

## **UNIT I**

### **Geographer's World/Review**

The world is a large place. To better understand the Earth- its people, places, and environments-students must develop certain geographic skills and think like a geographer; understanding the world in spatial terms, places and regions, physical and human systems, environment and society.

Students in Geography should be able to do the following:

- Recognize the 5 themes of Geography; Location, place, region, movement, and human-environmental interaction.
- Explain and apply geospatial technologies including GPS/GIS/ Remote sensing.
- Develop and refine mental maps of world and regions
- Apply concepts of location, scale, map projections, and orientation.
- Create and compare political, physical, and thematic maps.
- Understand and interpret geographic charts and diagrams.
- Introduction to global issues

### **State Standards**

1.A.3.a – Evaluate the effectiveness of the various policies of governments in addressing issues, such as health, poverty, crime, security, and environmental concerns

1.A.3.b – Analyze the effects that different world issues have in shaping international responses, such as rainforest conservation, pollution, climate change, and energy resources

1.B.1.b – Evaluate ways citizens use, monitor, and influence the formation and implementation of public policy

1.B.2.b – Analyze the concept of the global citizen and how the awareness and responsibilities have changed during the information age

2.A.1.a- Apply understandings of the elements of culture to the studies of modern world regions, such as art, music, religion,

government, social structure, education, values, beliefs and customs

2.A.1.b- Describe the characteristics of a sovereign nation, such as the legitimate use of authority, autonomy and establishment of borders

3.A.1.a- Use maps to compare geographic locations of places and regions

3.A.1.b- Use photographs and thematic maps to compare human and physical characteristics of places and regions

3.A.1.c- Analyze geographic issues and problems

3.B.1.a- Identify and describe physical characteristics that influenced human settlement

3.B.1.b- Explain how physical and human characteristics of a region such as vegetation, climate, minerals, population density and religion, affect its economic growth and the way people make a living

3.B.1.d- Identify geographic factors that have influenced international relations and economic development in world regions, such as trade, infrastructure, and health issues

5.B.1.a- Describe the social, political and economic impacts of various world religions on a global society, such as Judaism, Christianity, Islam, Hinduism, Taoism and Buddhism

5.C.2.a- Explain how the establishment of religions in areas caused conflict

5.C.2.b- Analyze the political and social impact of religious and traditions in areas such as Europe and the Middle East

## **UNIT II**

### **Climate Change**

**Essential Question: How does climate change affect life on Earth?**

#### **Guiding Questions:**

- 1. What causes the Earth's climate to change?**
- 2. What are the consequences of climate change?**
- 3. What can be done to combat climate change?**

#### **Misconceptions:**

- 1. Climate and weather are the same**

In this part of the course, students research climate change and examine how countries around the world are taking steps such as conservation to lessen the effects of climate change.

Students should be able to do the following:

- Identify the causes of climate change.
- Understand how climate change affects life on earth.
- Understand that climate change in Antarctica's ocean indicates the health of the whole planet.
- Identify regional climatic patterns and weather phenomena and their effects on people and places.
- **Research and write a narrative about one location's struggle against the effects of climate change.**
- **Create an audio documentary on climate change in your community. An audio documentary is a factual story told through sound.**

#### **PRIMARY SOURCES:**

- 1. From The Greatest Hoax: How the Global Warming Conspiracy Threatens Your Future by Senator James Inhofe.**
- 2. Speech at International Global Warming Convention, Representative of Al Gore, referring to the "Hockey Stick"**

## **State Standards**

1.A.1.c – Explain and demonstrate how nation-states interact with each other

1.A.3.a – Evaluate the effectiveness of the various policies of governments in addressing issues, such as health, poverty, crime, security, and environmental concerns

1.A.3.b – Analyze the effects that different world issues have in shaping international responses, such as rainforest conservation, pollution, climate change, and energy resources

1.B.1.b – Evaluate ways citizens use, monitor, and influence the formation and implementation of public policy

1.B.1.c – Describe how political parties and special interests groups influence and change government policy, such as third parties and non-governmental organizations

1.B.1.d – Analyze the role of media and public opinion in shaping government policy and action

1.B.2.b – Analyze the concept of the global citizen and how the awareness and responsibilities have changed during the information age

3.B.1.b- Explain how physical and human characteristics of a region such as vegetation, climate, minerals, population density and religion, affect its economic growth and the way people make a living

3.B.1.c- Analyze how regional characteristics and interests including economic development, climate, and the environmental impact government policies

3.D.1.a- Identify trade offs of using resources to pursue economic opportunities v. preserving the environment, such as water use, the burning of fossil fuels, deforestation, and strip mining

3.D.1.b- Evaluate the consequences of modifying the natural environment, such as desertification, air pollution, and climate change

3.D.1.d- Explain how land use and environmental issues such as burning the rain forest and environmental preservation are addressed by government policy

4.B.2. Analyze the role of government in the economies of contemporary societies d. Examine the impact of regulatory agencies in different countries, such as consumer behavior, air and traffic management, and environmental protection.

5.C.1.b- Examine the impact of philosophies and policies of leaders in the modern world

## UDL STANDARDS

1.1 Offer ways of customizing the display of information.

1.2 Offer alternatives for visual information.

2.1 Clarify vocabulary and symbols.

2.2 Clarify syntax and structure.

2.3 Support decoding of text, mathematical notation, and symbols.

3.1 Activate or supply background knowledge.

3.2. Highlight patterns, critical features, big ideas, and relationships.

5.2 Use multiple tools for construction and composition.

5.3 Build fluencies with graduated levels of support for practice and performance.

6.1 Guide appropriate goal setting.

6.2 Support planning and strategy development.

6.3 Facilitate managing information and resources.

7.1 Optimize individual choice and autonomy.

7.2 Optimize relevance, value, and authenticity.

8.2 Vary demands and resources to optimize challenge.

8.3 Foster collaboration and community.

8.4 Increase mastery-oriented feedback.

9.1 Promote expectations and beliefs that optimize motivation.

9.2 Facilitate personal coping skills and strategies.

## **UNIT III**

### **Energy Resources**

**Essential Question: Why are countries around the world looking for new energy resources?**

#### **Guiding Questions:**

- 1. What are the effects of burning fossil fuels?**
- 2. What are other sources of energy that are currently being used other than fossil fuels?**
- 3. What makes “clean energy” clean?**

#### **Misconceptions:**

**There is an “endless” supply of oil / coal.**

**Living things only create energy.**

**Energy is only associated with movement.**

In this section of the course, students will examine the role of traditional sources of energy and the development of alternative energy resources.

Students should be able to do the following:

- Identify the types of energy resources.
- Explain how technology affects one’s ability to modify the environment for good or bad.
- Identify the types of energy challenges that affect different regions around the world.
- Explore ideas for making affordable renewable energy.
- **Write and argument for or against an energy project in your community.**
- **Use the website, [GoAnimate.com](http://GoAnimate.com) to animate a cartoon about ways individuals can use less energy resources.**
- **PRIMARY SOURCES:**
  - 1. EXCERPT FROM “CRUDE WORLD” BY PETER MAASS**
  - 2. Scientists Find Canadian Oil Safe for Pipelines, but Critics Say Questions Remain By DAN FROSCH**

## **State Standards**

1.A.1.c – Explain and demonstrate how nation-states interact with each other

1.A.3.a – Evaluate the effectiveness of the various policies of governments in addressing issues, such as health, poverty, crime, security, and environmental concerns

1.A.3.b – Analyze the effects that different world issues have in shaping international responses, such as rainforest conservation, pollution, climate change, and energy resources

1.B.1.b – Evaluate ways citizens use, monitor, and influence the formation and implementation of public policy

1.B.1.c – Describe how political parties and special interests groups influence and change government policy, such as third parties and non-governmental organizations

1.B.1.d – Analyze the role of media and public opinion in shaping government policy and action

1.B.2.b – Analyze the concept of the global citizen and how the awareness and responsibilities have changed during the information age

2.C.1.a-Evaluate causes of conflict in the global community, such as Apartheid, the acquisition of natural resources, the decline of communism, ethnic persecution, and domestic and international terrorism

2.C.1.b-Analyze and describe the efforts of world nations and groups to assist in the resolution of conflicts within and among regions, such as the United Nations, the International Red Cross/Red Crescent, United States Agency for International Development and other humanitarian organizations

2.C.1.c- Analyze and describe efforts by nations to promote cooperation within and among those regions, such as the creation of the International Monetary Fund, North American Free Trade Agreement, World Bank, European Union and world-wide healthcare initiatives

3.B.1.b- Explain how physical and human characteristics of a region such as vegetation, climate, minerals, population density and religion, affect its economic growth and the way people make a living

3.B.1.c- Analyze how regional characteristics and interests including economic development, climate, and the environmental impact government policies

3.B.1.d- Identify geographic factors that have influenced international relations and economic development in world regions, such as trade, infrastructure, and health issues

3.D.1.a- Identify trade offs of using resources to pursue economic opportunities v. preserving the environment, such as water use, the burning of fossil fuels, deforestation, and strip mining

3.D.1.b- Evaluate the consequences of modifying the natural environment, such as desertification, air pollution, and climate change

3.D.1.c- Identify and explain land use issues that illustrate the conflict between economic growth, deforestation, mining, and burning fossil fuels

3.D.1.d- Explain how land use and environmental issues such as burning the rain forest and environmental preservation are addressed by government policy

4.A.1. Analyze the decisions that people made because resources were limited relative to economic wants for goods and services in contemporary world regions. a. Identify the opportunity cost of economic decisions made by individuals, businesses, and governments such as decisions about investing in education.

4.A.2. Analyze how scarcity of economic resources affects economic choices in contemporary world regions.

a. Describe how goals of countries affect the use of resources in the pursuit of economic growth, sustainable development.

b. Identify tradeoffs made in economic decisions by producers and consumers.

c. Explain how available resources affect specialization and trade.

5.C.1.b- Examine the impact of philosophies and policies of leaders in the modern world

## UDL STANDARDS

1.1 Offer ways of customizing the display of information.

1.2 Offer alternatives for auditory information.

1.3 Offer alternatives for visual information.

2.1 Clarify vocabulary and symbols.



- 2.2 Clarify syntax and structure.
- 2.3 Support decoding of text, mathematical notation, and symbols.
- 2.4 Promote understanding across languages.
- 2.5 Illustrate through multiple media.
- 3.1 Activate or supply background knowledge.
- 3.2 Highlight patterns, critical features, big ideas, and relationships.
- 3.3 Guide information processing, visualization, and manipulation.
- 3.4 Maximize transfer and generalization.
- 4.1 Vary the methods for response and navigation.
- 4.2 Optimize access to tools and assistive technologies.
- 5.1 Use multiple media for communication.
- 5.2 Use multiple tools for construction and composition.
- 5.3 Build fluencies with graduated levels of support for practice and performance.
- 6.1 Guide appropriate goal setting.
- 6.2 Support planning and strategy development.
- 6.3 Facilitate managing information and resources.
- 6.4 Enhance capacity for monitoring progress.
- 7.1 Optimize individual choice and autonomy.
- 7.2 Optimize relevance, value, and authenticity.
- 7.3 Minimize threats and distractions.
- 8.1 Heighten salience of goals and objectives.
- 8.2 Vary demands and resources to optimize challenge.
- 8.3 Foster collaboration and community.
- 8.4 Increase mastery-oriented feedback.
- 9.1 Promote expectations and beliefs that optimize motivation.
- 9.2 Facilitate personal coping skills and strategies.
- 9.3 Develop self-assessment and reflection.

## **UNIT IV**

### **Water Resources**

**Essential Question: How is pollution threatening water quality around the world?**

#### **Guiding Questions:**

- 1. What are the causes of water pollution?**
- 2. What are the effects of water pollution?**
- 3. What is the world doing to limit the effects of water pollution?**
- 4. Why is water important (other than drinking)?**

#### **Misconceptions:**

**People throughout the world have access to water.**

**There is an abundance of fresh water in the world (only 3.5%)**

In this section of the course students will explore ways in which water on earth has become polluted and what regions around the world are doing to solve this problem.

Students should be able to do the following:

- Identify sources of water pollution.
- Locate places around the world affected by water pollution.
- Evaluate perspectives and consequences regarding the use of water and its sources.
- Identify ways that people are working to combat pollution of the oceans.
- **Research and write an informative article on the clean up of Lake Erie.**
- **Create a Pinterest page compiling information regarding one specific water supply issue.**
- **PRIMARY SOURCE**
  - 1. LINGERING OIL: The persistence toxicity and impact of the**

*Exxon Valdez oil spill by The Exxon Valdez oil spill trustee council.*

*2. Maplecroft index identifies Bahrain, Qatar, Kuwait, and Saudi Arabia as world's most water stressed countries by Maplecroft Global Risk Analytics.*

## **State Standards**

1.A.1.c – Explain and demonstrate how nation-states interact with each other

1.A.3.a – Evaluate the effectiveness of the various policies of governments in addressing issues, such as health, poverty, crime, security, and environmental concerns

1.A.3.b – Analyze the effects that different world issues have in shaping international responses, such as rainforest conservation, pollution, climate change, and energy resources

1.B.1.b – Evaluate ways citizens use, monitor, and influence the formation and implementation of public policy

1.B.1.c – Describe how political parties and special interests groups influence and change government policy, such as third parties and non-governmental organizations

1.B.1.d – Analyze the role of media and public opinion in shaping government policy and action

1.B.2.b – Analyze the concept of the global citizen and how the awareness and responsibilities have changed during the information age.

2.B.2.b- Examine contemporary worldwide concerns that affect international relationships, such as world health, nation building, national security, and human rights

2.C.1.a-Evaluate causes of conflict in the global community, such as Apartheid, the acquisition of natural resources, the decline of communism, ethnic persecution, and domestic and international terrorism

2.C.1.b-Analyze and describe the efforts of world nations and

groups to assist in the resolution of conflicts within and among regions, such as the United Nations, the International Red Cross/Red Crescent, United States Agency for International Development and other humanitarian organizations

2.C.1.c- Analyze and describe efforts by nations to promote cooperation within and among those regions, such as the creation of the International Monetary Fund, North American Free Trade Agreement, World Bank, European Union and world-wide healthcare initiatives

3.B.1.b- Explain how physical and human characteristics of a region such as vegetation, climate, minerals, population density and religion, affect its economic growth and the way people make a living

3.B.1.c- Analyze how regional characteristics and interests including economic development, climate, and the environmental impact government policies

3.B.1.d- Identify geographic factors that have influenced international relations and economic development in world regions, such as trade, infrastructure, and health issues

3.B.1.d- Identify geographic factors that have influenced international relations and economic development in world regions, such as trade, infrastructure, and health issues

3.D.1.a- Identify trade offs of using resources to pursue economic opportunities v. preserving the environment, such as water use, the burning of fossil fuels, deforestation, and strip mining

3.D.1.b- Evaluate the consequences of modifying the natural environment, such as desertification, air pollution, and climate change

3.D.1.c- Identify and explain land use issues that illustrate the conflict between economic growth, deforestation, mining, and burning fossil fuels

3.D.1.d- Explain how land use and environmental issues such as burning the rain forest and environmental preservation are addressed by government policy

4.A.1. Analyze the decisions that people made because resources were limited relative to economic wants for goods and services in contemporary world regions.

- a. Identify the opportunity cost of economic decisions made by individuals, businesses, and governments such as decisions about investing in education.

4.B.2. Analyze the role of government in the economies of contemporary societies

- c. Analyze the ways that governments can help or impede economic activity, such as providing a stable monetary system, protecting property rights, maintaining infrastructure, and providing public goods and services.

4.B.2. Analyze the role of government in the economies of contemporary societies

- d. Examine the impact of regulatory agencies in different countries, such as consumer behavior, air and traffic management, and environmental protection.

5.C.1.b- Examine the impact of philosophies and policies of leaders in the modern world

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- 6.1 Guide appropriate goal setting.
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- 6.3 Facilitate managing information and resources.
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- 8.3 Foster collaboration and community.
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- 9.1 Promote expectations and beliefs that optimize motivation.
- 9.2 Facilitate personal coping skills and strategies.
- 9.3 Develop self-assessment and reflection.

## **UNIT V**

### **Food Supply**

**Essential Question: How do you feed 7 billion people?**

#### **Guiding Questions:**

- 1. What must be done to increase the food supply?**
- 2. How are food supply, climate, and population connected?**
- 3. If there is enough food to feed the world population, why are 1 billion people hungry?**

#### **Misconceptions:**

**There is not enough food to feed the world's population.  
There is no hunger in the United States.**

Students in this part of the course will explore how different countries are meeting the challenges of dwindling food supply, by using a variety of measures from better fertilizers to improved education for farmers.

Students should be able to do the following:

- Identify causes of hunger in various parts of the world.
- Show the influence of different types of resources on patterns of economic activity and land use.
- Identify ways that people are working to combat food insecurity in developing countries.
- Research and write an explanatory article on how to plant a food garden. (Contact person: Heather Buritch, University of Md)
  - Plan, write, and record a 30 second radio public announcement, PSA, regarding food supply. Persuade listeners to improve food supply in a specific country in the world.

#### **PRIMARY SOURCES**

1. USDA Agricultural accomplishments 2009-2012 by USDA

2. “What’s To Be Done?” [green.blogs.nytimes.com](http://green.blogs.nytimes.com) by Justin Gillis

**State Standards**

1.A.1.a. –Describe and compare the advantages and disadvantages of limited governments, such as representative democracy and parliamentary democracy

1.A.1.a – Compare the advantages and disadvantages of unlimited government, such as authoritarian and dictatorships

1.A.1.c – Explain and demonstrate how nation-states interact with each other

1.A.3.a – Evaluate the effectiveness of the various policies of governments in addressing issues, such as health, poverty, crime, security, and environmental concerns

1.A.3.b – Analyze the effects that different world issues have in shaping international responses, such as rainforest conservation, pollution, climate change, and energy resources

1.B.1.c – Describe how political parties and special interests groups influence and change government policy, such as third parties and non-governmental organizations

1.B.2.b – Analyze the concept of the global citizen and how the awareness and responsibilities have changed during the information age

2.B.2.b- Examine contemporary worldwide concerns that affect international relationships, such as world health, nation building, national security, and human rights

2.C.1.b-Analyze and describe the efforts of world nations and groups to assist in the resolution of conflicts within and among regions, such as the United Nations, the International Red Cross/Red Crescent, United States Agency for International Development and other humanitarian organizations

2.C.1.a-Evaluate causes of conflict in the global community, such as Apartheid, the acquisition of natural resources, the decline of communism, ethnic persecution, and domestic and international terrorism



2.C.1.b-Analyze and describe the efforts of world nations and groups to assist in the resolution of conflicts within and among regions, such as the United Nations, the International Red Cross/Red Crescent, United States Agency for International Development and other humanitarian organizations

2.C.1.c- Analyze and describe efforts by nations to promote cooperation within and among those regions, such as the creation of the International Monetary Fund, North American Free Trade Agreement, World Bank, European Union and world-wide healthcare initiatives

3.B.1.b- Explain how physical and human characteristics of a region such as vegetation, climate, minerals, population density and religion, affect its economic growth and the way people make a living

3.B.1.c- Analyze how regional characteristics and interests including economic development, climate, and the environmental impact government policies

3.B.1.d- Identify geographic factors that have influenced international relations and economic development in world regions, such as trade, infrastructure, and health issues

3.D.1.a- Identify trade offs of using resources to pursue economic opportunities v. preserving the environment, such as water use, the burning of fossil fuels, deforestation, and strip mining

3.D.1.b- Evaluate the consequences of modifying the natural environment, such as desertification, air pollution, and climate change

3.D.1.c- Identify and explain land use issues that illustrate the conflict between economic growth, deforestation, mining, and burning fossil fuels

3.D.1.d- Explain how land use and environmental issues such as burning the rain forest and environmental preservation are addressed by government policy

4.A.2. Analyze how scarcity of economic resources affects economic choices in contemporary world regions.

a. Describe how goals of countries affect the use of resources in the pursuit of economic growth, sustainable development.

b. Identify tradeoffs made in economic decisions by producers and consumers.

c. Explain how available resources affect specialization and trade.

4.B.2. Analyze the role of government in the economies of contemporary societies

c. Analyze the ways that governments can help or impede economic activity, such as providing a stable monetary system, protecting property rights, maintaining infrastructure, and providing public goods and services.

5.C.1.b- Examine the impact of philosophies and policies of leaders in the modern world

## UDL STANDARDS

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3.1 Activate or supply background knowledge.

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3.3 Guide information processing, visualization, and manipulation.

3.4 Maximize transfer and generalization.

4.1 Vary the methods for response and navigation.

4.2 Optimize access to tools and assistive technologies.

5.1 Use multiple media for communication.

5.2 Use multiple tools for construction and composition.

5.3 Build fluencies with graduated levels of support for practice and performance.

6.1 Guide appropriate goal setting.

6.2 Support planning and strategy development.

6.3 Facilitate managing information and resources.

6.4 Enhance capacity for monitoring progress.

7.1 Optimize individual choice and autonomy.

7.2 Optimize relevance, value, and authenticity.

8.1 Heighten salience of goals and objectives.

- 8.2 Vary demands and resources to optimize challenge.
- 8.3 Foster collaboration and community.
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- 9.1 Promote expectations and beliefs that optimize motivation.
- 9.2 Facilitate personal coping skills and strategies.
- 9.3 Develop self-assessment and reflection.

## **UNIT VI**

### **Population Growth**

**Essential Question: How has the Earth's growing population affected people's lives?**

#### **Guiding Questions:**

- 1. How and why do populations grow?**
- 2. How do we analyze population data?**
- 3. What are the negative impacts of overpopulation?**

#### **Misconceptions:**

- 1. Population growth is not a problem in the United States**

In this section of the course, students will examine population growth and the causes and effects of this global issue. They will also examine the importance of education and economic opportunities in meeting the challenges of population growth.

Students should be able to do the following:

- Identify the impact of rapid population growth on the planet. (7 billion)
- Compare and contrast the distribution, growth rates, and characteristics of human population.
- Identify ways that people are working to increase the world's food supply to feed the growing population.
- Analyze the role of demography in various regions of the world.
- Research and write an informative/explanatory on how a community's growing/shrinking population has affected an aspect of life such as education, energy, pollution, or housing.
- Make a video documentary about problems caused by population changes in your community. A video documentary is a factual and informative story told through sounds and recorded images; it may include interviews, photos, and news

clips.

- **PRIMARY SOURCES:**

1. Population growth chart: Source, United Nations Population Division, *World Population Prospects, The 2008 Revision*.
2. Excerpt from speech “David Attenborough’s speech to the RSA March 11th 2011 PLANET AND POPULATION”

## **State Standards**

1.A.1.a – Compare the advantages and disadvantages of unlimited government, such as authoritarian and dictatorships

1.A.1.c – Explain and demonstrate how nation-states interact with each other

1.A.3.a – Evaluate the effectiveness of the various policies of governments in addressing issues, such as health, poverty, crime, security, and environmental concerns

1.A.3.b – Analyze the effects that different world issues have in shaping international responses, such as rainforest conservation, pollution, climate change, and energy resources

1.B.1.b – Evaluate ways citizens use, monitor, and influence the formation and implementation of public policy

1.C.1.a – Justify the responsibilities associated with certain human rights in a global society such as a commitment to world peace and elimination of poverty

3.B.1.b- Explain how physical and human characteristics of a region such as vegetation, climate, minerals, population density and religion, affect its economic growth and the way people make a living

3.C.1.c- Explain how regional population patterns, trends, and projections affect the environment and influence government policies

4.A.4. Compare levels of specialization and economic development in different parts of the contemporary world.

c. Identify factors that have influenced economic development in various regions such as individuals, corporations, natural resources, technology, military power, population growth, international

organizations, infrastructure, and public health issues.

5.C.1.b- Examine the impact of philosophies and policies of leaders in the modern world

## UDL Standards

- 1.1 Offer ways of customizing the display of information.
- 1.2 Offer alternatives for visual information.
- 2.1 Clarify vocabulary and symbols.
- 2.2 Clarify syntax and structure.
- 2.3 Support decoding of text, mathematical notation, and symbols.
- 2.4 Promote understanding across languages.
- 3.1 Activate or supply background knowledge.
- 3.2 Highlight patterns, critical features, big ideas, and relationships.
- 5.2 Use multiple tools for construction and composition.
- 5.3 Build fluencies with graduated levels of support for practice and performance.
- 6.1 Guide appropriate goal setting.
- 6.2 Support planning and strategy development.
- 6.3 Facilitate managing information and resources.
- 7.1 Optimize individual choice and autonomy.
- 7.2 Optimize relevance, value, and authenticity.
- 8.2 Vary demands and resources to optimize challenge.
- 8.3 Foster collaboration and community.
- 8.4 Increase mastery-oriented feedback.
- 9.1 Promote expectations and beliefs that optimize motivation.
- 9.2 Facilitate personal coping skills and strategies.
- 9.3 Develop self-assessment and reflection.

## **UNIT VII**

### **Migration**

**Essential Question: Why do people migrate from one place to another?**

#### **Guiding Questions:**

- 1. What are the types of migration?**
- 2. What are the push/pull factors that cause people to migrate?**
- 3. What are the pros and cons of migration?**

#### **Misconceptions:**

- 1. Most immigrants are illegal**
- 2. Immigrants take jobs from natural born citizens**

Students will examine the forces behind migration, the challenges that migrants face, and the ways in which new populations enrich their communities.

Students should be able to do the following:

- Identify reasons for migration.
- Locate places around the world greatly affected by migration.
- Analyze past and present trends in human migration.
- Explain ways migration can cause conflict in social, emotional, political and environmental factors.
- Identify the way DNA tracking is used to reveal migratory history of human beings.
- **Research and write a narrative about a migration experience.**
  - **Create a power point presentation based on what you have learned from the Migration unit. Identify the main ideas and include your thoughts on a major migration issue.**

## Primary Sources:

1. *Tuareg Migration: A Critical Component of Crisis in the Sahel* By Merise Jalali

2. *Mexico: The New Migration Narrative* By Francisco Alba

## **State Standards**

1.A.1.c – Explain and demonstrate how nation-states interact with each other

1.A.3.a – Evaluate the effectiveness of the various policies of governments in addressing issues, such as health, poverty, crime, security, and environmental concerns

1.A.3.b – Analyze the effects that different world issues have in shaping international responses, such as rainforest conservation, pollution, climate change, and energy resources

1.B.1.b – Evaluate ways citizens use, monitor, and influence the formation and implementation of public policy

1.B.1.c – Describe how political parties and special interests groups influence and change government policy, such as third parties and non-governmental organizations

1.B.2.a – Analyze the relevancy of sources and perspectives of information such as internet sites and online newspapers

1.B.2.b – Analyze the concept of the global citizen and how the awareness and responsibilities have changed during the information age

1.C.1.a – Justify the responsibilities associated with certain human rights in a global society such as a commitment to world peace and elimination of poverty

1.A.3.b – Analyze the effects that different world issues have in shaping international responses, such as rainforest conservation,



pollution, climate change, and energy resources

1.B.1.b – Evaluate ways citizens use, monitor, and influence the formation and implementation of public policy

1.B.1.c – Describe how political parties and special interests groups influence and change government policy, such as third parties and non-governmental organizations

1.B.1.d – Analyze the role of media and public opinion in shaping government policy and action

2.B.1.b- Describe how migration contributes to the diversity of nations and regions

2.B.1.c- Analyze how cultural diffusion is influenced by factors, such as trade, migration, immigration and conflict

3.B.1.a- Identify and describe physical characteristics that influenced human settlement

3.B.1.b- Explain how physical and human characteristics of a region such as vegetation, climate, minerals, population density and religion, affect its economic growth and the way people make a living

3.C.1.a- Identify reasons why people migrate, such as economic opportunity, climate, political reasons and government policies

3.C.1.b- Evaluate the consequences of migration and settlement in various regions of the world, such as employment, changes in population and cultural diversity/conflict

3.C.1.c- Explain how regional population patterns, trends, and projections affect the environment and influence government policies

## UDL Standards

1.3 Offer ways of customizing the display of information.

1.4 Offer alternatives for visual information.

2.1 Clarify vocabulary and symbols.

2.2 Clarify syntax and structure.

2.3 Support decoding of text, mathematical notation, and symbols.

2.4 Promote understanding across languages.

3.1 Activate or supply background knowledge.

- 3.2. Highlight patterns, critical features, big ideas, and relationships.
- 5.2 Use multiple tools for construction and composition.
- 5.3 Build fluencies with graduated levels of support for practice and performance.
- 6.1 Guide appropriate goal setting.
- 6.2 Support planning and strategy development.
- 6.3 Facilitate managing information and resources.
- .7.1 Optimize individual choice and autonomy.
- 7.2 Optimize relevance, value, and authenticity.
- 8.2 Vary demands and resources to optimize challenge.
- 8.3 Foster collaboration and community.
- 8.4 Increase mastery-oriented feedback.
- 9.1 Promote expectations and beliefs that optimize motivation.
- 9.2 Facilitate personal coping skills and strategies.
- 9.3 Develop self-assessment and reflection.

## UNIT VIII

### Standard of Living

**Essential Question: How does the standard of living affect people's life?**

#### **Misconceptions:**

**People worldwide generally live on as much money as people do in the United States.**

In this portion of the course, students will examine the factors that effect people's economic wellbeing, including war, historical factors, and resource management. In addition students will highlight countries that have successfully raised their standard of living.

Students should be able to do the following:

- Define standard of living.
- Compare and contrast how standard of living varies around the world.
- Relate standard of living to quality of life.
- Identify ways that people are working to provide education to those who need it to improve standard of living.
- **Research and write an argumentative article on how to improve standard of living in the USA.**
  - **Create a video presentation highlighting ways individuals can help raise the standard of living. This presentation can be humorous, but must contain factual data as support.**
  - **PRIMARY SOURCES:**
    1. **“Emerging Economies Struggle to Improve Standard of Living: In Brazil, China majorities see their standard of living improving” by Krista Hoff**

**2. “Minimum Standard of Living System in China”: An Interview with Wang Zhikun, director of the Social Relief Office, Disaster and Social Relief Department of the Ministry of Civil Affairs.**

**State Standards**

1.A.1.a. –Describe and compare the advantages and disadvantages of limited governments, such as representative democracy and parliamentary democracy

1.A.1.a – Compare the advantages and disadvantages of unlimited government, such as authoritarian and dictatorships

1.A.1.d – Using multi-perspectives, describe and trace how past events assisted or impeded the development of nations.

2.B.2.b- Examine contemporary worldwide concerns that affect international relationships, such as world health, nation building, national security, and human rights

3.B.1.b- Explain how physical and human characteristics of a region such as vegetation, climate, minerals, population density and religion, affect its economic growth and the way people make a living

3.B.1.c- Analyze how regional characteristics and interests including economic development, climate, and the environmental impact government policies

4.A.4. Compare levels of specialization and economic development in different parts of the contemporary world.

a. Analyze examples of specialization that result from economic resources.

b. Describe the standard of living and the quality of life in a world region using data, such as Gross National Product (GNP), Gross Domestic Product (GDP), per capita income and Human Development Index (HDI)

c. Identify factors that have influenced economic development in various regions such as individuals, corporations, natural resources, technology, military power, population growth, international organizations, infrastructure, and public health issues.

4.B.2. Analyze the role of government in the economies of

contemporary societies.

a. Explore how government spending and taxation influence an economy's ability to grow and provide jobs and services.

b. Evaluate the trade-offs of government regulations.

4.B.3. Describe the money and banking systems in various countries in the contemporary world.

a. Explain why stable money and banking system is necessary for an economy to grow and prosper.

5.C.1.a- Describe how the changes in political structures impacted individuals and groups

5.C.1.b- Examine the impact of philosophies and policies of leaders in the modern world

3.B.1.d- Identify geographic factors that have influenced international relations and economic development in world regions, such as trade, infrastructure, and health issues

## UDL Standards

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2.5 Illustrate through multiple media.

3.1 Activate or supply background knowledge.

3.2. Highlight patterns, critical features, big ideas, and relationships.

3.3 Guide information processing, visualization, and manipulation.

3.4 Maximize transfer and generalization.

4.1 Vary the methods for response and navigation.

4.2 Optimize access to tools and assistive technologies.

5.1 Use multiple media for communication.

5.2 Use multiple tools for construction and composition.

5.3 Build fluencies with graduated levels of support for practice and performance.

6.1 Guide appropriate goal setting.

6.2 Support planning and strategy development.

- 6.3 Facilitate managing information and resources.
- 6.4 Enhance capacity for monitoring progress.
- 7.1 Optimize individual choice and autonomy.
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- 8.1 Heighten salience of goals and objectives.
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## **UNIT IX HUMAN RIGHTS**

**Essential Question: What are human rights and how do we protect them?**

**Misconceptions:**

**Human rights are established, followed, and understood worldwide.**

In this unit, students will explain how people have shown great courage as they overcome serious obstacles to gain their rights and exercise democratic freedoms.

Students should be able to do the following:

- Define human rights.
- Identify examples of human rights violations in the past and present.
- Analyze how cultural characteristics including the world's major languages, ethnicities, religions, and issues of gender can affect human rights.
- Discuss how the forces of conflict/cooperation can affect the division and control of an area.
- Research and write an explanatory article on the expansion of voting rights in the United States.
- Create a database summarizing human rights challenges and improvements based on class research. Information should be organized by country.

**PRIMARY SOURCES:**

1. Human Rights: DECLARATION OF HUMAN RIGHTS – UN
2. Excerpts from “I HAVE A DREAM SPEECH” by Martin Luther King.

## **State Standards**

1.C.1. Examine the rights and responsibilities of being a citizen of the world

a. Justify the responsibilities associated with certain human rights in a global society such as a commitment to world peace and the elimination of poverty.

b. Explain how international rules and laws protect individual rights and protect the common good, such as the U.N. Declaration of Human Rights, European Union membership, Geneva Conventions

1.C.2. Analyze how governments, organizations, and policies around the world protect or fail to protect the rights of individuals and groups

a. Analyze how the definition of the common good differs in limited and unlimited governments

b. Debate the need to balance between providing for the common good and how protecting individual rights differ in governments around the world

c. Describe the role of international organizations and policies in maintaining order during a time of crisis, such as the International Red Cross/Red Crescent, the United Nations, the Geneva Conventions, and the World Health Organization

2.B.2.a- Examine policies related to human rights, such as foreign aid, subsidies to developing countries, ethnic persecution and economic sanctions

2.B.2.b- Examine contemporary worldwide concerns that affect international relationships, such as world health, nation building, national security, and human rights

2.C.1.a-Evaluate causes of conflict in the global community, such as Apartheid, the acquisition of natural resources, the decline of communism, ethnic persecution, and domestic and international terrorism

2.C.1.b-Analyze and describe the efforts of world nations and groups to assist in the resolution of conflicts within and among regions, such as the United Nations, the International Red Cross/Red Crescent, United States Agency for International Development and other humanitarian organizations

2.C.1.c- Analyze and describe efforts by nations to promote cooperation within and among those regions, such as the creation



of the International Monetary Fund, North American Free Trade Agreement, World Bank, European Union and world-wide healthcare initiatives

2.A.1.c Describe the characteristics of democratic and authoritarian societies

4.B.2. Analyze the role of government in the economies of contemporary societies

c. Analyze the ways that governments can help or impede economic activity, such as providing a stable monetary system, protecting property rights, maintaining infrastructure, and providing public goods and services.

5.B.1.b- Compare the effects of political and cultural changes in nations such as independence movements and democratic reforms

5.C.1.a- Describe how the changes in political structures impacted individuals and groups

5.C.1.b- Examine the impact of philosophies and policies of leaders in the modern world

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## **Unit X**

### **Globalization**

**Essential Question: How has globalization changed the world?**

#### **Guiding Questions:**

- 1. What is globalization?**
- 2. How does globalization affect developed and developing nations?**
- 3. What are the positive and negative results of globalization?**
- 4. What are the effects of technology on globalization?**

In this section students will explore how governments, cultures, and economies, make it easier for people to make, sell, and buy goods worldwide. People are working to bring positive effects of globalization to populations around the world.

Students should be able to.....

- Identify the impact of globalization on the world's countries.
- Identify ways people are working to help people in remote areas communicate with one another.
- Analyze the global patterns and networks of economic interdependence.
- Compare and contrast factors that give some countries and advantage in globalization.
- **Research and write an argumentative article arguing for or against a public awareness campaign to purchase products made in the USA.**
- **Create a globalization website. Summarize key ideas, identify ways countries are dealing with the benefits and problems**

caused by globalization, and design a website or glogster that conveys this information.

- **PRIMARY SOURCES:** excerpts from *The World is Flat* (2005) by Thomas L. Friedman

### **State Standards**

1.A.1.c – Explain and demonstrate how nation-states interact with each other

1.A.3.a – Evaluate the effectiveness of the various policies of governments in addressing issues, such as health, poverty, crime, security, and environmental concerns

1.A.3.b – Analyze the effects that different world issues have in shaping international responses, such as rainforest conservation, pollution, climate change, and energy resources

1.B.1.b – Evaluate ways citizens use, monitor, and influence the formation and implementation of public policy

1.B.1.c – Describe how political parties and special interests groups influence and change government policy, such as third parties and non-governmental organizations

1.B.1.d – Analyze the role of media and public opinion in shaping government policy and action

1.B.2.b – Analyze the concept of the global citizen and how the awareness and responsibilities have changed during the information age

3.B.1.c- Analyze how regional characteristics and interests including economic development, climate, and the environmental impact government policies

3.B.1.d- Identify geographic factors that have influenced international relations and economic development in world regions, such as trade, infrastructure, and health issues

4.A.3. Analyze how technological changes have affected the consumption and production in the contemporary world.

a. Give examples of how technology has changed consumption of goods and services, such as the development of computers.

b. Examine why technology has changed job skills and influenced productivity.

4.B.1. Evaluate the types of economic systems in countries throughout the contemporary world.

a. Examine how different economic systems; traditional, command, market, and mixed answer the basic economic question of... what, how and for who do we produce.

b. Describe examples of decisions in traditional economies, such as the economic roles of men and women.

c. Describe examples of command modern economies, such as government ownership of property and other resources.

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6.4 Enhance capacity for monitoring progress

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7.2 Optimize relevance, value, and authenticity

7.3 Minimize threats and distractions

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8.2 Vary demands and resources to optimize challenge.

8.3 Foster collaboration and community.

8.4 Increase mastery-oriented feedback.

9.1 Promote expectations and beliefs that optimize motivation.

9.3 Develop self-assessment and reflection.