

Units of Study	Standards, Benchmarks, GLCEs or HSCEs	Big Ideas / Key Concepts	Assessments		Learning Strategies	Content Activities	Vocabulary	Instructional Resources
			OF LEARNING	FOR LEARNING				
<p>Unit 1- Southwest Asia and North Africa</p>	<p>Locate and describe major economic activities and occupations of North Africa and southwest Asia, explaining the reasons for their location. (2.3.1 MS)</p> <p>Describe major economic and political connections between the United States and the region of north Africa and Southwest Asia, explaining the causes and consequences of these connections. (2.3.4 MS)</p> <p>Select social and political conditions in various parts of North Africa and Southwest Asia, and describe how they have been shaped by past events. (1.2.3 MS)</p> <p>Explain how culture and experiences shape positions people take on an issue. (6.1.3 MS)</p> <p>Describe major patterns of world population, physical features, ecosystems and cultures, explaining some of the factors causing these patterns in the region. (2.4.3 MS)</p> <p>Pose a social science question about a culture or international problem in North Africa and Southwest Asia. (5.2.1 MS)</p>	<p>Three major religions of the people of North Africa and Southwest Asia developed along monotheistic lines, and their perspectives influenced all aspects of life and nationalism.</p> <p>The ecosystem of the desert region of North Africa and Southwest Asia formed a barrier with Sub-Saharan Africa, determining specific ways of life and supporting limited religious diversity.</p> <p>Oil, the primary natural resource forming the economic power and trade basis for the region, allows North Africa and Southwest Asia to compete with and influence the global economy.</p>	<p>Chapter tests</p> <p>Chapter quizzes</p> <p>Flow charts</p> <p>Written essays</p>	<p>Graphic Organizers</p> <p>Webs</p> <p>Question & Answer</p> <p>Vocabulary</p> <p>Maps</p> <p>Quizzes</p> <p>Semantic maps</p> <p>Presentations</p> <p>Distribution maps</p> <p>Charts</p> <p>Anticipation Guides</p> <p>Matrix</p> <p>Journaling</p> <p>Reflections</p> <p>Performances</p>	<p>Literature circles</p> <p>Teacher modeling</p> <p>Reciprocal Teaching</p> <p>SQ3R, KWL, and other organizing techniques</p> <p>Map, vocabulary, and content review games</p> <p>High/low grouping for cooperative learning activities</p> <p>Develop a Word Wall with recurring vocabulary.</p> <p>Have students develop flash cards as a bell activity.</p> <p>Elements of culture (knowledge, language, values, things we make, tools we use, shelter, food, arts and recreation, customs and traditions, government and religion)</p> <p>Five Themes of Geography</p> <p>Open-ended and critical thinking bell ringer activities and/or journaling to include the 6+1 Traits</p> <p>Use of pre, during, and post reading strategies</p> <p>Use of technology for research</p> <p>Follow-up writing extensions for varied styles and purposes</p> <p>Summarization</p> <p>Read alouds</p> <p>Think alouds</p> <p>Predicting</p>	<p>The student will use physical and product distribution maps and show the relationship between where they live and what they do.</p> <p>The student will describe major economic and political connections between the United States and North Africa/Southwest Asia. Using current event materials (newspapers, Time Reports, the internet, and other primary and secondary sources) students will read, research, and identify economic and political situations. They will relate these connections to past and present influences and create one of a menu of possible projects, including: a classroom museum to exhibit knowledge and insight about these situations and circumstances and, as an extension, students will share their knowledge of this with their classmates in a formal, culminating oral or written communication; a poster or advertisement; write and perform a radio program or television news program; or conduct an interview of involved parties.</p> <p>The student will select between the topics of water and oil resources. Possible connections can be made through the collection of statistics on usage, cost, and/or availability of these resources in both the United States and in the Southwest Asian and North African regions. The huge disparity between scarcity of water and richness in oil have sweeping influences in the Southwest Asian and North African regions and make an impact on other regions, particularly the United States. Student will organize the statistical information, interpret and analyze patterns and trends, and make predictions on what economic and social implications may result in the short term and long term future. Consideration of possible trends, in light of supply and demand changes, will be made.</p> <p>The student will create a map, using a map key to indicate the prevalence of the practice of the three major religions—Islam, Christianity, and Judaism—in this region, and to show where these are practiced in a widespread manner. On the border of the map, the student will illustrate symbols that are common representations of these belief systems. Student will review the map to determine if the particular belief system of an</p>	<p>OPEC</p> <p>Oil</p> <p>Renewable & non renewable resources</p> <p>Economy</p> <p>Globalization</p> <p>Supply & demand</p> <p>Market economy</p> <p>Aquifers</p> <p>Water</p> <p>Desalination</p> <p>Roles of women</p> <p>Hammurabi's Code</p> <p>Five Pillars of Islam</p> <p>Desert life</p> <p>Desertification</p> <p>Culture</p> <p>Cultural diffusion</p> <p>Interdependence</p> <p>Monotheism</p>	<p>Videos</p> <p>Technology</p> <p>Inspiration</p> <p>Power Point</p> <p>Junior Scholastic</p> <p>Upfront</p> <p>United Streaming</p> <p>NY Times</p> <p>Art</p> <p>Music</p> <p>Multicultural Literature</p> <p>Speakers</p> <p>Photographs</p> <p>Other Primary Sources</p> <p>Other Secondary Sources</p>

						<p>area might contribute to aspects of nationalism and/or population settlement patterns.</p> <p>Student will gather statistics about oil usage, production, availability, and cost in the United States. Considering the Southwest Asian region as a major supplier of this highly-demanded resource, the student will make predictions about possible long term effects that the supply and demand of oil will make on industrialized nations and themselves, as individuals.</p>		
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<p>Unit 2- West Africa</p>	<p>Describe and compare characteristics of major cultures of West Africa. (2.1.2 MS)</p> <p>Locate, describe, and compare human/environment interactions of West Africa. (2.2.1 MS)</p> <p>Describe major economic activities in West Africa and explain the reasons for their locations. (2.3.1 MS)</p> <p>Describe major cultural and environmental features of West Africa and the processes that created them. (2.4.2 MS)</p> <p>Explain how the physical geography, culture, and history of the region influence current conditions in the region. (2.5.3 MS)</p> <p>Construct maps, graphs, and tables of West Africa using traditional and electronic means to organize information. (5.1.2 MS)</p> <p>Participate in thoughtful discussion on environmental policy issues in West Africa and attempt to resolve them. (6.2.1 MS)</p>	<p>Religions, geography, and forms of government impact the cultural diversity of this region.</p> <p>Access to oceans and rivers influence how people live and work in West Africa.</p> <p>Trade and farming are means of insuring sustainable economic development in West Africa.</p>	<p>Pre and Post Testing Chapter tests Chapter quizzes Written essays Webs Question and Answer Inference Vocabulary Maps Quizzes Semantic maps Presentations Distribution maps Charts Anticipation Guides Performances Matrix Journaling Reflections Performances Timeline</p>	<p>Graphic Organizers Webs Question & Answer Inference Vocabulary Maps Quizzes Semantic maps Presentations Distribution maps Charts Anticipation Guides Performances Matrix Journaling Reflections Performances Timeline</p> <p>Literature circles Teacher modeling Reciprocal Teaching SQ3R, KWL, and other organizing techniques Map, vocabulary, and content review games High/low grouping for cooperative learning activities Develop a Word Wall with recurring vocabulary. Have students develop flash cards as a bell activity. Elements of culture (knowledge, language, values, things we make, tools we use, shelter, food, arts and recreation, customs and traditions, government and religion) Five Themes of Geography Open-ended and critical thinking bell ringer activities and/or journaling to include the 6+1 Traits Use of pre, during, and post reading strategies Use of technology for research Follow-up writing extensions for varied styles and purposes Summarization Read alouds Think alouds Predicting</p>	<p>SCOPE Activity-Nigerian Fable Lesson (SS070204) Students will analyze cultural and environmental aspects of West Africa by interpreting folktales from this region. SCOPE Activity-Where Is West Africa? (SS070201)</p> <p>Student will compare the types of economic activities prevalent in countries having access to oceans and rivers, as opposed to those nations which have little or no access to rivers or other plentiful water supplies. Students should consider which of these nations they would prefer to live in and what economic advantages living there might give them. They should be able to indicate specific areas of that country where they would choose to live or settle. Groups will create posters using both words and illustrations to present to other students or to be displayed in the classroom. Students will be asked how life in these countries would be different for them from how they live each day in this region of the United States.</p> <p>Students will work in a collaborative group to create a split mural depicting the areas of this region to illustrate the environmental differences between places with plentiful water and careful land use; and areas where environmental policy and practices have led to deforestation and possible desertification.</p>	<p>Mangroves Subsistence farming Sahel Civil War Imperialism Drought Desertification Over grazing Mono culture Single crop economy Rain forest</p>	<p>Technology (Power Point, United Streaming via Media Specialist) Videos Junior Scholastic NY Times Art (Picture Book: Ashanti to Zulu) Music (Kenyan Mass Song: "Misa Luba") Multicultural Literature Speakers Photographs Other Primary Sources Other Secondary Sources</p>
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<p>Unit 3 Central and East Africa</p>	<p>Locate major ecosystems in Central and East Africa and describe their characteristics. (2.2.3 MS)</p> <p>Describe the economy and natural environment of a sub-region in Central and East Africa. (2.4.4 MS)</p> <p>Describe the human/environment consequences of farming and mining in Central and East Africa. (3.5.1 MS)</p> <p>Describe the purposes and functions of major international governmental organizations that operate in Central and East Africa and evaluate their effectiveness. (3.5.1 MS)</p> <p>Use a variety of resources to locate and interpret information about the natural environments and cultures of the countries of Central and East Africa. (5.1.1 MS)</p>	<p>The interaction of humans and the environment has caused deforestation and the depletion of resources in Central and East Africa.</p> <p>Drought is a challenge for sustaining agriculture and has often led to malnutrition and mass famine in Central and East Africa.</p> <p>The Red Cross, the Red Crescent, UNICEF, United Nations, WHO, and the Peace Corps are some of the international organizations that continue to provide aid to Central and East Africa.</p> <p>Understanding social, economic, and political implications and consequences of health issues is crucial to understanding Central and East Africa.</p>	<p>Pre and Post Testing</p> <p>Graphic Organizers</p> <p>Webs</p> <p>Question & Answer</p> <p>Inference</p> <p>Vocabulary</p> <p>Maps</p> <p>Quizzes</p>	<p>Graphic Organizers</p> <p>Webs</p> <p>Question & Answer</p> <p>Inference</p> <p>Vocabulary</p> <p>Maps</p> <p>Quizzes</p> <p>Semantic maps</p> <p>Presentations</p> <p>Distribution maps</p> <p>Charts</p> <p>Anticipation Guides</p> <p>Performances</p> <p>Matrix</p> <p>Journaling</p> <p>Reflections</p>	<p>Literature circles</p> <p>Teacher modeling</p> <p>Reciprocal Teaching</p> <p>SQ3R, KWL, and other organizing techniques</p> <p>Map, vocabulary, and content review games</p> <p>High/low grouping for cooperative learning activities</p> <p>Develop a Word Wall with recurring vocabulary.</p> <p>Have students develop flash cards as a bell activity.</p> <p>Elements of culture (knowledge, language, values, things we make, tools we use, shelter, food, arts and recreation, customs and traditions, government and religion)</p> <p>Five Themes of Geography</p> <p>Open-ended and critical thinking bell ringer activities and/or journaling to include the 6+1 Traits</p> <p>Use of pre, during, and post reading strategies</p> <p>Use of technology for research</p> <p>Follow-up writing extensions for varied styles and purposes</p> <p>Summarization</p> <p>Read alouds</p> <p>Think alouds</p> <p>Predicting</p>	<p>The student will work collaboratively on a Jig Saw Activity to share and present content of articles related to the programs, services, and goals of international and regional organizations (both public and private) which address health, environmental, and/or civil rights issues in the region. Following the group presentations, students will demonstrate acquisition of content information by completing a matrix indicating the name, intent, types of programs, and progress and effectiveness of each of these organizations.</p> <p>Student will research child labor laws in the United States and compare this to the use of child labor in Central and East African region. Students should be encouraged to consider their own day-to-day, at-home work requirements and their general standard of living. Background knowledge of occupations, means of production, and general standards of living in Central and East Africa should be developed prior to the follow-up activity. Economic and familial expectations should be considered. Upon completion of research and discussion, small groups will prepare and perform comparative skits depicting how life for children is vastly different between the United States and this region.</p> <p>Student will prepare a final project which shows the effect of human-environmental interaction in a particular nation of this region. Possibilities include, but are not limited to models, photographs, essays, oral presentations, dioramas, power point presentations, letters to the editor, debates between partners, or a RAFT activity. Each should be able to generalize that the economic, political, and social activities have a major impact on the lives and quality of life for people and other living things.</p> <p>Student will be assigned a specific date range at a particular time of the year. Considering knowledge of climate, location, and daily cultural life; student will create a series of diary entries to tell about daily activities of a 7th grade student and his or her family. Specific content, such as diet, religious practices, exercise, work, leisure</p>	<p>Canopy</p> <p>Hydroelectric power</p> <p>Tsetse fly</p> <p>Deforestation</p> <p>Coral reef</p> <p>Poaching</p> <p>Free enterprise system</p> <p>Cassava</p> <p>Sisal</p> <p>Habitat</p> <p>Ecotourists</p> <p>Plantains</p> <p>Autonomy</p> <p>Watershed</p> <p>Endangered species</p> <p>Genocide</p> <p>Refugees</p> <p>Plates</p> <p>Clans</p>	<p>Videos</p> <p>Technology</p> <p>Inspiration</p> <p>Power Point</p> <p>Junior Scholastic</p> <p>Upfront</p> <p>United Streaming</p> <p>NY Times</p> <p>Art</p> <p>Music</p> <p>Multicultural Literature</p> <p>Speakers</p> <p>Photographs</p> <p>Other Primary Sources</p> <p>Other Secondary Sources</p>

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						<p>activities, celebrations, manners, educational system, and governmental and familial expectations may be considered to give a more authentic picture of how peoples lives are shaped on a daily basis because of geographical, governmental, economic, and cultural influences.</p> <p>Student will create a timeline to show the historical and cultural influence on the development of this region and how this affected where people settled in the region. A timeline showing the various kingdoms of Egypt, in particular, would illustrate this process.</p>		

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<p>Unit 4 Southern Africa</p>	<p>Describe how social changes in Southern Africa have global consequences. (2.5.1 MS)</p> <p>Recognize the shape of the African continent and the location of its major countries.(2.4.1 MS)</p> <p>Understand apartheid and how people responded.(1.4.3 MS)</p> <p>Describe economic indicators for Southern Africa and explain how they are related to social conditions.(4.3.2 MS)</p> <p>Use appropriate information technologies to answer a question about economic and social conditions in Southern Africa. (5.2.2 MS)</p>	<p>Under European colonial rule the abundant natural resources of Southern Africa were developed (gold, silver, diamonds, iron ore, copper, etc., and rich farmland), but the African citizens profited little from the major wealth these valuable resources generated. This great imbalance led to an uneven distribution of wealth and lack of economic opportunity that persists in the region today.</p> <p>European influence during the colonial experience has contributed to repressive forms of government, and civil unrest in many areas of Southern Africa . (Apartheid (apartness), harsh dictatorships, ethic cleansing/genocide, etc.)</p> <p>Political power struggles, civil wars, genocide, famine, etc., have led to huge numbers of adults and children fleeing their homes to safety inside and outside of their country. (In 2001 there were 14 million people on the move in Africa alone.)</p> <p>Understanding the social, economic, and political implications and</p>	<p>Chapter tests</p> <p>Chapter quizzes</p> <p>Flow Charts</p> <p>Written essays</p> <p>Compare the influences of systems of government under colonial rule to those of modern day South Africa.</p> <p>Describe and discuss the societal problems affecting people living in this region due to power struggles, civil wars, genocide, famine and other factors.</p> <p>How do health concerns, slavery, education and gender issues influence the social, economic, and political climate of this region?</p>	<p>Graphic Organizers</p> <p>Webs</p> <p>Question & Answer</p> <p>Vocabulary</p> <p>Maps</p> <p>Quizzes</p> <p>Semantic maps</p> <p>Presentations</p> <p>Distribution maps</p> <p>Charts</p> <p>Graphs</p> <p>Anticipation Guides</p> <p>Performances</p> <p>Matrix</p> <p>Journaling</p> <p>Reflections</p>	<p>Literature circles</p> <p>Teacher modeling</p> <p>Reciprocal Teaching</p> <p>SQ3R, KWL, and other organizing techniques</p> <p>Map, vocabulary, and content review games</p> <p>High/low grouping for cooperative learning activities</p> <p>Develop a Word Wall with recurring vocabulary.</p> <p>Have students develop flash cards as a bell activity.</p> <p>Elements of culture (knowledge, language, values, things we make, tools we use, shelter, food, arts and recreation, customs and traditions, government and religion)</p> <p>Five Themes of Geography</p> <p>Open-ended and critical thinking bell ringer activities and/or journaling to include the 6+1 Traits</p> <p>Use of pre, during, and post reading strategies</p> <p>Use of technology for research</p> <p>Follow-up writing extensions for varied styles and purposes</p> <p>Summarization</p> <p>Read alouds</p> <p>Think alouds</p> <p>Predicting</p>	<p>The student will show understanding of the concept of Apartheid through a pre, during, and post reading lesson. A read-aloud of the short story, "The Dare" by Beverly Naidoo will be presented for development of background information and generation of questions about the system of Apartheid and the manner in which people were treated. Next, students will read a nonfiction account of Nelson's Mandela's prison experience. As an extension, students will design a presidential campaign considering what it must have been like to have been the first to have been the first Black South African to run for political office. In addition to or as an alternative to textual materials, videos and other media may be used. Skits, campaign jingles, campaign speeches, mock elections or debates may be utilized.</p> <p>Students will create a 3D map of the continent of Africa showing individual countries, longitude/latitude readings, and natural resources. Emphasis will be placed on the importance of mineral resources or lack thereof as an influence on economies and daily living.</p> <p>Student will use the internet to gather information of the effects of civil war on this region. Students will prepare, rehearse, and present their own read alouds of current articles they have collected. Background knowledge to be considered may include: genocide, dictatorship, refugees, and ethnic cleansing/ genocide.</p> <p>Plan, organize, and write a essay about these possible issues:</p> <ul style="list-style-type: none"> • Compare the influences of systems of government under colonial rule to those of modern day South Africa. • Describe and discuss the societal problems affecting people living in this region due to power struggles, civil wars, genocide, famine and other factors. • How do health concerns, slavery, education and gender issues 	<p>Industrialized countries</p> <p>Boers</p> <p>Apartheid</p> <p>Townships</p> <p>Enclaves</p> <p>Copper belt</p> <p>Sorghum</p> <p>Exclave</p> <p>Slash-and-burn farming</p> <p>Cyclone</p>	<p>Videos</p> <p>Technology</p> <p>Inspiration</p> <p>Power Point</p> <p>Junior Scholastic</p> <p>Upfront</p> <p>United Streaming</p> <p>NY Times</p> <p>Art</p> <p>Music</p> <p>Multicultural Literature</p> <p>Speakers</p> <p>Photographs</p> <p>Other Primary Sources</p> <p>Other Secondary Sources</p>

7TH GRADE CURRICULUM MAP

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		consequences of health and social issues (HIV/AIDS, AIDS orphans, EBOLI, slavery, education, gender issues, women's health, etc.) is crucial to understanding Southern Africa.				influence the social, economic, and political climate of this region?		

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<p>Unit 5 Central and South Asia</p>	<p>Explain how humans have modified the environment in Central and South Asia and describe some of the possible consequences of those modifications. (2.2.4 MS)</p> <p>Describe the effects of high population on resource use in South Asia. (2.2.5 MS)</p> <p>Explain why people live and work as they do in different areas of Central and South Asia. (2.1.3 MS)</p> <p>Describe production and distribution of goods and services in various industries in South Asia. (4.2.2 MS)</p> <p>Use a variety of sources to interpret social science information about the natural environment and cultures of Central and South Asia. (5.1.3 MS)</p> <p>Select conditions in various parts of Central and South Asia and describe how they have been shaped by events from the past. (1.2.3 MS)</p>	<p>Large populations in Central and South Asia have continued to live in the soil rich delta regions of rivers even though they are prone to natural disasters such as cyclones, monsoons, tsunamis, and seasonal flooding.</p> <p>Rivers have played a large role in the religious beliefs of people in Central and South Asia and have influenced population growth</p>	<p>Chapter tests</p> <p>Chapter quizzes</p> <p>Flow charts</p> <p>Written essay</p> <p>Graphic Organizers</p> <p>Webs</p> <p>Question & Answer</p> <p>Inference</p> <p>Vocabulary</p> <p>Maps</p>	<p>Graphic Organizers</p> <p>Webs</p> <p>Question & Answer</p> <p>Vocabulary</p> <p>Maps</p> <p>Quizzes</p> <p>Semantic maps</p> <p>Presentations</p> <p>Distribution maps</p> <p>Charts</p> <p>Anticipation guides</p>	<p>Literature circles</p> <p>Teacher modeling</p> <p>Reciprocal Teaching</p> <p>SQ3R, KWL, and other organizing techniques</p> <p>Map, vocabulary, and content review games</p> <p>High/low grouping for cooperative learning activities</p> <p>Develop a Word Wall with recurring vocabulary.</p> <p>Have students develop flash cards as a bell activity.</p> <p>Elements of culture (knowledge, language, values, things we make, tools we use, shelter, food, arts and recreation, customs and traditions, government and religion)</p> <p>Five Themes of Geography</p> <p>Open-ended and critical thinking bell ringer activities and/or journaling to include the 6+1 Traits</p> <p>Use of pre, during, and post reading strategies</p> <p>Use of technology for research</p> <p>Follow-up writing extensions for varied styles and purposes</p> <p>Summarization</p> <p>Read alouds</p> <p>Think alouds</p> <p>Predicting</p>	<p>Student will utilize a population density map and/or statistics to generalize upon the impact of demand for resources. In a small group, student will discuss possible implications. As students reconvene as a whole group, each group will contribute ideas to compile a list of possible important resource issues and to make suggestions about wise conservation of resources.</p> <p>Student will design a river map of the region and pinpoint areas that are prone to flooding and other damage because of flooding, monsoon cycle, tsunamis, and other natural disasters.</p> <p>Student will create a poem or a song that conveys the cultural ideas of the importance of water and the religious philosophies and beliefs about the rivers. A final performance will be used for assessment.</p> <p>Student will research the economic changes going on in this region and recent job creation for a growing middle class, especially in India. A major influence of outsourcing on the United States economy could be explored.</p>	<p>Subcontinent</p> <p>Monsoons</p> <p>Green revolution</p> <p>Jute</p> <p>Cottage Industry</p> <p>Pesticides</p> <p>Caste</p> <p>Reincarnation</p> <p>Tributary</p> <p>Delta</p> <p>Cyclone</p> <p>Dzongs</p> <p>Atoll</p> <p>Lagoon</p>	<p>Videos</p> <p>Technology</p> <p>Inspiration</p> <p>Power Point</p> <p>Junior Scholastic</p> <p>Upfront</p> <p>United Streaming</p> <p>NY Times</p> <p>Art</p> <p>Music</p> <p>Multicultural Literature</p> <p>Speakers</p> <p>Photographs</p> <p>Other Primary Sources</p> <p>Other Secondary Sources</p>

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<p>Unit 6 East and Southeast Asia</p>	<p>Describe how the people of East and Southeast Asia have been affected by recent political changes. (2.1.1 MS)</p> <p>Select a contemporary political or cultural condition in East or Southeast Asia and trace some of the major historical origins. (1.1.3 MS)</p> <p>Describe the means used by the United States to resolve conflicts in East and Southeast Asia and evaluate their successes. (3.5.2 MS)</p> <p>Analyze a major policy decision by the United States regarding East and Southeast Asia considering factors contributing to the decision and possible alternative courses of action. (1.4.2 MS)</p> <p>Describe the major economic and political connections between the United States and the countries of East and Southeast Asia and explain their causes and consequences. (2.3.4 MS)</p> <p>Locate and describe major cultural, economic, political and environmental features of East and Southeast Asia. (2.4.2 MS)</p>	<p>The people of East and Southeast Asia have been affected by the political conflicts between communism and democracy.</p> <p>Present conditions facing the people of East and Southeast Asia are linked to historical events.</p> <p>East and Southeast Asia continue to play a role in United States economic and foreign policy.</p>	<p>Chapter tests</p> <p>Chapter quizzes</p> <p>Flow charts</p> <p>Written essay</p> <p>Graphic Organizers</p> <p>Webs</p> <p>Question & Answer</p> <p>Inference</p> <p>Vocabulary</p> <p>Maps</p>	<p>Graphic Organizers</p> <p>Webs</p> <p>Question & Answer</p> <p>Vocabulary</p> <p>Maps</p> <p>Quizzes</p> <p>Semantic maps</p> <p>Presentations</p> <p>Distribution maps</p> <p>Charts</p> <p>Anticipation guides</p> <p>Population pyramid</p>	<p>Literature circles</p> <p>Teacher modeling</p> <p>Reciprocal Teaching</p> <p>SQ3R, KWL, and other organizing techniques</p> <p>Map, vocabulary, and content review games</p> <p>High/low grouping for cooperative learning activities</p> <p>Develop a Word Wall with recurring vocabulary.</p> <p>Have students develop flash cards as a bell activity.</p> <p>Elements of culture (knowledge, language, values, things we make, tools we use, shelter, food, arts and recreation, customs and traditions, government and religion)</p> <p>Five Themes of Geography</p> <p>Open-ended and critical thinking bell ringer activities and/or journaling to include the 6+1 Traits</p> <p>Use of pre, during, and post reading strategies</p> <p>Use of technology for research</p> <p>Follow-up writing extensions for varied styles and purposes</p> <p>Summarization</p> <p>Read alouds</p> <p>Think alouds</p> <p>Predicting</p>	<p>Students create a brochure that examines the five themes of geography in relation to East and Southeast Asia, students create visuals to explain what happened in the region from 1950 to the turn of the century. Students examine any of the following: communism, socialism, free market economies, exports and imports (bar graphs), education, free enterprise, politics, governmental controls, pollution, environment, population growth (population pyramids), U.S. relations, Chinese relations.</p> <p>Students examine the underlying cause and effects of conflict for East and Southeast Asia. Through research and class discussion, students prepare and debate a solution to conflict in East and Southeast Asia. T-Charts may be developed and used.</p> <p>Students will create and perform a persuasive speech or write an essay, arguing whether to support North Korea's nuclear capabilities or not. Students will consider multinational policies and concerns.</p>	<p>Precious gems</p> <p>Deforestation</p> <p>Socialism</p> <p>Civil war</p> <p>Plate</p> <p>Strait</p> <p>Free port</p> <p>Terraced field</p> <p>Tsunami</p> <p>Archipelago</p> <p>Intensive cultivation</p> <p>Clan</p> <p>Shogun</p> <p>Samurai</p> <p>Constitutional monarchy</p> <p>Megalopolis</p> <p>Parallel famine</p>	<p>Videos</p> <p>Technology</p> <p>Inspiration</p> <p>Power Point</p> <p>Junior Scholastic</p> <p>Upfront</p> <p>United Streaming</p> <p>NY Times</p> <p>Art</p> <p>Music</p> <p>Multicultural Literature</p> <p>Speakers</p> <p>Photographs</p> <p>Other Primary Sources</p> <p>Other Secondary Sources</p>

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<p>Unit 7 China</p>	<p>Describe and compare characteristics of various regions of China including language, religion, gender roles, diets, and customs. (2.1.2MS)</p> <p>Locate and describe major economic activities in China and explain reasons for their location and level of prosperity. (2.3.1MS)</p> <p>Describe major patterns of population distribution, topography, ecosystems, and culture in China and explain factors causing the patterns. (2.4.3 MS)</p> <p>Express an informed position on a current public issue involving China. (4.3.1MS)</p> <p>Distinguish between American constitutional government and Chinese communist government. (3.1.2 MS)</p> <p>Distinguish between public and private goods, using examples from the economies of China and the United States. (4.3.1MS)</p> <p>Describe how changes in China have global consequences. (2.5.1MS)</p> <p>Identify current and potential contributions of China to world trade. (4.5.1MS)</p>	<p>The global economy continues to evolve due to China's changing demands for resources such as oil, steel, cement and wood.</p> <p>China's population is unevenly distributed due to physical and climatic diversity.</p> <p>China's governmental policies have affected individual social and economic decisions.</p>	<p>Graphic Organizers Webs Question & Answer Inference Vocabulary Maps Quizzes Brochure</p>	<p>Graphic Organizers Webs Question & Answer Vocabulary Maps Quizzes Semantic maps Presentations Distribution maps Charts Graphs Population Pyramid Brochure</p>	<p>Literature circles Teacher modeling Reciprocal Teaching SQ3R, KWL, and other organizing techniques Map, vocabulary, and content review games High/low grouping for cooperative learning activities Develop a Word Wall with recurring vocabulary. Have students develop flash cards as a bell activity. Elements of culture (knowledge, language, values, things we make, tools we use, shelter, food, arts and recreation, customs and traditions, government and religion) Five Themes of Geography Open-ended and critical thinking bell ringer activities and/or journaling to include the 6+1 Traits Use of pre, during, and post reading strategies Use of technology for research Follow-up writing extensions for varied styles and purposes Summarization Read alouds Think alouds Predicting</p>	<p>Research about The Three Gorges Dam and possibly view the Discovery Channel's "3 Gorges Dam" video. Use the reading on p. 499 of the textbook to consider the economic, social, and environmental impact of this 17 year-long project. Create a T Chart citing the positive and negative effects of this huge engineering project. Relate this project to the disciplines of math and science.</p> <p>Create a trifold brochure. On each of the three pages, provide information and examples of economic organization, production, trade, and differences between public and private goods as they differ for each in the following economic systems:</p> <ul style="list-style-type: none"> • The People's Republic of China with a pure communist system • The People's Republic of China with "one country, two systems" • The United States with a free enterprise system <p>Read through recent newspapers, paying particular attention to mention of China and its participation in international business. Prepare a poster to give examples of products sold in the United States that were produced in China. Find a recent article to include information on the poster that explains details about Chinese companies, business deals or agreements, and Chinese trade's influence on the economy and categories of businesses in the United States.</p>	<p>Dikes Fault Communist State Consumer Goods Dynasty Human Rights Exile Calligraphy Pagodas High-technology industries Steppes Nomads Empire Yurts</p>	<p>Videos Technology Inspiration Power Point Junior Scholastic Upfront United Streaming NY Times Art Music Multicultural Literature Speakers Photographs Other Primary Sources Other Secondary Sources</p>

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<p>Unit 8 Oceania</p>	<p>Explain how human modification of the natural environment affects the indigenous people of Oceania and the Great Barrier Reef. (2.2.4. MS.)</p> <p>Explain the possible effects of global warming on Oceania. (2.5.2.MS.)</p> <p>Draw a sketch map of Oceania from memory. (2.4.1.MS.)</p> <p>Compare human-environmental interactions of indigenous peoples and those of European descent in Oceania. (2.2.1.MS)</p> <p>Explain how supply and demand, incentives, and profits might cause global warming. (4.4.3.MS.)</p> <p>Report the results of an investigation of the causes, consequences, and possible solutions to a problem caused by human-environmental interactions. (5.2.4.MS.)</p> <p>Conduct an investigation prompted by a social science question and compare alternative interpretations of their findings. (5.2.1.MS.)</p>	<p>The consequences of global warming are having negative economic effects on the people of Oceania.</p> <p>Geographic events occurring throughout the world necessitate a global response and have specific implications of the people of Oceania.</p> <p>European influence in Oceania has resulted in significant consequences for indigenous people of the region.</p>	<p>Chapter tests</p> <p>Chapter quizzes</p> <p>Flow charts</p> <p>Written essay</p> <p>Graphic Organizers</p> <p>Webs</p> <p>Question & Answer</p> <p>Inference</p> <p>Vocabulary</p> <p>Maps</p>	<p>Graphic Organizers</p> <p>Webs</p> <p>Question & Answer</p> <p>Vocabulary Maps</p> <p>Quizzes</p> <p>Semantic maps</p> <p>Presentations</p> <p>Distribution maps</p> <p>Charts</p> <p>Graphs</p>	<p>Literature circles</p> <p>High/low grouping for cooperative learning activities</p> <p>Develop a Word Wall with recurring vocabulary.</p> <p>Have students develop flash cards as a bell activity.</p> <p>Elements of culture (knowledge, language, values, things we make, tools we use, shelter, food, arts and recreation, customs and traditions, government and religion)</p> <p>Five Themes of Geography</p> <p>Core Democratic Values</p> <p>Vocabulary Preview Strategies</p> <p>Pre, During and Post Reading Activities</p> <p>Open-ended and critical thinking bell ringer activities and/or journaling to include the 6+1 Traits</p> <p>Use of technology for research</p> <p>Pre, during, and after reading activities</p> <p>Read Alouds/Think Alouds</p> <p>Predicting</p> <p>Internet research utilizing Noodletools for the creation of a bibliography</p>	<p>Students will utilize the Internet to research and identify potential results of global warming on island nations and the people who inhabit them. Student will create their own original graphic organizer analyzing the causes and possible effects of global warming. (T-charts, Venn diagrams, maps, flow charts...)</p> <p>Students engage in discussion concerning political policies within Oceania that affect the indigenous people there (e.g. education, health and human services, right to vote, hold certain jobs, land rights, legal rights, etc.). They draw comparisons with the United States with respect to the treatment of native peoples in both regions.</p> <p>Students conduct a comparative study of the unique plant and animal evolution in Oceania. They then write a persuasive essay about their ideas including supporting data that influence their decision making about issues related to these living things and human-environmental interaction. Student could create a bibliography citing sources by using the Noodletools program.</p> <p>Student will draw a sketch map of Oceania from memory after studying maps of Oceania and participating in map identification games.</p> <p>Students will be grouped into several small groups working on separate issues of environmental or cultural changes brought about by human-environmental interaction in Oceania. Each group will prepare and perform, possibly on video tape, a three minute news report about their environmental or cultural change.</p>	<p>Cacao</p> <p>Copra</p> <p>Pidgin language</p> <p>High islands</p> <p>Low islands</p> <p>Atolls</p> <p>Phosphate</p> <p>Trust Territories</p>	<p>Videos</p> <p>Technology</p> <p>Inspiration</p> <p>Power Point</p> <p>Junior Scholastic</p> <p>Upfront</p> <p>United Streaming</p> <p>NY Times</p> <p>Art</p> <p>Music</p> <p>Multicultural Literature</p> <p>Speakers</p> <p>Photographs</p> <p>Other Primary Sources</p> <p>Other Secondary Sources</p>