DRAFT v1 

**MS Scope and Sequence**

**Course Overview: Geography**

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| **Teacher: Leigh Carroll Year: 2020-2021** | |
| **Course Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*  By the end of the course students should be more geoliterate, more engaged in contemporary global issues, and more inclusive in their viewpoints.  They should have developed skills in approaching problems geographically, using maps and geospatial technologies and awareness; **thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concept such as scale, region, diffusion, interdependence, spatial interaction, etc.**  Students should see **geography as relevant lens to understanding the world in which they live**  Students should **see themselves as a key agent in building global citizen and environmental duty.**  Adapted from College Board Course Description <https://apcentral.collegeboard.org/pdf/ap-human-geography-course-description.pdf>   * **Geography** is the study of physical features of the earth and its atmosphere * **Human geography pertains** to how human activity affects or is influenced by the earth’s surface including the distribution of population and resources, land use, and industries (how humans use the earth) * Maps are a representation of the earth. Maps help students understand what the world looks like in terms of the political boundaries and physical features. Maps helps students understand where one region is compared to another, how human societies relate to each other. Students will interpret maps to help them visualize earth, and become critical thinkers on the effects of human activity. * **Globalization** is interaction and integration of social structures and cultures across between countries and its people is a major phenomenon in human history that reveals how much more human societies are connected across the globe. | **Course Essential Question(s):**  *What thought provoking questions foster learning and inquiry to get to the Enduring Understandings?*  ***PRIMARY***  **How can we use our knowledge of geography to affect environmental and social change?**  ***SECONDARY***   * **How do humans interact with our environment and what are the consequences?** * **How does the physical world impact human geography?** |
| **Course Mission Statement:**  *By the end of this course, students will independently use their learning to visualize and make sense of the world around them, both locally and in far away places. They will be able to describe various locations on Earth and how they came to be this way. They will be able to apply knowledge of physical and human geography and use geographical literacy skills to analyze and solve problems that we face on Earth.* | |
| **Final Assessment:**  *How will you assess independent student mastery of your course essential skills and questions? (Questions and Format)*  Climate Change Roundtable | |

**Pacing Guide – Purpose: Purposefully plan & pace toward course enduring understanding**

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| Week # | **Dates** | **Important Dates** | **# Lessons** | **Unit Title/Core Text** | **Key Skills & Content (In your own few words; not standards)** |
| 1 | 9/7-9/11 | 9/7 Labor day NO School; 9/8 First day of school | 4 | Introduction to Geography | Intro mapping skills + What is Human Geography? |
| 2 | 9/14-9/18 |  | 5 | Introduction to Geography | Physical Geography |
| 3 | 9/21-9/25 |  | 5 | Introduction to Geography | Performance Task/Transition to Monsoon Unit + Google Chrome JITS |
| 4 | 9/28-10/2 |  | 5 | Monsoon Asia | Political + Physical Features of the Region |
| 5 | 10/5-10/9 |  | 5 | Monsoon Asia | Monsoon Climates |
| 6 | 10/12-10/16 | 10/12 Indigenous People’s Day | 4 | Monsoon Asia |  |
| 7 | 10/19-10/23 |  | 5 | Monsoon Asia | Weather [SCIENCE] |
| 8 | 10/26-10/30 | 10/3 Half Day, **10/30 End of Q1** | 5 | Monsoon Asia | Weather [SCIENCE] |
| 9 | 11/2-11/6 | **11/3 Election Day** | 3 | Oceania | Political + Physical Features of the Region |
| 10 | 11/9-11/13 | 11/11 Veterans Day No School | 4 | Oceania | Continental Drift (SCIENCE) |
| 11 | 11/16-11/20 |  | 5 | Oceania | Continental Drift (SCIENCE) and Biodiversity |
| 12 | 11/23-11/27 | 11/25 Half Day, 11/26-11/27 Thanksgiving NO SCHOOL | 3 | Oceania | Week of Performance Task(s): essay; test |
| 13 | 11/30-12/4 |  | 5 | Antarctica | Political + Physical Features of the Region |
| 14 | 12/7-12/11 |  | 5 | Antarctica | Climate Change Introduction |
| 15 | 12/14-12/18 |  | 5 |  |  |
| **Winter Break 12/21 -1/1** | | | | | | |
| 16 | 1/4-1/8 |  | 5 | Latin America and the Caribbean | Political and Phys. Features |
| 17 | 1/11-1/15 |  | 5 | Latin America and the Caribbean | Social Structures +Revolutions |
| 18 | 1/18-1/22 | 1/18 MLK Jr. Day NO SCHOOL, **1/22 Half Day /End of Q2** | 4 | Latin America and the Caribbean | Revolutions |
| 19 | 1/25-1/29 | 1/25 Staff PD NO SCHOOL | 4 | Latin America and the Caribbean | Rainforests |
| 20 | 2/1-2/5 |  | 5 | Latin America and the Caribbean | Land use of the Amazon Rainforest |
| 21 | 2/8-2/12 |  | 5 | Latin America and the Caribbean | End of Unit Task |
| **February Break 2/15-2/19** | | | | | | |
| 22 | 2/22-2/26 |  | 5 | Middle East | Political + Phys. Map |
| 23 | 3/1-3/5 |  | 5 | Middle East | Major Beliefs of Islam |
| 24 | 3/8-3/12 |  | 5 | Middle East | Crude Oil |
| 25 | 3/15-3/19 |  | 5 | Middle East | End of Unit Task |
| 26 | 3/22-3/26 |  | 5 | Africa | Political and Phys. Features |
| 27 | 3/29-4/2 | 4/2 Half Day/End of Q3 | 5 | Africa | African Kingdoms and Ethnic Groups |
| 28 | 4/5-4/9 |  | 5 | Africa | Colonization |
| 29 | 4/12-4/16 |  | 5 | Africa | Independence Mvmts+ Arg. Writing Practice |
| **April Break 4/19-4/23** | | | | | | |
| 30 | 4/26-4/30 |  | 5 | Africa/BH Project | Google Chrome JITS+ Intro to Project |
| 31 | 5/3-5/7 |  | 5 | Africa/BH Project |  |
| 32 | 5/10-5/14 |  | 5 | Africa/BH Project |  |
| 33 | 5/17-5/21 |  | 5 | Europe and North America | Political + Physical Features of the Region |
| 34 | 5/24-5/28 |  | 5 | Europe and North America | Consumption Patterns in the USA |
| 35 | 5/31-6/4 | 5/31 Memorial Day NO SCHOOL | 4 | Europe and North America | Transboundary Pollution |
| 36 | 6/7-6/11 |  | 5 | Europe and North America | [Climate Change Roundtable / Trial](https://www.zinnedproject.org/wp-content/uploads/2019/03/APCE_climate-crisis-trial-activity.pdf) |
| 37 | 6/14-6/18 |  | 5 | Europe and North America | Final Essay |
| 38 | **6/21-6/23** | 6/23 Half day/ Last day for students | 2 |  |  |

Unit Overview

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| **Unit # / title:**  Introduction to Geography | **Duration: 3 Weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*  Geography is the study of Earth and its people. It helps us understand how people, places, and environments came to be and how they affect each other. It is the combination of history and science. History is usually all about people, and science is usually all about the Earth. There are two main branches of geography: human geography and physical geography. Human geography is concerned aspects of human existence including political, economic, and cultural factors. The purpose of human geography is to describe how people live and why. Physical geographers study patterns of climates, landforms, vegetation, soils, and water. They also study how physical geography impacts human geography and vice versa. Geographers use maps to record information about the world and make it easier to understand similarities and differences by seeing it visually. They look at how things are arranged ins pace relative to each other. Geographers can analyze several different maps of a place on Earth and draw conclusions about life in those places as well as use the maps to answer questions or solve problems that people face. | **Essential Question(s):**  What do geographers do?  What characteristics make places on Earth similar or different from each other? | |
| **Acquisition** | | |
| **Content Standards:** *(CCSS, State, national, AP)*  Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective  Standard 3: How to analyze the spatial organization of people, places, and environments on Earth’s surface  Standard 4: The physical and human characteristics of places  Standard 5: That people create regions to interpret Earth’s complexity | | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*  ***READING***  [CCSS.ELA-LITERACY.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  [CCSS.ELA-LITERACY.RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  [CCSS.ELA-LITERACY.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  ***WRITING***  [CCSS.ELA-LITERACY.WHST.6-8.2](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/) Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  [CCSS.ELA-LITERACY.WHST.6-8.2.A](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/a/) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  [CCSS.ELA-LITERACY.WHST.6-8.2.B](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/b/) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| **Notes/ Texts:**  Geo Alive Chapters 1 & 2  Outside source needed for landforms (check ppt from last year)  **Resources:**  2018 DESE Supplement HSS Framework <http://www.doe.mass.edu/bese/docs/fy2018/2018-05/item4-supplement-hss-framework.pdf> | | |

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| **Unit # / title:**  Oceania | **Duration: 4 Weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*  The continents were once joined together in one large "super-continent" called Pangaea, 300 million years ago. The continents have been drifting apart ever since. This is called the Theory of Continental Drift. Wegener used evidence from the shape of the continents, mountains and rock layers, fossilized organisms, and climate to defend his theory that the continents were once together, and have since drifted apart. Continental drift resulted in incredibly biodiversity in Australia. While Australia was drifting away, its plants and animals developed in isolation.  First, the continents look like they fit together like puzzle pieces, especially when you add their continental shelves (the parts of the continents that are underwater). If the continents LOOK like they once fit together, then maybe they DID fit together a long time ago! However, the continents don't fit together *perfectly*.  Second, some fossils stretch across many different continents that are far apart today. For example, fossils of the *Glossopteris* fern are found in South America, Africa, India, Antarctica, and Australia! This could mean the continents were once together, and the ferns lived in a much smaller area. However, maybe the fern seeds were spread out by wind, or the fern is really good at living in different places.  Third, some fossils are of organisms that have small, weak arms. Since these organisms had small weak arms, they could not have swum across the ocean. This means the organisms could only be found on both continents if the continents were much closer together, which would mean they have moved apart over time!  Fourth, when you put some continents together, mountain ranges, layers of rock, and other geologic features line up between the continents. This could mean the continents were once together, and the mountain ranges stretched across both continents.  Fifth, we can find fossils of tropical plants in locations that are in cold climates today. This means the continent where the fossil exists must have been in a warmer location before, and has moved over time!  Additional evidence for plate movement is found under Earth's oceans. This evidence includes mid-ocean ridges, trenches, and fracture zones.  The Pacific Ocean covers ⅓ of Earth’s surface and within it are tens of thousands of islands that are formed in various ways including volcanoes rising from the ocean floor (volcanic islands), islands formed by coral reefs (atolls), and chunks of land that were once part of a continent (continental islands). The way the Earth forms these different islands makes them have different and varied physical features which impact the way people live and the activities that they do and the types of economic activities they can engage in. Being surrounded by ocean also impacts every aspect of life in the Pacific Islands. | **Essential Question(s):**  How does Earth’s physical processes shape human life? | |
| **Acquisition** | | |
| **Content Standards:** *(State, national, AP)*  Standard 3: How to analyze the spatial organization of people, places, and environments on EArth’s surface.  Standard 4: The physical and human characteristics of places  Standard 7: The physical processes that shape the patterns of Earth’s surface  Standard 12: The processes, patterns, and functions of human settlement  Standard 15: How physical systems affect human systems | | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)*  ***Reading***  **Key Ideas and Details:**  [CCSS.ELA-LITERACY.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/)  Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  [CCSS.ELA-LITERACY.RH.6-8.3](http://www.corestandards.org/ELA-Literacy/RH/6-8/3/)  Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).  **Craft and Structure:**  [CCSS.ELA-LITERACY.RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/)  Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  [CCSS.ELA-LITERACY.RH.6-8.5](http://www.corestandards.org/ELA-Literacy/RH/6-8/5/)  Describe how a text presents information (e.g., sequentially, comparatively, causally).  ***Writing***  [CCSS.ELA-LITERACY.WHST.6-8.2](http://www.corestandards.org/ELA-Literacy/WHST/6-8/2/)  Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.  [CCSS.ELA-LITERACY.WHST.6-8.1](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/) Write arguments focused on *discipline-specific content*. |
| **Notes/ Texts:**  Science materials from Karla (they are all created already)  Geography Alive! Chapter 33 and 34 | | |

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| **Unit # / title:**  Antarctica | **Duration: 2 Weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*  Climate change is a man-made phenomenon in which carbon dioxide and other greenhouse gases are trapped in the atmosphere and are making Earth warmer (global warming), causing a variety of negative impacts. Greenhouse gases may cause surface temperatures to rise. As Earth warms, glaciers and ice shelves will melt. The result could be a dramatic rise in sea levels around the world. People can reduce production of greenhouse gases by using less energy from fossil fuels. Most scientists connect global warming to rising levels of greenhouse gases in the atmosphere. Others don’t believe that global warming is a major problem or that it is caused by human activity. | **Essential Question(s):**  What is the relationship between humans and our environment? | |
| **Acquisition** | | |
| **Content Standards:** *(State, national, AP)*  Standard 3: How to analyze the spatial organization of people, places, and environments on Earth’s surface  Standard 14: How human actions modify the physical environment | | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)* **Reading****Key Ideas and Details:** [CCSS.ELA-LITERACY.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.  [CCSS.ELA-LITERACY.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  [CCSS.ELA-LITERACY.RH.6-8.3](http://www.corestandards.org/ELA-Literacy/RH/6-8/3/) Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).  Craft and Structure  [CCSS.ELA-LITERACY.RH.6-8.6](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).  **Writing** **Text Types and Purposes:** [CCSS.ELA-LITERACY.WHST.6-8.1](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/) Write arguments focused on *discipline-specific content*. |
| **Notes/ Texts:**  Geography Alive Chapter 35 + supplementary resources  **Resources:**  2018 DESE Supplement HSS Framework <http://www.doe.mass.edu/bese/docs/fy2018/2018-05/item4-supplement-hss-framework.pdf> | | |

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| **Unit # / title:**  Monsoon Asia | **Duration: 5 Weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*  Over 50% of the world’s population lives in a region called Monsoon Asia. This region experiences a monsoon climate with heavy rains during a portion of the year for which humans have adapted many aspects of life including housing, clothing, and transportation. All over the world, humans change these aspects of life to match their climate. High population density occurs because the physical features of the land (landforms and climate) are favorable to human life, and population size also tends to be high in areas where there are lower levels of literacy and health care. Huge populations can strain governmental resources, creating challenges like crowding, lack of housing and jobs, and pollution and sanitation issues, which can ultimately impact life expectancy. China and Japan have differed in their responses to large population size. China’s main approach was to control population growth which had unintended negative effects, whereas Japan focused on adapting land use to meet the needs of the population and create jobs and housing. | **Essential Question(s):**  How can a country best meet the challenges created by a large and growing population? | |
| **Acquisition** | | |
| **Content Standards:** *(State, national, AP)*  Standard 7: The physical processes that shape the patterns of Earth’s surface  Standard 9: The characteristics, distribution, and migration of human populations on Earth’s surface  Standard 12: The processes, patterns, and functions of human settlement  Standard 15: How physical systems affect human systems | | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)* **Reading**Key Ideas and Details: [CCSS.ELA-LITERACY.RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.  [CCSS.ELA-LITERACY.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. Craft and Structure: [CCSS.ELA-LITERACY.RH.6-8.6](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/) Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). Integration of Knowledge and Ideas: [CCSS.ELA-LITERACY.RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  [CCSS.ELA-LITERACY.RH.6-8.9](http://www.corestandards.org/ELA-Literacy/RH/6-8/9/) Analyze the relationship between a primary and secondary source on the same topic.  **Writing** Text Types and Purposes: [CCSS.ELA-LITERACY.WHST.6-8.1](http://www.corestandards.org/ELA-Literacy/WHST/6-8/1/) Write arguments focused on *discipline-specific content*. Production and Distribution of Writing: [CCSS.ELA-LITERACY.WHST.6-8.4](http://www.corestandards.org/ELA-Literacy/WHST/6-8/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-LITERACY.WHST.6-8.5](http://www.corestandards.org/ELA-Literacy/WHST/6-8/5/) With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. |
| **Notes/ Texts:**  Geography Alive! Chapters 27 (Monsoons), 30 (China Population Size), 31 (Japan Population Size)  One Child Policy primary sources  One Child Policy documentary | | |

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| **Unit # / title:**  Africa | **Duration: 7 Weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*  It is a major misconception that Africa is country, and often countries are lumped as one “Africa.” However this is a misunderstanding. Africa is full of variety. It is a continent made up of 54 countries; Africa is the second largest continent in the world. The African continent is made up of various land forms and climates and African people practice many religions (Christianity, Islam, etc). There are also a wide variety of ethnic groups within African countries.  Africa is rich with natural resources (gold, minerals, rivers). This was part of the reason that during the Industrial Revolution, Europeans were interested in exploiting Africa for its resources. European governments took over all of Africa in the 1800-early 1900s. African people have a rich history and diverse culture(s) prior to European contact. European arrival impacted every aspect of life in Africa. It devastated the continent economically, as Africans were enslaved and taken advantage of for European economic gain, causing long term economic harm. Culturally, many African groups adopted European customs (often by force), and Europeans also changed the borders of European countries. Politically, Africans lost power within their own societies. Overtime, overuse of land and natural resources causes deterioration and scarcity of raw materials and results in humans creating man made structures to compensate for scarcity of resources to feed, house, and support communities of people  Colonization is a big part of why Africa is a developing continent. Within Africa, there are countries that are considered “developing” in their economic, socio-political progression in comparison to other nations that are more ‘developed”. Often times, these countries have economic and political disparities and/or inequalities that the citizens of those nations engage in programs or efforts to respond some of these societal needs. | **Essential Question(s):**  What determines a region’s economic prosperity?  What kind of legacy has human movement created on Earth?  *Did human movement to and from the African continent throughout history benefit African people?* | |
| **Acquisition** | | |
| **Content Standards:** *(State, national, AP)*  Standard 9: The characteristics, distribution, and migration of human populations on Earth’s surface  Standard 10: The characteristics, distribution, and complexity of Earth's cultural mosaics  Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth’s surface  Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources  Standard 17: How to apply geography to interpret the past | | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)* |
| **Notes/ Texts:**  Geography Alive Chapter 19, 20, 21, 22 | | |

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| **Unit # / title:**  The Middle East | **Duration: 4-5 Weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*  Similar to the continent of Africa, the Middle East (Central and Southwest Asia) is a cultural rich and diverse landscape (politically and culturally). There are complex societies and social structures that exist within the region, the people are NOT a monolith  Islam is one of the most practiced religion in the world and yet is perhaps one of the most misunderstood religious beliefs. This is mostly due to western perspectives and media coverage of extreme Islamic people and actions, which makes up a marginal fraction of the people who practice the faith. In fact, Islamic teachings promote peace and generosity. Similarly, western perspectives and media coverage often paint Islamic women as oppressed and unhappy, and while in a very small minority of countries Islamic women lack freedoms, many Islamic women are proud to wear their traditional religious clothing/coverings and represent their faith.  Water and crude oil are highly valuable natural resources in the region. Human activity to mine and use up this resource for profit, control over, and use has led to economic inequality and environmental degradation that has had catastrophic effects on the land and the people who depend on the resource for their subsistence. This has contributed to desertification. | **Essential Question(s):**  Can human treatment of the Earth be justified? | |
| **Acquisition** | | |
| **Content Standards:** *(State, national, AP)*  Standard 6: How culture and experience influence people’s perceptions of places and regions  Standard 10: The characteristics, distribution, and complexity of Earth’s cultural mosaics  Standard 11: The patterns and networks of economic interdependence on Earth’s surface  Standard 14: How human actions modify the physical environment | | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)* |
| **Notes/ Texts:**  Geography Alive chapters 24 and 26  Aral Sea documentary | | |

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| **Unit # / title:**  Latin America | **Duration: 6 Weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?* | **Essential Question(s):**  What are the consequences of human advancement? | |
| **Acquisition** | | |
| **Content Standards:** *(State, national, AP)* | | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)* |
| **Notes/ Texts:** | | |

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| **Unit # / title:**  Europe and North America | **Duration: 5 Weeks** | |
| **Meaning** | | |
| **Enduring Understandings:**  *What do you want students to understand? What inferences should they be able to make?*   * Developed countries have contributed more to global warming than developing countries   + Since all human beings inhabit the earth it is the global communities responsibility to limit harm and respond the alleviate any harm done in order to protect human beings (and nature)   + Otherwise we risk losing our environments and causing self-inflicted harm—danger to our survival as a human race. * Pollution is trans-boundary, affecting others not just the country of origin, which adds to their responsibility to combat causes and effects of pollution on the earth, animals, and humans who inhabit it. * Regardless of contributions to the global warming crisis, some countries have more capacity to respond to combat it than others.   Governments of both developed and developing countries, individual citizens, oil and coal companies, and the system of global capitalism all have a role to play in the climate crisis. Many argue that they are responsible on varying levels due to their different roles and contributions. Our response to the climate crisis depends on who or what we think is causing it. Students will understand how complicated it is to assess “guilt.” They must consider how different factors are linked together, and, depending on their assessment of blame, to propose what justice looks like. | **Essential Question(s):**  What would climate justice look like?  What are the factors that influence one’s responsibility to respond to manmade environment issues? | |
| **Acquisition** | | |
| **Content Standards:** *(State, national, AP)* | | **Skill Standards:** *(Thinking Skills, Group work skills, content-area habits, Social Emotional Skills, study skills, etc.)* |
| **Notes/ Texts:**  **Resources:**  2018 DESE Supplement HSS Framework <http://www.doe.mass.edu/bese/docs/fy2018/2018-05/item4-supplement-hss-framework.pdf> | | |