

# Zanesville City Schools

## Social Studies Scope and Sequence

### 2021-2022



**Course: Geography 8**

**Unit: Human Geography**

**Length of Unit: 9 weeks**

<b>Title/Theme: Human Geography</b>	
<b>Objectives</b>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>• Understand and utilize demographic data</li> <li>• Compare quality of life in other parts of the world</li> <li>• Identify and describe global issues</li> <li>• Understand the connectedness of many issues (ie clean water and health statistics)</li> <li>• Identify the ways people work locally, nationally and globally to improve quality of life</li> <li>• Examine and Evaluate the United Nations Sustainable Development Goals</li> </ul>
<b>ELA Anchor Standards</b>	<p>CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What effect does geography have on a person's quality of life?</li> <li>• How are people working to improve quality of life for others?</li> <li>• What goals exist to improve quality of life?</li> </ul>
<b>Resources</b>	<p><i>Building Geography Skills for Life</i> (PDF version)</p> <p>Seterra (map practice website)</p> <p>OECD website</p> <p>UN website</p>
<b>Formatives</b>	<p>Learning stations</p> <p>Map practice</p> <p>Textbook assignments</p> <p>Research organizers</p>
<b>Writing Tasks</b>	<p>OECD Quality of Life Comparison (three different nations)</p> <p>UN Sustainable Development Goals one-pager</p>

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<b>Key Vocabulary</b>	Demographics Fair Trade Per Capita Income Developed vs. Developing nation Literacy Rate Exploitation Sustainable
<b>Summative</b>	Short Cycle Summative Assessments and Tasks Quarterly Assessment (Edcite)