

**Davison Community Schools  
ADVISORY CURRICULUM COUNCIL  
Phase II, April 2012**

***Geography***

**Course Essential Questions (from Phase I report):**

- What is the geographic inquiry process?
- How do you look at the world in spatial terms?
- How do places and regions of the world influence life?
- What are the processes that shape and change the Earth's surface?
- How have human systems connected the world?
- How are environment and society connected?
- How do you use geography to interpret the past and plan for the future?

**Phase II Curriculum**

**Unit 1: Geography Introduction**

**Essential Questions:**

- How do geographers use maps to show information?
- How do geographers use data to understand the world?
- How are the five themes of geography used to understand the world?

**Essential Understanding:**

- Maps have a variety of purposes and show the world in spatial terms
- Statistical data provides both specific and general information about people, regions and world conditions
- There are multiple ways to describe and understand the world

**Curriculum Standards**

Geography Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

Geography Standard 3: How to analyze the spatial organization of people, places, and environments on earth's surface

K1.1 Know the defining characteristics of the disciplines of history and geography.

- CCR # 9 integrate info from primary and secondary sources, defining characteristics

K1.3 Understand and analyze temporal and spatial relationships and patterns.

- CCR # 7 integrate and evaluate multiple sources of information

K1.10 Understand significant concepts, generalizations, principles, and theories of history and geography as disciplines.

- CCR # 10 independently and proficiently

P2.2 Read and interpret data in tables and graphs.

- CCR # 7 integrate and evaluate multiple sources of information

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<ul style="list-style-type: none"> <li>• maps can represent any type of spatial data</li> <li>• the five themes of geography</li> <li>• economic indicators and how they are used to describe the conditions of a place</li> <li>• demographic data and what it tells about a place and its culture (population, religion, language etc...)</li> </ul> <p><u>Vocabulary for this unit:</u></p> <ul style="list-style-type: none"> <li>• latitude</li> <li>• longitude</li> <li>• legend</li> <li>• scale</li> <li>• climate</li> <li>• hemisphere</li> <li>• culture</li> <li>• economic indicator</li> <li>• demographic</li> </ul>	<ul style="list-style-type: none"> <li>• use map skills</li> <li>• read and interpret information from a variety of maps</li> <li>• create maps from a set of data</li> <li>• use economic indicators to draw conclusions</li> <li>• use demographic data to draw conclusions about a society</li> <li>• use the five themes of geography to describe people and regions</li> </ul>

**Phase III Textbook/Materials**

**Phase IV Summative Assessment Evidence**

<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
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**Phase V Learning Plan**

## Unit 2: Africa

### Essential Questions:

- What is Africa?
- Why is Africa a continent in crisis?
- How is Africa a region in transition?

### Essential Understanding:

- Africa is a continent with multiple cultures and regions
- The colonial history of Africa has influenced its current conditions
- The future of Africa is uncertain

## Curriculum Standards

Geography Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

Geography Standard 3: How to analyze the spatial organization of people, places, and environments on earth's surface

Geography Standard 4: The physical and human characteristics of places

Geography Standard 5: The people create regions to interpret earth's complexity

Geography Standard 8: The characteristics and spatial distribution of ecosystems on earth's surface

Geography Standard 9: The characteristics, distribution, and migration of human populations on Earth's surface

Geography Standard 10: The characteristics, distribution, and complexity of earth's cultural mosaics

Geography Standard 11: The patterns and networks of economic interdependence on earth's surface

Geography Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Geography Standard 14: How human actions modify the physical environment

Geography Standard 15: How physical systems affect human systems

Geography Standard 18: How to apply geography to interpret the present and plan for the future

E3.1.2 Developing Nations – Assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights and free trade can affect economic growth in developing nations. (*National Geography Standards 1 and 4, pp. 184 and 190*)

E3.1.4 GDP and Standard of Living – Using current and historical data on real per capita GDP for the United States, and at least three other countries (e.g., Japan, Somalia, and South Korea) construct a relationship between real GDP and standard of living. (*National Geography Standard 11, p. 206*)

K1.3 Understand and analyze temporal and spatial relationships and patterns.

- CCR # 7 integrate and evaluate multiple sources of information

K1.4 Understand historical and geographical perspectives.

- CCR # 6 point of view/ purpose, perspectives

K1.5 Understand the diversity of human beings and human cultures.

- CCR # 10 independently and proficiently

K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.

- CCR # 10 independently and proficiently

K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.

- CCR # 9 integrate info from primary and secondary sources

K1.9 Integrate concepts from at least two different social studies disciplines.

- CCR # 9 integrate info from primary and secondary sources

P1.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.

- CCW #1 arguments

P2.2 Read and interpret data in tables and graphs.

- CCR # 7 integrate and evaluate multiple sources of information

P2.3 Know how to find and organize information from a variety of sources; analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

- CCR # 8 evaluate author's premise, corroborate/challenge with other information, support with evidence
- CCW # 8 Gather information

P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

- CCW #1 arguments

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<ul style="list-style-type: none"> <li>• physical and political features of Africa vary depending on location</li> <li>• there are many different regional issues within the continent               <ul style="list-style-type: none"> <li>• history of colonization and its impact on Africa</li> <li>• regional differences</li> <li>• disease and famine</li> </ul> </li> <li>• cultural and ethnic differences in Africa have played a role in the problems and struggles of the continent               <ul style="list-style-type: none"> <li>• multi-cultural societies</li> <li>• religious conflicts</li> <li>• ethnic conflicts</li> </ul> </li> <li>• the work that is being done to bring stability to Africa with the aid of world organizations (food assistance, medical aid, humanitarian aid, democratization efforts etc...)</li> </ul>	<ul style="list-style-type: none"> <li>• maps and data to describe the regions of Africa</li> <li>• identify cultural conflict within Africa and explain effects of conflict today</li> <li>• explain how the history of Africa has led to current conflicts and problems today</li> <li>• explain how social and economic factors will shape the future of Arica's regions</li> </ul>

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### Phase V Learning Plan

#### Unit 3: India and China

**Essential Questions:**

- How will India and China shape the future of world economics?
- What obstacles stand in the way of India and China?
- How does the changing economic condition of India and China change the economic profile of each country?
- How has the cultural history of India and China influenced each country today?

**Essential Understanding:**

- By changing their economic system, India and China have flourished
- There is a vast disparity in the standard of living between the educated and non-education population
- Historical events in both countries prevented globalization from happening sooner

#### Curriculum Standards

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Geography Standard 4: The physical and human characteristics of places

Geography Standard 6: How culture and experience influence people's perceptions of places and regions

Geography Standard 10: The characteristics, distribution, and complexity of earth's cultural mosaics

Geography Standard 11: The patterns and networks of economic interdependence on earth's surface

Geography Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources

Geography Standard 18: How to apply geography to interpret the present and plan for the future

E3.1.1 Major Economic Systems – Give examples of and analyze the strengths and weaknesses of major economic systems (command, market and mixed), including their philosophical and historical foundations (e.g., Marx and the Communist Manifesto, Adam Smith and the Wealth of Nations).  
(*National Geography Standard 11, p. 206*)

E3.1.2 Developing Nations – Assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights and free trade can affect economic growth in developing nations. (*National Geography Standards 1 and 4, pp. 184 and 190*)



E3.1.4 GDP and Standard of Living – Using current and historical data on real per capita GDP for the United States, and at least three other countries (e.g., Japan, Somalia, and South Korea) construct a relationship between real GDP and standard of living. (*National Geography Standard 11, p. 206*)

E3.1.5 Comparing Economic Systems – Using the three basic economic questions (e.g., what to produce, how to produce, and for whom to produce), compare and contrast a socialist (command) economy (such as North Korea or Cuba) with the Capitalist as a mixed, free market system of the United States. (*National Geography Standard 11, p. 206*)

E3.1.6 Impact of Transitional Economies – Analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular. (*National Geography Standard 11, p. 206*)

E3.2.1 Absolute and Comparative Advantage – Use the concepts of absolute and comparative advantage to explain why goods and services are produced in one nation or locale versus another. (*National Geography Standard 11, p. 206*)

K1.9 Integrate concepts from at least two different social studies disciplines.
 

- CCR # 9 integrate info from primary and secondary sources

P1.5 Present a coherent thesis when making an argument, support with evidence, articulate and answer possible objections, and present a concise, clear closing.
 

- CCW #1 arguments

P2.2 Read and interpret data in tables and graphs.
 

- CCR # 7 integrate and evaluate multiple sources of information

P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.
 

- CCW #1 arguments

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<ul style="list-style-type: none"> <li>• India and China are becoming increasingly important in the world economy</li> <li>• technology makes information sharing quick and easy which make India a major market for outsourcing</li> <li>• China is a major manufacturing center due to cheap labor costs and accessibility to natural resources</li> <li>• China was once a closed, command system that was opposed to interaction with the world</li> <li>• China is slowly transitioning to a market system and as they do so they are seeing a dramatic growth in their GDP</li> <li>• under British rule, India was not able to economically interact with most countries of the world</li> <li>• segments of India’s population now has access to education which have provided opportunities that were not available before</li> <li>• economic growth has led to urbanization in each country</li> </ul>	<ul style="list-style-type: none"> <li>• interpret economic indicators</li> <li>• distinguish between major economic systems</li> <li>• identify factors which lead to globalization</li> <li>• predict the impact of economic change in India and China on the world</li> <li>• evaluate the relationship between culture and economic growth</li> </ul>

<ul style="list-style-type: none"> <li>• both India and China have increasing influence in international monetary organizations</li> </ul>	
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**Phase V Learning Plan**

**Unit 4: Latin America**

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How has deforestation presented a problem to the global environment?</li> <li>• Why is the Rainforest important to man?</li> <li>• How does geography impact a culture?</li> <li>• What factors have led to an increase in crime in portions of Latin America?</li> <li>• Why are so many people emigrating from Latin America to the U.S.?</li> </ul>	<p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>• Deforestation presents a problem to the global environment</li> <li>• The diversity of plant and animal life in the Rainforest is significant to man</li> <li>• The geography of the region impacts the life and culture of the people</li> <li>• Crime is a problem in portions of Latin America</li> <li>• Relative conditions in Latin American draw people to the U.S.</li> </ul>
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**Curriculum Standards**

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Geography Standard 4: The physical and human characteristics of places

Geography Standard 6: How culture and experience influence people's perceptions of places and regions

Geography Standard 7: The physical processes that shape the patterns of earth's surface

Geography Standard 8: The characteristics and spatial distribution of ecosystems on earth's surface

Geography Standard 14: How human actions modify the physical environment

Geography Standard 15: How physical systems affect human systems

K1.5 Understand the diversity of human beings and human cultures.

- CCR # 10 independently and proficiently

K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.

- CCR # 10 independently and proficiently

K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.

- CCR # 9 integrate info from primary and secondary sources

**Knowledge/Content**

Students will know about....

- impact of deforestation on the environment
- why it is important to have diversity in plant and animal life
- why the rainforest climate is host to plant and animal diversity
- how physical geography shapes society
- the impact of crime on the structure of society
- the relationship between poverty and a propensity toward crime

**Skills/Processes**

Students will be able to.....

- describe the causes and consequences of deforestation
- analyze the significance of the rainforest
- explain how physical geography shapes society
- assess the impact of crime on society

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**Phase IV Summative Assessment Evidence**

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**Phase V Learning Plan**



## Unit 5: Middle East

### Essential Questions:

- How has religion shaped the Middle East?
- What are the basic features of the world's 3 main monotheistic religions?
- How has history shaped current conditions in the Middle East?
- How do physical features and natural resources influence people and society in the Middle East?

### Essential Understanding:

- Religion has played a large role in shaping society in the Middle East.
- Significance of the Middle East as a "holy land"
- Religious conflict and expansion can cause political and cultural changes in a religion
- Oil as a natural resources has had a significant impact on the economies of the Middle East

## Curriculum Standards

Geography Standard 1: How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective

Geography Standard 3: How to analyze the spatial organization of people, places, and environments on earth's surface

Geography Standard 4: The physical and human characteristics of places

Geography Standard 6: How culture and experience influence people's perceptions of places and regions

Geography Standard 10: The characteristics, distribution, and complexity of earth's cultural mosaics

Geography Standard 11: The patterns and networks of economic interdependence on earth's surface

Geography Standard 12: The processes, patterns, and functions of human settlement.

Geography Standard 13: How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Geography Standard 16: The changes that occur in the meaning, use, distribution, and importance of resources

Geography Standard 17: How to apply geography to interpret the past

K1.4 Understand historical and geographical perspectives.

- CCR # 6 point of view/ purpose, perspectives

K1.5 Understand the diversity of human beings and human cultures.

- CCR # 10 independently and proficiently

K1.6 Analyze events and circumstances from the vantage point of others.

- CCR #6 point of view/purpose
- CCW # 9 draw from informational text to support

K1.7 Understand social problems, social structures, institutions, class, groups, and interaction.

- CCR # 10 independently and proficiently

K1.8 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems.

- CCR # 9 integrate info from primary and secondary sources

K1.9 Integrate concepts from at least two different social studies disciplines.

- CCR # 9 integrate info from primary and secondary sources

P2.2 Read and interpret data in tables and graphs.

- CCR # 7 integrate and evaluate multiple sources of information

P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

- CCW #1 arguments

**Knowledge/Content**

Students will know about....

- the basic tenets of Judaism, Islam, and Christianity
- why the Middle East is known as the holy land
- the history of religious conflict within the region
- that European powers had control over the region and had a large impact on current conditions
- oil is the region's major natural resource
- abundance of oil has given the region a position of power with the developed world

**Skills/Processes**

Students will be able to.....

- compare and contrast Judaism, Islam, and Christianity
- analyze the impact of religious conflict in the region
- explain the significance of European influence
- explain how/why the control of natural resources influences the standard of living in the region

**Phase III Textbook/Materials**

**Phase IV Summative Assessment Evidence**

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**Phase V Learning Plan**