

8th Grade Social Studies (Master)

Teacher: Master Map



Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
August	<p><u>Week 1</u></p> <p>A. Government Systems of the World</p> <p>What are the Political Organizations in our world?</p> <p>What are the various roles of government?</p>	<p>A. Government Systems of the World</p> <p>A1 Students will understand how the world is organized politically. Describe examples of citizens and groups who have influenced change in US government. Evaluate the result of various strategies for political change over time.</p> <p>A2 Students will compare the different world governments and ideologies Terms: A3 Thomas Paine Common Sense</p> <p>totalitarian (fascist, dictatorship) democracy (republic, direct democracy) constitutional monarchy</p>	<p>Government Systems of the World</p> <p>Students will explain their reasons for the type of government they decided to create.</p> <p>Students will explain the differences and similarities of the different forms of government.</p> <p>Students provide the evidence of how Paine & Locke contributed to the formation of the newly formed country</p>	<p>Government Systems of the World</p> <p>Give students a description of each type of government listed or have students define each type of government and give examples for each using LBLP format.</p> <p>Class discussion</p> <p>Break students up into uneven numbered groups. Ask them to decide based on their size whether a direct or representative government would work best for them if they were stranded on a remote island.</p> <p>Venn diagram</p> <p>Use political cartoon to match terms</p> <p>Students will create a classroom Bill of Rights.</p> <p>Students will create a PowerPoint presentation over each major document that formed the country's government. Have students present to class.</p> <p>Compare/contrast worksheet</p>	<p>"We the People" pp. 7, 12</p> <p>American Nation - p. 730, glossary and index</p> <p>http://www.orionsarm.com/civ/government.html</p> <p>This includes a wonderful power point on types of governments: classroom.jc-schools.net/SS-units/presentations/gov-types.ppt</p> <p>http://www.constitutioncenter.org</p> <p>"We the People" pp. 4-6, 9, 21-23, 25, 28-32, 40-48, 57, 102</p>

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	<p>Week 2 & 3</p> <p>B. Foundations of Government</p> <p>Which primary documents have had the greatest impact on the people of the US?</p> <p>How did the following shape the foundations or our government? Our English Heritage (e.g., Magna Carta, English Bill of Rights, Representative Government, Montesquieu, Locke). The Colonial Experience (e.g., Mayflower Compact) Toward Independence (e.g., Declaration of Independence) the Nation's First Government (e.g., Articles of Confederation)</p>	<p>B. Foundations of Government</p> <p>B1. Students will be able to describe how the following philosophies and documents influenced the creation of the Constitution: Analyze primary sources that support democratic freedoms and founding of our government: Magna Carta English Bill of Rights Montesquieu separation of power John Locke's theories - natural law, social contract Mayflower Compact Declaration of Independence Articles of Confederation</p> <p>B2. Students will be able to analyze the purpose (e.g., weakness of the Articles of Confederation) and outcome (e.g., compromises) of the Constitutional Convention.</p> <p>Use primary and secondary sources from multiple perspectives. Analyze evidence from multiple sources including those with conflicting accounts in US history.</p>	<p>B. Foundations of Government</p> <p>Give a pre-assessment test to see what knowledge students have from previous years. Re-teach what is needed and then check for understanding using a post-test.</p> <p>Have students compare and contrast the Articles of Confederation to the Constitution.</p>	<p>B. Foundations of Government</p> <p>Create learning centers for each document.</p> <p>Have students take Cornell notes on each.</p> <p>Draw a Venn diagram that will compare and contrast the differences and similarities of the Articles of Confederation to the Constitution.</p>	<p>Bill of Rights Institute: http://www.billofrightsinstitute.org</p> <p>http://www.constitutioncenter.org</p> <p>"We the People" pp. 48-50, 57-58, 65, 72</p>
September	<p>Week 4</p> <p>A. Blueprint for a New Nation</p>	<p>A. Blueprint for a New Nation</p>	<p>A. Blueprint for a New Nation</p> <ul style="list-style-type: none"> • Pre-assessment of US 	<p>A. Blueprint for a New Nation</p> <ul style="list-style-type: none"> • Watch School House Rocks • Preamble 	<p>http://www.constitutioncenter.org</p>

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	<p>What are the parts of the Constitution and how do they function?</p> <p>How have people in our history promoted change and what democratic principles were advanced?</p> <p>What is a Patriot?</p> <p>What are the Bill of Rights and why are they important to you?</p> <p>How have the meanings of American ideals remained the same and changed over time?</p>	<p>A1. Students will recognize and be able to apply the 3 parts of the US Constitution: Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes. Analyze the changing definition of citizenship and give examples of rights. Describe examples of citizens and groups who have influenced change. Evaluate the result of various strategies for political change. Analyze documents: Preamble Articles - constitution Amendments</p> <p>A2. Students will understand the significance of the Bill of Rights Students will be able to apply the Bill of Rights to historical conflicts with Great Britain.</p> <p>Examine ways citizens can voice opinions and bring</p>	<p>Constitution and Bill of Rights</p> <ul style="list-style-type: none"> • U S Constitution Quiz <p>• Create a drawing depicting Amendments 1-10.</p> <p>• Student maps the progress from proposing a bill to ratifying a law</p>	<ul style="list-style-type: none"> • Worksheet: Unscramble the Preamble • Begin memorizing the Preamble • How to propose an amendment and how it is ratified <ul style="list-style-type: none"> • Use worksheet to explain the Bill of Rights and have student give personal example of each Amendment • Students will create a visual of the Bill of Rights • Students will clip articles out of the newspaper and apply one to each of the Bill of Rights except for Amendment III (they can do a political cartoon instead) • Vocabulary worksheet <ul style="list-style-type: none"> o subcommittee o committee o veto o override, etc. 	<p>- activities online and printable.</p> <p>US Constitution</p> <p>US Citizenship Test to show students they might not know enough to become citizens if they weren't already.</p> <p>Bill of Rights</p> <p>http://www.constitutioncenter.org</p> <p>"We the People" pp. 95-105, 116-120, 157, 158</p> <p>"American Nation" text</p> <p>http://www.legis.state.wv.us/Educational/Bill_Becomes_Law/Bill_Becomes_Law.cfm</p> <p>http://clerkkids.house.gov/laws/bill_law.html</p>

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	<p>Week 5-6</p> <p>B. Structure of the Government</p> <p>What are the Branches of the US Government; their roles and responsibilities? The Executive Branch The Legislative Branch The Judicial Branch</p> <p>How does each branch of the government function to check and balance each other?</p> <p><i>Which is more effective, the rule of law or the rule of man? Why?</i></p>	<p><i>about change.</i> A3. Students will understand the process of how a Bill becomes a Law Use resources to identify issues that involve civic responsibility, rights and common good.</p> <p>B. Structure of the Government Explain the role and importance of the Constitution</p> <p>B1. Students will be able to describe the three branches of the government: Executive Legislative Judicial</p> <p>B2. Students will differentiate the roles and powers of the three branches of the federal government</p> <p>B3. Students will demonstrate responsibilities of each branch and how each branch functions creating a check and balance.</p>	<p>B. Structure of the Government</p> <ul style="list-style-type: none"> • Play Jeopardy • have students name one power for each branch of government • DBQ assignment using documents, & photos • Written assessment: Have students pick three of the five powers and write how each branch checks each other. <p>Have students research landmark decision such as</p>	<p>B. Structure of the Government</p> <ul style="list-style-type: none"> • Create skits of various roles from each branch of the government. Have students guess which branch they are from. • Play Jeopardy <p>internet activity at: http://www.congressforkids.net/Constitution_threebranches.htm</p> <ul style="list-style-type: none"> • internet activity at: http://www.congressforkids.net/Constitution_threebranches.htm <p>Working in 5 centers students will learn how the branches of government create checks and balances to the 5 events listed.</p> <p>Political cartoons</p> <p>Mini lessons connected with the 3</p>	<p>School House Rock</p> <p>http://www.evggschool.org/three_branches_of_government.htm</p> <p>American Nation pp. 201-203</p> <p>http://www.congressforkids.net/Constitution_threebranches.htm</p> <p>http://www.congressforkids.net/Constitution_threebranches.htm</p> <p>http://www.socialstudieshelp.com/Lesson_13_Notes.htm</p>

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		<p>B4. Students will describe how the powers of checks and balances are used in the following: impeachment declaring war treaties veto judicial review</p> <p>Evaluate the strengths and weaknesses of rule of law; describe and engage in various means of conflict management; explain how judicial review is reflected on our constitutional government. Determine historical context of key people and event; analyze ideas that are critical to our ideals, for example: democracy, federalism, and capitalism.</p>	<p>McCulloch vs. Maryland 1819.</p>	<p>branches of government. Interpreting diagrams. Venn Diagram (checks & balances & who has the power)</p>	
<p>October</p>	<p>Week 7-8</p> <p>A. Structure of the Government</p> <p>What are the principles on which the Constitution was founded?</p>	<p>A. Structure of the Government</p> <p>A1. Students will describe the following principles on which the Constitution was</p>	<p>A. Structure of the Government</p> <ul style="list-style-type: none"> • Power Point presentation • Retell the principles in their own words 	<p>A. Structure of the Government</p> <p>With students working in academically mixed groups, create a Power Point for each principle.</p>	<p>www.constitutioncenter.org</p> <p>“American Nation” pp218-221</p> <p>“Project Citizen” workbook</p>

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	<p>What is the amendment process?</p> <p>Week 9-10</p> <p>B. Functions of the Government</p> <p>What are the levels of government and their responsibilities?</p> <p>Levels of the Government</p> <p>Representatives of Government</p>	<p>founded:</p> <ol style="list-style-type: none"> 1. Federalism 2. Popular sovereignty 3. Separation of Powers 4. Check and balances 5. Limited government 6. Flexibility (amendment process) <p>A2. Students will understand the amendment process.</p> <p>B. Functions of the Government</p> <p>B1. Students will compare the ways the federal, state, and local governments operate</p> <p>B2. Students will compare the roles and relationships of different levels of government (e.g., federal, state, county, and city/town.</p> <p>B3. Students will be</p>	<p>Develop a proposal based on constitutional criteria and state why people would support or oppose the amendment</p> <p>B. Functions of the Government</p> <p>Students will create a flow chart showing the different levels of government and branches in each level. They will include some responsibilities from each position.</p> <p>Explain the roles of States vs. Federal using a Venn diagram</p> <p>Students will list our President, Vice President, Senators, local Representatives and Governor</p> <p>Students will explain the</p>	<p>debate</p> <p>Project Citizen</p> <p>B. Functions of the Government</p> <p>Assign students different roles which they will play in the levels of the government.</p> <p>Have them fill out cards introducing themselves as President, Governor, City Manager etc. and what their responsibilities entail. Have students present their role to the class. Other students will take notes.</p> <p>Project Citizen</p> <p>Invite a City Council member or School Board member to speak at the school</p>	<p>City Council</p> <p>Pueblo Chieftain</p> <p>“American Nation” pp. 232-235</p> <p>US Constitution: 25th Amendment</p> <p>“American Nation” pp. 202, 261, 440, 492</p>

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	<p>What is the history and purpose of political parties in the United States?</p> <ul style="list-style-type: none"> campaign process? <p>What is the election process in the United States?</p>	<p>able to identify:</p> <ol style="list-style-type: none"> 1. President of the United States 2. Senators and House Representatives 3. Governor of State and state representatives 4. County Commissioner Local government officials 5. School Board Members- non partisan 6. City Council B4. Students will describe the importance of citizens <p>B4. Students will recognize the different political parties and what they stand for.</p> <p>B5. Students will explain why we have different political parties.</p> <p>B6. Students will describe the campaign process.</p> <p>B7. Students will</p>	<p>role of our city council, and school board</p> <p>"Project Citizen" project</p> <p>Debate of political parties and possible candidates.</p> <p>Students will construct a model that demonstrates the different political views of the two major parties</p> <p>Students will turn in their campaign slogan and where they campaigned and why</p> <p>Quiz on the process of the electoral college: primary caucus general recall appointments referendum</p> <p>Student will diagram the line of succession to the presidency as stated in the 25th Amendment</p>	<p>Encourage students to attend a School Board meeting</p> <p>Graphic organizers</p> <p>Students will research the different political parties. Students will follow the campaign trail of political candidates, when possible, or complete worksheets that describe the campaign trail.</p> <p>mock election</p> <p>Internet research of active political parties in the US</p> <p>Students will develop their own campaign slogan and where they would focus their campaign as if they were running for office</p> <p>LBLP vocabulary assignment</p> <p>Film of the electoral college. Take notes and class discussion</p> <p>Read:</p> <p>25th Amendment 12th Amendment 15th Amendment 26th Amendment</p>	

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		<p>explain the electoral process (e.g., primary and general elections, electoral college).</p> <p>B8. Students will explain how a candidate can be elected president (e.g., Adams-Jackson, Hayes-Tilden, Bush-Gore) without receiving a majority of popular vote. B9. Students will be able to describe the line of succession to the presidency as stated in the 25th Amendment.</p>			
<p>November</p>	<p><u>Week 11 Cont</u></p> <p>What are our laws and the individuals legal rights and responsibilities?</p> <p>Civil and Criminal Law?</p> <p>Adult and Juvenile system</p>	<p>A. Structure of the Government</p> <p>Evaluate the strengths and weaknesses of rule of law; and discuss the tensions between individual rights, state law, and national law.</p> <p>B10 Students understand the legal rights and responsibilities of individuals.</p>	<p>A. Structure of the Government</p> <p>With students working in academically mixed groups, create a Power Point for each principle.</p> <p>students can log into this resource and take notes: http://www.virtualclassroom.net/tvc/gov/constitution</p> <p>Project Citizen</p>	<p>Review Bill of Rights (1-0) and other Amendments that list our rights and responsibilities</p>	<p>Center for Civic Education: http://www.civiced.org/index.php?page=Lesson_21_What_Responsibilities_Accompany_Our_Rights_Student_Book</p> <p>Pueblo Chieftain</p> <p>Izzit.org lists current events - many which are political in nature</p> <p>New Jersey v. TLL</p>

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	<p><u>Week 12 &13</u> Economic terms/introduction</p>	<p>B11 Students will compare civil law and criminal law; understanding the differences between each.</p> <p>B12 Students will Compare the adult and juvenile criminal justice system.</p> <p>Give examples of international differences in resources, productivity, and prices that provide a basis for international trade; describe factors that lead to advantage in trade; explain effects of domestic policies; and explain why nations restrict trade.</p> <p>Terms: taxes sole/partnership/corporation budget trade agreements communism free enterprise limited government socialism Capitalism Laissez-Faire Theory</p>	<p>B. Functions of the Government</p> <p>What is the role of government in the American Society? (Essay)</p>	<p>LBLP vocabulary worksheet</p> <p>Free enterprise</p>	<p>Trial Scripts</p> <p>Junior Achievement - personal economics program</p> <p>http://pueblo.us</p> <p>www.cowboyethics.com</p> <p>"Project Citizen"</p> <p>Pueblo Crime Stoppers</p> <p>Pueblo Community Service Projects</p> <p>http://charactercounts.org/sixpillars.html</p> <p>Massachusetts schools (read only): www.servicelearning.org/slice/index.php?action=download&ep_id</p>

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	<p>Week 13-16</p> <p><u>A. Rights, Responsibilities, and Roles of Citizenship</u></p> <p>How does our involvement in the community benefit society? Benefits of Community Service</p> <p>What are the pros and cons of good character? How important is it to embrace strong character traits in our nation?</p> <p>Character traits</p> <p>Why is it imperative that we as citizens participate in our democratic process?</p> <p>Involvement</p> <p>Obligations and responsibilities of citizenship?</p> <p>What is "common good?"</p>	<p>Mixed Economy</p> <p><u>Rights, Responsibilities, and Roles of Citizenship</u></p> <p>A1. Students will discuss and describe the benefits of Community Service</p> <p>Identify and differentiate between purposes and reasons for debt; analyze benefits and costs of credit and debt; compare sources of credit; and describe the components of a credit history.</p> <p>A2. Students can discuss the character traits (e.g., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States</p>	<p>A. Rights, Responsibilities, and Roles of Citizenship</p> <p>Explain why community service is so important to our community. Create a community service plan they can implement</p> <p>Write an essay describing life in America when society exhibits good character v. poor character.</p> <p>Create a petition to improve something on the list they feel strongly about.</p> <p>Write an essay, compare & contrast, or create a drawing explaining the obligations and</p>	<p><u>A. Rights, Responsibilities, and Roles of Citizenship</u></p> <p>Read and research information on community service. Pick a community serviced they can be involved in.</p> <p>Make a list of good character traits and why they think they are important. Compare them to poor character traits. Give several examples they observe in their community of good character and poor character.</p> <p>Make a list of improvements needed in their community or school.</p> <p>Review the six pillars of character</p> <p>Survey their classmates: what changes or improvements would</p>	<p>=298&file_num=238</p> <p>We The People pp. 122-129</p>

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		<p>Use a variety of resources to identify and evaluate issues that involve civic responsibility, individual rights, and common good. Analyze primary sources supporting democratic freedoms. Examine ways citizens may voice opinions, monitor government and bring about change.</p> <p>A3. Students can explain the obligations and responsibilities of citizenship:</p> <ol style="list-style-type: none"> 1. Upholding the Constitution 2. Registering to Vote 3. Obeying the law 4. Paying taxes 5. Registering for selective service Jury Duty 6. Volunteer/Community Service 	<p>responsibilities of citizenship</p> <p>Civic Duty – hours: Promote civic duty throughout the year and give a reward at the end of the year for reaching a set goal.</p>	<p>they like to see?</p> <p>read, worksheet, and class discussion</p>	
December	<u>Week 13-16 Continued</u>	A4. Students will summarize the significance of the	<p>Present Power Point to class</p> <p>Famous Cases computer</p>	Creating 5 groups, students will analyze one of the listed supreme court cases. They will then create	www.landmarkcases.org

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	<p>What is the significance of Supreme Court Case decisions?</p> <p>What are key court cases and historical events in the development of the US?</p> <p>What impact did the Constitutional Amendments have on the rights of individuals and groups?</p> <p>What are examples of successful and unsuccessful conflict resolution in US history and why?</p>	<p>following Supreme Court cases:</p> <ol style="list-style-type: none"> 1. Marbury v. Madison 2. Plessey v. Ferguson 3. Korematsu v. United States 4. Brown v. Board of Education 5. Gideon v. Wainwright <p>Construct a written historical argument on the use of primary and secondary sources; analyze causes and effects of major conflicts from the origins of the American Revolution through Reconstruction. This will be a stretch of the curriculum in order to apply standards. Evaluate the impact of different factors on groups and individuals in this time period.</p> <p>A5. Students will describe the impact that the following</p>	<p>game quiz: http://www.congressforkids.net/games/Judicial_seggregation/courtdecisions.htm</p> <p>Outline of the Supreme Court's jurisdiction and how the court operates.</p> <p>Power Point, skit or poster depicting one of the Acts</p> <p>Name several accommodations that are required for persons with disabilities</p> <p>Student will choose one of the rights and explain its significance today.</p>	<p>a Power Point explaining the cases and its significance</p> <p>Read and research information about the Civil Rights Movement; in particular events that led to the civil rights act, Voting Rights Act and Americans with Disabilities Act. After research has been done put students into groups and have them work on one of the Acts.</p> <p>Webquest</p> <p>Divide the class into 6 groups, each group will do a search and report their findings to the entire class; the other groups will take notes</p>	<p>Civil Rights Act of 1964: http://www.washingtontimes.com/news/2004/jul/01/20040701-085601-3968r/</p> <p>Voting Rights Act of 1965: http://www.core-online.org/History/voting_rights.htm</p> <p>Americans with Disabilities Act: http://consumerlawpage.com/brochure/disab.shtml</p> <p>Webquest</p> <p>American Nation pp. 805, 823</p> <p>We the People pp. 113-114</p> <p>American Nation p. 820</p> <p>American Nation p. 818 www.now.org</p>

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		<p>Acts had on increasing the rights of groups and individuals:</p> <ol style="list-style-type: none"> 1. Civil Rights Act of 1964 2. Voting Rights Act of 1965 3. Americans with Disabilities Act <p>Critique data for point of view, historical context, distortion, or propaganda and relevance to historical inquiry; and evaluate continuity and change over the course of US history by examining eras and determine major conflicts and compromises.</p> <p>A6. Students will describe the impact the following had on rights for individuals and groups:</p>			<p>American Nation pp. 818, 681 www.equalrightsamendment.org/era.htm</p>

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		<ol style="list-style-type: none"> 1. Jim Crow Laws - literacy test, poll taxes, Grandfather Clause 2. Civil Rights Movement - Martin Luther King Jr., Rosa Parks 3. Desegregation - military, schools, transportation, sports 4. United Farm Workers - Caesar Chavez 5. National Organization for Women (NOW) 6. Equal Rights Amendment (ERA) <p>Describe examples of citizens and groups who have influenced change in US government and politics.</p>			

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January	<p>World Geography</p> <p><u>Week 17-20</u></p> <p><u>Looking at the world</u></p> <p>A. How Geographers Look At the World</p> <ul style="list-style-type: none"> Themes of Geography <p>How can geographic tools help explore patterns in human and physical systems?</p>	<p><u>Looking at the world</u></p> <p>Themes of Geography</p> <p>A1. Appreciate what geography is.</p> <p>A2. Understand how geographers see the world.</p> <p>A3. Explain how geography relates to other disciplines and to you personally.</p> <p>Describe the nature and spatial distribution of cultural patterns; and explain the establishment of settlements in relation to physical attributes.</p>	<p>Looking at the world</p> <p>Pre-test for Geography skills assessment KWL</p> <p>Prior Knowledge/KWL about: latitude/longitude</p> <p>map-reading skills using key or legend</p> <p>Vocabulary</p> <p>Drawing maps with Rubric</p> <p>Interpreting 8 different maps in centers or stations with rubric</p> <p>Planning a trip group project with rubric: Map Transportation Itinerary Budget Lodging</p>	<p>Looking at the world</p> <p>"Geography Alive"</p> <p>Interactive Student Notebook pp. 5-7</p> <p>Understanding latitude & longitude http://www.nationalgeographic.com/xpeditions/lessons/01/g68/mapmaking.html</p> <p>Reading and Interpreting: Political map Physical map Climate map Land-Use map Population Density map: student notebook p 226 Contour map</p> <p>Interpreting: Bar graph Circle graph Line graph http://nces.ed.gov/nceskids/createagraph</p>	<p>NOTE: WEBSITES USED FOR EACH CHAPTER IN GEOGRAPHY ALIVE CAN BE FOUND ON PP. 634-637</p> <p>Five Themes websites: http://www.funsocialstudies.learninghaven.com/articles/fivethemes.htm</p> <p>http://www.educationworld.com/a_lesson/lesson/lesson071.shtml</p> <p>http://www.nationalgeographic.com/resources/ngo/education/themes.html</p> <p>http://www.nationalgeographic.com/resources/ngo/education/xpeditions/atlas</p> <p>Geography Alive: pp. 406-407 and El Nino pp. 174-175 Geography Alive: population growth pp. 440-441 and pp. 452-453</p> <p>http://www.beaconlearningcenter.com/WebLessons/KindsOfGraphs/default.htm#page1</p> <p>Geography Alive p. 192</p>

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	<p>How will location of resources lead to cooperation or conflict in the future?</p>	<p>is recycled.</p> <ul style="list-style-type: none"> Earth's Resources <p>B7. Understanding the importance of natural resources.</p> <p>B8. Identify the ways in which the distribution of resources affects people and countries.</p> <p>Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation, and conflict. Give examples of international differences in resources, productivity, and prices that provide a basis for international trade.</p>	<p>Created Webquest</p> <p>Create a graph that illustrates population.</p> <p>Create choropleth maps to interpret population change in Bolivia, a country in South America. SEE: http://www.aag.org/education/center/cgge-aag%20site/population/lesson1_page2_popup.html</p> <p>Critical thinking: Develop a Hypothesis in the future, how might global warming influence migration patterns?</p> <p>Alternative Assessment: Students choose a continent and create a map showing climate regions and/or ecosystems for the continent.</p> <p>Writing Assignment: Allow students to choose a country and have them write a report about its population density,</p>	<p>Create Webquest: Tectonic Plates Volcanoes - Ring of Fire Earth's movement Glaciers/Ice-Age Global Warming Effect of Temperature and Rainfall</p> <p>LBLP Vocabulary</p> <p>Cornell Note taking Skills</p> <p>Interpreting: Primary Sources Secondary Sources</p> <p>Ecosystems</p> <p>KWL: developed v. developing</p>	<p>Geography Alive world map p. 221</p> <p>http://webquest.org</p> <p>http://www.worldatlas.com</p> <p>Geography Alive pp. 252-253, 503-511, 199-201,</p> <p>Glaciers: Geography Alive pp. 97, 200-201</p> <p>Volcanoes/Earthquakes: Geography Alive pp.</p> <p>Global Warming: Geography Alive pp. 510 511</p> <p>Geography Alive: pp. 236-</p>

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	<p>C. Climates of the Earth</p> <ul style="list-style-type: none"> Earth-Sun Relationship <p>Factors Affecting Climate</p>	<ul style="list-style-type: none"> Earth-Sun Relationship <p>C1. Summarize the effect of the earth's tilt on the temperature of places.</p> <p>C2. Explain how the spinning of the earth causes day and night.</p> <p>C3. Describe how the earth's motion around the sun causes the seasons.</p> <ul style="list-style-type: none"> Factors Affecting Climate <p>C4. Identify the patterns of winds and ocean currents.</p> <p>C5. Explain the role that temperature and precipitation play</p>	<p>urbanization, religion, language, food, customs, and economic activities.</p> <p>Venn diagram comparing developed v. developing</p> <p>Draw a Timeline for "paper" and trace its movement</p> <p>Explain why some countries have a higher standard of living.</p>	<p>http://www.aag.org/education/center/cgge-aag%20site/population/lesson1_page1.html</p> <p>http://www.worldatlas.com/aatlas/populations/ctypopls.htm</p> <p>Draw an ad showing how Americans could be less wasteful</p> <p>Make Your Own Paper Webquest: what was used before paper and what is used today?</p> <p>Immigration v. migration: Geography Alive pp. 120, 128-0129</p> <p>Create mode to demonstrate how the earth's revolution around the sun affects the planet's climate.</p>	<p>237, 464-465</p> <p>www.aag.org/education/center/cgge-aag%20site/population/lesson1_page1.html</p> <p>http://www.wipapercouncil.org/makepaper.htm</p> <p>http://www.bowater.com/paper.htm</p> <p>http://regentsprep.org/Regents/global/themes/movement/erl.cfm</p> <p>Geography Alive pp. 120, 128-129, 148-149, 108-109, 216, and 113</p> <p>"Unlocking the Climate Puzzle"</p>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<ul style="list-style-type: none"> • World Climate patterns <p>D. Environments, Peoples, and Culture</p> <ul style="list-style-type: none"> • Limits and Opportunity 	<p>in climates.</p> <ul style="list-style-type: none"> • World Climate patterns <p>C6. Enumerate the climate regions of the world.</p> <p>C7. Describe ways that climate affects humans and their environment.</p> <p>C8. Predict how climates change over time.</p> <ul style="list-style-type: none"> • Limits and Opportunity <p>D1. Distinguish between developed countries and developing countries. Describe the factors that lead to</p>			<p>National Geographic, Vol. 193, No. 5 (May 1998) pp. 38-71</p> <p>“Feeding the Planet” National Geographic, Vol 194, No. 4 (Oct. 1998) pp. 56-75</p>

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	<p>How have differing perspectives regarding resource and land use lead to cooperative policies or conflict?</p> <p>•</p> <p>Cultural Expressions</p> <p>How do societies benefit from trade and exchange?</p>	<p>a nation having a comparative and absolute advantage in trade.</p> <p>D2. Appreciate the challenges that rapid population growth brings to the planet.</p> <p>D3. Examine the impact of environmental hazards on people's lives. Compare how differing geographic perspectives apply to a historic issue. Calculate and analyze population trends.</p> <p>• Cultural Expressions</p> <p>D4. Describe how the first civilizations</p>			

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		<p>developed.</p> <p>D5. Discuss the ways in which the movement of people, goods, and ideas has caused cultural change. Interpret from a geographic perspective the expansion of the US by addressing issues of land, security, and sovereignty.</p>			
<p>February</p>	<p><u>Week 21-22</u></p> <p><u>The United States and Canada</u> A. What is the physical Geography of the United States and Canada</p> <p>How has human settlement influenced changes in physical systems and culture?</p>	<p><u>The United States and Canada</u></p> <p>A1. Compare the landforms of the United States and Canada</p> <p>A2. Describe the</p>	<p>The United States and Canada</p> <p>Draw map with rubric: Physical Political Thematic</p> <p>http://www.sheppardsoftware.com/Geography.htm</p>	<p><u>The United States and Canada</u></p> <p>KWL activities: Physical Map Political Map Thematic Map Student Notebook pp. 22-23</p> <p>http://www.sheppardsoftware.com/Geography.htm</p> <p>Contrast and Compare United States and Canada using a Venn-Diagram in Small groups</p>	<p>http://www.worldatlas.com/</p> <p>http://www.nps.gov</p> <p>http://www.sheppardsoftware.com/Geography.htm</p> <p>http://www.50states.com</p> <p>compares countries: http://www.un.org/Pubs/cyber-schoolbus</p>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>water sources that the environments of the United States and Canada offer.</p> <p>A3. List the kinds of natural resources found in the United States and Canada.</p> <p>A4. Describe the climate regions of the United States and Canada.</p> <p>A5. Identify the kinds of natural vegetation found in the United States and Canada.</p> <p>A6. Identify how the economy, technology, and the environment interact in Latin America.</p> <p>Interpret maps and other geographic tools as a primary source to analyze a historic issue.</p> <p>Interpret from a</p>	<p>Map test over US states and major landforms</p> <p>Climate: write/research the effects of Latin America on transportation and communication.</p> <p>Report on specific adaptations that specific animals have had to make to the habitats in which they exist.</p> <p>Each group presents their findings and include peer assessment with student evaluation form</p> <p>Presenting your materials about the 5 themes per evaluation rubric/peer evaluation</p> <p>Explain how the Great Lakes, river systems, and train</p>	<p>http://www.supersurf.com</p> <p>Ecosystems Population density Economic Activities & Resource</p> <p>Group activity over El Nino/Global Weather issues/Patterns that have an effect on Latin America.</p> <p>Apply the 5 themes of geography to one of the following: Power Point Presentation Poster T.V. reporter documentary Travel Brochure Travel Log Newspaper Article</p> <p>Student Notebook pp. 242-243</p> <p>Student Notebook p. 110</p> <p>Vocabulary</p>	<p>http://www.cia.gov/cia/publications/factbook/index.html</p> <p>http://www.altapedia.com</p> <p>http://nationalgeographic.com/main/html</p> <p>http://www.cantonpl.org</p> <p>Canada: http://www.icomm.ca/~emily/facts.html</p> <p>http://www.aneki.com</p> <p>http://www.cia.gov/cia/publications/factbook/index.html</p> <p>http://www.lonelyplanet.com/destinations</p> <p>Students can watch our population grow: http://www.census.gov/main/www/popclock.html</p> <p>http://www.sheppardsoftware.com/Geography.htm</p> <p>Geography Alive pp. 132-301</p>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p>B. What is the cultural geography of the United States and Canada</p>	<p>geographic perspective the expansion of the US by addressing issues of land, security, and sovereignty.</p> <p>B1. Describe the human characteristics of the United States and Canada.</p> <p>B2. Explain population distribution in the United States and Canada.</p> <p>B3. Discuss advances in transportation that led to the development of large cities.</p> <p>B4. Relate how the cultures of these countries developed.</p> <p>B5. Point out how the lifestyles of the United States and Canada compare</p>	<p>transportation helped develop the city of Chicago</p> <p>Population map/graph exercise</p> <p>Map test over major countries and landforms</p> <p>Compare/Contrast the different groups that live throughout the Amazon Regions</p>	<p>http://www.brooklynexpedition.org/latin/gateway2.html</p> <p>http://www.sheppardsoftware.com/Geography.htm</p> <p>Vocabulary: Geography Alive pp. 132-201</p> <p>Student Notebook pp. 70-71: label the maps</p> <p>http://www.worldatlas.com/</p> <p>Mexico City's neighborhoods: Student Notebook pp. 74-77</p>	<p>http://www.brooklynexpedition.org/...</p> <p>http://www.brooklynexpedition.org/...</p> <p>Overheads from Geography Alive Resources: Latin America</p> <p>http://www.eduweb.com/amazon.html</p> <p>“1491: America Before Columbus” National Geographic, Vol 180, No. 4 (Oct. 1991) pp 4-99</p> <p>“The Amazon” National Geographic Vol 1807 No. 2 (Feb 1995) pp 2-39</p>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><u>Week 23-24</u></p> <p><u>Latin America</u></p> <p>A. What is the physical geography of Latin America</p> <p>How have people and the environment interacted to produce changes overtime?</p>	<p>with each other. Recognize the patterns and networks of economic interdependence; and analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict.</p> <p><u>Latin America</u></p> <p>A1. Identify The diverse landforms of Latin America.</p> <p>A2. Describe the abundant natural resources of Latin America.</p> <p>A3. Name the climate regions of Latin America.</p> <p>A4. Discuss the kinds of vegetation found</p>	<p>Compare/Contrast life and leisure in Latin America to the US</p>	<p>Maya Culture: Student Notebook: pp. 80-81</p> <p>Student Notebook: pp. 92-93</p>	

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	<p>B. What is the cultural geography of Latin America</p> <p>How has the environment influenced human activity?</p>	<p>in Latin America.</p> <p>Interpret maps and other geographic tools as a primary source to analyze a historic issue.</p> <p>B1. Appreciate the ethnic diversity of Latin America.</p> <p>B2. Examine the population density and distribution in Latin America</p> <p>B3. Discuss the urbanization of Latin America</p> <p>B4. Name the religions of Latin America.</p> <p>B5. Examine health care and education in Latin America.</p> <p>B6. Discuss the arts in Latin America.</p> <p>B7. Describe life</p>			

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		<p>and leisure in Latin America.</p> <p>Explain the establishment of human settlements in relationship to physical attributes and important regional connections.</p>			
<p>March</p>	<p><u>Week 25-27</u></p> <p><u>Europe</u></p> <p>A. What is the physical geography of Europe</p>	<p><u>Europe</u></p> <p>A1. Describe the features that characterize Europe's coastline.</p> <p>A2. Locate the mountains and plains areas of Europe</p> <p>A3. Identify the natural resources found in Europe</p> <p>A4. Discuss how latitude and</p>	<p>http://www.sheppardsoftware.com/Geography.htm</p> <p>Map test over major countries and landforms</p> <p>Use the internet to locate some current event articles about an environmental challenge facing any part of Europe.</p> <p>Identify several perspectives</p>	<p>http://www.sheppardsoftware.com/Geography.htm</p> <p>http://www.worldatlas.com/</p> <p>Start European trip - see below:</p>	<p>http://www.sheppardsoftware.com/Geography.htm</p> <p>http://www.worldatlas.com/</p> <p>compares countries: http://www.un.org/Pubs/cyberschoolbus</p> <p>http://www.cia.gov/cia/publications/factbook/index.html</p> <p>http://www.altapedia.com</p> <p>http://nationalgeographic.com/main/html</p>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>longitude and water bodies affect Europe's climate.</p> <p>A5. Recognize why Europe's natural vegetation has changed over the centuries.</p> <p>Central & Western Europe Mediterranean Europe Eastern Europe</p> <p>Interpret maps and other geographic tools as a primary source to analyze a historic issue.</p> <p>Colorado  National </p> <p>B1. Compare the differences and similarities among Europeans.</p> <p>B2. Relate how Europe's physical geography influences population</p>	<p>on the issue(s).</p> <p>Write about the different viewpoints discovered in the articles.</p> <p>Student Notebook pp. 112-114</p> <p>Planning a trip group project with rubric: Map Transportation Itinerary Budget Lodging Language Culture Climate</p> <p>Have students complete "The Founding of Rome & Early Roman Society" activity and quiz found at the following website: http://www.historyteacher.net/GlobalHistory-1/Topics/Topic3-EuropeanClasicalCivilizations--RomanRepublic--Founding%20of%20Rome.htm</p>	<p>Student Notebook pp. 106-108</p> <p>In groups of 3-4, students will choose 10-12 European countries to travel through in a three week period. They will show their route on a map of Europe and show their mode of transportation. They will show mode of transportation, itinerary, budget and will describe or show pictures of different cultural experiences they might see. This could be done with a power point or poster.</p> <p>Have students do: "The Founding of Rome & Early Roman Society" activity found at the following website: http://www.historyteacher.net/GlobalHistory-1/Topics/Topic3-EuropeanClasicalCivilizations--RomanRepublic--Founding%20of%20Rome.htm</p>	<p>http://www.visiteurope.com/us</p> <p>http://europeforvisitors.com/</p> <p>http://www.eurotrip.com/</p> <p>http://europa.eu/abc/travel/index_en.htm</p> <p>http://www.historyteacher.net/GlobalHistory-1/Topics/Topic3-EuropeanClasicalCivilizations--RomanRepublic--Founding%20of%20Rome.htm</p>

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	<p>B. What is the Cultural Geography of Europe</p> <p>How is human activity limited by the environment?</p>	<p>distribution.</p> <p>B3. Explain why population patterns in Europe have changed.</p> <p>B4. Relate how early civilizations developed in Europe.</p> <p>B5. Explain how European cultures had worldwide influence.</p> <p>B6. List events that led to the creation of a "New Europe" (Europe after the fall of the Iron Curtain).</p> <p>Explain the establishment of human settlements in relationship to physical attributes and important regional connections. Calculate and analyze population trends.</p>	<p>m</p>		

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
April	<p><u>Week 28-30</u></p> <p><u>Russia and the Eurasian Republics</u></p> <p>A. What is the physical geography of Russia and the Eurasian Republics</p>	<p><u>Russia and the Eurasian Republic</u></p> <p>A1. Describe the major landforms in Russia and the Eurasian republics.</p> <p>A2. Discuss the major climates in Russia and the Eurasian republics.</p> <p>A3. Compare the kinds of natural vegetation in the different climate regions of Russia and the Eurasian republics.</p> <p>Timeline of Change</p> <p>Interpret maps and other geographic tools as a primary source to analyze a historic issue.</p>	<p>http://www.sheppardsoftware.com/Geography.htm</p> <p>Map test over major countries and landforms</p> <p>Tundra Taiga Steppe Chernozem Permafrost Czar Abdicate Soviet Command Economics Glasnost Ruble Black Market</p> <p>Create a concept web with supporting details about each topic of the chapter.</p> <p>Peer assessment on report of Webquest finding using student evaluation form</p> <p>http://www.sheppardsoftware.com/Geography.htm</p>	<p>http://www.sheppardsoftware.com/Geography.htm</p> <p>Geography Alive pp. 251-275</p> <p>Student Notebook pp. 102-103</p> <p>Students will color in a climate map of Russia and the Eurasian Republics</p> <p>Webquest of one of the independent countries of Russia</p> <ul style="list-style-type: none"> • culture • language • religion • standard of living • population density • government 	<p> Russian Eurasia map activity</p> <p>http://www.sheppardsoftware.com/Geography.htm</p> <p>Geography Alive pp. 251-275</p> <p>http://www.worldatlas.com/</p> <p>compares countries: http://www.un.org/Pubs/cyberschoolbus</p> <p>http://www.cia.gov/cia/publications/factbook/index.html</p> <p>http://www.altapedi.com</p>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	B. What is the cultural geography of Russia and the Eurasian Republics	<p>B1. Identify the diverse peoples who live in Russia and the Eurasian Republics.</p> <p>B2. Explain where most people in Russia and the Eurasian republics live and why?</p> <p>B6. Describe the new independence of Russia and the Eurasian republics.</p> <p>Recognize the patterns and networks of economic interdependence.</p> <p>Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict.</p>	<p>com/Geography.htm</p> <p>Map test over major countries and landforms</p> <p>Students will identify a country or region they would most like to live in based on its climate. Students will explain why they would like to live there and not somewhere else.</p>	<p>http://www.sheppardsoftware.com/Geography.htm</p> <p>Student Notebook pp. 138-139, 172-173</p> <p>Satellite images in Africa Resource Packet and Student Notebook pp. 140-146</p> <p>Sahel: Student Notebook pp. 105-151</p>	<p>http://nationalgeographic.com/main/html</p> <p>http://www.sheppardsoftware.com/Geography.htm</p> <p>Geography Alive pp. 278-356, 357-387</p> <p>http://www.worldatlas.com/</p> <p>compares countries: http://www.un.org/Pubs/cyberschoolbus</p> <p>http://www.cia.gov/cia/publications/factbook/index.html</p> <p>http://www.altapedi.com</p> <p>http://nationalgeographic.com/main/html</p>
	<p><u>Week 30-32</u></p> <p><u>Africa and Middle East</u></p> <p>A. What is the physical geography</p>	<p><u>Africa and Middle East</u></p> <p>A1. Locate the seas and coastal areas of Africa and Middle</p>	<p>Compare/Contrast South Africa's Apartheid with segregation in the US; then compare/contrast post apartheid and desegregation</p> <p>Completed pamphlet with information including: history, climate, language, resources, government, standard of living, and</p>	<p>Do an individual project of comparing African family society to their own typical family.</p> <p>Discuss extended families, security, finances, and a sense of</p>	<p>http://nationalgeographic.com/main/html</p>

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	of Africa and Middle East	<p>East.</p> <p>A2. Discuss the mountains and plateaus in Africa and Middle East.</p> <p>A3. Identify the kinds of natural resources found in Africa and Middle East.</p> <p>A4. Identify the three types of climates found in Africa and Middle East.</p> <p>A5. Explain how mountain ranges influence rainfall in coastal regions of Africa and Middle East.</p> <p>A6. Describe the type of vegetation found in Africa and Middle East.</p> <p>Interpret maps and other geographic tools as a primary source to analyze a historic issue.</p> <p>B1. Discuss the different ethnic groups that inhabit</p>	<p>lifestyle along with pictures of assigned area of Africa</p> <p>Research on the topic of desertification in Africa</p> <p>Explain how oil has affected the lives of the people living in the Middle East</p>	<p>community (Compare & Contrast).</p> <p>Pick a country and research the food and have a potluck.</p> <p>Webquest</p> <p>http://www.edsitement.neh.gov/view_lesson_plan.asp?id=307</p> <p>Student Notebook pp. 156-157, 160-161</p> <p>Discovery Channel video clip: http://www.dailymotion.com/related/x2l4ip/video/x2l4h8_richest-people-of-the-middle-east-1_travel?hmz=746162</p>	<p>http://www.edsitement.neh.gov/tab_less_on.asp?subjectArea=3</p> <p>“Journey to the Heart of the Sahara” National Geographic Vol 195, No. 3 (March 1999) pp 2-33</p> <p>Geography Alive pp 335-343</p> <p>http://www.edsitement.neh.gov/view_lesson_plan.asp?id=307</p> <p>http://www.cia.gov/cia/publications/factbook/index.html</p> <p>http://www.altapedia.com</p> <p>http://nationalgeographic.com/main./html</p>
	B. The Cultural Geography of Africa				

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p>and Middle East</p> <p>How has conflict over space and resources influenced human migration?</p>	<p>Africa and the Middle East.</p> <p>B2. Locate the areas in the region where most of the people live.</p> <p>B3. Explain the recent trend toward urbanization.</p> <p>B4. Describe the natural environment of two of the world's earliest civilizations.</p> <p>B5. Compare three of the world's major religions.</p> <p>B6. Discuss influences created by the interactions of different peoples in the region.</p> <p>B7. Explain the impact of religion on the culture and political development of Africa and the Middle East.</p> <p>B8. Compare three different ways of life in Africa and the Middle East.</p> <p>B9. Describe the geographic factors that have contributed</p>			<p>http://www.mapsofworld.com/opec-member-map.htm</p> <p>Standard of living map: Geography Alive pp. 148-149</p>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>to the region's standard of living.</p> <p>Describe the nature and spatial distribution of cultural patterns; recognize the patterns and networks of economic interdependence; and explain the establishment of human settlements in relationship to physical attributes and important regional connections.</p>			
<p>May</p>	<p><u>Week 33-34</u></p> <p><u>Asia</u></p> <p>A. What is the Physical Geography of Asia</p>	<p><u>Asia</u></p> <p>A1. Identify the mountains, plateaus, and plains of Asia.</p> <p>A2. Explain the importance of the region's great river systems.</p> <p>A3. List the natural resources of Asia.</p> <p>A4. Describe the climate regions of Asia.</p>	<p>http://www.sheppardsoftware.com/Geography.htm</p> <p>Map test over major countries and landforms</p> <p>Venn diagram of Hinduism and Buddhism</p>	<p>http://www.sheppardsoftware.com/Geography.htm</p> <p>Student Notebook pp. 192-193, 202-203</p> <p>Geography Alive vocabulary pp. 390-465 and Student Notebook p. 194</p> <p>Break up Chapters 30 & 31 of Geography Alive into groups; each group reports the information to the other groups who take notes</p> <p>Discuss monsoons and tsunamis with students</p>	<p>http://www.sheppardsoftware.com/Geography.htm</p> <p>http://www.worldatlas.com/</p> <p>Geography Alive pp. 390-465</p> <p>compares countries: http://www.un.org/Pubs/cyberschoolbus</p> <p>http://www.cia.gov/cia/publications/factbook/index.html</p> <p>http://www.altapedia.com</p> <p>http://nationalgeographic.com/main/html</p>

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
		<p>A5. Explain the importance of seasonal rains.</p> <p>Interpret maps and other geographic tools as a primary source to analyze a historic issue.</p> <p>B1. Identify the ethnic groups of Asia.</p> <p>B2. Describe population density and distribution in Asia.</p> <p>B3. Compare rural and urban life in the region.</p> <p>B4. Discuss the early civilizations that developed in Asia.</p> <p>B5. Compare the characteristics of Hinduism and Buddhism.</p> <p>B6. Identify the empires established in Asia.</p>	<p>Have students write a "Haiku" See rubrics: http://www.schoollink.org/cs/d/pages/engl/haiku.html</p> <p>http://www.sheppardsoftware.com/Geography.htm</p> <p>Map test over major countries and landforms</p> <p>Students will explain the differences between the three types of islands</p>	<p>http://www.populstat.info/</p> <p>Webquest of the major ethnic groups of Asia</p> <p>Compare a population density map with resource map: why do people live where they do?</p> <p>Explain to students what a "wiki" is and about its reliability</p> <p>Have students write a "Haiku": http://www.schoollink.org/csd/pages/engl/haiku.html</p>	<p>compares countries: http://www.un.org/Pubs/cyber/schoolbus</p> <p>http://www.cia.gov/cia/publications/factbook/index.html</p> <p>http://www.altapedia.com</p> <p>http://nationalgeographic.com/main/html</p> <p>http://www.populstat.info/</p> <p>http://en.wikipedia.org/wiki/Buddhism_and_Hinduism</p> <p>http://www.populstat.info/</p> <p>http://www.schoollink.org/cs/d/pages/engl/haiku.html</p>
	B. The Cultural Geography of Asia				

Month	Content-Essential Question/Concepts	Skills/Performance Objectives	Assessment	Suggested Activities/Technology	Resources
	<p><u>Week 35-36</u></p> <p><u>Australia, Oceania, and Antarctica</u></p> <p>A. What is the physical geography of</p>	<p>B7. Explain how Asians achieved independence.</p> <p>B8. List the languages and religions of Asia.</p> <p>B9. Contrast rural and urban lifestyles of Asia.</p> <p>B10. Discuss the arts and celebrations of Asia.</p> <p>Analyze how economic, political, cultural, and social processes interact to shape patterns of human population, interdependence, cooperation and conflict; and compare how differing geographic perspectives apply to historic issue.</p> <p><u>Australia, Oceania, and Antarctica</u></p> <p>A1. Locate the mammoth rocks and endless deserts of</p>	<p>Write an essay on the melting ice caps of Antarctica</p> <p>Peer assessment of "Pack Your Bags" with student evaluation form</p> <p>Explain how Australia might be different today if it were not imperialized by Great Britain: language, government, culture, etc.</p> <p>Reading/Comprehending contour maps</p>	<p>http://www.sheppardsoftware.com/Geography.htm</p> <p>Student Notebook pp. 234-235</p> <p>Pack Your Bags - have students decide what they would pack if they were spending two weeks in the Outback and they could only pack what they could carry in a large backpack.</p> <p>Venn diagram of the different types of islands: Student Notebook p. 250</p> <p>G/T Students: Pair up and research the Himalayan range. Build a model that illustrates the formation of the range. Models should show the various layers of the earth's crust and the action of colliding plates.</p> <p>Divide the class into pairs. Assign one of Australia's 8 major cities to each group. Have the students list details about the metro area and give a presentation.</p>	<p>Geography Alive pp. 468-511</p> <p>http://www.sheppardsoftware.com/Geography.htm</p> <p>http://www.worldatlas.com/</p> <p>"Exploring Antarctic Ice" National Geographic Vol 189, No. 5 (May 1996) pp 36-53</p> <p>Geography Alive pp. 468-511</p>

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		<p>B3. Name the earliest settlers in the South Pacific.</p> <p>B4. Summarize the impact of European settlement in the region.</p> <p>B5. Examine how the governments in the region have changed over time.</p> <p>B6. List factors that have influenced culture in the South Pacific.</p> <p>B7. Appreciate the traditional and Western art forms of the region.</p> <p>B8. Describe the varied South Pacific lifestyles and standards of living.</p> <p>Describe the nature and spatial distribution of cultural patterns.</p> <p>Calculate and analyze population trends.</p>			