

Wallingford Public Schools - COURSE OUTLINE

Course Title: Regions & Cultures of the World II

Department: Social Studies

Grade(s): 7

Course Description

The study of world cultures continues in grade 7 with a focus on the following regions: Western Europe, Latin America, Canada and Australia/Oceania. Students will continue to develop reading, writing, research and critical thinking skills and use geographical tools and concepts as they explore the history, geography, peoples, and current issues of these regions.

Required Instructional Materials

- *An Introduction to World Studies: People, Places, and Change*. David M. Helgren, Robert J. Sager and Alison S. Brooks, Holt Publishers, 2005
- Maps
- Globes
- Atlases

Completion/Revision Date

Approved by Board of Education
May 16, 2005

Mission Statement of the Curriculum Management Team

The mission of the Social Studies Curriculum Management Team is to provide students with the opportunity to gain fundamental understanding of history, civics, economics, cultures, geography, and the social sciences so that they develop into responsible citizens who use analytical reasoning and historical thinking to make informed decisions about the issues that face our nation and world today.

Enduring Understandings for the Course

- Analytical questioning creates a purpose for research.
- The research process requires the use of a variety of resources to ensure validity.
- Organization is critical to the acquisition, application, communication and evaluation of information.
- Effective communication relies on the presentation of information in a format appropriate to the task and the audience.
- Critical examination and evaluation of data is essential to making informed decisions.
- Examining social and civic issues helps to expand ones understanding of the world, its people, and themselves.
- Collaboration is necessary in order to be an effective learner and citizen.
- Readers use strategies to construct meaning from both fiction and non-fiction text.
- Authors write for different purposes.
- Language reflects historical changes and cultural differences.
- Writing is a tool used for thinking and learning.
- Writing is a multi-step process.

<ul style="list-style-type: none"> • Technology is a tool that can be used for collecting, organizing, and presenting information.
<ul style="list-style-type: none"> • The five themes of geography help us put the Earth and its people into a geographical perspective.
<ul style="list-style-type: none"> • The five themes of geography help us analyze and develop an understanding of different world cultures.
<ul style="list-style-type: none"> • Maps and globes portray the world in different ways.
<ul style="list-style-type: none"> • Climate is determined by many factors.
<ul style="list-style-type: none"> • Culture is both a cohesive and divisive force in human relations.
<ul style="list-style-type: none"> • Movement creates cultural shifts.
<ul style="list-style-type: none"> • Geography influences a person's needs, culture, opportunities, choices, interests, and skills.
<ul style="list-style-type: none"> • The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.
<ul style="list-style-type: none"> • Knowledge of the past helps one understand the present and make decisions about the future.
<ul style="list-style-type: none"> • History involves interpretation; historians can and do disagree.
<ul style="list-style-type: none"> • People develop systems to manage conflict and create order.
<ul style="list-style-type: none"> • People respond to and resolve conflicts by choosing responses that have immediate and long-term outcomes.
<ul style="list-style-type: none"> • Local, national, and international relationships are affected by economic transactions.
<ul style="list-style-type: none"> • Scientific and technological developments affect people's lives, the environment and transform societies.
<ul style="list-style-type: none"> • Conflict resolution can involve aggression, compromise, and cooperation.
<ul style="list-style-type: none"> • As part of a global community, all people are increasingly interdependent, joined by environmental, economic, social, cultural, and civic concerns.
<ul style="list-style-type: none"> • Changes and instability in governments have impacted global relationships.
<ul style="list-style-type: none"> • Despite cultural differences, Canada has maintained a stable government.

LEARNING STRAND

1.0 Critical Thinking and Communication Skills

NOTE: This learning strand should be taught through the integration of the other learning strands included in this course. It is not meant to be taught in isolation as a separate unit.

ENDURING UNDERSTANDING(S)

- Analytical questioning creates a purpose for research.
- The research process requires the use of a variety of resources to ensure validity.
- Organization is critical to the acquisition, application, communication and evaluation of information.
- Effective communication relies on the presentation of information in a format appropriate to the task and the audience.
- Critical examination and evaluation of data is essential to making informed decisions.
- Examining social and civic issues helps to expand ones understanding of the world, its people, and themselves.
- Collaboration is necessary in order to be an effective learner and citizen.
- Readers use strategies to construct meaning from both fiction and non-fiction text.
- Authors write for different purposes.
- Language reflects historical changes and cultural differences.
- Writing is a tool used for thinking and learning.
- Writing is a multi-step process.
- Technology is a tool that can be used for collecting, organizing, and presenting information.

ESSENTIAL QUESTION(S)

- Why do I research?
- What are the benefits of using multiple media to locate information?
- How do I know which resources fit my needs?
- What is the purpose of using both primary and secondary sources?
- What do I do when my immediate resources are not adequate?
- How do I know my information is reliable (accurate, unbiased, current, and appropriate)?
- How do I know when I have enough information to answer my question thoroughly?
- How does explaining my process help me to strengthen my research skills?
- How does the organization of information impact the effectiveness of its communication?
- How does new information influence how I think and act?
- How do my actions impact others in my community and the world?
- Why do individuals choose to work together?
- How does the consideration of different viewpoints influence how I think and act?
- What impact do reading strategies have on comprehension?
- How does reading fiction help to acquire factual information?
- How does the purpose and audience influence the format of your writing?
- How can we use evaluation and reflection to improve our writing?
- How does technology impact research and communication?

LEARNING OBJECTIVES *The student will:*
1.1 Use media center resources appropriately.
1.2 Develop investigative questions about

INSTRUCTIONAL SUPPORT MATERIALS
• *See other learning strands*

<p>topics being studied.</p> <p>1.3 Gather information from multiple print, non-print, and electronic resources in order to appreciate the need for multiple perspectives.</p> <p>1.4 Interpret data from maps, artifacts, photographs, graphs, charts and other visual tools for reference and information.</p> <p>1.5 Assess the validity of researched information.</p> <p>1.6 Be active learners through cultural experiences such as museum visits, historical exhibitions, cultural performances, guest speakers, etc.</p> <p>1.7 Listen for important information and follow teacher directions.</p> <p>1.8 Compile an organized notebook with information from a variety of sources: textbook, teacher, A.V. materials, other reference materials.</p> <p>1.9 Utilize primary and secondary sources.</p> <p>1.10 Organize data extracted from resource materials (e.g., graphic organizers, outlines, note-taking, charts, graphs, timelines.)</p> <p>1.11 Extract the main idea and supporting details from written and visual materials.</p> <p>1.12 Examine researched data to distinguish fact from opinion.</p> <p>1.13 Prepare summaries in response to readings.</p> <p>1.14 Demonstrate cause and effect relationships and make a generalization.</p> <p>1.15 Compare and contrast information from a geographic perspective.</p> <p>1.16 Connect events, people, and places studied to their own location.</p> <p>1.17 Recognize courses of action within a historical perspective.</p> <p>1.18 Prepare an oral report and/or research paper.</p> <p>1.19 Recognize bias in researched information.</p> <p>1.20 Generate conclusions based on the data obtained in a formal manner with visual aids.</p> <p>1.21 Work individually or in collaboration with others to decide on and implement appropriate courses of action.</p> <p>1.22 Participate in a group to resolve conflicts and differences.</p> <p>1.23 Communicate own beliefs, feelings, and</p>	<p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Act-it-outs/skits • Scrapbooks • Simulations • Postcards • Photo albums • Travel brochures • Charts/graphs • WebQuests • Maps • Newscast • Research assignments • Journals/diaries • Debates/mock trials • Projects <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none"> • Projects • Student participation • Student presentations • Maps • Written assessments • Charts/graphs • Research rubric • Graphic organizers • Teacher observations • Debates • Journals • Tests/quizzes
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convictions as they relate to historical, geographical, and cultural concepts.

1.24 Relate current events to historical, geographical, and cultural studies.

1.25 Define social responsibilities associated with citizenship and describe how they may be carried out both at home and around the world.

<u>LEARNING STRAND</u>	
2.0 The Five Themes of Geography	
Suggested Timeframe: 1-2 weeks	
<u>ENDURING UNDERSTANDING(S)</u>	<u>ESSENTIAL QUESTION(S)</u>
<ul style="list-style-type: none"> • The five themes of geography help us put the earth and its people into a geographical perspective. • The five themes of geography help us analyze and develop an understanding of different world cultures. 	<ul style="list-style-type: none"> • What is geography? • What makes places unique and different? • Why should we study other cultures and what can we learn from them? • How do geography, climate, and natural and economic resources affect the way people live, work, and view the world? • What effect do people have on their environment?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i>	<u>INSTRUCTIONAL SUPPORT MATERIALS</u>
<p>2.1 Examine the connections that exist between the Five Themes of Geography:</p> <ul style="list-style-type: none"> - Location - Place - Movement - Human-Environment Interaction - Region <p>2.2 Apply knowledge of the Five Themes of Geography to a variety of real life situations.</p>	<ul style="list-style-type: none"> • The Five Themes of Geography handout • <i>Geography Around the World: Teaching the Five Themes</i>, Margaret Parrish, Instructional Fair • The Five Themes of Geography poster set • <i>Five Themes of Geography</i>, VHS • <i>National Geographic</i>, magazines • www.nationalgeographic.com <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Match pictures cut from magazines (e.g., <i>National Geographic</i>) to headings of the Five Themes of Geography. Students must then explain why they categorized each picture under the chosen geographic theme. (note: many pictures could fit under more than one theme, but students must be able to explain their answers) • Write and act out skits that portray one or more of the Five Themes of Geography. Their classmates must then determine which theme is being represented and provide evidence to support their answer • Create a Five Themes of Geography scrapbook or photo album about their school • Take a Five Themes of Geography tour by choosing various world cities to visit. During your visits, apply the Five Themes of Geography to each city • The Five Themes of Geography card game • The Five Themes of Geography bingo • The Five Themes of Geography - \$10,000

	<p>Pyramid</p> <ul style="list-style-type: none">• Jeopardy (geography Jeopardy game)• Create Five Themes of Geography postcards using 5X8 index cards. Students select a location of their choice from around the world. The name of their chosen location goes under a flap on the unlined side of their postcard. On the lined side students write 4 clues, one for each of the remaining four themes of geography. The clues will help the class guess which location the student had chosen. The clues can be read to the class until someone correctly guesses the location <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none">• Pre-assessment• Projects• Student participation• Role plays/skits• Maps• Written assignments
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LEARNING STRAND

3.0 Geography Tools and Map Skills

Suggested Timeframe: 2-3 weeks

ENDURING UNDERSTANDING(S)

- Maps and globes portray the world in different ways.
- Climate is determined by many factors.

ESSENTIAL QUESTION(S)

- How do maps and globes reflect history, land use, climate, politics, and economics?
- How does understanding the parts of a map help us interpret information?

LEARNING OBJECTIVES *The student will:*

- 3.1 Interpret maps, globes, charts and graphs.
- 3.2 Identify locations on a map or globe utilizing latitude and longitude coordinates.
- 3.3 Determine the influence of longitude on world time zones.
- 3.4 Determine the distance between two or more locations using map scales.
- 3.5 Identify map insets.
- 3.6 Apply key geographic concepts to real life situations:
 - Cartographer
 - Meridians
 - Prime Meridian
 - Parallels
 - Equator
 - Tropics of Cancer & Capricorn
 - Poles
 - Axis
 - Antarctic & Arctic Circles
 - International Date Line
- 3.7 Interpret various types of maps:
 - Physical
 - Political
 - Various projections and related distortions
 - Specialty maps (e.g., population, climate, road, state, weather, time zones etc.)
- 3.8 Analyze the influence of key factors on climate:
 - Axis
 - Revolution
 - Rotation
 - Tilt

INSTRUCTIONAL SUPPORT MATERIALS

- *World Explorer Geography Tools and Concepts* textbook, Prentice Hall
- *Comic-Strip Map Skills*, Michael Gravois, Scholastic
- www.nationalgeographic.com
- www.geosense.net/
- *National Geographic*, magazine

SUGGESTED INSTRUCTIONAL STRATEGIES

- Create a climograph for various cities around the world
- Create a map that identifies places with similar climates to Connecticut and explain why they are similar
- Using your knowledge of map scales, proportionally recreate a map from book to poster size
- Research and present a newscast on a natural disaster and its relationship to climate
- Identify places in the world with the same latitudes **or** longitudes (not both) and describe in writing what those places have in common
- Create a world map by hand using latitude and longitude coordinates
- Wrap silly putty around grapefruits, draw the world in permanent marker on the silly putty and remove it from the grapefruit. This activity helps students to understand the concept of distortion
- Research famous cartographers and write a cartographer's journal
- Create edible maps of either the world or a particular world region
- Develop maps from charts and/or graphs and vice versa

<ul style="list-style-type: none">- Equinox- Solstice- Latitude- Altitude <p>3.9 Utilize the Five Themes of Geography to interpret a variety of different maps.</p> <p>3.10 Create maps, graphs and charts applying geographic data.</p>	<ul style="list-style-type: none">• Create map puzzles• Build a mobile of the Earth and sun or create clay or balloon models of the Earth to demonstrate tilt, rotation, equinox, and solstice <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none">• Pre-assessment• Map assessments• Student participation• Written assignments• Climographs• Student presentations• Projects• Research rubric
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<u>LEARNING STRAND</u>	
4.0 Cultural Influences	
Suggested Timeframe: 1-2 weeks	
<u>ENDURING UNDERSTANDING(S)</u>	<u>ESSENTIAL QUESTION(S)</u>
<ul style="list-style-type: none"> • Culture is both a cohesive and divisive force in human relations. • Movement creates cultural shifts. 	<ul style="list-style-type: none"> • What is culture? • Why should we study other cultures and what can we learn from them? • How does one culture influence another?
<u>LEARNING OBJECTIVES</u> <i>The student will:</i>	<u>INSTRUCTIONAL SUPPORT MATERIALS</u>
<p>4.1 Examine the elements that contribute to the development and transmission of culture.</p> <ul style="list-style-type: none"> - Language - Architecture - Arts - Traditions - Beliefs - Values - Behaviors <p>4.2 Apply key cultural concepts to real life situations:</p> <ul style="list-style-type: none"> - Assimilation - Diversity - Diffusion - Acculturation <p>4.3 Examine the connection between the Five Themes of Geography and culture.</p> <p>4.4 Analyze cultural influences on human relationships.</p> <p>4.5 Compare and contrast cohesive and divisive cultural influences.</p> <p>4.6 Understand that culture and experience influence people’s perceptions of other regions around the world.</p>	<ul style="list-style-type: none"> • Seven Components of Culture handout • <i>CultureGrams</i>, online database • <i>Gestures</i>, Roger Axtell, Wiley Publishers, 1997 • <i>Hungry Planet</i>, poster education; Peter Menzel, 2007
	<u>SUGGESTED INSTRUCTIONAL STRATEGIES</u>
	<ul style="list-style-type: none"> • Choose a group of people or region to have students research and apply the components of culture to that group • Discuss and write about fads in American culture • Research a facet of any chosen world culture and examine how it has gained or lost influence over time (e.g., music, religion, dance, politics, clothing) • Create a class expression that will be considered “cool” within the class culture. Have students use the expression outside the classroom and analyze its impact on the culture of the school
	<u>SUGGESTED ASSESSMENT METHODS</u>
	<ul style="list-style-type: none"> • Pre-assessment • Graphic organizers • Student participation • Projects • Teacher observations • Written assignments • Research rubric

LEARNING STRAND

5.0 Western Europe

Suggested Timeframe: 5-6 weeks

ENDURING UNDERSTANDING(S)

- Geography influences a person’s needs, culture, opportunities, choices, interests, and skills.
- Culture is a way of life of a group of people who share similar beliefs and customs.
- The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.
- Knowledge of the past helps one understand the present and make decisions about the future.
- History involves interpretation; historians can and do disagree.
- People develop systems to manage conflict and create order.
- People respond to and resolve conflicts by choosing responses that have immediate and long-term outcomes.
- Local, national, and international relationships are affected by economic transactions.
- Scientific and technological developments affect people’s lives, the environment and transform societies.

ESSENTIAL QUESTION(S)

- How do geography, climate, and natural and economic resources affect the way Europeans live, work, and view the world?
- Why should we study other cultures and what can we learn from them?
- What causes change over time?
- In the interpretation of European history, whom do we believe and why?
- What is revolution?
- Is conflict inevitable? desirable? avoidable?
- How is power gained, used and justified?
- How do competing interests influence how power is distributed and exercised?
- How have European governments been created, structured, maintained, and changed?
- What effect does trade have on European society?
- How have scientific and technological developments affected European culture?

LEARNING OBJECTIVES *The student will:*

- 5.1 Examine the region of Western Europe using the Five Themes of Geography.
- 5.2 Apply map skills to physical and political maps of Western Europe.
- 5.3 Analyze the political and physical geography of Western Europe:
 - Great Britain
 - Ireland
 - France
 - Spain/Portugal
 - Italy
 - Switzerland/Austria
 - Benelux Countries
 - Scandinavian Countries (including Iceland)

INSTRUCTIONAL SUPPORT MATERIALS

- *History Alive! Contemporary World Cultures, Europe*, Teachers’ Curriculum Institute
- *History Alive! Europe’s Transition to the Modern World*, Teachers’ Curriculum Institute
- *History Alive! Western Europe in the Modern World*, Teachers’ Curriculum Institute
- Newspapers
- *Junior Scholastic*, magazine
- *Cobblestone*, magazine
- *Faces*, magazine
- *Hungry Planet*, poster education; Peter Menzel, 2007
- *Time for Kids*, magazine
- *National Geographic*, magazine

<ul style="list-style-type: none"> - Germany <p>5.4 Examine major historical time periods and events which <i>could</i> include:</p> <ul style="list-style-type: none"> - Decline of Roman Empire as it pertains to the rise of Christianity and the Middle Ages - Renaissance and Reformation - Exploration and Colonization - Age of Revolution <ul style="list-style-type: none"> ▫ Scientific Revolution ▫ Industrialization ▫ Political Revolutions (French) - Decline of European empires - World Wars <p>5.5 Explain how the roles and status of people have differed.</p> <p>5.6 Analyze how geography has shaped and changed cultures throughout history.</p> <p>5.7 Explore the options available to parties involved in conflicts or decision making.</p> <p>5.8 Analyze economic issues of global interdependence.</p> <p>5.9 Discover the peoples of Western Europe using the components of culture.</p> <p>5.10 Evaluate current events in the region such as:</p> <ul style="list-style-type: none"> - Immigration - European Union - International relations - Terrorism - Energy/Environmental Policies - Tourism <p>5.11 Explore noteworthy Europeans, for example:</p> <ul style="list-style-type: none"> - National leaders - Independence leaders - Major reformers - Entertainers & sports figures - Dominance of PRI 	<ul style="list-style-type: none"> • www.nationalgeographic.com • www.desteo.com, (free travel brochures) • www.lonelyplanet.com, (travel information) • www.icons.umd.edu/pls/reslib/reslib, (Country Research Library) • www.mrdowling.com/ • www.countryreports.org/ • www.odci.gov/cia/publications/factbook/index.html, (a “snapshot” of various world countries) • www.pbs.org/teachersource/ • www.techtrekers.com, (virtual fieldtrips, thematic units, webquests, simulations etc.) • www.geosense.net/, (online geography game) • www.yale.edu/ycias/pier/resourcecenter.htm <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Create a public service announcement or radio/TV ad about a major issue from the region • Compare, interpret, and/or act out folklore from various European countries • Compare the music of the region to that listened to in the United States • Research and journal a day in the life of a European teen from different countries or time periods • Form a mock European Union and determine the requirements for membership. Debate the eligibility of potential new member countries • Research and debate the issues surrounding immigration to Europe • In the <i>History Alive!</i> activity, “Painting and Music of the Industrial Era,” students identify and compare neoclassical, romantic, and realist art to see how it reflected changes in life during the Industrial Era • In the <i>History Alive!</i> activity, “The Rise of Industrialism,” students trace the development of the Industrial Revolution, including the Agricultural Revolution, cottage industry, early capitalism, the rise of industrial inventions, and new technology • Create travel brochures or plan a trip to various locations in the region • Write postcards from various locations within the region • Design a placemat that you might find in a restaurant that serves foods that originate from the region
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SUGGESTED ASSESSMENT METHODS

- Research rubric
- Student presentations
- Projects
- Written assignments
- Maps
- Graphic organizers
- Travel brochures
- Timelines
- Public service announcement
- Simulations
- Debate

LEARNING STRAND

6.0 Mexico (Latin America/North America)

Suggested Timeframe: 4-5 weeks

ENDURING UNDERSTANDING(S)

- Geography influences a person’s needs, culture, opportunities, choices, interests, and skills.
- Culture is a way of life of a group of people who share similar beliefs and customs.
- The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.
- Knowledge of the past helps one understand the present and make decisions about the future.
- History involves interpretation; historians can and do disagree.
- Changes and instability in governments have impacted global relationships.
- Conflict resolution can involve aggression, compromise, and cooperation.
- As part of a global community, all people are increasingly interdependent, joined by environmental, economic, social, cultural, and civic concerns.
- Scientific and technological developments affect people’s lives, the environment and transform societies.

ESSENTIAL QUESTION(S)

- How do geography, climate, and natural and economic resources affect the way Mexicans live, work, and view the world?
- Why should we study the cultures of this region and what can we learn from them?
- What causes change over time?
- In the interpretation of Mexico’s history, whom do we believe and why?
- What is revolution?
- Is conflict inevitable? desirable? avoidable?
- How is power gained, used and justified?
- How do competing interests influence how power is distributed and exercised?
- How has Mexico’s government been created, structured, maintained, and changed?
- How has Mexico’s economy affected its development?
- What effect does trade have on Mexican society?
- How have scientific and technological developments affected Mexico’s culture?

LEARNING OBJECTIVES *The student will:*

- 6.1 Examine Mexico using the Five Themes of Geography.
- 6.2 Apply map skills to physical and political maps of Mexico.
- 6.3 Analyze the physical and political geography of the region.
 - States and capital district
- 6.4 Examine major historical time periods and events which *could* include:
 - Early civilizations
 - Maya
 - Aztec
 - Spanish exploration and conquest
 - Colonial Mexico
 - Independence

INSTRUCTIONAL SUPPORT MATERIALS

- *History Alive! Civilizations of the Americas*, Teacher’s Curriculum Institute
- *History Alive! Modern Latin America*, Teacher’s Curriculum Institute
- *The Circuit*, Francisco Jimenez (novel)
- *Breaking Through*, Francisco Jimenez (novel)
- *The Many Faces of Mexico*, Octavio Ruiz, Resource Center of the Americas, 1998
- Contemporary Mexican music
- *Mexico*, Video Visits, VHS
- *Hungry Planet*, poster education; Peter Menzel, 2007
- *Cinco de Mayo*, VHS (Moran library)
- *Families of Mexico*, VHS (Wallingford Public)

<ul style="list-style-type: none"> - Mexican/American War - 1910 Revolution - Dominance of PRI <p>6.5 Explain how the roles and status of people have differed based on gender, age, class, race, and ethnicity.</p> <p>6.6 Analyze how geography has shaped and changed cultures throughout history.</p> <p>6.7 Explore the options available to parties involved in conflicts or decision making.</p> <p>6.8 Compare and contrast the structure of governments in the region with that of the United States.</p> <p>6.9 Analyze economic issues of global interdependence.</p> <p>6.10 Experience the people of Mexico using the components of culture.</p> <p>6.11 Comprehend that culture and experience influence people’s perceptions of other regions around the world.</p> <p>6.12 Examine the elements that contribute to the development and transmission of culture (e.g. language, architecture, arts, traditions, beliefs, values, behaviors).</p> <p>6.13 Examine current events in the region such as:</p> <ul style="list-style-type: none"> - NAFTA - Emigration (legal & illegal) - Tourism - Economic disparity - Other current events 	<p>Library)</p> <ul style="list-style-type: none"> • Newspapers • <i>Junior Scholastic</i>, magazine • <i>Cobblestone</i>, magazine • <i>Faces</i>, magazine • <i>Time for Kids</i>, magazine • <i>National Geographic</i>, magazine • www.nationalgeographic.com • www.desteo.com, (free travel brochures) • www.lonelyplanet.com, (travel information) • www.icons.umd.edu/pls/reslib/reslib, (Country Research Library) • www.mrdowling.com/ • www.countryreports.org/ • www.odci.gov/cia/publications/factbook/index.html, (a “snapshot” of various world countries) • www.pbs.org/teachersource/ • www.techtrekers.com, (virtual fieldtrips, thematic units, webquests, simulations etc.) • www.geosense.net/, (online geography game) • www.yale.edu/ycias/pier/resourcecenter.htm <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Guest speaker(s) from Mexico to share experiences with students • In the <i>History Alive!</i> activity, “The History of Modern Mexico through Murals,” students examine murals by three of Mexico’s great artists to understand seven major periods of modern Mexico: Aztec Society, the Spanish conquest, colonialism, independence, Benito Juarez and the French invasion, the dictatorship of Porfirio Diaz, and the Mexican Revolution • In the <i>History Alive!</i> activity, “Touring Mexico City by Bus,” students take a “bus tour” by viewing images and visiting sites that explore four aspects of life in Mexico City: its history, culture, neighborhoods, and environment. They write a postcard about their discoveries, and summarize their excursion in a letter • <i>History Alive!</i> activity on Mexican migration • Create Mayan and/or Aztec calendars • Research and debate the issues surrounding illegal Mexican immigrants • Write a diary or journal entries of a Mayan or Aztec teen that illustrates first contacts with Spanish explorers • Simulate the Spanish invasion of the Aztecs
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(Many Faces of Mexico)

- Take a fieldtrip to a Mexican restaurant or prepare a Mexican meal in the classroom
- Simulate an ancient Mexican archaeological dig
- Research and report on recent natural disasters in Mexico
- View a cultural performance such as the Ballet Folklórico
- Create travel brochures or plan a trip to various locations in the region
- Write postcards from various locations within the region
- Design a placemat that you might find in a restaurant that serves foods that originate from the region

SUGGESTED ASSESSMENT METHODS

- Research rubric
- Projects
- Written assignments
- Student participation
- Debate
- Journal entries
- Role-plays/Simulations
- Student presentations

LEARNING STRAND

7.0 Central America & The Caribbean (Latin America/North America)

Suggested Timeframe: 4-5 weeks

ENDURING UNDERSTANDING(S)

- Geography influences a person's needs, culture, opportunities, choices, interests, and skills.
- Culture is a way of life of a group of people who share similar beliefs and customs.
- The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.
- Knowledge of the past helps one understand the present and make decisions about the future.
- History involves interpretation; historians can and do disagree.
- Changes and instability in governments have impacted global relationships.
- Conflict resolution can involve aggression, compromise, and cooperation.
- As part of a global community, all people are increasingly interdependent, joined by environmental, economic, social, cultural, and civic concerns.
- Scientific and technological developments affect people's lives, the environment and transform societies.

ESSENTIAL QUESTION(S)

- How do geography, climate, and natural and economic resources affect the way the people of the region live, work, and view the world?
- Why should we study the cultures of this region and what can we learn from them?
- What causes change over time?
- In the interpretation of this region's history, whom do we believe and why?
- What is revolution?
- Is conflict inevitable? desirable? avoidable?
- How is power gained, used and justified?
- How do competing interests influence how power is distributed and exercised?
- How have the governments of this region been created, structured, maintained, and changed?
- How has this region's economy affected its development?
- What effect does trade have on the societies of this region?
- How have scientific and technological developments affected the cultures of this region?

LEARNING OBEJECTIVES *The student will:*

- 7.1 Examine the region using the Five Themes of Geography.
- 7.2 Apply map skills using physical and political maps of the region.
- 7.3 Analyze the physical and political geography of the region.
 - Climate
 - Natural disasters
- 7.4 Examine major historical time periods and events from the region which *could* include:
 - Early Civilizations
 - Maya (Central America)
 - Indigenous groups
 - European exploration

INSTRUCTIONAL SUPPORT MATERIALS

- *History Alive! Modern Latin America*, Teacher's Curriculum Institute
- *History Alive! Civilizations of the Americas*, Teacher's Curriculum Institute
- Contemporary music of the region
- Recipes/foods of the region
- *Encounter*, Jane Yolen (picture book)
- *Grab Hands & Run*, Frances Temple (novel)
- Folktales
- *Hungry Planet*, poster education; Peter Menzel, 2007
- *Toussaint L'Ouverture: The Fight for Haiti's Freedom*, Walter Dean Myers (picture book)
- *Panama Canal*, VHS/DVD

<ul style="list-style-type: none"> - Slave trade - Independence <p>7.5 Explain how the roles and status of people have differed based on gender, age, class, race, and ethnicity.</p> <p>7.6 Analyze how geography has shaped and changed cultures throughout history.</p> <p>7.7 Explore the options available to parties involved in conflicts or decision making.</p> <p>7.8 Compare and contrast the structure of governments in the region with that of the United States.</p> <p>7.9 Analyze economic issues of global interdependence.</p> <p>7.10 Examine historical and current controversies about the use of resources.</p> <p>7.11 Experience the people of the region using the components of culture.</p> <p>7.12 Examine the elements that contribute to the development and transmission of culture (e.g. language, architecture, arts, traditions, beliefs, values, behaviors).</p> <p>7.13 Evaluate current events in the region, for example:</p> <ul style="list-style-type: none"> - Political instability (e.g., Haiti) - Economic challenges - Tourism - Emigration - Relations with Cuba - Panama Canal - Puerto Rican statehood 	<ul style="list-style-type: none"> • Newspapers • <i>Junior Scholastic</i>, magazine • <i>Cobblestone</i>, magazine • <i>Faces</i>, magazine • <i>Time for Kids</i>, magazine • <i>National Geographic</i>, magazine • www.nationalgeographic.com • www.desteo.com, (free travel brochures) • www.lonelyplanet.com, (travel information) • www.icons.umd.edu/pls/reslib/reslib, (Country Research Library) • www.mrdowling.com/ • www.countryreports.org/ • www.odci.gov/cia/publications/factbook/index.html, (a “snapshot” of various world countries) • www.pbs.org/teachersource/ • www.techtrekers.com, (virtual fieldtrips, thematic units, webquests, simulations etc.) • www.geosense.net/, (online geography game) • www.yale.edu/ycias/pier/resourcecenter.htm <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Role-play various political leaders from the region • Guest speakers: parents, college students etc. • Read a short story and discuss cultural or political differences • Chart hurricane/tropical storm paths and/or activity • Design an ecotour • Write a journal from the point of view of a Cuban or Haitian refugee • Using timelines, compare and contrast forty five years of the U.S.’s and Cuba’s leadership • Debate the pros and cons of the cruise ship industry’s impact on Central America using a t-chart • KWL chart on the creation of the Panama Canal in conjunction with Panama Canal video • Role-play various historical events in the creation of the Panama Canal • Conduct debates on current issues (e.g. sanctions on Cuba, Puerto Rico statehood) • Create an itinerary for a cruise line • Create travel brochures or plan a trip to various locations in the region • Write postcards from various locations within the region • Design a placemat that you might find in a
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restaurant that serves foods that originate from the region

SUGGESTED ASSESSMENT METHODS

- Projects
- Cruise line itineraries
- T-charts
- Timelines
- Debates
- Construction projects
- Brochures
- Student participation
- Teacher observation
- Hurricane charts
- KWL chart
- Role plays
- Personal responses
- Journals

LEARNING STRAND

8.0 South America (Latin America)

Suggested Timeframe: 4-5 weeks

ENDURING UNDERSTANDING(S)

- Geography influences a person’s needs, culture, opportunities, choices, interests, and skills.
- Culture is a way of life of a group of people who share similar beliefs and customs.
- The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.
- Knowledge of the past helps one understand the present and make decisions about the future.
- History involves interpretation; historians can and do disagree.
- Changes and instability in governments have impacted global relationships.
- Conflict resolution can involve aggression, compromise, and cooperation.
- As part of a global community, all people are increasingly interdependent, joined by environmental, economic, social, cultural, and civic concerns.
- Scientific and technological developments affect people’s lives, the environment and transform societies.

ESSENTIAL QUESTION(S)

- How do geography, climate, and natural and economic resources affect the way the people of the region live, work, and view the world?
- Why should we study the cultures of this region and what can we learn from them?
- What causes change over time?
- In the interpretation of this region’s history, whom do we believe and why?
- What is revolution?
- Is conflict inevitable? desirable? avoidable?
- How is power gained, used and justified?
- How do competing interests influence how power is distributed and exercised?
- How have the governments of this region been created, structured, maintained, and changed?
- How has this region’s economy affected its development?
- What effect does trade have on the societies of this region?
- How have humans modified the environment of this region?
- How have scientific and technological developments affected the cultures of this region?

LEARNING OBJECTIVES *The student will:*

- 8.1 Examine the region of South America using the Five Themes of Geography.
- 8.2 Apply map skills using physical and political maps of South America.
- 8.3 Analyze the physical and political geography of the region.
 - Climate
 - Natural disasters
 - Environmental diversity
- 8.4 Examine major historical time periods and events which *could* include:
 - Early Civilizations
 - Incas
 - Indigenous groups (e.g., peoples of the rainforest)
 - European exploration
 - Line of Demarcation

INSTRUCTIONAL SUPPORT MATERIALS

- *History Alive! Modern Latin America*, Teacher’s Curriculum Institute
- *History Alive! Civilizations of the Americas*, Teacher’s Curriculum Institute
- *Maya, Aztec, Inca Activity Book*, Michael Kramme, Ph.D., Mark Twain/Carson-Dellosa Publishers, 1998
- *Carnival*, VHS
- Video Visits Series
- *Amazon: Land of the Flooded Forest*, National Geographic, 1990, VHS
- *Hungry Planet*, poster education; Peter Menzel, 2007
- *Capoeira*, Brazilian Dance Martial Arts
- Music selections from the region
- *Evita*, Hollywood Pictures, 1996, PG rating,

<ul style="list-style-type: none"> - Colonization - Independence movements <ul style="list-style-type: none"> ▫ Brazil ▫ Simon Bolivar ▫ Jose de San Martin - Dictatorships <p>8.5 Explore the options available to parties involved in conflicts or decision making.</p> <p>8.6 Analyze how geography has shaped and changed cultures throughout history.</p> <p>8.7 Compare and contrast the structure of governments in the region with that of the United States.</p> <p>8.8 Analyze economic issues of global interdependence.</p> <p>8.9 Examine historical and current controversies about the use of resources.</p> <p>8.10 Experience the peoples of South America using the components of culture.</p> <p>8.11 Understand that culture and experience influence people’s perceptions of other regions around the world.</p> <p>8.12 Examine the elements that contribute to the development and transmission of culture (e.g. language, architecture, arts, traditions, beliefs, values, behaviors).</p> <p>8.13 Evaluate current events in the region, for example:</p> <ul style="list-style-type: none"> - Political instability (e.g., Colombia) - Economic challenges (e.g., Bolivia, Argentina) - Tourism - Amazon Rainforest - Post World War II European immigration - Illegal drug industry 	<p>VHS/DVD</p> <ul style="list-style-type: none"> • www.rainforestweb.org • www.worldwildlife.org, World Wildlife Fund • www.greenpeace.org • Newspapers • <i>Junior Scholastic</i>, magazine • <i>Cobblestone</i>, magazine • <i>Faces</i>, magazine • <i>Time for Kids</i>, magazine • <i>National Geographic</i>, magazine • www.nationalgeographic.com • www.desteo.com, (free travel brochures) • www.lonelyplanet.com, (travel information) • www.icons.umd.edu/pls/reslib/reslib, (Country Research Library) • www.mrdowling.com/ • www.countryreports.org/ • www.odci.gov/cia/publications/factbook/index.html, (a “snapshot” of various world countries) • www.pbs.org/teachersource/ • www.techtrekers.com, (virtual fieldtrips, thematic units, webquests, simulations etc.) • www.geosense.net/, (online geography game) • www.yale.edu/ycias/pier/resourcecenter.htm <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Amazon Rainforest debate on land use (<i>History Alive!</i>) • Research slave and immigrant influences on the contemporary cultures of the region and then produce foods and musical performances based on your findings • Research, price and write up a business letter and travel itinerary to a South American destination for a fictitious client • Make a language map of South America • Trace the major historical events of the region and on a map • Raise money as a class to buy acres of the rainforest • Re-create Incan architecture • Research major Incan accomplishments in the arts and sciences • Have students write an original Incan myth on the origin of a plant or animal that originates from the continent • Divide class into two groups, one side represents a dictatorship and the other side a democracy, give both side the same task and
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	<p>compare results, pros and cons to both approaches</p> <ul style="list-style-type: none">• Debate the pros and cons of American involvement in the Colombian effort to stop the illegal drug trade• Simulate a food show demonstrating native recipes of the region (e.g., Emeril)• Guest presenter to display birds and/or reptiles of the Amazon• View a cultural performance such as Brazilian drumming• Create travel brochures or plan a trip to various locations in the region• Write postcards from various locations within the region• Design a placemat that you might find in a restaurant that serves foods that originate from the region <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none">• Student participation• Student presentations, PowerPoint• Projects• Debates• Teacher observations• Research rubric• Writing assignments• Maps
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LEARNING STRAND

9.0 Canada (North America)

Suggested Timeframe: 4-5 weeks

ENDURING UNDERSTANDING(S)

- Geography influences a person's needs, culture, opportunities, choices, interests, and skills.
- Culture is a way of life of a group of people who share similar beliefs and customs.
- The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.
- Knowledge of the past helps one understand the present and make decisions about the future.
- History involves interpretation; historians can and do disagree.
- Despite cultural differences, Canada has maintained a stable government.
- Conflict resolution can involve aggression, compromise, and cooperation.
- As part of a global community, all people are increasingly interdependent, joined by environmental, economic, social, cultural, and civic concerns.
- Scientific and technological developments affect people's lives, the environment and transform societies.

ESSENTIAL QUESTION(S)

- How do geography, climate, and natural and economic resources affect the way Canadians live, work, and view the world?
- Why should we study the cultures of Canada and what can we learn from them?
- What are the benefits and challenges of a diverse society?
- What causes change over time?
- In the interpretation of Canadian history, whom do we believe and why?
- Is conflict inevitable? desirable? avoidable?
- How do competing interests influence how power is distributed and exercised?
- How has Canada's government been created, structured, maintained, and changed?
- How has Canada's economy affected its development?
- What effect does trade have on Canadian society?
- How have scientific and technological developments affected cultures of the region?

LEARNING OBJECTIVES *The student will:*

- 9.1 Examine the country of Canada using the Five Themes of Geography.
- 9.2 Apply map skills using physical and political maps of Canada.
- 9.3 Analyze the physical and political geography of the country.
 - Provinces & territories
 - Climate
 - Landforms
 - Land use
- 9.4 Examine major historical time periods and events which *could* include:
 - Indigenous peoples
 - European exploration & rule
 - Westward expansion
 - Independence
 - Quebec secession movement

INSTRUCTIONAL SUPPORT MATERIALS

- Newspapers
- *Junior Scholastic, magazine*
- *Canada: Social Studies Activity Book, Mark Twain Publishers, 1998*
- *Cobblestone, magazine*
- *Faces, magazine*
- *Time for Kids, magazine*
- *National Geographic, magazine*
- *Hatchet, Gary Paulsen (novel)*
- *Dog Song, Gary Paulsen (novel)*
- *Anne of Green Gables, Lucy Maude Montgomery, (novel/VHS)*
- *The Great Canadian Train Ride, 1993, VHS*
- *Nanook of the North, Kino Video, 1922, VHS*
- *Call of the Wild, Jack London (novel)*
- *Jason's Gold, Will Hobbs (novel)*

<p>- Creation of Nunavut</p> <p>9.5 Experience the peoples of Canada using the components of culture.</p> <p>9.6 Analyze how geography has shaped and changed cultures throughout history.</p> <p>9.7 Examine the elements that contribute to the development and transmission of culture (e.g. language, architecture, arts, traditions, beliefs, values, behaviors).</p> <p>9.8 Analyze economic issues of global interdependence.</p> <p>9.9 Examine historical and current controversies about the use of resources.</p> <p>9.10 Compare and contrast the United States and Canada.</p> <ul style="list-style-type: none"> - Geography - History - Government - Culture - Economy <p>9.11 Evaluate current events in Canada such as:</p> <ul style="list-style-type: none"> - Frictions with the United States - Trade/economic - War - National identity - Environmental issues <ul style="list-style-type: none"> ▫ Acid rain ▫ Global warming 	<ul style="list-style-type: none"> • www.nationalgeographic.com • www.desteo.com, (free travel brochures) • www.lonelyplanet.com, (travel information) • www.icons.umd.edu/pls/reslib/reslib, (Country Research Library) • www.mrdowling.com/ • www.countryreports.org/ • www.odci.gov/cia/publications/factbook/index.html, (a “snapshot” of various world countries) • www.pbs.org/teachersource/ • www.techtrekers.com, (virtual fieldtrips, thematic units, webquests, simulations etc.) • www.geosense.net/, (online geography game) • www.yale.edu/ycias/pier/resourcecenter.htm <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Research and report on famous Canadian biographies • Research World Heritage endangered sites, create a written and oral presentation identifying problems and possible solutions • Debate the issue of Quebec secession • Debate current issues between the United States and Canada • Create a diary of a settler during westward expansion • Create a 3D map comparing & contrasting the use of land in the United States & Canada • Produce dual timelines comparing the histories of the United States & Canada, examining the relationships between the two countries • Generate graphs of economic activities in Canada • Predict the global impact of Canada and the United States merging • Develop bilingual or multilingual signs for your school • Compare and contrast the history and treatment of native peoples of Canada and the United States • Simulate dialogues among various regional interest groups from Canada on current domestic issues • Research Canadian inventions and sports • Provide students with a list of items and have them determine the top 10 items they would choose for survival in any given region of Canada and have them support their answers • Create 2 collages illustrating products traded
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	<p>between the United States & Canada</p> <ul style="list-style-type: none">• Illustrate a regional map of Canada• Organize literature circles or reader's workshop utilizing a variety of Canadian novels• Create travel brochures or plan a trip to various locations in the region• Write postcards from various locations within the region• Design a placemat that you might find in a restaurant that serves foods that originate from the region <p><u>SUGGESTED ASSESSMENT METHODS</u></p> <ul style="list-style-type: none">• Research rubric• Student presentations• Debate• Writing assignments• Maps• Student participation• Teacher observations• Projects• Graphs
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LEARNING STRAND

10.0 Australia and Oceania

Suggested Timeframe: 4-5 weeks

ENDURING UNDERSTANDING(S)

- Geography influences a person’s needs, culture, opportunities, choices, interests, and skills.
- Culture is a way of life of a group of people who share similar beliefs and customs.
- The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.
- Knowledge of the past helps one understand the present and make decisions about the future.
- History involves interpretation; historians can and do disagree.
- Conflict resolution can involve aggression, compromise, and cooperation.
- As part of a global community, all people are increasingly interdependent, joined by environmental, economic, social, cultural, and civic concerns.
- Scientific and technological developments affect people’s lives, the environment and transform societies.

ESSENTIAL QUESTION(S)

- How do geography, climate, and natural and economic resources affect the way the people of the region live, work, and view the world?
- Why should we study the cultures of this region and what can we learn from them?
- What causes change over time?
- In the interpretation of this region’s history, whom do we believe and why?
- Is conflict inevitable? desirable? avoidable?
- How do competing interests influence how power is distributed and exercised?
- How have the governments of this region been created, structured, maintained, and changed?
- How has this region’s economy affected its development?
- What effect have trade and warfare had on the societies of this region?
- How have humans modified the environment of the region?
- How have scientific and technological developments affected the cultures of this region?

LEARNING OBJECTIVES *The student will:*

- 10.1 Examine the region using the Five Themes of Geography.
- 10.2 Apply map skills using physical and political maps of the region.
- 10.3 Analyze the physical and political geography of the region.
 - Climate
 - Location
- 10.4 Examine major historical time periods and events which *could* include:
 - Indigenous peoples
 - European exploration & rule
 - Independence
 - World War II
- 10.5 Explain how the roles and status of people have differed based on gender, age, class, race, and ethnicity.
- 10.6 Analyze how geography has shaped and changed cultures throughout history.

INSTRUCTIONAL SUPPORT MATERIALS

- Newspapers
- *Junior Scholastic*, magazine
- *Cobblestone*, magazine
- *Faces*, magazine
- *Time for Kids*, magazine
- *National Geographic*, magazine
- *Man From Snowy River*, Disney, VHS/DVD (PG)
- *Return to Snowy River*, Disney, VHS/DVD (PG)
- *Gallipoli*, Warner Home Video, 1981, PG rating, VHS
- *Tora! Tora! Tora!*, Twentieth Century Fox, 1970, G rating, VHS
- *Australia*, Evan-Moor Publishers, 1999 (workbook)
- *The Last Wave*, Rhino Studio, 1977, PG rating, VHS

<p>10.7 Explore the options available to parties involved in conflicts or decision making.</p> <p>10.8 Analyze economic issues of global interdependence.</p> <p>10.9 Experience the people of the region using the components of culture.</p> <p>10.10 Recognize the diversity of the peoples of the region.</p> <ul style="list-style-type: none"> - Aborigines - Maoris - Other Pacific islanders - Europeans <p>10.11 Evaluate current events in the region, for example:</p> <ul style="list-style-type: none"> - Environmental issues <ul style="list-style-type: none"> ▫ Great Barrier Reef ▫ Nuclear testing ▫ Mining ▫ Scarcity of natural resources ▫ Non-native species - Treatment of Aborigines - Terrorism - ASEAN membership 	<ul style="list-style-type: none"> • Folk music from the region (John Williamson & Rolf Harris) • www.nationalgeographic.com • www.desteo.com, (free travel brochures) • www.lonelyplanet.com, (travel information) • www.icons.umd.edu/pls/reslib/reslib, (Country Research Library) • www.mrdowling.com/ • www.countryreports.org/ • www.odci.gov/cia/publications/factbook/index.html, (a “snapshot” of various world countries) • www.pbs.org/teachersource/ • www.techtrekers.com, (virtual fieldtrips, thematic units, webquests, simulations etc.) • www.geosense.net/, (online geography game) • www.yale.edu/ycias/pier/resourcecenter.htm <p><u>SUGGESTED INSTRUCTIONAL STRATEGIES</u></p> <ul style="list-style-type: none"> • Create an illustrated ABC book or write a story using Australian slang • Interpret Australian music using a list of slang words • Act out or journal a day in the life of a prisoner in an original Australian penal colony • Research and report on famous people from the region • Simulate a zookeeper from the region and determine the habitat and care requirements for a variety of native animals • Research the various stages of the wool industry from shearing to export • Create aboriginal artwork • Chart the history of nuclear testing in the Pacific Islands • Interpret historical events portrayed in Australian music • Map the Pacific Islands showing Japanese or American occupation during World War II • Role-play in groups scenarios in which aborigines and Europeans interact • Create travel brochures or plan a trip to various locations in the region • Write postcards from various locations within the region • Design a placemat that you might find in a restaurant that serves foods that originate from the region <p><u>SUGGESTED ASSESSMENT METHODS</u></p>
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	<ul style="list-style-type: none">• Writing assignments• Projects• Maps• Student presentations• Simulations• Graphs and/or charts• Research rubric• Student participation• Teacher observations
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Instructional Tips for Teachers:

This Regions & Cultures of the World course was designed to be taught with a thematic approach. When delivering a thematic curriculum, there should be consistent topics integrated into each unit of study.

The themes for this course are:

- The 5 Themes of *Geography*
- *Geography Tools and Map Skills*
- *Cultural Influences*

These themes should be integrated into each world region unit and referred to when appropriate. The thematic topics should be incorporated into each regional unit to provide a consistent structure through which to teach students about the various world regions and cultures.

→ Teachers will begin the school year working with students to apply the following thematic concepts:

- The 5 Themes of *Geography*
- *Geography Tools and Map Skills*
- *Cultural Influences*

→ The region of Western Europe must be the first regional unit of study.

→ The regional units of Latin America, Canada, and Australia/Oceania can be taught in any order.

How to Best Utilize the Enduring Understandings & Essential Questions In This Course Outline

Included in this course outline are content and skills enduring understandings and essential questions specific to this course.

→ The **enduring understandings** are the major concepts that you want students to remember after the details of the lesson may be forgotten. Understandings are not obvious or true by definition. They are broad and topical statements that require students to think and uncover new information in order to understand them.

- When writing lesson plans and units, choose up to a few enduring understandings (both content and skills) to focus on.
- These help keep instruction focused for students.
- Try posting the enduring understanding(s) on the board at the beginning of your lesson & take a few minutes to point them out and discuss them with your students.
- Try printing the enduring understandings you have covered in your lessons on brightly colored paper and post them in your classroom. Each time you use a new enduring understanding, add it to your bulletin board.
- If you are looking for an enduring understanding that is not included in this course outline, try writing a few of your own.

→ **Essential Questions** are thought provoking and arguable questions that foster inquiry and understanding.

- Essential questions help clarify the big ideas and guide inquiry into the topics being studied.
- For each enduring understanding included in this course outline, there are essential questions to help lead students to a deeper understanding of the concepts being examined.
- Utilize essential questions to help guide your students to think critically about lesson content.
- Post essential questions in your classroom and encourage students to think about them throughout class sessions.

The 5 Themes of Geography

LOCATION

“Where are we?” is the question that the theme of location answers. There are 2 types of location – absolute & relative location.

Absolute location – a latitude/longitude coordinate or a street address

Relative Location – written directions from one place to another including distance, directionals (east, west, north, south), time, and landmarks.

PLACE

Places have both physical and human characteristics. Places can be man-made or natural, and they each have their own physical description.

Physical characteristics include landforms, water bodies, animal life, and natural vegetation. (natural places)

Human characteristics include buildings, transportation, and roads. (man-made places)

The image people have of a place is based on their personal experiences.

HUMAN-ENVIRONMENT INTERACTION

How humans and the environment affect each other.

There are 3 key points to Human-Environment Interactions:

1. How humans **adapt to** the environment.
2. How humans **modify** the environment.
3. How humans **depend on** the environment.

Some examples include people depending on the Tennessee River for water & transportation. People modify our environment by heating & cooling buildings for comfort. People adapt to the environment by wearing clothing that is suitable for summer or winter; rain or shine.

MOVEMENT

The movement of people, ideas, and goods.

People – transportation by car, ship, airplane, subway, roller blades, walking etc.

Ideas – The communication of ideas via TV, telephone, e-mail, newspaper etc.

Goods – exporting, importing and transporting goods (e.g. food, clothes, electronics)

REGION

Countries or areas that are alike in some way for example language, government, location etc. Geographers divide the world into regions in order to study it more easily.

THE 7 COMPONENTS OF CULTURE

Whenever you study the culture of a group of people, you will find the information about that culture fits nicely into the following 7 parts or components of culture. These 7 components help us to define the culture of a group of people.

KEA (KNOWLEDGE, EDUCATION, ARTS)

- Languages spoken
- Inventions
- Technology (how advanced is this country?)
- Popular leisure activities
- Sports, hobbies, games
- Forms of entertainment
- Education/school system
- Methods of transportation
- How is knowledge/information passed throughout the country?
- Food, music & clothing

ECONOMICS

- Major imports/exports
- Products
- How is money being made?
- Jobs people have
- Type of currency used
- How is wealth distributed among the people?
- Amount of foreign trade
- Major industries

HISTORY

- Major historical events
- Historical leaders/figures
- Famous historical sites/landmarks
- How and why the country is the way it is today based on its history.

GEOGRAPHY

- Absolute and relative location
- Size of country
- Borders
- Landforms/Physical Features (e.g. rivers, mountains, islands)
- Climate
- Environment
- Animals
- Plants
- Agriculture (crops)
- Natural resources

SOCIOLOGY

- How are people grouped? (families, tribes, clans, etc.)
- Family values/traditions
- Ethnic groups
- How people interact
- Famous people

RELIGION & PHILOSOPHY

- Different religious groups
- Holidays
- Celebrations/festivals
- Beliefs and rituals
- Behaviors that are considered right or wrong.

POLITICAL SCIENCE

- Type of government
- Current and past political leaders
- Laws and rules for behavior
- System of law enforcement
- Capital city
- Flag description
- National anthem
- Largest cities

**** Feel free to add additional topics to this list when appropriate****

Research Rubric

The Student:	Self-sufficient & independent			
	4	3	2	1
Research Planning	<p>Uses KWHL, concept map, outline, etc.</p> <ul style="list-style-type: none"> To identify 5 or more search terms/strategies before beginning research. To organize research To adjust strategies as needed. To develop at least 3 ideas/questions to focus research To clarify assignment 	<ul style="list-style-type: none"> Waits to be asked if assignment is understood. Needs help breaking down the assignment. Uses KWHL, concept map or the like but it lacks scope and/or depth. Identifies 3-4 search terms/strategies, adjusts if needed. Develops 1-2 ideas/questions that focus the research. 	<ul style="list-style-type: none"> May not understand all parts of the assignment; does not ask for help. Attempts a KWHL or concept map. Includes topics and sub-topics but they may not all be clearly or logically related. Limits research to most obvious terms, does not seek alternatives. Develops questions but they lack focus. 	<ul style="list-style-type: none"> Does not know what the assignment is; does not ask for help. Needs considerable help in breaking down the assignment. Does not attempt KWHL or concept map. Does not develop search terms and strategies before beginning research. Questions haphazardly and without focus.
Information Resources	<ul style="list-style-type: none"> Chooses from both print & electronic resources as appropriate: <ul style="list-style-type: none"> Those resources that have been taught and/or targeted for this assignment. Resources specifically geared for this assignment Uses 5 or more resources. 	<ul style="list-style-type: none"> Chooses some resources that are good for this task. Includes 1-2 resources that have been taught and/or targeted for this assignment. Uses 3 resources. May not include a variety of resource formats. 	<ul style="list-style-type: none"> Uses resources that are familiar regardless of appropriateness for the task. Avoids resources targeted/taught for this assignment unless prompted. Relies on one source of information. Uses one type of resource exclusively. 	<ul style="list-style-type: none"> Does not know which resources to use. Avoids resources targeted/taught for this assignment. Uses the Internet exclusively. Finds little or no valid information.

The Student:	Self-sufficient & independent			
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Collects Information	<ul style="list-style-type: none"> • Uses searching conventions for a variety of print and electronic resources effectively. • Develops a clear plan for organizing information as it is gathered. • Systematically evaluates authenticity and objectivity of information resources, particularly from the web. • Takes notes, photocopies relevant pages and/or prints responsibly (copy/paste – print selections – or e-mails self) • Documents ALL sources (information and graphics) accurately, using MLA style. 	<ul style="list-style-type: none"> • Follows the searching conventions outlined by the teacher and/or library media specialist. • Develops a plan for organizing the information, but may not be well organized. • Evaluates authenticity and objectivity of information resources, particularly from the web. • Scans materials before requesting copies, if asked. • ALL sources (information and graphics) are documented, but some are not in MLA. 	<ul style="list-style-type: none"> • Searches using phrases or questions, but is not willing to learn new ways of searching. • There is some organization to information gathering, but the student cannot explain it. • Thinks about authenticity and objectivity of information, when questioned. • Collects information without scanning for value. Will read/ highlight the material afterwards. • ALL sources (information and graphics) are documented, but use incorrect format. 	<ul style="list-style-type: none"> • Does not know how to search effectively. • Has no clear plan for organizing the information. • Photocopies and/or prints without discrimination. • Accepts what information is found without question. • Sources are not documented and/or do not follow accepted MLA format.
Work Habits	<ul style="list-style-type: none"> • On task, works steadily and with focus throughout the period. • Does not distract others. • Assists other students as appropriate. • Asks for help from teacher and/or LMC staff, as needed. • Listens to, shares with, and supports the efforts of others. • Treats all persons and equipment with respect. 	<ul style="list-style-type: none"> • On task during the initial stages of work. • Loses focus occasionally, but returns to task when prompted. • Attempts to assist others and/or get help results in “off task” conversation. • Asks for help from teacher and/or LMC staff if prompted. • Usually listens to, shares with, and supports the efforts of others. 	<ul style="list-style-type: none"> • Has trouble getting started but responds to “one-on-one”. • Loses focus easily and must be prompted. • Asks friends for help, if needed. Rarely asks teacher or librarian without prompting. • Sometimes listens to, shares with and supports the efforts of others, but just as often distracts others and engages in personal conversation. 	<ul style="list-style-type: none"> • Loses focus easily, • Wanders and socializes with others under the pretext of seeking help. • Does not settle and does not ask the teacher or LMS for help. • Requires considerable prompting and coaching to stay on task. • Does not listen to, share with or support the efforts of others. Seeks to distract others from their work or engages in unrelated activities.