political maps of Asia and quiz them on the maps. You can also direct them to use the website www.sheppardsoftware.com or www.seterra.com/#quizzes as a tool to help master maps.
- Have students create a chart identifying the major physical features of Asia and what region of the continent they are located in.
- Students can label the various climate regions of Asia on a map and write in what type of vegetation exists in each region.
- Students can label the natural resources and crops that are found in the various regions of Asia.
- Students can create timelines from the sections in Chapter 25. Depending on how much time you want to spend on this chapter; 1) students could create simple timelines on paper or poster board, or 2) students could create a visual timeline on power point or photo story. (If you are planning on students creating a photo story, have students create a narrative of events from one of the sections, go on-line and find pictures that correspond, and finally import the pictures and record you narration.)
- Have students create chart comparing the traditional and the modern in China, Japan, and the two Koreas.
- Have students create a Venn diagram comparing the religions of Hinduism and Buddhism.
- Have students create a Venn diagram comparing the economies of China and Taiwan.
- Students can create a timeline illustrating the transition of political and economic systems in China.
- Students can research business practices by Japanese corporations, such as morning calisthenics.
- Students can create a chart comparing North and South Korea.
- Students can create a timeline outlining the origin and escalation of conflict between North and South Korea.
- Students can create a timeline tracing the history of Vietnam from colonization to revolution to civil war.

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- Students can label a map of Pakistan placing valuable resources and agricultural products where they are found.
- Students can research India's caste system and create a chart summarizing the different castes and what each caste's roles and responsibilities were.
- Discuss with students the influence of Islam on the government in Saudi Arabia. Then have them imagine they have just spent a day in Saudi Arabia. Ask them to write a letter about the experience. Emphasize to students that they should include in their letters evidence of how the oil economy and Islam shape daily life.
- Have students research the origin of Israel and create a timeline illustrating the conflict the nation has faced.
- Have students complete a research project on an African country of their choice. They should include things such as symbols and characteristics, history and culture, physical features, human features, attractions, and pictures. This assignment can be completed in the format of a paper, a brochure, a poster, or a power point presentation depending on time and resources available to the class.
- Students can watch *Slumdog Millionaire* and write a summary of their assessment of life in India based on the movie.
- Find videos on topics such as the Great Wall of China, Martial Arts, India's caste system or other topics covered in the Unit to add to understanding and knowledge of Asia.
- Students can use primary sources such as newspapers, magazines, or internet articles to research a current event occurring in Asia and write a press release that gives an update on the current event.
- Have students research schools in Asia. Then have them write what they think would be a daily schedule for a student their age in Asia.
- Have students color code maps to help them memorize countries and capitals of Asia.
- Students can create a log of all the terms and definitions from each chapter.
- Students can complete the Review and Assessment activities at the end of each chapter.

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Assessments:

Diagnostic:

- Homework assignments
- Worksheets
- Create graphic organizers
- Define terms

Formative:

- Cooperative Learning assignments
- Writing assignments

Summative:

- East, Southeast, South, and Southwest Asia map assessments
- Chapter 24-26 quiz
- Chapter 27-28 quiz
- Unit 6 Test
- Unit 6 Project

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Unit VII: Pacific Realm

Time Range in Days: 20 days

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

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

Eligible Content:

- Where are the nations of the Pacific located in relation to the rest of the world?
- How does the physical environment of the Pacific affect the people who live there?
- What historic events have shaped the modern nations of the Pacific?
- Who does the environment effect the cultural traits of the people of the Pacific?
- What are the various regions of the Pacific?

Objectives:

- Identify how plate movement has affected the physical geography of Australia and New Zealand. (DoK 1)
- Identify and major physical features and bodies of water in and around Australia and New Zealand. (DoK 1)
- Compare high islands and low islands in the Pacific Ocean. (DoK 3)
- Identify factors that influence Australia's population distribution. (DoK 1)
- Compare and contrast Australia and New Zealand. (DoK 3)
- Identify the physical geography and natural resources of the Pacific Islands. (DoK 1)
- Identify events that affect the history of Australia, New Zealand, and the Pacific Islands. (DoK 1)
- Identify the key products and influences of Australia's and New Zealand's economies. (DoK 1)
- Analyze how a scarcity of natural resources has affected the people of the Pacific islands. (DoK 4)

Core Activities:

- The instructor can prepare and lead class lectures and or discussions that cover the essential content and objectives of the course.
- The instructor can assign the guided reading and review or section quiz assignments from the Prentice Hall resource books.
- As a class read through the Activity Atlas on pages 544 - 549. Have students write down answers to the questions entrenched in the reading as you go.
- Have students label physical and political maps of Australia, New Zealand, and the Pacific Islands and quiz them on the maps. You can also direct them to use the website

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www.sheppardsoftware.com or www.seterra.com/#quizzes as a tool to help master maps.

- Have students create a chart identifying the major physical features of the Pacific Realm and where they are located.
- Have students create a Venn diagram comparing Australia and New Zealand.
- Have students create a chart comparing Melanesia, Micronesia, and Polynesia. Students should include what the name means, where the region is located, and major islands.
- Students can create timelines from the sections in Chapter 30-1. Depending on how much time you want to spend on this chapter; 1) students could create simple timelines on paper or poster board, or 2) students could create a visual timeline on power point or photo story. (If you are planning on students creating a photo story, have students create a narrative of events from one of the sections, go on-line and find pictures that correspond, and finally import the pictures and record you narration.)
- Students can create a chart comparing ranching, farming, and trade with Pacific Rim nations of Australia and New Zealand.
- Have students complete a research project on Australia, New Zealand, or a Pacific Island country of their choice. They should include things such as symbols and characteristics, history and culture, physical features, human features, attractions, and pictures. This assignment can be completed in the format of a paper, a brochure, a poster, or a power point presentation depending on time and resources available to the class.
- Find videos on topics such as The Great Barrier Reef, The Outback or other topics covered in the Unit to add to understanding and knowledge of The Pacific Realm.
- Students can use primary sources such as newspapers, magazines, or internet articles to research a current event occurring in the Pacific Realm and write a press release that gives an update on the current event.
- Have the students research schools in Australia. Then have them write what they think would be a daily schedule for a student their age in Australia.
- Have students color code maps to help them memorize countries and capitals of the Pacific Realm.
- Students can create a log of all the terms and definitions from each chapter.
- Students can complete the Review and Assessment activities at the end of each chapter.

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Assessments:

Diagnostic:

- Homework assignments
- Worksheets
- Create graphic organizers
- Define terms

Formative:

- Cooperative Learning assignments
- Writing assignments

Summative:

- Pacific Realm Map assessment
- Unit 7 Test
- Unit 7 Project

Primary Textbook(s) Used for this Course of Instruction

Name of Textbook: World Explorer: People, Places, and Cultures

Textbook ISBN #: 0-13-166800-5

Textbook Publisher & Year of Publication: Pearson Education, Inc. publishing as Prentice Hall, 2005

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

Please complete one sheet for each primary textbook.

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