Laura Ross

Unit 1-Comparative Governments and Human Rights-a change for the better-7th Grade World Geography 2 ½ weeks

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| **Stage 1 Desired Results** |
| ESTABLISHED GOALS NCSS StandardsI Cultureb. give examples of how experiences may be interpreted differently by people form diverse cultural perspectives and frames of reference. V. Individuals, Groups and Institutionse. identify and describe examples of tensions between and among individual’ beliefs and government policies and laws. VI Power, Authority, and Governanceb. Explain the purpose of governmentc. give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict.IX. Global Connectionsf. Investigate concerns, issues, standards, and conflicts related to universal human rights.X. Civic Ideals and Practicesb. identify examples of rights and responsibilities of citizens.Students will be able to exemplify how rights and responsibilities differ around the world based on types of government.Students will be able to exemplify universal human rights and violations around the world.Students will produce a public service announcement using universal human rights.Students will attribute point of view for multicultural material. | ***Transfer*** |
| *Students will be able to independently use their learning to…*1. *Make connections to “here” and “there”.*
2. *Recognize perspectives-respect differences among people of a variety of cultural and regional backgrounds*
3. *Take action and communicate ideas about universal rights using a PSA*

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| ***Meaning*** |
| UNDERSTANDINGS *Students will understand that…*Systems of government develop in order to meet the needs of people within societyDistribution of power within governmental systems impact the process of how people’s needs are met in society. | ESSENTIAL QUESTIONS What are necessities and purposes of government?What are rights and responsibilities?What are examples of systems of government?What are characteristics of limited government?What are characteristics of unlimited government?What do international organizations do?How are rights/responsibilities different in various countries?What are barriers to movement?What are examples of push/pull?How are needs met in different parts of the world?What are examples of multi-cultural perspectives showing dignity and worth?What are examples of human rights? |
| ***Acquisition*** |
| *Students will know…* 01.01.0.3 The necessity and purpose of government01.01.08 Citizens have rights and responsibilities01.02.03 Various systems of government function throughout the world01.02. 04 Limited government: Parliamentary, democracy, presidential democracy, constitutional monarchy01.02.05 Unlimited government: monarch, dictatorship, totalitarianism01.02.06 The purpose and functions of international organizations: NATO, United Nations, European Union01.02.07 Compare and contrast the rights and responsibilities of individuals in different societies03.03.09 Analyze causes and effects of migration streams including barriers to movement and push/pull factors05.01.01 People have common social, physical, and emotional needs that are met in different ways in different cultures and times.05.01.03 Develop a multicultural perspective that respects the dignity and worth of all people.05.02.02 Universal Human Rights are those which are essential to live as human beings and fully develop ourselves. | *Students will be skilled at…* 06.01.01 Compare and contrast different forms of government and rights06.01.04 Evaluate current events in relation to human rights06.01.08 Read for inference and evaluate subtext06.03.05 Plan, create, and evaluate written, visual, and oral presentation06.03.07 Use technological tools to locate, select, organize and present information.06.04.06 Read for inference and evaluate subtext |
| **Stage 2 - Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| 1. Compare/contrast
2. Classify
3. Infer
4. Organize
5. Classify
6. Produce
 | TRANSFER TASK(S): 1. Students will compare and contrast limited and unlimited governments around the world using a graphic organizer
2. Students will read perspectives of push/pull factors and classify the factors and reasons behind the push/pull in a graphic organizer.
3. Students will infer through anticipatory reaction statements sources of human rights/violations.
4. Students will organize universal human rights into a table using the Declaration of Human Rights
5. Students will classify universal rights and violations from a variety of countries into a graphic organizer.
6. Students will produce a public service announcement showing multiple perspectives of human rights/abuses around the world.
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| ExemplifyingRecallingClassifying | OTHER EVIDENCE: 1. Reading quizzes over document examples of human rights, push/pull scenarios
2. Exit slips of checking for understanding of types of governments.
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| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction*1. Students will use website <https://www.cia.gov/library/publications/the-world-factbook/index.html> to identify types of governments. They will use concept attainment by providing data sets to be classified into graphic organizers and students generate and test ideas about what data they have in common as new information has been revealed. They will see if power is distributed evenly and federal or power is held in one branch and unitary. They also see the length of power, and universal suffrage or specific suffrage for a branch. This leads to discussion on the right to vote.
2. Students will determine sources of human rights by completing an anticipatory reaction chart. This builds structured inquiry and inquiry training by presenting students with statements/situations. Students ask yes or no questions/statements to test hypothesis. Students create theories of human rights/violations. They will use newspapers from around the world to determine human rights/violations. [http://newspapermap.com/#](http://newspapermap.com/) and <http://www.onlinenewspapers.com/> Anticipatory statements might be about land, police, elections, employment.
3. Students will watch a video “Story of Human Rights” from <http://www.humanrights.com/#/home> and view the Universal Human Rights document to make a table of each right. The table shows each right, description, who it effects, examples of countries that support/not support the rights.
4. Students identify the goals and missions for international organizations by creating a t-chart or other graphic organizer and researching on their sites- eu-<http://europa.eu/> nato- <http://www.nato.int/cps/en/natolive/index.htm> and united nations [http://www.un.org/en/#](http://www.un.org/en/) This should show how international nations are working to preserve human rights and peace, along with reasons behind these organizations.
5. Students will use website <http://www.freedomhouse.org/> to identify sources of human rights/violations and present/defend defensible positions on the topics. Jurisprudential inquiry will facilitate study of human rights and uses case-study methods to identify human rights issues and they are asked to understand the human rights cases underlying viewpoints. Students analyze the facts, values, and points of view and develop a position on the case.
6. Students will read scenarios of push/pull factors and classify the reasons/attributes to migration and determine if it relates to a human right violation. The source is from “Middle School World Geography: Focus on Economics” p69 and <http://www.globalization101.org/category/issues-in-depth/migration/> and <http://hdr.undp.org/en/media/HDR_2009_EN_Complete.pdf> and create a cost benefit chart of reasons for push/pull factors.
7. Students will discuss sources and perspectives of human rights with other students to gain an understanding of perspectives. This form of cooperative learning improves social competencies and interactions and fosters democratic and caring climate.
8. Students will identify photos of sources of human rights and abuses using <http://www.boston.com/bigpicture/protest/> and [http://www.theatlantic.com/infocus/#](http://www.theatlantic.com/infocus/). They will examine the photo and create a quick write discussing their reaction.
9. Students will work collaboratively to produce a PSA about human rights. They will role play human rights examples by enacting a human right abuse problem situation in the world and then discuss the enactment of the PSA.
10. Students can keep track by making blogs and take action to share information about Human Rights abuses using <http://www.youtube.com/user/HumanRightsWatch> or <http://www.ilo.org/global/lang--en/index.htm> about labor.
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Laura Ross

Unit 2-GDP and Investment planning for the Future-7th Grade Geography 2 ½ weeks

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| **Stage 1 Desired Results** |
| ESTABLISHED GOALS NCSS1. Culture

d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions.III. People, Places, and Environments.c.use appropriate resources, data, sources, and geographic tools to generate, manipulate, and interpret information.k. consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, region and beyond.V. Individuals, Groups and Institutionsg. show how groups and institutions work to meet individual needs and promote the common good and identify examples of where they fail to do so.VIII Science, Technology, and Society1. Identify and describe examples in which science and technology have changed the lives of people.

IX Global Connections1. Examine the effects of changing technologies on the global community

X Civic Ideals and PracticesJ recognize and interpret how the “common good” can be strengthened through various forms of citizen action. Students will classify countries of both high and low GDP.Students will organize sources of wealth from different countries.Students will exemplify productive resources and lack of productive resources from across the world.Students will critique the best way to improve GDP and standard of living. Students will produce a business/entrepreneurship to improve the lives of people.Students will organize demographic data of low and high GDP countries in graphic organizers. | ***Transfer*** |
| *Students will be able to independently use their learning to…* 1. Make connections between “here and there.”
2. Make connections between “ Now and Later.”
3. Develop critical thinking skills by asking relevant questions.
4. Take Action-Discover how entrepreneurship can improve the lives of all people across the world.
5. Investigate the world with economic components
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| ***Meaning*** |
| UNDERSTANDINGS *Standard of living and GDP of countries can increase with productive resources.* | ESSENTIAL QUESTIONS What are examples of productive resources around the world?What productive resources are limited?Where are specific examples of scarce resources around the world?What are examples of low and high GDP countries?What classifies high and low standard of living?What are examples of sources of wealth for low and high GDP countries?How can helping low GDP countries help both low and high GDP countries?What are examples of investment in low GDP countries?How can technology help standard of living?Why are causes of unemployment?What are trends in demographic data?What is resource distribution?What are causes and effects of GDP?What are population pyramids and spider graphs?What are examples of solutions to low GDP? |
| ***Acquisition*** |
| *Students will know…* 04.01.02 Productive resources (natural, capital, human) are limited causing scarcity.04.01.05 Specialized trade with others causes both production and consumption to increase.04.01.06 Gross Domestic Product is the total market value, measured in dollars, of all final goods and services produced in the economy in one year.04.01.09 Standard of living is the measure of the necessities, comforts, and luxuries available in a society.04.01.11 Sources of wealth include: earnings from wages and salaries, interest, rent, profit.04.01.13 Economic decisions in one part of the world effect economic conditions and policies in other parts of the world (interdependence).04.01.16 Investment refers to the use of resources by businesses, individuals, or governments to increase productive capacity.04.01.17 Technological advances result in new and improved goods and services and better ways of producing them.04.01.24 Unemployment rate rises during a recession.  | *Students will be skilled at…* 03.03.05 Identify major patterns of population distribution, demographics, and migrations.03.03.14 Identify environmental consequences of how people use resources.04.03.01 Use thematic maps to predict, conclude, and interpret resource distribution.04.03.03 Evaluate cost/benefits and consequences of economic decisions.04.03.04 Use data to compare and contrast GDP per capita between different countries.04. 03.05 Analyze the causes and effects of GDP per capita between different countries.04.03.06 Use maps, graphs, databases, and tables to determine patterns of economic interdependence.06.01.06 Use and analyze maps, graphs, diagrams, databases, tables and charts to predict, conclude, and interpret.06.02.03 Identify, define, describe, and evaluate problems and solutions from multiple perspectives. 06.03.01 Write expository and/or persuasive essay.06.04.05 Conduct research by generating questions and evaluating information. |
| **Stage 2 – Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| IdentifyCreateAnalyzeReadClassifyPlan | TRANSFER TASK(S): 1. To build a concept of global economic interdependence, have students identify where their clothing and school items are made. A source for this is <http://education.nationalgeographic.com/education/multimedia/interactive/globalcloset/?ar_a=1> to complete on a website simulation.
2. Students will identify low and high gdp countries using web resources
3. Students will create graphic organizers of several countries’ demographic data-birth/death rate, years of schooling, literacy rate, arable land, health, resource distribution, etc.
4. Students will analyze population trends by viewing population pyramids and spider graphs.
5. Students will read stories of regions that have improved standard of living and identify entrepreneurial concepts to increase standard of living.
6. Students will classify potential entrepreneurial ideas to improve GDP.
7. Student will plan an entrepreneurial idea and critique the positive and negative effects.
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| Give examples, compare, identify | OTHER EVIDENCE:1. Discussion of trends in population pyramids and spider graphs of different countries.
2. Generate examples of characteristics of low GDP and high GDP countries.
3. Generate examples of specific productive resources that will help a region and explain why.
4. Discussion of technology and how improves lives.
5. Identify specific tools, investment, and technology from a reading (Geography Alive-Chapter 21 Micro-entrepreneurs-Women’s Role in the Development of Africa.) or <http://www.ilo.org/global/lang--en/index.htm> for labor protection/violations.
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| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction*1. To build a concept of global economic interdependence, have students identify where their clothing and school items are made. A source for this is <http://education.nationalgeographic.com/education/multimedia/interactive/globalcloset/?ar_a=1> to complete on a website simulation. They will then list/group/label items based on country. Explain that imports/exports are tied to GDP and standard of living.
2. Students will learn about low and high GDP countries by looking at specific countries data and comparing/contrasting countries demographic data from <http://data.worldbank.org/indicator/NY.GDP.PCAP.CD> and <https://www.cia.gov/library/publications/the-world-factbook/> and <http://www.nationmaster.com/index.php>. Students need to choose 4-6 countries from different regions to compare and making an advanced organizer showing numerical data. Students begin to visualize concepts through clear charts/graphs and connect understanding.
3. Students will create a graphic organizer of countries with low and high GDP and demographics. They then will draw generalizations based off of the demographic data. Students will develop concept attainment by providing data for comparison drawing new information about trends in demographics.
4. Students watch a video on population pyramids and the implications of these demographics at <http://www.youtube.com/watch?v=3-yV4W6Rqb8>. They create a wordle using key phrases of words and terms he uses by <http://www.tagxedo.com/app.html> or <http://www.wordle.net/>
5. Students will read for understanding newspaper articles and websites to identify of sources of wealth and potentials around the world. Sources of wealth can include human, natural, and capital resources, investment, technology, renting, and profit. <http://www.worldbank.org/projects>; <http://www.bootheglobalperspectives.com/article.asp?offset=0&id=14>; <http://iab.worldbank.org/> <http://newspapermap.com/> Students should look for patterns and trends between different countries by making a T chart with country names and sources of wealth. Students will begin to see multiple country perspectives of strategies of investment and common trends of assistance.
6. Students will create a ranking chart using demographic data including HDI (Human Development Index) <http://hdr.undp.org/en/data/build/> and determine 3 countries they could discuss implementation strategies using investment. They learn to see relationships between resources and ways to improve standard of living.
7. Students will compare trends in population pyramids and spider graphs of a variety of countries and make their own pyramid and spider graphs using current data. The spider graphs will be % of students in school, literacy rate, infant mortality, and life expectancy. Spider graphs that are more pyramids like show higher human development and those spider graphs that are “kite shaped” or rhombus shaped are lower in human development and quality of life. The spider graph has schooling on left quadrant, life expectancy on the right quadrant, literacy rate on the upper quadrant, and infant mortality on the lower quadrant. They will use <http://data.worldbank.org/indicator> and <http://www.worldlifeexpectancy.com/> to gather information on 4 countries around the world to create the spider graphs. Questions to ask are what do the graphs tell about health, education, human resources; how does this data influence GDP?; and what are patterns and trends of the pyramids and spider graphs?
8. Students will answer questions about readings of low GDP and demographic data countries and how they improved standard of living and GDP using their own ideas and ideas from <http://www.worldlifeexpectancy.com>. They will devise a plan and write a persuasive letter to a leader of a country and share their findings from data research, population pyramids, spider graphs and recommendations to improve standard of living and GDP. This will provide a simulation in which students will learn results of decisions and fosters social systems, and deep understanding of world infrastructures.
9. Students will collaborate on creating an action plan with other students/school of a possible new entrepreneurship or investment in a low GDP/standard of living/HDI country. They can use a world organizational group to research plans. These could include <http://usft.org/about> fair trade, <http://www.heifer.org/> <http://www.tigweb.org/> or others of student choice.
10. Students will identify the components of economic interdependence based on their new business. They will see how we are interconnected. They can use <https://bubbl.us/> to create a webbing of relationship connections.
11. Students will explain cause and effect relationships of creating an entrepreneurialship. Students will create a cause/effect flow chart of relationships based on interdependence.
12. Students can read supplemental material such as Geography Alive Chapter 21 to gather more ideas of micro-entrepreneurs with different types of people-women, minorities, and children in Africa or other regions of the world using [http://hopebuilding.pbworks.com/w/page/37111520/Women%20microentrepreneurs%20escape%20poverty%20through%20global%20connections,%20local%20support%20offered%20by%20Ubuntu](http://hopebuilding.pbworks.com/w/page/37111520/Women%20microentrepreneurs%20escape%20poverty%20through%20global%20connections%2C%20local%20support%20offered%20by%20Ubuntu) or <http://www.ilo.org/global/lang--en/index.htm> to learn about more types of labor.
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Laura Ross

Unit 3-World Public Policy and changing for the future-7th Grade Geography 2 ½ weeks

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| **Stage 1 Desired Results** |
| ESTABLISHED GOALS NCSS1. Culture
2. Explore and describe similarities and differences in the way groups, societies, and cultures address similar and human needs and concerns.

d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions. III. People, Places, and Environments1. Use appropriate resources, charts to generate, manipulate, and interpret information.

V. Individuals, Groups, and Institutionsc. Identify examples of institutions and describe the interactions of people with institutions.e. identify and describe examples of tensions between and individual’s beliefs and government policies and laws.Give examples of the role of institutions in furthering both continuity and change.VI. Power, Authority, and Governance1. Give examples of how government does or does not provide for the needs and wants of people, establish order and security, and manage conflict.

IX. Global Connections1. Explore causes, consequences, and possible solutions to persistent, contemporary and emerging global issues.

X. Civic Ideals and Practicesc. locate access, organize and apply information about an issue of public concern from multiple points of view. l. describe how public policies are used to address issues of public concern. Students will identify public policy issues they are interested and create an action research solution.Students will identify the levels of government involved with their public policy problem-local, state, federal, or global.Students will develop an action plan to their public policy issue.Students will use effective communication skills by interviewing community members knowledgeable about the topic to gain a better understanding of the problem.Students will investigate sources of information related to the topic using search engines. Students will develop a portfolio explaining each part of the action research-identify problem, alternative viewpoints, solution, and action plan.Students will collaborate and produce a power-point of their findings for the public policy problem.Students will communicate ideas using wikis, school tube, and power-point.  | ***Transfer*** |
| *Students will be able to independently use their learning to…* 1. Make a connection to “now and later”.2. Make a connection to interest/disinterest subjectivity.3. Investigate the world-looking at public policy problems4. Recognize perspectives of alternative viewpoints on a public policy problem5. Communicate ideas about public policy using a power-point and flip camera6. Take Action-problem solve a public policy problem and share findings with community.7. Relate to global competence by finding a public policy problem on a global level. |
| ***Meaning*** |
| UNDERSTANDINGS *Students will understand that…*Voting determines the outcomes of public policy. Citizens of nations can problem solve public policy issues to create the greater good. | ESSENTIAL QUESTIONS 1. Why do we need government?
2. What are examples of public policy?
3. How does voting influence public policy?
4. What are examples of rights and responsibilities?
5. What are powers, functions, and impact of local, state, and national governments?
6. What are the opportunities costs of public policy decision making?
7. What are examples of taxes?
8. How do taxes pay for governmental goods and services?
9. How do points of view effect public policy?
10. What are examples of problems and solutions to public policy?
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| ***Acquisition*** |
| *Students will know…* 01.01.03 The necessity and purpose of government.01.01.06 Voting affects public policy01.01.07 Powers, functions, and impact of local, state, and national government.01.01.08 Citizens have rights and responsibilities. 04.01.03 Opportunity cost is what you give up to get something else. 04.01.12 The government pays for the goods and services it provides through taxing and borrowing (sales, property, income). | *Students will be skilled at…* 04.03.03 Evaluate the cost/benefits and consequences of economic decisions. 06.01.08 Read for inference and evaluate subtext.06.01.12 Identify, research, and defend a point of view.06.02.01 Develop, monitor, and revise plans to meet goals.06.02.03 Identify, define, describe, and evaluate problems and solutions from multiple perspectives. 06.03. 02 Review and revise communication06.04.05 Conduct research by generating questions and evaluating information. |
| **Stage 2 – Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| List, create, write, research, use technology to ask questions and investigate, relate content to example | TRANSFER TASK(S): 1. Students will create list of different types of taxes and discuss how the government uses taxes to provide goods and services.
2. Students will investigate a public policy problem at any level of government that is to their interest and create an expository writing of what the problem is.
3. Students will interview a community member and record their findings on a flip camera.
4. Students will investigate alternative viewpoints on the issue by e-mailing representatives and researching multiple perspectives on the issue. They then will write an expository writing of what the alternative points of view are on the issue.
5. Students collaborate with other to problem solve the issue and creating a plan of action via power-point and wiki.
6. Students tie their public policy issue to a global perspective real world example.
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| Graph, create, revise | OTHER EVIDENCE: 1. Students survey the community using survey monkey <http://www.surveymonkey.com/> to record information in graphical form.
2. Students create questions for interview and practice good listening skills.
3. Students revise expository writing via peer edits.
4. Students research their representatives and create e-mail to ask alternative point of views.
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| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction*1. Students identify taxes that pay for public goods and services using <http://www.socialstudieshelp.com/Eco_Public_Goods.htm>
2. Students participate in a mock town hall meeting to learn governmental function and point of view. Students pick a public policy topic and role play perspectives for and against the topic. Students learn empathy, and understanding of point of view on inter-group relations, along with historical and social problems.
3. Students identify costs and benefits to voting on specific public policies at local, state, federal, or international level creating a cost/benefit T chart or <https://bubbl.us/>
4. Students investigate a real world public policy problem at any level of government using community interviews and search engines such as <http://www.globalissues.org/> or <http://www.un.org/en/globalissues/> or <http://pulitzercenter.org/education/lesson-plans>
5. Students create an action plan consisting of identifying the problem they chose to solve, finding alternative perspectives, explaining the solution, and plan of action by expository writing.
6. Students revise their work by creating and implementing surveys of the community members, interviewing and creating questions for community members knowledgeable of the problem, and graphing results of surveys.
7. Students collect data from research and collection of survey results <http://www.surveymonkey.com/> to include in their expository writings to support their findings.
8. Present a power-point or prezi <http://prezi.com/> to community members about their action plan.
9. Provide specific examples of global connections to their public policy problem by sharing ideas and thoughts about global topics on a blog site- <http://www.tigweb.org/> designed for students or partnering with another school and problem solving a public policy issue using <http://oneworldyouthproject.org/about-the-organization/our-curriculum/>
10. Create a map of locations/places around the world dealing with the progress of the public policy-for example people involved, sources of assistance, action in progress using <http://www.meograph.com/> This is similar to google earth and tours each site of the process.
11. Tour a facility/site that relates to their public policy topic and share their presentation via prezi/powerpoint to community and post presentation (via flipcamera) onto <http://www.schooltube.com/> or make it into a story using <http://www.goanimate.com/>
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Laura Ross

Unit 4-A Global City Planning for Climate Change-7th Grade Geography 2 ½ weeks

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| **Stage 1 Desired Results** |
| ESTABLISHED GOALS NCSS Standards1. Culture
2. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.

d. compare ways in which people from different cultures think about and deal with their physical environment and social conditionsII. Time, Continuity, & Changef. use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about action-taking on public issues.III. People, Places and Environmentsf. describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle.g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms and the like;j. observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought.VIII. Science, Technology, and Society1. Identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rainforest, and loss of rainforests due to extraction of resources or alternative uses.

IX. Global Connections1. Examine the effects of changing technologies on the global community.
 | ***Transfer*** |
| *Students will be able to independently use their learning to…* 1. Make connections to “here and there”
2. Make connections to “now and later”
3. Investigate the world beyond their immediate environment by looking at cases of human environmental interaction around the world and ways to improve infrastructure.
4. Analyze world systems and regions using geographic tools and the five themes of geography.
5. Recognize perspectives-respect differences among people of a variety of cultural and regional backgrounds.
6. Take action and communicate ideas about global warming and infrastructure to defend against natural disasters.
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| ***Meaning*** |
| UNDERSTANDINGS *Students will understand that the role of human environmental interaction is constantly changing the surface of the earth.**Students will understand that sustainable development impacts the physical and world environment.* | ESSENTIAL QUESTIONS What are examples of physical processes?What are examples of topographic features?What are examples of human and physical place?What are causes and effects of urbanization?What are examples of human/environmental interaction? |
| ***Acquisition*** |
| *Students will know…* National Geography Standards-Standard 4-The physical and human characteristics of place. Standard 7-The physical processes that shape the patterns of Earth’s surfaceStandard 9-The characteristics, distribution, and migration of human populations on Earth’s surface.03.02.02 Physical processes shape the earth.Examples of topographic features.A geographer’s view of place includes the study of human and physical features.03.03.01 Human Characteristics of place include: education, religion, language, diversity, economics, settlement patterns, and population.Causes and effects of urbanizationHuman/environmental interaction is the examination of how people change their environment to suit their needs and /or how the environment influences the way people live. | *Students will be skilled at…*National Geography Standards-Standard 3-How to analyze the spatial organization of people, places, and environments on the Earth’s surface.* 3. Describe and compare the processes that influence the distribution of human and physical phenomena.
* 4. Explain the ways that physical processes change place (drought, stressed vegetation, more precipitation, increased vegetation, warmer temperatures and longer growing seasons in higher latitudes.

7. Analyze and explain the patterns that occur on Earth’s surface as result of physical processes. 03.1.01 Understand how geographers use maps and other geographic representations, tools and technologies to acquire, process and report information from a special perspective.03.02.01 Identify and describe physical characteristics of place such as climate and topography.03.02.07 Locate and identify topographical features. 03.03.04 Evaluate causes and effects of urbanization.03.03.05 Identify major patterns of population distribution, demographics, and migrations.03.03.12 Determine the effect of natural forces on human activities. |
| **Stage 2 – Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| 1. Infer
2. Comparing
3. Summarizing
4. Organizing
 | TRANSFER TASK(S): 1. Students will draw logical conclusions from population density maps to determine areas of high population.
2. Students will compare different cities such as Portland, Oregon, Atlanta Georgia, Shanghai, China, and others to determine components of successful urban planning.
3. Students will identify causes and effects of Global Warming-emissions, depletion of natural resources, inflation, new technology, erosion, flooding, desertification, rising seas.
4. Students will investigate and organize information from past examples of how countries have responded to global warming and climate change based on natural disaster recovery-such as volcano eruptions, desertification, hurricanes, earthquakes, tornadoes, and flooding across the globe.
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| 1. Planning/Creating
 | OTHER EVIDENCE: 1. Students will devise a plan for a city to restructure in preparation for global climate change.
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| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction*1. Students will determine major population centers of the world using population density maps and draw conclusions to where these are in relation to physical features (latitude, low elevation, coastlines, near fresh water, near harbors etc.) They will use population density and physical maps to determine like <http://www.prb.org/Publications/Datasheets/2012/world-population-data-sheet/world-map.aspx#/map/population> and <http://maps.nationalgeographic.com/maps>
2. Students will compare population, consumption, and deforestation topics on a map using <http://earthpulse.nationalgeographic.com/earthpulse/earthpulse-map> to determine sources of human environmental interaction.
3. Students will analyze disaster plans to determine the best strategies to prepare for global climate change.
4. Students will use satellite maps such as Google earth to determine changes on the earth’s surface-such as cities before and after a hurricane, tornado path, deforestation, desertification.
5. Students will look at city plans for sustainability <http://www.friendship-bd.org/page/sustainable-income-generation-34> to find trends between countries. <http://www.nytimes.com/2005/09/06/science/06tech.html?pagewanted=all&_r=0> , <http://news.xinhuanet.com/english/world/2012-06/20/c_131666643.htm> ; <http://www.supec.org/english/exhibitions.htm> on Shanghai; <http://www.seattle.gov/dpd/planning/> for Seattle, international planning- <http://www.globalplannersnetwork.org/> others could include places such as Mexico City, Syndney Australia as sources of urban planning for the future. Also disaster plans can be found on <http://www.ready.gov/natural-disasters> and <http://www.pdc.org/iweb/pdchome.html;jsessionid=D16488B5742E383BB9E04C6399B3F759> .
6. Students can design an ap for their smart phone to take action about disaster preparedness and warnings. <http://www.appdesigner.com/> is a free ap design program.
7. Students will pick a country/city in the world to devise a plan for physical disasters, preparation plan, and plans to sustain for the future with a storybird.com or goanimate.com and post it to a global citizen site.
 |

Laura Ross

Unit 5-Cultural perspectives with Water Conservation-7th Grade Geography 2 ½ weeks

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| **Stage 1 Desired Results** |
| ESTABLISHED GOALS NCSS Standards1. People, Places, and Environments

F describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle. VII Production, Distribution, and Consumption1. Give examples that show how scarcity and choice govern our economic decisions.

VIII. Science, Technology, and Society.1. Suggest ways to monitor science and technology in order to protect the physical environmental, individual rights, and the common good.

IX. Global Connections1. Examine the effects of changing technologies on the global community.

D explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species. | ***Transfer*** |
| *Students will be able to independently use their learning to…* 1. Make connections to “here and there.”
2. Make connections to “now and later”
3. Investigate water sources/lack of water around the world
4. Recognize cultural perspectives and how people use water.
5. Take action by supporting a global cause dealing with water production.
 |
| ***Meaning*** |
| UNDERSTANDINGS *Students will understand that natural resources are scarce and need global monitoring.* | ESSENTIAL QUESTIONS How does the water cycle affect different parts of the world?How does consumption and overconsumption impact the environment?How does lack of water impact people?What are ways to improve water resources? |
| ***Acquisition*** |
| *Students will know…* National Geography Standard 18-Change occurs in the geographic characteristics and spatial organization of places, regions, and environments03.02.02 Physical processes such as the water cycle shape the earth.03.03.11 Human/environmental interaction is the examination of how people change their environment to suit their needs and /or how the environment influences the people live. (fresh water sources/lack of).03.03.14 Technology and culture influence resource use. | *Students will be skilled at…* National Geography Standard 18-How to apply geography to interpret the present and plan for the future.Describe how the increasing demand for water resources will affect the physical environmental and suggest ways to replenish and conserve water sources.03.02.07 Locate and identify topographic features such as lakes, rivers, bays, aquifers, deserts. 04.03.01 Use thematic maps to predict, conclude, and interpret resource distribution (water). |
| **Stage 2 - Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| 1. Exemplifying.
2. Classifying
3. Planning
 | TRANSFER TASK(S): 1. Students will track their water footprint by using a survey <http://environment.nationalgeographic.com/environment/freshwater/> has a questionnaire about water footprint.
2. Students will identify areas with freshwater using a map.
3. Students will devise 1 strategy to improve water conservation or production.
 |
| 1. Producing/Planning
 | OTHER EVIDENCE: 1. Create a PSA on how to conserve water and use flip camera-post on global connections site. <http://wateruseitwisely.com/> has strategies to support conservation.
 |
| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction*Students will investigate sources of water by classifying areas of water/aquifers and lack of water sources using water resource maps. <http://www.washingtonpost.com/blogs/ezra-klein/files/2012/08/aquifers_archive.jpg> and <http://www.un-igrac.org/dynamics/modules/SFIL0100/view.php?fil_Id=121> are maps to identify areas. They will list/group/label common regions/countries.Students will investigate climate patterns for water-rain shadows, ocean currents, trade winds, and monsoon patterns. Students will explain where these areas are by creating an outline map and key of areas. <http://www.mapsofindia.com/maps/india/southwestmonsoon.htm> for monsoons, <http://education.nationalgeographic.com/education/encyclopedia/rain-shadow/?ar_a=4> <http://www.google.com/imgres?imgurl=http://desertgirl2010.files.wordpress.com/2010/02/ocean-current-map.jpg&imgrefurl=http://desertgirl2010.wordpress.com/tag/ocean-beach-strahan/&h=409&w=794&sz=61&tbnid=0xb6ZK4CDnCIAM:&tbnh=63&tbnw=122&prev=/search%3Fq%3Docean%2Bcurrent%2Bmaps%26tbm%3Disch%26tbo%3Du&zoom=1&q=ocean+current+maps&usg=__ASvw8Reprxj043GVjTxmPZUbElU=&docid=S5YEj2WU0wr4hM&hl=en&sa=X&ei=eM-VUM3LDIK2qQGsuYDgCQ&ved=0CCsQ9QEwAQ&dur=1839> for ocean currents.Students will identify how water is used around the world <http://environment.nationalgeographic.com/environment/freshwater/> by creating a graphic organizer of location and use.Students will investigate how countries around the world are conserving water. <http://wateruseitwisely.com/> and http://www.globalwaterchallenge.org/home/ has examples of what for what people use water and create a list of products, prices, and use.Students will organize ideas for conservation with different technology. <http://www.globalw.com/> has tools to monitor water.Students will plan and take action by contributing to a solution-creating a PSA and working with others to support one cause. <http://www.globalwater.org/> has an international approach to conserving water and providing fresh potable water to the world <http://www.tapproject.org/?gclid=CL-g8dybtLMCFSemPAodXlUAaw> , <http://thewaterproject.org/> , <http://eartheasy.com/lifestraw> . |

Laura Ross

Unit 6-Sources of Cooperation/Conflict and roads to peace-2 ½ weeks7th Grade Geography

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| **Stage 1 Desired Results** |
| Established GoalsNCSS Standards1. Culture
2. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns
3. Give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of references.

D compare ways in which people from different cultures think about and deal with their physical environment and social conditions. III People, Places, Environment1. Use appropriate resources, data sources, and geographic tools such as atlases, data bases to generate, manipulate, and interpret information.

V. Individual Development and Identitye. Identify and describe examples of tensions between and individual’s beliefs and governmental policies and laws. VI. Power, Authority, Governancef. identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations.IX. Global Connectionsb. give examples of conflict. Cooperation, and interdependence among individuals, groups and nations. | ***Transfer*** |
| *Students will be able to independently use their learning to…* 1. Make connections to “here and there”
2. Make connections to “now and later”
3. Analyze world systems and regions using geographic tools and the five themes of geography.
4. Analyze the influence of culture on human behavior.
 |
| ***Meaning*** |
| UNDERSTANDINGS Culture influences patterns of behaviorProductive resources influence culture. | ESSENTIAL QUESTIONS * What are examples of human characteristics of place?
* What are examples of demographic data?
* How and why do people live where they do?
* What are examples of cooperation and conflict?
* How does cooperation and conflict cause division and control of the earth’s surface?
 |
| ***Acquisition*** |
| *Students will know…* 03.03.01 Human Characteristics of place include: education, religion, language, diversity, economics, settlement patterns, population.03.03.06 Movement of goods/services, ideas, and people influence global patterns and relationships.  | *Students will be skilled at…*03.03.02 Evaluate ~~Identify~~ and analyze human characteristics of place using demographic data such as education, religion, language, diversity, economics, settlement patterns, population, and government03.03.03 Analyze the spatial organization of people, places and environments* Identify and evaluate how forces of cooperation and conflict among people influence the division and control of the Earth’s surface.
* Organize information into useful forms such as graphic organizers.
* Plan, create, and present information using a visual aid
 |
| **Stage 2 – Evidence** |
| **Evaluative Criteria** | **Assessment Evidence** |
| 1. Create and Infer
2. Create and attribute
 | TRANSFER TASK(S): 1. Students create accurate demographic data using a graphic organizer and draw conclusions based on information about data
2. Students identify sources of cooperation or conflict by creating a web and political cartoon.
 |
| 1. Planning and Generating
2. Recognize and Planning
 | OTHER EVIDENCE: 1. Students create a performance assessment power-point, poster, prezi, or meograph explaining sources of cooperation and conflict around the world with specific facts and data along with plausible solutions.
2. Students identify and participate in an international/local peace organization.
 |
| **Stage 3 – Learning Plan** |
| *Summary of Key Learning Events and Instruction*1. Students will research demographic data related to human characteristics of place with three countries in the ~~Middle East~~ world using CIAworldfactbook.gov and <http://www.prb.org/Publications/Datasheets/2012/world-population-data-sheet/world-map.aspx#/map/population>, <http://data.worldbank.org/country>, <http://www.census.gov/population/international/data/idb/region.php>
2. Students will identify productive resources such as oil and water in the ~~Middle East~~ world using resource distribution maps from an atlas.
3. Students will read primary source documents about spatial distribution over time in the ~~Middle East~~ world such as Palestine and Israel to gain perspectives of land rights. They are able to determine point of view and perspectives of positive and negative relationships. (Could be places like the Kashmir, or Eastern Europe, Latin America, or North and Central Africa as examples.)
4. Students will read or watch source documents using <http://www.linktv.org/> about warfare in the ~~Middle East~~ world to gather cause and effect relationships for different groups of people. This builds perspectives. Students create a flow chart or webbing of cause/effect relationships using webbinghttps://bubbl.us/ or <http://classtools.net/> These graphic organizers provide students with cognitive structure/organizer for understanding perspectives and reasoning.
5. Students use demographic data to determine sources of possible cooperation and conflict in the ~~Middle East~~ world (3-4 countries) using a graphic organizer. This is building part of their inductive thinking by finding positive and negative relationships between countries. They could also create a t chart to support positive and negative relationships and reasoning behind it.
6. Students discuss world political cartoons depicting sources of cooperation and conflict using <http://www.cagle.com/> and then create their own political cartoon of cooperation or conflict in the world using <http://www.toondoo.com/> This builds synectics and nonlinguistic representations with analogies, metaphors, and symbolism-parts of higher level thinking for frames of reference and perspective.
7. Students prepare a power-point or poster to present to the class about sources of cooperation and conflict in the ~~Middle East~~ world and possible solutions. The product could also be a prezi <http://prezi.com/> or <http://www.meograph.com/> to track google earth stories of cooperation and conflict.
8. Students use newspaper articles from [http://newspapermap.com/#](http://newspapermap.com/) and <http://www.onlinenewspapers.com/> to identify sources of cooperation and conflict in regions of the world.
9. Students become leaders of peace by attending leadership retreats or share a voice of peace on <http://www.seedsofpeace.org/ylc/> Students could also learn more about other cultures such as video conferencing with other nations or watching multiple perspectives using <http://gng.org/> global nomads.
10. Students become active citizens and supporters of peace by creating “Play for Peace” groups <http://www.playforpeace.org/home/transform-neighborhoods> or become members or take action in/of peace organizations <http://www.cultivatingpeace.ca/students/organizations.html>.
 |

Besides change resources and the focus of the Middle East, I would change it to a global perspective of productive resources, religion, lack of healthcare, transnational issues, ethnic groups, language, and women’s roles. This would allow students more choice in where to find sources of cooperation and conflict in the world.