PSD Course Description

Seventh Grade Geography is a study of the patterns and interactions of countries in the Eastern Hemisphere. Students will determine information about people, places, and environment through the use and construction of geography tools. From an understanding of the physical and human characteristics of places, students will study the effects of the interaction between human and physical systems. With an emphasis on resource distribution and use, students will determine how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. The 21st century skills of critical thinking, problem solving, communication, collaboration, and cross-cultural understanding will be emphasized throughout the course.
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Curriculum for 7th Grade World Geography

7th Grade World Geography
Pacing Guide

(assuming 35 usable teaching weeks)

Semester One

**Unit One (Intro and Review):** 
3 weeks  
Unit 1. (Quarter One)

**Unit Two (Religion and Culture):** 
2 weeks  
Chapter 3, page 48 (Quarter One)

**Unit Three (Europe):** 
4 weeks  
Unit 4. (Quarter One)

**Unit Four (Russia and Central Asia):** 
3 weeks  
Unit 5, Chapter 19. (Quarter Two)

**Unit Five (Southwest Asia):** 
5 weeks  
Chapters 17 and 18. (Quarter Two)

Semester Two

**Unit Six (Africa):** 
6 weeks  
Chapters 20-24. (Quarter Three)

**Unit Seven (South Asia):** 
3 weeks  
Unit 8. (Quarter Three)

**Unit Eight (East Asia):** 
5 weeks  
Chapters 27 and 28. (Quarter Four)

**Unit Nine (Southeast Asia):** 
2 weeks  
Chapter 29. (Quarter Four)

**Unit Ten (Australia, Antarctica, Oceana):** 
2 weeks  
Unit 10. (Quarter Four)
PSD Adopted Text and Teacher Materials

- Student Edition (1 per student)
- Live Ink Reading Help (1 per student)
- Online Edition (1 per student)
- Student Edition on CD (1 per school)
- Annotated Teacher's Edition (1 per teacher)
- Teaching Resource Package (1 per teacher)
- Chapter Resource Package (1 per teacher)
- One Stop Planner CD-ROM with Test Generator (1 per teacher)
- Music of the World Audio CD Program (1 per teacher)
- Map Activities Transparencies (1 per teacher)
- Regions of the World Map Posters (1 per school)
- Geography and Cultures Transparencies (1 per school)
- ARG World CD-ROM: Activities & Resource for Geo (1 per school)
- ARG World CD-ROM: Activities from the Association (1 per school)

PSD Adopted Supplemental Resources
None adopted...see recommended resources and activities beginning on page 5.

ELL Resources
- English Audio CD Summaries (1 per school)
- Spanish Audio CD Summaries (1 per school)

Special Education Resources
- I.D.E.A. Works!: Special Ed. CD-ROM
### 7th Grade World Geography

#### Suggested Supplemental Resources

(Accessible via Blackboard for PSD 7th Grade World Geography)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Activities</th>
<th>Simulations</th>
<th>Reading Materials</th>
<th>Electronic Media</th>
</tr>
</thead>
</table>
| General/Useful Materials/Learning Strategies | Student Profile (WEB)  
Cooperative Learning (Wymore)  
Letter to Me (Wymore)  
Expository Text Structures and Patterns (Wymore)  
Country Presentation Rubric (Chaney)  
Journal Prompt Questions (Wymore) | Junior  
Scholastic Magazine  
Upfront Magazine | -Jeff Corwin documentary series  
(available on united streaming)  
(Israelson)  
current events:  
[www.izzit.org](http://www.izzit.org)  
[www.stosselinthe classroom.org](http://www.stosselinthe classroom.org)  
(Israelson and Wymore)  
-Sheppard Software for testing with Maps  
[http://www.sheppardsoftware.com/Geography.htm](http://www.sheppardsoftware.com/Geography.htm)  
-What’s Going On Video Series  
-Families Of _____ Video Series  
-An Idiot Abroad Video Series on Discovery Science  
[www.worldmapper.org](http://www.worldmapper.org)  
[www.ccee.net](http://www.ccee.net)  
-Local Organizations doing Social Studies related Work  
See Document  
-CNN Student News (go to website, current events). Good for extra time in class. |
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<thead>
<tr>
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<tbody>
<tr>
<td>Unit</td>
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<td>Reading Materials</td>
<td>Electronic Media</td>
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</tbody>
</table>
| Two: Religion and Cultures Overview | Culture Vocab- Breaking Down Definitions (Israelson)  
Culture Pre-Assessment (WEB)  
American Culture Collage Bubble Sheet (WEB)  
American Culture Collage Assessment (WEB)  
Using Statistics to Infer (WEB)  
What is The Human Development Index (WEB)  
World Religions Map and Chart (WEB-contact for a copy)  
Religion Pre-Assessment (Wymore)  
World Religions Power Point (Wymore)  
World Religions Venn Diagram Assessment (Wymore)  
World Religions (Chaney) |  | Hungry Planet Book (Israelson)  
Material World Book (Israelson)  
Definition of Culture Document (WEB)  
World’s Peoples Guided Reading (Wymore) | -Inside Islam Video with Guide (Wymore)  
-Faith and Belief Video (WEB)  
-Hungry Planet DVD (Israelson)  
-Material World DVD (Israelson) |

Notes/Suggestions from Standards Institute Team:
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### Suggested Supplemental Resources

(Accessible via Blackboard for PSD 7th Grade World Geography)

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<thead>
<tr>
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<th>Activities</th>
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<th>Reading Materials</th>
<th>Electronic Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three: Europe</td>
<td>Europe Map (Wymore, Israelson)</td>
<td></td>
<td></td>
<td>Samantha Brown’s Passport to Europe (Israelson)</td>
</tr>
<tr>
<td></td>
<td>European Map Assessment (Wymore)</td>
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<td></td>
<td>- Sinking of Venice NOVA Video Guide and Assessment (Wymore)</td>
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<tr>
<td></td>
<td>Europe HDI Map Activity (contact WEB for copies/instructions)</td>
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<td></td>
<td>- Comparing Democracy Lesson Plans <a href="http://www.lawanddemocracy.org/test.eu2.html">http://www.lawanddemocracy.org/test.eu2.html</a> (Wymore)</td>
</tr>
<tr>
<td></td>
<td>Fast Facts of Europe (WEB)</td>
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<td>- What’s Going On Video, Protestant – Catholic conflict (Kinnick)</td>
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<tr>
<td></td>
<td>Climates of Europe (WEB)</td>
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<td></td>
<td>Introduction to the EU Activity (Wymore-email for more Info)</td>
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<td>EU Video Questions (WEB)</td>
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<td>EU Power Point and Notes Guide (Wymore)</td>
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<td>European Travel Brochure (Wymore)</td>
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<td>Europe Physical Geography Case Study Lesson (Wymore)</td>
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<td>English Channel and Swiss Tunnel Power Point and Notes Guide (Wymore)</td>
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<td>Europe 5 Themes Poster (Wymore)</td>
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</tbody>
</table>

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</table>
## Suggested Supplemental Resources

(Readable via Blackboard for PSD 7th Grade World Geography)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Activities</th>
<th>Simulations</th>
<th>Reading Materials</th>
<th>Electronic Media</th>
</tr>
</thead>
</table>
| Five: Southwest Asia | SW Asia PreTest (Wymore)  
Southwest Asia Map and Assessments (Wymore)  
Why Study Southwest Asia Activity (WEB)  
Fast Facts of the SW Asia (WEB)  
Middle East Statistical Analysis and Rankings Worksheet (WEB)  
Ship of the Desert (Israelson)  
History of Conflict in the Middle East Power Point and Notes Guide (WEB)  
Similarities and Differences between Judaism and Islam Power Point and Venn Diagram (WEB)  
Graphic Organizer Judaism Islam (WEB)  
Islam Power Point (WEB)  
Judaism Power Point (WEB)  
Afghanistan in Pictures (Wymore)  
Iraq Power Point and Notes Guide (Wymore)  
Life of a U.S. Soldier in Iraq Activity (Wymore- email for more info)  
Southwest Asia Study Guide and Assessment (Wymore) | -Inside 9/11 Video with Guide(Wymore)  
-To Die in Jerusalem Video and Notes Guide (WEB)  
-Globe Trekker Disc One: The Arabian Gulf States (Israelson)  
-Promises (Campion)  
-Israel and Palestine: the Roots of Conflict (WEB) on United Streaming |}

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<tr>
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<th>Activities</th>
<th>Simulations</th>
<th>Reading Materials</th>
<th>Electronic Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six: Africa</td>
<td>Africa Map (Wymore)</td>
<td>Scramble for Africa Simulation (Wymore)</td>
<td>Diamonds song lyrics by Kanye West (Wymore – make sure to get the clean version!!)</td>
<td>- Nelson Mandela Biography and Notes (Israelson)</td>
</tr>
<tr>
<td></td>
<td>Africa Fast Facts (WEB)</td>
<td></td>
<td>African Folktales from the Public Library (Israelson)</td>
<td>- Running across the Sahara Video (Wymore – accessible on Netflix)</td>
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<tr>
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<td>Egypt Lesson (Wymore)</td>
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<td>- Child Soldiers in Sierra Leone Video (WEB)</td>
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<td></td>
<td>KIVA Service Learning Project (Wymore)</td>
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<td>- Desert Odyssey Video and Guide (WEB)</td>
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<td>Sudan: A Country in the Making Project (Wymore)</td>
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<td>- Leopards of Zanzigar Video (WEB)</td>
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<td></td>
<td>Darfur Visual Representation Activity (Wymore)</td>
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<td>- The Diary of Jay-Z Water for Life Video (WEB)</td>
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<td>Intro to Genocide (Wymore)</td>
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<td>- Books of Hope Service Learning Project <a href="http://www.tinyurl.com/lincolnbooksofhope">http://www.tinyurl.com/lincolnbooksofhope</a></td>
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<td></td>
<td>Africa Textbook Jigsaw (Israelson)</td>
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<td>Africa Round Robin (Wymore)</td>
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<td>Africa Study Guide and Test (Wymore)</td>
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<td>Africa 5 Themes Google Docs Presentation (WEB)</td>
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<td>Africa as a Continent Power Point and Notes Guide (Wymore)</td>
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<td>Climate and Political Map Activity (contact WEB for more information/instruction)</td>
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<td>The Game of Imperialism (contact WEB for more information/instruction)</td>
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<td></td>
<td>Africa Climate Zone Map (Chaney)</td>
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<th>Unit</th>
<th>Activities</th>
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<th>Reading Materials</th>
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</tr>
</thead>
</table>
| Seven: South Asia | South Asia Map (Wymore)  
Fast Facts of South Asia (WEB)  
India vs. Pakistan Activity (Wymore)  
Kashmir Activity (Wymore)  
India’s Religions (Wymore)  
South Asia Vocabulary (Israelson)  
Monsoon Graphing Activity (WEB)  
Cartograms of South Asia (contact WEB for more information/instruction)  
Henna Activity (Wymore-email for more info)  
South Asia Study Guide (Wymore) | Caste System Simulation (Wymore) | A Tale of Two Indias Guided Reading from Upfront Magazine (01/10/11) (Wymore)  
The New India from Junior Scholastic Magazine (11/22/2010) |  
-What is Hinduism Video (Israelson)  
-Gandhi Video and Guide Video available via the District Library (Wymore)  
-What’s Going On Video Series episode on Girls’ Education in India Video and Guide (WEB)  
-Caste System youtube videos(WEB)  
-Various Everest Videos (WEB)  
-The Wildest Dream Video on netflix (Wymore)  
-Jeff Corwin in India Video (Israelson)  
-Two Million Minutes Video (Israelson) |
## Suggested Supplemental Resources

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<th>Activities</th>
<th>Simulations</th>
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<th>Electronic Media</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eight:</td>
<td>East and Southeast Asia Pretest (Wymore)</td>
<td>The China Challenge</td>
<td>Guided Reading on Junior Scholastic (02/07/11) (Wymore)</td>
<td>- Three Gorges Dam NOVA Video (Israelson)</td>
</tr>
<tr>
<td>East Asia</td>
<td>Population Comparison Data Form <em>might need updating</em> (Israelson)</td>
<td>Guided Reading on</td>
<td>Junior Scholastic (02/07/11) (Wymore)</td>
<td>- China Mountain Road Power Point (Wymore)</td>
</tr>
<tr>
<td></td>
<td>Fast Facts of East and Southeast Asia (WEB)</td>
<td>Junior Scholastic</td>
<td>Three Gorges Dam Reading (Israelson)</td>
<td>- Families of Japan Video (WEB)</td>
</tr>
<tr>
<td></td>
<td>East Asia Map (Wymore)</td>
<td>(02/07/11) (Wymore)</td>
<td>Tsunami Reading on Time for Kids (contact Israelson for more information/instruction)</td>
<td>- Inside North Korea on Netflix (WEB)</td>
</tr>
<tr>
<td></td>
<td>India, China, USA Comparison (WEB)</td>
<td>(Israelson)</td>
<td>Whatever Happened to Japan Article in Upfront Magazine (02/21/11) (WEB)</td>
<td>- World in the Balance on NOVA <em>please preview first</em> (Israelson)</td>
</tr>
<tr>
<td></td>
<td>East Asia Religions Power Point (Wymore)</td>
<td>(Israelson)</td>
<td>(WEB)</td>
<td>- Two Million Minutes Video (Israelson)</td>
</tr>
<tr>
<td></td>
<td>East Asia Round Robin Activity (Wymore-contact for copies of articles)</td>
<td>(Wymore)</td>
<td>National Geographic China’s Lost Girls Video (Campion)</td>
<td>- National Geographic China’s Lost Girls Video (Campion)</td>
</tr>
<tr>
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<td>China/US Trade Activity (Wymore)</td>
<td>(WEB)</td>
<td>Up the Yangze Video (Campion)</td>
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<td>Chinese Myth Activity (Wymore)</td>
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<td>Chinese Protocols Power Point (Wymore)</td>
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<td>Notan Activity (Wymore-email for more info)</td>
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<td><strong>North and South Korea Power Point (WEB)</strong></td>
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<td><strong>Taiwan or Mongolia Power Point (WEB)</strong></td>
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</thead>
</table>
| Nine: Southeast Asia | Fast Facts of East and Southeast Asia (WEB)  
Southeast Asia Webquest (Wymore)  
SE Asia Map Directions (Wymore)  
East and Southeast Asia Travel Brochure (WEB)  
Asia Map Tests (Wymore)  
Asia Study Guide and Test (Wymore) | Tsunami’s Headline and Articles Activity (Israelson-email for more info) | -Anna and the King Video (Israelson)  
-Globetrekker Vietnam Video (Israelson)  
-Samantha Brown’s Passport to Asia (Israelson) |

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<th>Reading Materials</th>
<th>Electronic Media</th>
</tr>
</thead>
</table>
| Ten: Australia, Antarctica, Oceania | Fast Facts of the Pacific World and Antarctica (WEB)  
Australia Internet Research Challenge (WEB-email for more info)  
Travel Poster (Wymore)  
Climate Change Project (contact Israelson for more information/instruction)  
Australia and Asia Game Creation Specifications (Chaney)  
Australia and the Pacific Islands Game Creation Specifications (Chaney)  
Surviving Antarctica (Chaney) | | | "The Rabbit Proof Fence Video and Writing Activity (Wymore)"  
-IMAX on Antarctica (Israelson)  
-www.jonbrack.com (Israelson)  
-Geography of the World: Australia, New Zealand and the Pacific Islands Land and Resources on Discovery Streaming (WEB)  
-Discovery Atlas: Australia Reveal on Netflix (Lake) |

**Notes/Suggestions from Standards Institute Team:**
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# 7th Grade World Geography Common Assessment Information

<table>
<thead>
<tr>
<th>Type of Assessment</th>
<th>Quarter One</th>
<th>Quarter Two</th>
<th>Semester One</th>
<th>Quarter Three</th>
<th>Quarter Four</th>
<th>Semester Two</th>
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<tbody>
<tr>
<td>Site-Based Common Formative</td>
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<tr>
<td>Site-Based Common Summative</td>
<td>Europe Regional Map Assessment (Suggested-see curriculum document for more info)</td>
<td>Europe and SW Asia Regional Map Assessment (Suggested-see curriculum document for more info)</td>
<td>Europe/SW Asia, Africa Regional Map Assessment (Suggested-see curriculum document for more info)</td>
<td>Europe/SW Asia, Africa, Asia, Australia Regional Map Assessment (Suggested-see curriculum document for more info)</td>
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<tr>
<td>District Common Summative</td>
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<td>State</td>
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</tbody>
</table>
### Unit One: Introduction and Review
(First Quarter)

<table>
<thead>
<tr>
<th>Pacing</th>
<th>Text</th>
<th>Essential Questions</th>
<th>Skills (Aligned with Evidence Outcomes)</th>
<th>Topics and Inquiry Questions</th>
<th>Colorado Grade Level Expectations &amp; Evidence Outcomes</th>
</tr>
</thead>
</table>
| 3 weeks | Unit One | Why do we study geography? How do geographic tools help us to understand people and places? | **History:**
Analyzing sources for geographic information (1b)

**Geography:**
Interpret maps and other geographic tools (1a, 2b)
Describe physical systems (1b)
Use geographic sources to ask and answer questions (1d)

**Economics:**
Define, identify, explain, and demonstrate how supply and demand influence a market economy. (1a, 1b, 1c, 1d)
Explain how a tax system affects individual income, savings, spending and the production and distribution of a nation’s resources. (2f, 2g, 2h) | - 5 themes
- Map skills
- Physical Geography
- Intro to Economics and PFL
What would countries look like without taxes? | **History:**
1b

**Geography:**
1a, 1b, 1d, 2b

**Economics:**
1a, 1b, 1c, 1d, 2f, 2g, 2h

*1. Supply and demand influence price and profit in a market economy.*

**Key Concepts:** Systems, Environment

**Notes/Suggestions from Standards Institute Team:**
- The highlighted GLE and associated skills are the ones on which to focus for this unit. There is one per unit from this point on (two for unit ten) and these are highlighted for each unit. These were decided based on appropriateness per the content of the course.
### Unit Two: Religion and Culture Overview

**(First Quarter)**

<table>
<thead>
<tr>
<th>Pacing</th>
<th>Text</th>
<th>Essential Questions</th>
<th>Skills (Aligned with Evidence Outcomes)</th>
<th>Topics and Inquiry Questions</th>
<th>Colorado Grade Level Expectations &amp; Evidence Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Weeks</td>
<td>Ch.  Three and Pg. 48</td>
<td><strong>How is the world interconnected?</strong>&lt;br&gt;<strong>How do conflict and cooperation shape the world?</strong></td>
<td><strong>History:</strong>&lt;br&gt;Determine and explain interdependence of people (1a, 2a)&lt;br&gt;Analyze historical sources from multiple perspectives for point of view and context (1b, 2b)&lt;br&gt;Describe the history, interactions, and contributions of various peoples as they relate to world religion (2c)&lt;br&gt;<strong>Geography:</strong>&lt;br&gt;Interpret maps to find patterns in distributions of world religions (1a, 1b)&lt;br&gt;Construct and analyze maps relating to world religions(2a, 2b, 2c)</td>
<td><strong>Influence, idea vs. belief, similarities/differences</strong>&lt;br&gt;-What are the main tenets of Judaism, Buddhism, Hinduism, Confucianism, Taoism, Christianity, Islam, etc.?&lt;br&gt;-How are these religions the same and different?&lt;br&gt;-Define the culture and symbols tied to each religion.&lt;br&gt;- Define perspective and recognize that perspectives vary across regions.</td>
<td><strong>History:</strong>&lt;br&gt;1a, 1b, 2a, 2b, 2c&lt;br&gt;2. The historical eras, individuals, groups, ideas and themes within regions of the Eastern Hemisphere and their relationships with one another.&lt;br&gt;<strong>Geography:</strong>&lt;br&gt;1a, 1b, 2a, 2b, 2c</td>
</tr>
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</table>

**Key Concepts:** Culture, Identity

**Notes/Suggestions from Standards Institute Team:**
- The highlighted GLE and associated skills are the ones on which to focus for this unit. There is one per unit from this point on (two for unit ten) and these are highlighted for each unit. These were decided based on appropriateness per the content of the course.
- Alternative: teach about individual religions within the context of each region.
# Unit Three: Europe
(First Quarter)

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| 4 Weeks| Unit Four | How is the world interconnected?                                                                                                          | **History:**
Determine and explain interdependence of people (1a, 2a) Describe and analyze different perspectives to explain the historical context of Europe (2b, 2c, 2d)                                                                                            | Immigration, spheres of influence, trade, alliances                                          | History: 1a, 2a, 2b, 2c, 2d, 2e                       |
|        |        | How do conflict and cooperation shape the world?                                                                                          | **Geography:**
Interpret maps and other geographic sources to find patterns, make inferences and make predictions (1a, 1b, 1c, 1d)
Classify, analyze and construct geographic tools to explain how regions have different issues and perspectives. (2a, 2b, 2c, 2d) | - What is the E.U. and what role does it play in economic and political cooperation/conflict?  
- Why do some countries join the E.U. while others do not?  
- How do alliances develop and change over time?  
- How has Europe influenced international affairs? | Geography: 1a, 1b, 1c, 1d 2a, 2b, 2c, 2d |
|        |        | What are the physical and human characteristics of this place?                                                                           | **Economics:**
Identify patterns of trade between European nations based on distribution of resources. (2b)                                                                                                                                                        |                                                                                               | Economics: 2b |
|        |        |                                                                                                                                    | **Civics:**
Compare examples of ethics and quality of government (1d)  
Explain how the relationship between government and citizens has changed over time. (1e)                                                                                                 |                                                                                               | Civics: 1d, 1e, 2a, 2b, 2d, 2e                       |
|        |        |                                                                                                                                    | Compare different forms of government and how they interact with one another. (2a, 2b, 2d)  
Investigate and form opinions on the attributes of a good government. (2a)                                                                         |                                                                                               | 2. The different forms of government and international organizations and their influence in the world community |

**Key Concepts:** Interconnectedness, Cooperation/Conflict, Environment (physical and human)

**Notes/Suggestions from Standards Institute Team:**
- The highlighted GLE and associated skills are the ones on which to focus for this unit. There is one per unit from this point on (two for unit ten) and these are highlighted for each unit. These were decided based on appropriateness per the content of the course.
# Unit Four: Russia and Central Asia

## (Second Quarter)

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<tbody>
<tr>
<td>3 Weeks</td>
<td>Unit 5 and Ch. 19</td>
<td>How is the world connected? How do conflict and cooperation shape the world? What are the physical and human characteristics of this place?</td>
<td><strong>History:</strong> Determine and explain the interdependence of people within the historical context of this region. (1a) Analyze historical sources for accuracy and point of view. (1b) Describe and analyze different perspectives to explain the historical context of Russia (2b, 2c, 2d, 2e) <strong>Geography:</strong> Interpret maps and other geographic sources to find patterns, make inferences and make predictions (1a, 1b, 1c, 1d) Classify, analyze and construct geographic tools to explain how regions have different issues and perspectives (2a, 2b, 2c, 2d) <strong>Economics:</strong> Identify factors that cause changes in supply and demand and how they impact price. (1b, 1c) Explain how resource distribution in value affect manufacturing and trade (2a, 2b, 2c) <strong>Civics:</strong> Compare how various nations define the rights, responsibilities, and the roles of citizens and how they change over time. (1a, 1b, 1c, 1d, 1e) Compare different forms of government and the nature of their interaction (2a, 2b, 2c)</td>
<td>System change, instability, environment - What are some political/economic changes that have developed in the region? - What has been the impact of environmental disasters on settlement and resources? - Describe the need for geopolitical stability. - Describe the rise of nations after the fall of the U.S.S.R. - What is the continuing political/economic effect of Russia on its neighbors?</td>
<td><strong>History:</strong> 1a, 1b, 2b, 2c, 2d, 2e <strong>Geography:</strong> 1a, 1b, 1c, 1d 2a, 2b, 2c, 2d <strong>Economics:</strong> 1b, 1c, 2a, 2b, 2c <strong>Civics:</strong> 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c</td>
</tr>
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**Key Concepts:** Interconnectedness, Cooperation/Conflict, Environment (physical and human)

**Notes/Suggestions from Standards Institute Team:**
- The highlighted GLE and associated skills are the ones on which to focus for this unit. There is one per unit from this point on (two for unit ten) and these are highlighted for each unit. These were decided based on appropriateness per the content of the course.
## Unit Five: Southwest Asia

(Second Quarter)

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</table>
| 5 Weeks | Ch. 17 and 18 | How is the world connected? How do conflict and cooperation shape the world? What are the physical and human characteristics of this place? | **History:**
Determine and explain the interdependence of people within the historical context of this region.(1a)
Analyze historical sources for accuracy and point of view. (1b)
Investigate the historical eras, individuals, groups, point of view and themes within Southwest Asia and their relationship with one another. (2a, 2b, 2c, 2d, 2e)

**Geography:**
Interpret maps and other geographic sources to find patterns, make inferences and make predictions (1a, 1b, 1c, 1d)
Classify, analyze and construct geographic tools to explain how regions have different issues and perspectives. (2a, 2b, 2c, 2d)

**Economics:**
Identify factors that cause changes in supply and demand and how they impact price. (1b, 1c)
Identify the factors that determine price, quantity and production.(1d, 1f)
Explain how resource distribution in value affect manufacturing and trade (2a, 2b, 2c)

**Civics:**
Compare examples of ethics and quality of government (1d)
Explain how the relationship between government and citizens has changed over time. (1e)
Evaluate the effectiveness of different forms of government and international organizations, and discuss their influence in Southwest Asia and the world community.(2a, 2b, 2c, 2d) | Resources, religion, conflict
- What resources exist and how do the resources shape conflict?
- How does religion shape conflict?
- What are some economic factors influencing human settlement/migration?
- How are women and children treated? | History: 1a, 1b, 2a, 2b, 2c, 2d
1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence.

Geography: 1a, 1b, 1c, 1d
2a, 2b, 2c, 2d

Economics: 1b, 1c, 1d, 1f, 2a, 2b, 2c

Civics: 1d, 1e, 2a, 2b, 2c, 2d, 2e |

### Key Concepts:
- Interconnectedness, Cooperation/Conflict, Environment (physical and human)

### Notes/Suggestions from Standards Institute Team:
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## Unit Six: Africa

(Third Quarter)

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</table>
| 6 Weeks  | Ch. 20-24 | How is the world connected? How do conflict and cooperation shape the world? What are the physical and human characteristics of this place? | **History:**
Determine and explain the interdependence of people within the historical context of this region. (1a)
Investigate the historical eras, individuals, groups, point of view and themes within Africa and their relationship with one another. (2a, 2b, 2c, 2d, 2e)

**Geography:**
Interpret maps and other geographic sources to find patterns, make inferences and make predictions (1a, 1b, 1c, 1d)
Classify, analyze and construct geographic tools to explain how regions have different issues and perspectives. (2a, 2b, 2c, 2d)

**Economics:**
Examine how factors influence the distribution of resources for countries and individuals in Africa. (2d, 2e)

**Civics:**
Compare how various nations define the rights, responsibilities, and the roles of citizens and how they change over time. (1a, 1b, 1c, 1d, 1e)
Evaluate how various nations interact resulting in cooperation or conflict (2b, 2c)
Evaluate the effectiveness of different forms of government and international organizations, and discuss their influence in Africa and the world community. (2a, 2b, 2c, 2d)
Investigate and form opinions on the attributes of a good government. (2e) | Poverty, civil war, resources, health issues
- How do resources positively and negatively affect African nations?
- What influences the region’s instability?
- How do health issues shape the region?
- How are women and children treated?
- How do rights and roles differ across Africa? | **History:**
1a, 2a, 2b, 2c, 2d, 2e

**Geography:**
1a, 1b, 1c, 1d
2a, 2b, 2c, 2d

**Economics:**
2d, 2e

**Civics:**
1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e

1. Compare how various nations define the rights, responsibilities and roles of citizens.

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**Key Concepts:** Interconnectedness, Cooperation/Conflict, Environment (physical and human)

**Notes/Suggestions from Standards Institute Team:**
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### Unit Seven: South Asia
(Third Quarter)

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</table>
| 3 Weeks| Unit 8 | How is the world connected? | **History:**
Determine and explain the interdependence of people within the historical context of this region. (1a)
Analyze historical sources for accuracy and point of view. (1b)
Investigate the historical eras, individuals, groups, point of view and themes within Africa and their relationship with one another. (2a, 2b, 2c, 2d, 2e)  
**Geography:**
Interpret maps and other geographic sources to find patterns, make inferences and make predictions (1a, 1b, 1c, 1d)
Classify, analyze and construct geographic tools to explain how regions have different issues and perspectives. (2a, 2b, 2c, 2d)  
**Economics:**
Describe how supply and demand determine what is produced in a market economy. (1a, 1b, 1d)
Explain how resource distribution in value affect manufacturing and trade (2a, 2b, 2c)  
**Civics:**
Compare how various nations define the rights, responsibilities, and the roles of citizens and how they change over time. (1a, 1b, 1c, 1d, 1e)
Evaluate how various nations interact resulting in cooperation or conflict (2b, 2c)
Describe common interests and evaluate examples of global cooperation. (2d) | India, population, poverty, economic ties  
- How does the caste system determine how people are treated?  
- How are women and children treated?  
- What effects does a large population have on society?  
- What are the continuing political/economic effects of India on its neighbors and the world?  
- How do the rights of citizens differ between nations in this region? | **History:**
1a, 1b, 2a, 2b, 2c, 2d, 2e  
**Geography:**
1a, 1b, 1c, 1d  
2a, 2b, 2c, 2d  
**Economics:**
1a, 1b, 1d, 2a, 2b, 2c  
**Civics:**
1a, 1b, 1c, 1d, 1e, 2b, 2c, 2d  
2. Different forms of government and international organizations and their influence in the world community. |

**Key Concepts:** Interconnectedness, Cooperation/Conflict, Environment (physical and human)

**Notes/Suggestions from Standards Institute Team:**
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## Unit Eight: East Asia
(Fourth Quarter)

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<tr>
<td>5 Weeks</td>
<td>Ch. 27 and 28</td>
<td><strong>How is the world connected?</strong>&lt;br&gt;<strong>How do conflict and cooperation shape the world?</strong>&lt;br&gt;<strong>What are the physical and human characteristics of this place?</strong></td>
<td><strong>History:</strong>&lt;br&gt;Describe the history, interactions, and contributions of various people and cultures that have lived in or migrated to East Asia. (2a, 2b, 2e)&lt;br&gt;<strong>Geography:</strong>&lt;br&gt;Interpret maps and other geographic sources to find patterns, make inferences and make predictions (1a, 1b, 1c, 1d)&lt;br&gt;Classify, analyze and construct geographic tools to explain how regions have different issues and perspectives. (2a, 2b, 2c, 2d)&lt;br&gt;<strong>Economics:</strong>&lt;br&gt;Describe how supply and demand determine what is produced in a market economy. (1a, 1b, 1d)&lt;br&gt;Explain how resource distribution influences manufacturing and trade (2a, 2b, 2c)&lt;br&gt;<strong>Civics:</strong>&lt;br&gt;Compare how various nations define the rights, responsibilities, and the roles of citizens and how they change over time. (1a, 1b, 1c, 1d, 1e)&lt;br&gt;Describe common interests and evaluate examples of global cooperation. (2d)&lt;br&gt;Investigate and form opinions on the attributes of a good government. (2e)</td>
<td><strong>Population, Technology, Production, Individual Rights</strong>&lt;br&gt;- What effects does a large population have on society and the environment?&lt;br&gt;- What are the continuing political/economic/environmental effects of China on its neighbors and the world?</td>
<td><strong>History:</strong>&lt;br&gt;2a, 2b, 2e&lt;br&gt;<strong>Geography:</strong>&lt;br&gt;1a, 1b, 1c, 1d&lt;br&gt;2a, 2b, 2c, 2d&lt;br&gt;<strong>Economics:</strong>&lt;br&gt;1a, 1b, 1d, 2a, 2b, 2c&lt;br&gt;2. The distribution of resources influences economic production and individual choices&lt;br&gt;<strong>Civics:</strong>&lt;br&gt;1a, 1b, 1c, 1d, 1e, 2d, 2e</td>
</tr>
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**Key Concepts:** Interconnectedness, Cooperation/Conflict, Environment (physical and human)

**Notes/Suggestions from Standards Institute Team:**
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## Unit Nine: Southeast Asia

(Fourth Quarter)

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</table>
| 2 Weeks | Ch. 29 | How is the world connected? How do conflict and cooperation shape the world? What are the physical and human characteristics of this place? | **Geography:**
Interpret maps and other geographic sources to find patterns, make inferences and make predictions (1a, 1b, 1c, 1d)
Classify, analyze and construct geographic tools to explain how regions have different issues and perspectives. (2a, 2b, 2c, 2d) **Economics:**
Define and identify factors that impact price. (1c)
Explain how resource distribution in value affect manufacturing and trade (2a, 2b, 2c) **Civics:**
Identify the responsibilities of citizens throughout Southeast Asia. (1b) | Religion, economics, diversity
- How does the physical geography of the region affect its culture? | Geography: 1a, 1b, 1c, 1d 2a, 2b, 2c, 2d Economics: 1c, 2a, 2b, 2c Civics: 1b |

**Key Concepts:** Interconnectedness, Cooperation/Conflict, Environment (physical and human)

**Notes/Suggestions from Standards Institute Team:**
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**Unit Ten: Australia, Antarctica, Oceana**

*(Fourth Quarter)*

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</table>
| 2 Weeks | Unit 10 | How is the world connected? | **History:**
Determine and explain different perspectives in key eras throughout this region. (2a, 2b)  
**Geography:**
Interpret maps and other geographic sources to find patterns, make inferences and make predictions (1a, 1b, 1c, 1d)  
Classify, analyze and construct geographic tools to explain how regions have different issues and perspectives. (2a, 2b, 2c, 2d)  
**Economics:**
Explain how resource distribution in value affect manufacturing and trade (2a, 2b, 2c)  
**Civics:**
Illustrate how various governments and citizens interact and analyze how these interactions have changed over time. (1e)  
Evaluate how various nations interact, resolve their differences, and cooperate.(2b)  
Describe common interests and evaluate examples of global cooperation. (2d) | **Uniqueness,** climate change/environment  
- How do resources positively and negatively affect this region?  
- How is human settlement shaped by climate and cultural diversity?  
- What are the environmental factors and challenges that shape this region? | **History:**  
2a, 2b  
**Geography:**  
1a, 1b, 1c, 1d  
2a, 2b, 2c, 2d  
1. Use geographic tools to gather data and make geographic inferences and predictions.  
2. Regions have different issues and perspectives.  
**Economics:**  
2a, 2b, 2c  
**Civics:**  
1e, 2b, 2d |

**Key Concepts:** Interconnectedness, Cooperation/Conflict, Environment (physical and human)

**Notes/Suggestions from Standards Institute Team:**
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We hope that you find the curriculum guide and supplemental materials useful; please don’t hesitate to contact any members of the team for more information, explanation, or suggestions.

We would like to keep building our library of supplemental materials and resources on the blackboard site for this course. If you have suggestions or contributions, please contact your department chair or Andrea Delorey (adelorey@psdschools.org).