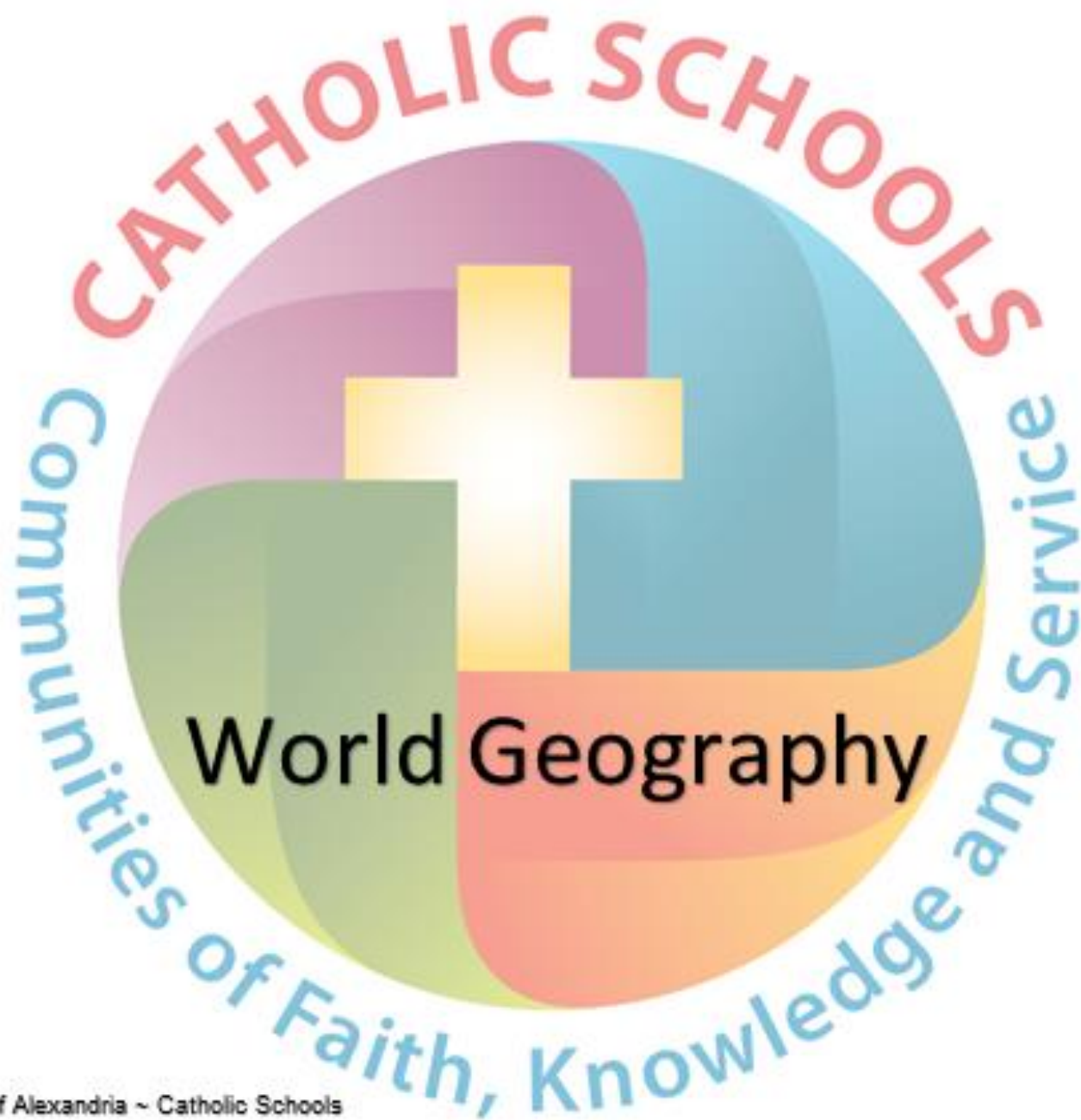




Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

Barbara Forest, M.A.
Courtney Gistorb, M.Ed.

Denese Carter, M.Ed.
Tracy Bock, Ed.S.

World Geography



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HOW TO USE THE CURRICULUM MAP

Social Studies Curriculum Maps are guides to social studies instruction. The Social Studies Curriculum Maps assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The four Curriculum Cycles for the year help pace instruction and ensure students have consistent coverage of the social studies content. The Cycle Duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events. Identified Compelling Question guide student inquiry during the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. The curriculum cycle is further broken down into topics. The Topics indicate the instructional focus of the curriculum cycle.

Each topic map contains these components:

- **Diocese of Alexandria Academic Standards**
- **Supporting questions** to guide the inquiry of each topic.
- **Vocabulary:** potential terms student must be familiar with and may struggle with during this topic. This list is not the sole list of terms students must learn or be able to apply while studying social studies.
- **Learning Targets** are the expected skills and concepts students are to know and be able to do by the end of each topic. The Learning Targets in the curriculum maps are starting points. The list is not exhaustive or exclusionary. The school, based on an analysis of student data, identifies the understandings, skills, and concepts that support these targets established by the school.
- **Instructional Resources** include resources that promote inquiry, student understanding, and mastery of skills.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR TIER 1 INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size in parentheses.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

World Geography



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Unit 1

GEOGRAPHIC PRINCIPLE

Unit Overview:

In this unit students will explore how we use geography to examine relationships between people and places. This unit will build the foundation for geographic principles which will support each of the following units of study.

Duration:

4 weeks

WORLD GEOGRAPHY INSTRUCTIONAL OUTCOMES AND STANDARDS *(The Learner Will TLW...)*

1. TLW Describe the impact of technology on the study of geography and gather geographic information using technological tools
2. TLW Explain Earth's grid system, using latitude and longitude to locate key places and to answer geographic questions about that place
3. TLW Compare and contrast various types of maps and map projections and evaluate distortions associated with each map projection
4. TLW Use geographic representations to locate the world's continents, major landforms, major bodies of water and major countries and to solve geographic problems.
5. TLW Analyze human and physical geographic characteristics and their effects on historic events.
6. TLW Identify key historical events and their impacts on human culture and relationships.
7. TLW Be able to list social, economic, and government relationships and describe how each system has changed over time.
8. TLW Analyze charts and information in regards to human migration, development, and cultural exchange.

Unit Focus Questions

- How have advancements in technology affected the study of geography?
- How do various map projections distort spatial relationships when compared with the globe?
- How do climate and weather phenomena affect people living in different regions?
- How can humans influence their environment and how are they also influenced by their environment?
- How does the physical environment affect countries in a region?
- What impact does the location of natural, human, and capital resources have on patterns of economic activity and land use in regions?

Major Concepts, Standards, and Grade Level Expectations

Standard 1

- Advances in technology and their effects on geographic study **(WG.1.1)**
- Earth grid systems, latitude & longitude **(WG.1.2)**
- Compare/contrast different map projections & evaluate distortions **(WG.1.3)**
- Use maps to locate the world's major continents, countries, bodies of water, and landforms to solve geographic problems **(WG.1.4.)**

Standard 2

- Atmosphere, lithosphere, biosphere, hydrosphere **(WG.2.1)**
- Climate, ocean and wind current, elevation, and the Earth/Sun relationship **(WG.2.2)**
- Plant and animal life of various regions **(WG.2.3)**
- Human/environment interaction **(WG.2.4)**

Standard 3

- Human and physical characteristics and their effects on facilitating/hindering regional interactions **(WG.3.3)**

Standard 4

- Human and physical characteristics that identify certain regions (religion, nation vs nation state, urbanization, etc) **(WG.4.1)**
- Analyze distinguishing physical/human characteristics **(WG.4.2, WG.4.3)**
- Historical events and their impact on culture and relationships **(WG.4.4)**
- Social, economic, and government relations **(WG.4.5)**

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Standard 5

- Push/pull factors **(WG.5.1)**
- Use models and graphs of population trends **(WG.5.2)**
- Specific examples of economic interdependence **(WG.5.3)**
- Factors that contribute to standard of living **(WG.5.4)**
- Technology's effects the spread of ideas & information **(WG.5.5)**

Standard 6

- Technology that allows humans to modify their environment **(WG.6.1)**
- Physical challenges/solutions for human survival **(WG.6.2)**
- Distribution of resources & role of government **(WG.6.3, 6.4)**

UNIT 1 KEY TERMS

Geography, absolute location, relative location, hemisphere, equator, prime meridian, latitude, longitude, cartographer, map projection, Landsat, Geographic Information Systems, continent, core, mantle, magma, crust, atmosphere, lithosphere, hydrosphere, biosphere, continental drift, hydrologic cycle, Drainage basin, landform, relief, topography, tectonic plates, fault, earthquake, Ring of Fire, tsunamis, weathering, sediment, delta, erosion, glaciation, solstice, equinox, weather, climate, precipitation, rain shadow, El Nino, greenhouse effect, convection, Climate Regions, Vegetation Regions, culture, society, ethnic group, diffusion, cultural hearth, acculturation, religion, dialect, birthrate, fertility rate, mortality rate, infant mortality rate, ,rate of natural increase, population pyramid, push-pull factors, population density, carrying capacity, state, nation, nation-state, democracy, monarchy, dictatorship, communism, landlocked, urban geography, city, suburb, metropolitan area, economy, economic system, command economy, market economy, natural resources, infrastructure, per capita income, GNP, GDP

UNIT 1 RESOURCES

Sample Tasks

- *Survivor: Earth*, NASA
- *Geographical Influences*, NASA

Possible Sources

- *Using Internet Primary Sources to Teach Critical Thinking Skills in Geography*, Gary S. Elbow and Marth B. Sharma
- *Pushes and Pulls: Why People Migrate*, Robert Walker
- *The 4 Spheres*, YouTube
- *What's It Like Where You Live?*, Missouri Botanical Garden
- *Biosphere*, National Geographic
- *Lithosphere*, National Geographic
- *The World Ocean*, National Geographic
- *Prevailing Winds*, National Geographic
- *Elevation*, National Geographic
- <http://active.socialstudies.com>, Active Classroom
- Maps- D-Maps http://www.d-maps.com/continent.php?num_con=8&lang=en
- Map Puzzle http://www.d-maps.com/continent.php?num_con=9&lang=en

World Geography



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Unit 2

UNITED STATES and CANADA

Unit Overview:

In this unit students will explore how we use geography to examine relationships between people and places. This unit will build the foundation for geographic principles which will support each of the following units of study. The United States and Canada are two of the world's largest countries with vast lands and abundant resources

Duration:

4 weeks

WORLD GEOGRAPHY INSTRUCTIONAL OUTCOMES AND STANDARDS *(The Learner Will TLW...)*

1. TLW locate natural and human constructed geographic representations.(S1)
2. TLW describe the physical systems of each region (S2)
3. TLW examine the characteristics of each region that promotes unity between these members(S3)
4. TLW identify the physical and cultural characteristics of these regions and investigate changes to it (S4)
5. TLW analyze human populations, ideas and goods throughout history and its impact on human settlement and their environment (S5)
6. TLW analyze how we either adapt to, modify or change our dependence upon Earth's physical environment. (S6)

Unit Focus Questions	Major Concepts, Standards, and Grade Level Expectations
• What factors influence North American climate regions and how does this affect population distribution and economic development? • What factors affect the historical migration patterns to and within • How can humans influence their environment and how are they also influenced by their environment? • How does the physical environment impact countries in a region? • What impact does the location of natural, human, and capital resources have on patterns of economic activity and land use in regions? North America?	Standard 1 ▪ Locate rivers, lakes, mountains and major regions (WG.1.4) ▪ Locate major cities, states & provinces (WG.1.4) Standard 2 ▪ Climate, ocean and wind currents and elevation (WG.2.2) ▪ Plant and animal life (WG.2.3) ▪ Natural and human processes that shaped these areas (WG.2.4) Standard 3 ▪ Cultural, political and economy of both regions (WG.3.1) ▪ Unifying characteristics over time (WG.3.2) ▪ Human and physical characteristics between us and Canada (WG.3.3) Standard 4 ▪ Physical and human characteristics of given area (WG.4.1) ▪ Impact of physical characteristics on human activities (WG.4.2&3) ▪ History's impact on culture and groups (WG.4.4) ▪ Social, economic and governmental systems (WG.4.5) Standard 5 ▪ Push/pull factors (WG.5.1) ▪ Use models and graphs of population trends (WG.5.2) ▪ Specific examples of economic interdependence (WG.5.3) ▪ Factors that contribute to standard of living (WG.5.4) ▪ Technology's effects on the spread of ideas and information (WG.5.5) Standard 6 ▪ Technology that allows humans to modify their environment (WG.6.1) ▪ Physical challenges/solutions for human survival (WG.6.2) ▪ Distribution of resources & role of government (WG.6.3) ▪ Governments and businesses' role in the consumption and conservation of resources and the environment (WG.6.4)

UNIT 2 KEY TERMS

Appalachian Mountains, Great Plains, Rocky Mountains, Continental Divide, Great Lakes, permafrost, Everglades, prevailing westerlies, nomad, Beringia, St. Lawrence Seaway, lock, migration, Columbian Exchange, Louisiana Purchase, frontier, suburb, representative democracy, export, free enterprise, service industry, postindustrial economy, multinational, New England, megapolis, metropolitan area, province, confederation, parliamentary government, parliament, prime minister, metis, reserves, Quebec, Ontario, British Columbia, terrorism, coalition, biological weapons, urban sprawl, sustainable community

UNIT 2 RESOURCES

Possible Sources

- [*Expedition Blue Planet: North America*](#), National Geographic
- *North America*, Steve Sheinkin
- *North America*, Minnie Ashcroft
- *North America*, Cass R. Sandak
- [*North America*](#), National Geographic
- [*"The Columbian Exchange,"*](#) Alfred W. Crosby
- [*Population Density in the United States*](#), National Geographic
- [*Westward Expansion Through Maps*](#), National Geographic
- [*Mapping Landforms*](#), National Geographic
- <http://active.socialstudies.com>, Active Classroom
- US Maps http://www.d-maps.com/continent.php?num_con=11&lang=en
- Canada Maps http://www.d-maps.com/continent.php?num_con=20&lang=en
- US Map puzzle <http://www.yourchildlearns.com/mappuzzle/us-puzzle.html>

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Unit 3

LATIN AMERICA

Unit Overview:

In this unit students will explore how we use geography to examine relationships between people and places. This unit will build the foundation for geographic principles which will support each of the following units of study. Latin America includes parts of North America, Central America, the Caribbean, and South America.

Duration:

4 weeks

WORLD GEOGRAPHY INSTRUCTIONAL OUTCOMES AND STANDARDS *(The Learner Will TLW...)*

1. TLW locate natural and human constructed geographic representations. (S1)
2. TLW describe the physical systems of each region (S2)
3. TLW examine the characteristics of each region that promotes unity between these members(S3)
4. TLW identify the physical and cultural characteristics of these regions and investigate changes to it (S4)
5. TLW analyze human populations, ideas and goods throughout history and its impact on human settlement and their environment (S5)
6. TLW analyze how we either adapt to, modify or change our dependence upon Earth's physical environment. (S6)

Unit Focus Questions

- What physical features are the most influential to Latin America?
- How did colonization impact Latin American and what lasting effects can be seen today?
- What is the specific interdependence that exists between the people and the physical geography of Latin America?
- What specific factors attribute to the differences in the levels of standard of living within the Americas?
- What specific factors attribute to the differences in the levels of standard of living within the Americas?

Major Concepts, Standards, and Grade Level Expectations

Standard 1

- Locate rivers, lakes, mountains and major regions.(WG.1.4)
- Locate major cities, states & provinces (WG.1.4)

Standard 2

- Climate, ocean and wind currents and elevation (WG.2.2)
- Plant and animal life.(WG.2.3)
- Natural and human processes that shaped these areas (WG.2.4)

Standard 3

- Cultural, political and economy of both regions(WG.3.1)
- Unifying characteristics over time (WG.3.2)
- Human and physical characteristics between Central and South America (WG.3.3)

Standard 4

- Physical and human characteristics of given area (WG.4.1)
- Impact of physical characteristics on human activities (WG.4.2&3)
- History's impact on culture and groups (WG.4.4)
- Social, economic and governmental systems(WG.4.5)

Standard 5

- Push/pull factors **(WG.5.1)**
- Use models and graphs of population trends **(WG.5.2)**
- Specific examples of economic interdependence **(WG.5.3)**
- Factors that contribute to standard of living **(WG.5.4)**
- Technology's effects on the spread of ideas and information **(WG.5.5)**

Standard 6

- Technology that allows humans to modify their environment **(WG.6.1)**
- Physical challenges/solutions for human survival **(WG. 6.2)**
- Distribution of resources & role of government **(WG. 6.3)**
- Governments and businesses' role in the consumption and conservation of resources and the environment **(WG.6.4)**

UNIT 3 KEY TERMS

Andes mountains, llanos, cerrado, pampas, Amazon River, rain forest, slash-and-burn, terraced farming, push factors, pull factors, Spanish Conquest, Tenochtitlan, mestizo, NAFTA, cultural hearth, United Provinces of Central America, Panama Canal, informal economy, reggae,, calypso, Inca, Mercosur, Treaty of Tordesillas, Carnival, samba, biodiversity, deforestation, global warming, debt-for nature swap, oligarchy, junta, caudillo, land reform

UNIT 3 RESOURCES**Possible Sources**

- *Middle and South America*, Mark Stewart
- *South America*, Ewan McLeish
- *South America*, David Peterson
- *South America*, Carl Proujan
- [*South America*](#), National Geographic
- [*Archaeological Map of Central America*](#), National Geographic
- [*Destination: Costa Rica*](#), National Geographic
- <http://active.socialstudies.com>, Active Classroom
- [*Mapping Landforms*](#), National Geographic
- Latin America Maps http://www.d-maps.com/continent.php?num_con=20&lang=en
- Central America Map Puzzle <http://www.yourchildlearns.com/mappuzzle/central-america-puzzle.html>
- South America Map puzzle <http://www.yourchildlearns.com/mappuzzle/south-america-puzzle.html>

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Unit 4

EUROPE

Unit Overview:

In this unit students will explore how we use geography to examine relationships between people and places. This unit will build the foundation for geographic principles which will support each of the following units of study. Europe is the world's second smallest continent. Europe has great diversity of landforms and cultures.

Duration:

4 weeks

WORLD GEOGRAPHY INSTRUCTIONAL OUTCOMES AND STANDARDS *(The Learner Will TLW...)*

1. TLW locate natural and human constructed geographic representations. (S1)
2. TLW describe the physical systems of each region (S2)
3. TLW examine the characteristics of each region that promotes unity between these members(S3)
4. TLW identify the physical and cultural characteristics of these regions and investigate changes to it (S4)
5. TLW analyze human populations, ideas and goods throughout history and its impact on human settlement and their environment (S5)
6. TLW analyze how we either adapt to, modify or change our dependence upon Earth's physical environment. (S6)

Unit Focus Questions	Major Concepts, Standards, and Grade Level Expectations
• How have western Europeans adapted to and affected their environment through technology and innovation? • What factors have attributed to the continuity of European cultures despite waves of migration and warfare? • What impact has the diffusion of western European culture had on other regions of the world? • How does physical geography and human processes lead to the formation of boundaries and political systems? • How do location and management of resources affect the movement of product and people?	Standard 1 ▪ Locate rivers, lakes, mountains and major regions (WG.1.4) ▪ Locate major cities, states & provinces (WG.1.4) Standard 2 ▪ Climate, ocean and wind currents and elevation (WG.2.2) ▪ Plant and animal life (WG.2.3) ▪ Natural and human processes that shaped these areas (WG.2.4) Standard 3 ▪ Cultural, political and economy of both regions(WG.3.1) ▪ Unifying characteristics over time (WG.3.2) ▪ Human and physical characteristics throughout the regions of Europe (WG.3.3) Standard 4 ▪ physical and human characteristics of given area (WG.4.1) ▪ Impact of physical characteristics on human activities (WG.4.2&3) ▪ History's impact on culture and groups (WG.4.4) ▪ Social, economic and governmental systems(WG.4.5) Standard 5 ▪ Push/pull factors (WG.5.1) ▪ Use models and graphs of population trends (WG.5.2) ▪ Specific examples of economic interdependence (WG.5.3) ▪ Factors that contribute to standard of living (WG.5.4) ▪ Technology's effects on the spread of ideas and information (WG.5.5)

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Standard 6

- Technology that allows humans to modify their environment **(WG.6.1)**
- Physical challenges/solutions for human survival **(WG.6.2)**
- Distribution of resources & role of government **(WG.6.3)**
- Governments and businesses' role in the consumption and conservation of resources and the environment **(WG.6.4)**

UNIT 4 KEY TERMS

Fjord, uplands, Meseta, peat, North Atlantic Drift, mistral, sirocco, dike, polder, seaworks, terpen, Zuider Zee, city-state, republic, Crusades, Renaissance, Aqueduct, Benelux, Reformation, feudalism, nationalism, Holocaust, Berlin Wall, euro, Nordic Countries, cultural crosswords, balkanization, satellite nation, folk art, anti-Semitism, Slobodan Milosevic, ethnic cleansing, KLA, cyanide, European Environmental Agency, smog, ozone

UNIT 4 RESOURCES

Possible Sources

- *Europe*, Suzanne Francis
- *Europe and Russia*, Sherilin Chanek
- *Western Europe*, John Dornberg
- *Eastern Europe*, Sarah Howell
- *Europe*, National Geographic
- *Physical Geography of Europe*, National Geographic
- Europe Map http://www.d-maps.com/continent.php?num_con=5&lang=en
- Europe Map Puzzle <http://www.yourchildlearns.com/mappuzzle/europe-puzzle.html>

World Geography



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Unit 5

RUSSIA AND THE REPUBLICS

Unit Overview:

In this unit students will explore how we use geography to examine relationships between people and places. This unit will build the foundation for geographic principles which will support each of the following units of study. It is a region distinguished by its huge area, extremes in climates, and turbulent politics.

Duration:

4 weeks

WORLD GEOGRAPHY INSTRUCTIONAL OUTCOMES AND STANDARDS *(The Learner Will TLW...)*

1. TLW locate natural and human constructed geographic representations.(S1)
2. TLW describe the physical systems of each region (S2)
3. TLW examine the characteristics of each region that promotes unity between these members(S3)
4. TLW identify the physical and cultural characteristics of these regions and investigate changes to it (S4)
5. TLW analyze human populations, ideas and goods throughout history and its impact on human settlement and their environment (S5)
6. TLW analyze how we either adapt to, modify or change our dependence upon Earth's physical environment. (S6)

Unit Focus Questions

- What factors have attributed to the continuity of European cultures despite waves of migration and warfare?
- How does physical geography and human processes lead to the formation of boundaries and political systems?
- What has caused the many transformations that the political maps of Eastern Europe and Russia have undergone from the end of WWII to today?
- How has the rise and fall of communism affected the physical, cultural, and economic environment of Russia, Eastern Europe, and their relationship with other countries?

Major Concepts, Standards, and Grade Level Expectations

Standard 1

- Locate rivers, lakes, mountains and major regions **(WG.1.4)**
- Locate major cities, states & provinces **(WG.1.4)**

Standard 2

- Climate, ocean and wind currents and elevation **(WG.2.2)**
- Plant and animal life **(WG.2.3)**
- Natural and human processes that shaped these areas **(WG.2.4)**

Standard 3

- Cultural, political and economy of both regions **(WG.3.1)**
- Unifying characteristics over time **(WG.3.2)**
- Human and physical characteristics throughout the regions of Europe **(WG.3.3)**

Standard 4

- Physical and human characteristics of given area **(WG.4.1)**
- Impact of physical characteristics on human activities **(WG.4.2&3)**
- History's impact on culture and groups **(WG.4.4)**
- Social, economic and governmental systems **(WG.4.5)**

Standard 5

- Push/pull factors **(WG.5.1)**
- Use models and graphs of population trends **(WG.5.2)**
- Specific examples of economic interdependence **(WG.5.3)**
- Factors that contribute to standard of living **(WG.5.4)**
- Technology's effects on the spread of ideas and information **(WG.5.5)**

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Standard 6

- Technology that allows humans to modify their environment (**WG.6.1**)
- Physical challenges/solutions for human survival (**WG.6.2**)
- Distribution of resources & role of government (**WG.6.3**)
- Governments and businesses' role in the consumption and conservation of resources and the environment (**WG.6.4**)

UNIT 5 KEY TERMS

Ural Mountains, Eurasia, Transcaucasia, Central Asia, Siberia, continentality, runoff, Trans-Siberian Railroad, Baltic Republics, czar, Russian Revolution, USSR, Cold War, collective farm, command economy, Red Army, Silk Road, Great Game, nomad, yurt, Chechnya, privatization, distance decay

UNIT 5 RESOURCES

Possible Sources

- *Europe*, Suzanne Francis
- *Europe and Russia*, Sherilin Chanek
- *Western Europe*, John Dornberg
- *Eastern Europe*, Sarah Howell
- *Europe*, National Geographic
- *Physical Geography of Europe*, National Geographic
- Map Source http://www.d-maps.com/continent.php?num_con=5&lang=en

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Unit 6		MIDDLE EAST (and NORTH AFRICA)
Unit Overview: In this unit students will explore how we use geography to examine relationships between people and places. This unit will build the foundation for geographic principles which will support each of the following units of study. It is a region blanketed by vast deserts and blessed with a wealth of resources and home of several world religions. <i>(North Africa may be covered in Unit 6 or Unit 7 at the teacher's discretion)</i>		Duration: 4 weeks
WORLD GEOGRAPHY INSTRUCTIONAL OUTCOMES AND STANDARDS <i>(The Learner Will TLW...)</i>		
1. TLW locate natural and human constructed geographic representation. (S1) 2. TLW describe the physical systems of each region (S2) 3. TLW examine the characteristics of each region that promotes unity between these members(S3) 4. TLW identify the physical and cultural characteristics of these regions and investigate changes to it (S4) 5. TLW analyze human populations, ideas and goods throughout history and its impact on human settlement and their environment (S5) 6. TLW analyze how we either adapt to, modify or change our dependence upon Earth's physical environment. (S6)		
Unit Focus Questions	Major Concepts, Standards, and Grade Level Expectations	
- How do different cultural beliefs influence public policy and decision making across this region? - How have challenges like civil unrest, warfare and pandemic disease affect population, demographics and standards of living of African countries?	Standard 1 - Locate rivers, lakes, mountains and major regions (WG.1.4) - Locate major cities, states & provinces (WG.1.4) Standard 2 - Climate, ocean and wind currents and elevation (WG.2.2) - Plant and animal life (WG.2.3) - Natural and human processes that shaped these areas (WG.2.4) Standard 3 - Cultural, political and economy of both regions (WG.3.1) - Unifying characteristics over time (WG.3.2) - Human and physical characteristics throughout the middle east (WG.3.3) Standard 4 - Physical and human characteristics of given area (WG.4.1) - Impact of physical characteristics on human activities (WG.4.2&3) - History's impact on culture and groups (WG.4.4) - Social, economic and governmental systems(WG.4.5)	

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Standard 5

- Push/pull factors **(WG.5.1)**
- Use models and graphs of population trends **(WG.5.2)**
- Specific examples of economic interdependence **(WG.5.3)**
- Factors that contribute to standard of living **(WG.5.4)**
- Technology's effects on the spread of ideas and information **(WG.5.5)**

Standard 6

- Technology that allows humans to modify their environment **(WG.6.1)**
- Physical challenges/solutions for human survival **(WG.6.2)**
- Distribution of resources & role of government **(WG.6.3)**
- Governments and businesses' role in the consumption and conservation of resources and the environment **(WG.6.4)**

UNIT 6 KEY TERMS

Nile river, rift valley, escarpment, Sahara, oasis, Serengeti Plain, Sahel, desertification, Aswan High Dam, silt, Berlin Conference, pandemic, Islam, stateless society, Ashanti, Bantu migrations, Fang sculpture, Great Zimbabwe, apartheid, Nelson Mandela, "one commodity" country, commodity, diversify, AIDS, cholera, malaria, tuberculosis, UNAIDS, Golan Heights, wadi, Tigris River, Euphrates River, salt flat, drip irrigation, desalinization, crude oil, refinery, Mecca, OPEC, Western Wall, Dome of the Rock, Zionism, Palestinian Liberation Organization, Sunni, Shi'ite, Taliban, Kurds, guest workers, stateless nation, Palestinians, West Bank, Gaza Strip, strategic commodity, human resources, Israel, Jerusalem

UNIT 6 RESOURCES

Possible Sources

- [*Destination: North Africa*](#), National Geographic
- *The Nile: River in the Sand*, Molly Aloian
- *The Middle East: In Search of Peace*, Cathryn J. Long
- [*The Geography of Afghanistan*](#), National Geographic
- *The Middle East: Israel and Palestine*, John King
- [*Africa*](#), National Geographic
- <http://active.socialstudies.com>, Active Classroom
- Africa Maps http://www.d-maps.com/continent.php?num_con=1&lang=en
- Southwest Asia http://www.d-maps.com/pays.php?num_pay=67&lang=en
- Middle East Map puzzle <http://www.yourchildlearns.com/mappuzzle/middle-east-puzzle.html>

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Unit 7

AFRICA (SOUTH of the SAHARA)

Unit Overview:

In this unit students will explore how we use geography to examine relationships between people and places. This unit will build the foundation for geographic principles which will support each of the following units of study. It is the second largest continent, rich in resource which led to colonial exploitation and a legacy of modern problems. **(North Africa may be covered in Unit 6 or Unit 7 at the teacher's discretion)**

Duration:

4 weeks

WORLD GEOGRAPHY INSTRUCTIONAL OUTCOMES AND STANDARDS *(The Learner Will TLW...)*

1. TLW locate natural and human constructed geographic representation. (S1)
2. TLW describe the physical systems of each region (S2)
3. TLW examine the characteristics of each region that promotes unity between these members(S3)
4. TLW identify the physical and cultural characteristics of these regions and investigate changes to it (S4)
5. TLW analyze human populations, ideas and goods throughout history and its impact on human settlement and their environment (S5)
6. TLW analyze how we either adapt to, modify or change our dependence upon Earth's physical environment. (S6)

Unit Focus Questions

- How does the history of colonization continue to affect the economic and social aspects of African countries today?
- What physical processes and relationships support different African biomes?
- How have challenges such as pandemic disease, genocide, and other challenges affecting African countries and how are countries trying to overcome these challenges?
- As a result of geography, are African countries, politically, culturally and economically, more similar or different?

Major Concepts, Standards, and Grade Level Expectations

Standard 1

- Locate rivers, lakes, mountains and major regions **(WG.1.4)**
- Locate major cities, states & provinces **(WG.1.4)**

Standard 2

- Climate, ocean and wind currents and elevation **(WG.2.2)**
- Plant and animal life **(WG.2.3)**
- Natural and human processes that shaped these areas **(WG.2.4)**

Standard 3

- Cultural, political and economy of both regions **(WG.3.1)**
- Unifying characteristics over time **(WG.3.2)**
- Human and physical characteristics throughout the middle east **(WG.3.3)**

Standard 4

- Physical and human characteristics of given area **(WG.4.1)**
- Impact of physical characteristics on human activities **(WG.4.2&3)**
- History's impact on culture and groups **(WG.4.4)**
- Social, economic and governmental systems **(WG.4.5)**

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Standard 5

- Push/pull factors **(WG.5.1)**
- Use models and graphs of population trends **(WG.5.2)**
- Specific examples of economic interdependence **(WG.5.3)**
- Factors that contribute to standard of living **(WG.5.4)**
- Technology's effects on the spread of ideas and information **(WG.5.5)**

Standard 6

- Technology that allows humans to modify their environment **(WG.6.1)**
- Physical challenges/solutions for human survival **(WG.6.2)**
- Distribution of resources & role of government **(WG.6.3)**
- Governments and businesses' role in the consumption and conservation of resources and the environment **(WG.6.4)**

UNIT 7 KEY TERMS

Nile river, rift valley, escarpment, Sahara, oasis, Serengeti Plain, Sahel, desertification, Aswan High Dam, silt, Berlin Conference, pandemic, Islam, stateless society, Ashanti, Bantu migrations, Fang sculpture, Great Zimbabwe, apartheid, Nelson Mandela, "one-commodity" country, commodity, diversify, AIDS, cholera, malaria, tuberculosis, UNAIDS.

UNIT 7 RESOURCES

Possible Sources

- *South Africa*, Claire Throp
- *South Africa: the Land*, Domini Clark
- *South Africa: the People*, Domini Clark
- *South Africa: the Culture*, Domini Clark
- *Destination: South Africa*, National Geographic
- *Africa*, National Geographic
- *Destination: Southern Africa*, National Geographic
- *Destination: East Africa*, National Geographic
- *Destinations: West and Central Africa*, National Geographic
- *Exploring Africa*, Michigan State University
- <http://active.socialstudies.com>, Active Classroom
- Africa Maps http://www.d-maps.com/continent.php?num_con=1&lang=en
- Africa Map Puzzle <http://www.yourchildlearns.com/mappuzzle/africa-puzzle.html>

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Unit 8

SOUTH & EAST ASIA

Unit Overview:

In this unit students will explore how we use geography to examine relationships between people and places. This unit will build the foundation for geographic principles which will support each of the following units of study. It is a region of ancient cultures, spectacular landforms, and rapidly growing populations.

Duration:

4 weeks

WORLD GEOGRAPHY INSTRUCTIONAL OUTCOMES AND STANDARDS *(The Learner Will TLW...)*

1. TLW locate natural and human constructed geographic representation. (S1)
2. TLW describe the physical systems of each region (S2)
3. TLW examine the characteristics of each region that promotes unity between these members(S3)
4. TLW identify the physical and cultural characteristics of these regions and investigate changes to it (S4)
5. TLW analyze human populations, ideas and goods throughout history and its impact on human settlement and their environment (S5)
6. TLW analyze how we either adapt to, modify or change our dependence upon Earth's physical environment. (S6)

Unit Focus Questions

- What comparisons in levels of economic development exist across each region?
- What influence do major religions in South Asia have on the culture, economy, and politics of those countries?
- What evidence of influence has Western culture had on South Asia in the past and the present?
- How have countries in East Asia attempted to address their overpopulation issue?
- What are ways that people in each region adapt to and modify their physical environment?
- How does China exert economic, political, and social influence on the rest of the world?

Major Concepts, Standards, and Grade Level Expectations

Standard 1

- Locate rivers, lakes, mountains and major regions **(WG.1.4)**
- Locate major cities, states & provinces **(WG.1.4)**

Standard 2

- Climate, ocean and wind currents and elevation **(WG.2.2)**
- Plant and animal life **(WG.2.3)**
- Natural and human processes that shaped these areas **(WG.2.4)**

Standard 3

- Cultural, political and economy of both regions **(WG.3.1)**
- Unifying characteristics over time **(WG.3.2)**
- Human and physical characteristics throughout the middle east **(WG.3.3)**

Standard 4

- Physical and human characteristics of given area **(WG.4.1)**
- Impact of physical characteristics on human activities **(WG.4.2&3)**
- History's impact on culture and groups **(WG.4.4)**
- Social, economic and governmental systems **(WG.4.5)**

Standard 5

- Push/pull factors **(WG.5.1)**
- Use models and graphs of population trends **(WG.5.2)**
- Specific examples of economic interdependence **(WG.5.3)**
- Factors that contribute to standard of living **(WG.5.4)**
- Technology's effects on the spread of ideas and information **(WG.5.5)**

Standard 6

- Technology that allows humans to modify their environment **(WG.6.1)**
- Physical challenges/solutions for human survival **(WG.6.2)**
- Distribution of resources & role of government **(WG.6.3)**
- Governments and businesses' role in the consumption and conservation of resources and the environment **(WG.6.4)**

UNIT 8 KEY TERMS

Himalaya Mountains, subcontinent, alluvial plain, archipelago, alluvial plain, atoll, monsoon, cyclone, Hinduism, Ganges River, Mughal Empire, nonviolent protest, Green Revolution, caste system, Indus Valley civilization, partition, Kashmir, microcredit, entrepreneur, Ramadan, constitutional monarchy, Sherpa, Siddhartha Gautama, mandala, sultan, illiteracy, Taklimakan Desert, Gobi Desert, Three Gorges Dam, PCB's, dynasty, spheres of influence, Boxer Rebellion, Confucianism, Taoism, Buddhism, economic tiger, Pacific Rim, Three Kingdoms, Seol, samurai, shogun, tsunami, UNICEF, Jakota Triangle, recession

UNIT 8 RESOURCES**Possible Sources**

- ***West Asia***, Robert Henderson
- ***East Asia***, Minnie Ashcroft
- ***China and Southeast Asia***, Katherine Prior
- ***Asia***, David Lambert
- ***Asia***, National Geographic
- <http://active.socialstudies.com>, Active Classroom
- South Asia Maps http://www.d-maps.com/pays.php?num_pay=670&lang=en
- Asia Map Puzzle <http://www.yourchildlearns.com/mappuzzle/asia-puzzle.html>

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Unit 9 SOUTHEAST ASIA, OCEANIA, ANTARCTICA, & AUSTRALIA

Unit Overview:

In this unit students will explore how we use geography to examine relationships between people and places. This unit will build the foundation for geographic principles which will support each of the following units of study. It is a region of ancient cultures, spectacular landforms, and rapidly growing populations.

Duration:

4 weeks

WORLD GEOGRAPHY INSTRUCTIONAL OUTCOMES AND STANDARDS *(The Learner Will TLW...)*

1. TLW locate natural and human constructed geographic representation. (S1)
2. TLW describe the physical systems of each region (S2)
3. TLW examine the characteristics of each region that promotes unity between these members(S3)
4. TLW identify the physical and cultural characteristics of these regions and investigate changes to it (S4)
5. TLW analyze human populations, ideas and goods throughout history and its impact on human settlement and their environment (S5)
6. TLW analyze how we either adapt to, modify or change our dependence upon Earth's physical environment. (S6)

Unit Focus Questions	Major Concepts, Standards, and Grade Level Expectations
• What comparisons in levels of economic development exist across each region? • What influence do major religions in South Asia have on the culture, economy, and politics of those countries? • What evidence of influence has Western culture had on South Asia in the past and the present? • How have countries in East Asia attempted to address their overpopulation issue? • What are ways that people in each region adapt to and modify their physical environment? • How does China exert economic, political, and social influence on the rest of the world?	Standard 1 ▪ Locate rivers, lakes, mountains and major regions (WG.1.4) ▪ Locate major cities, states & provinces (WG.1.4) Standard 2 ▪ Climate, ocean and wind currents and elevation (WG.2.2) ▪ Plant and animal life (WG.2.3) ▪ Natural and human processes that shaped these areas (WG.2.4) Standard 3 ▪ Cultural, political and economy of both regions (WG.3.1) ▪ Unifying characteristics over time (WG.3.2) ▪ Human and physical characteristics throughout the middle east (WG.3.3) Standard 4 ▪ Physical and human characteristics of given area (WG.4.1) ▪ Impact of physical characteristics on human activities (WG.4.2&3) ▪ History's impact on culture and groups (WG.4.4) ▪ Social, economic and governmental systems (WG.4.5)

Standard 5

- Push/pull factors (**WG.5.1**)
- Use models and graphs of population trends (**WG.5.2**)
- Specific examples of economic interdependence (**WG.5.3**)
- Factors that contribute to standard of living (**WG.5.4**)
- Technology's effects on the spread of ideas and information (**WG.5.5**)

Standard 6

- Technology that allows humans to modify their environment (**WG.6.1**)
- Physical challenges/solutions for human survival (**WG.6.2**)
- Distribution of resources & role of government (**WG.6.3**)
- Governments and businesses' role in the consumption and conservation of resources and the environment (**WG.6.4**)

UNIT 9 KEY TERMS

Archipelago, Oceania, high island, low island, Great Barrier Reef, outback, voyaging canoe, outrigger canoe, atoll, Bikini Atoll, Indochina, Vietnam War, ASEAN, Micronesia, Melanesia, Polynesia, subsistence activities, penal colony, Aboriginal people, Maori, assimilation, Stolen Generation, Land Rights Act of 1976, *Mabo* Case, pastoral leases, *Wik* Case, industrialization, push-pull factors.

UNIT 9 RESOURCES**Possible Sources**

- *West Asia*, Robert Henderson
- *East Asia*, Minnie Ashcroft
- *China and Southeast Asia*, Katherine Prior
- *Asia*, David Lambert
- *Oceania and Antarctica*, Carl Proujan
- *Australia and Oceania*, National Geographic
- *Australia and Oceania*, Kate Darian-Smith
- *Australia*, Mary Colson
- *Australia*, Ann Heinrichs
- *Australia*, Jean F. Blashfield
- *Asia*, National Geographic
- *Destination: New Zealand*, Overview, National Geographic
- <http://active.socialstudies.com>, Active Classroom
- Asia Maps http://www.d-maps.com/continent.php?num_con=3&lang=en
- Oceania Maps http://www.d-maps.com/continent.php?num_con=9&lang=en
- Map Puzzle <http://www.yourchildlearns.com/mappuzzle/seasia-puzzle.html>

APPENDIX A

SUGGESTED ASSESSMENTS AND LEARNING ACTIVITIES

THE STUDY OF GEOGRAPHY

- Divide students into cooperative groups and assign each group a different physical activity (plate movement, water, continental drift, land/air/water, volcanoes, weather, etc.) and have them design a 10-minute object lesson to “teach” the main ideas to the class.
- Explore and discuss the ways physical activity has shaped the earth locally. Access students’ background knowledge of local geography and research comparisons to other regions in the world.
- Complete a graphic organizer that examines similarities and differences of ecosystems/biomes. Students then choose one ecosystem/biome to locate on a map and describe daily life in that ecosystem/biome by charting an electronic “tracking” of the area for weather patterns, vegetation, etc.
- Have students create a bulletin board by searching magazines for examples of each of the five themes of geography and display examples as part of a large graphic organizer.
- Students can transfer mental map to a large orange, drawing continents and oceans directly on the fruit skin. Have students carefully peel the fruit to create a flat map projection of the earth’s surface.

HOW HUMAN ACTIVITY SHAPES THE EARTH

- Access background knowledge of ecosystems/biomes to evaluate population density, settlement patterns, and natural distribution of natural resources as they relate to human settlement.
- Using the Sahara Desert biome/ecosystem, examine the ways this particular biome/ecosystem has changed over time and how people have contribute to the change and adapted themselves to these changes. Access background knowledge of biomes/ecosystems and choose one to evaluate for change over time and human impact. Predict future changes and consequences of human environmental interaction.
- “World in a Candy Bar” Activity: Using a king-sized Snickers candy bar (students are each given a snack-sized bar with instructions not to consume) as a visual aid/guide, examine/list the contents of the Snickers. In groups, students use world map to locate areas in which content could be produced/grown and categorize the contents by these areas of the world. Each group creates a map legend that explains where products are found and why. Follow-up with discussion/questions that prompt students to analyze the why of the where using the geographic mode of inquiry.
- Using candy bar analogy, discuss the ways countries are interdependent and how this interdependency impacts our daily lives. Ask students to look for/report on other examples by visiting the grocery store and creating lists of foods that have been imported from other countries/regions. In groups, have students plan a meal that incorporates food from at least seven different countries/regions.
- Have students write an essay that predicts the differences between the decision-making processes in a culture that values authoritarianism differ from the decision-making process in a culture that values democracy.
- Prepare a mock “impact study” to present to the government(s) of researched biomes/ecosystems. Present findings in a PowerPoint presentation and have classmates prepare questions from point-of-view of government officials.

- After a brief discussion on culture and regions, have students brainstorm the variety of ways that an area can be broken into regions (human/physical).
- Create a “photo album” of current events, photos, etc. that examines the impact culture has on a region or people (Middle East, Intermountain West, Red State/Blue State, etc.). Using the geographic mode of inquiry, determine problems created by cultures, past and present.

NORTH AND SOUTH AMERICA

- Allow students to select one country or region of the world and create a poster that visually demonstrates the culture of the area. In small groups, students will share their poster and discuss pre-determined essential questions.
- Ask students to record their meals for a two-week time period. Working in partners or small groups, have students create a chart that breaks their food choices down by countries/regions of the world. Have students summarize their findings in a short paragraph that addresses the question: *How does the culture of one area change over time through exposure to other cultures?*
- Working in partners, have students compare and contrast two regions of the world based upon human and physical characteristics. Have the students present their findings in a two-voice poem.
- Investigate/offer solutions for problems created by cultures, past and present, in specific regions.
- Exit Ticket: Have students respond in writing to previously established essential questions.

WESTERN EUROPE

- Study Western Europe and its major countries, cities, regions, landforms, people and the impact they have on the area and the rest of the world.
- Examine current events in Western Europe and how those events impact both Western Europe and the rest of the world.
- Visit www.nationalgraphic.com for lesson plans, maps, resources, and additional information.
- Present a Geography Fair
- Have students create a “World Geography” board game that incorporates the five themes of geography and their knowledge of the culture/climate/landforms, etc. of Western Europe.

EASTERN EUROPE AND EURASIA

- Study Eastern Europe and Eurasia and its major countries, cities, regions, landforms, people and the impact they have on the area and the rest of the world.
- Examine current events in Eastern Europe and Eurasia and how those events impact both areas and the rest of the world.
- Visit www.nationalgraphic.com for lesson plans, maps, resources, and additional information.
- Present a Geography Fair
- Have students create a “World Geography” board game that incorporates the five themes of geography and their knowledge of the culture/climate/landforms, etc. of Eastern Europe and Eurasia.

AFRICA

- Study Africa and its major countries, cities, regions, landforms, people and the impact they have on the area and the rest of the world.
- Examine current events in Eastern Europe and Eurasia and how those events impact both areas and the rest of the world.
- Visit www.nationalgraphic.com for lesson plans, maps, resources, and additional information.
- Present a Geography Fair
- Have students create a “World Geography” board game that incorporates the five themes of geography and their knowledge of the culture/climate/landforms, etc. of Africa.

MIDDLE EAST

- Study Middle East and its major countries, cities, regions, landforms, people and the impact they have on the area and the rest of the world.
- Examine current events in Eastern Europe and Eurasia and how those events impact both areas and the rest of the world.
- Visit www.nationalgraphic.com for lesson plans, maps, resources, and additional information.
- Present a Geography Fair
- Have students create a “World Geography” board game that incorporates the five themes of geography and their knowledge of the culture/climate/landforms, etc. of the Middle East.

SOUTH/EAST/SOUTHEAST ASIA

- Study Asia and its major countries, cities, regions, landforms, people and the impact they have on the area and the rest of the world.
- Examine current events in Eastern Europe and Eurasia and how those events impact both areas and the rest of the world.
- Visit www.nationalgraphic.com for lesson plans, maps, resources, and additional information.
- Present a Geography Fair
- Have students create a “World Geography” board game that incorporates the five themes of geography and their knowledge of the culture/climate/landforms, etc. of Asia.

AUSTRALIA, OCEANIA, & ANTARCTICA

- Study Australia, Oceania, Antarctica and its major countries, cities, regions, landforms, people and the impact they have on the area and the rest of the world.
- Examine current events in Eastern Europe and Eurasia and how those events impact both areas and the rest of the world.
- Visit www.nationalgraphic.com for lesson plans, maps, resources, and additional information.
- Present a Geography Fair
- Have students create a “World Geography” board game that incorporates the five themes of geography and their knowledge of the culture/climate/landforms, etc. of Australia, Oceania, and Antarctica.