

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the World Geography Course.

## **World Geography Unit 1 – “Connecting Themes Used in World Geography”**

### Elaborated Unit Focus

This unit is designed to introduce students to the seven major Unit Connecting Themes that will form the basis of the World Geography course. Activities will focus on relating **conflict and change, culture, human environmental interaction, individuals, groups and institutions, location, movement/migration, and production, distribution and consumption** to students. At the end of this unit, students should demonstrate their ability to apply these themes to historical and contemporary events and to situations that impact their daily lives through real-world connections.

### Standards/Elements

\* This unit is designed to teach the Unit Connecting Themes used in the World Geography course. There are no standards and elements for this introductory unit.

### Enduring Understandings/Essential Questions

**The student will understand that when there is conflict between or within societies, change is the result.**

- How do you solve conflict with your friends or family?
- How do you solve conflict with your teachers or other adults?
- To what extent do you experience change as a result of conflict?

**The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.**

- How do your values or beliefs influence the friends you select?
- What rules would you create to promote a positive classroom environment?
- What is the culture of your school?

**The student will understand that humans, their society, and the environment affect each other.**

- What items, if any, do your school and/or family recycle?
- Where are recycling centers located in your community?
- What is the importance of being good stewards of the land?
- What is the importance of being good stewards of the land?

**The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.**

- How do the actions of individual students affect the classroom environment?
- How could the actions of a group of students affect your school or community?
- How could governmental decision-making affect you and your family?

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**The student will understand that location affects a society’s economy, culture, and development.**

- How does the location of your home impact you?
- How does the location of your home impact where you attend school?
- How does location impact where you travel for leisure?

**The student will understand that the movement or migration of people and ideas affects all societies involved.**

- How do you obtain new ideas? What sources and methods of communication are involved?
- What factors are considered in creating daily bus routes for school?
- How does immigration impact the community in which you live?

**The student will understand that the production, distribution, and consumption of goods/services produced by a society are affected by the location, customs, beliefs, and laws of the society.**

- Where are many of the foods that you eat grown?
- How do these foods reach your plate?
- Where are many of the items you use at home or school manufactured?
- What connections do you notice between the manufacturer’s location and types of goods?

\*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

**Balanced Assessment Plan**

Description of Assessment	Standard/ Element	Type of Assessment
Socratic questioning about how students relate the Unit connecting themes to their everyday lives. At the end of the questioning, students complete the prompt “How does each of the themes relate to my daily life.”		* Dialogue and Discussion * Constructed Response * Self-Assessment
Match a list of events (current or historical) to an appropriate enduring understanding and explain why they fit.		* Dialogue and Discussion * Selected Response
Students read current event articles independently and analyze the articles for the Unit Connecting Themes. Then, students pair and share their individual analysis with each other. As a group, students create a single article analysis of the Unit connecting themes. Students share their analysis with the class.		* Dialogue and Discussion * Think-Pair-Share (Cooperative Learning) * Peer Assessment * Written Response

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**Sample Performance Task**

\* No culminating performance task for this unit.

Map and Globe Skills:

Information Processing Skills:

**Resources for Unit 1**

- Resource list is minimal and provided as a starting point.

<http://www.cnn.org>

- Current events relating to various themes.

<http://nieonline.com/ajc>

- Current events relating to various themes.
- Affiliated with Newspapers in Education, with teacher information available.
- Special weekly features include Geography in the News, Current Events Quiz, and Cartoons for the Classroom.
- Linked to Atlanta Journal Constitution.

<http://www.usnewsclassroom.com>

- Current events relating to various themes. Teacher guide available.
- Based upon current events magazine, US New & World Report.

<http://www.georgiastandards.org/socialstudies.aspx>

- Scroll down to curriculum maps. At the front of each curriculum map is a list Of sample enduring understandings.

*\*This unit was created by Cathy Powell and Nadine Wright with additional input from Dr. Bill Cranshaw, Chris Cannon, and Marlo Mong. It was reviewed and approved by the Social Studies Advisory Council 7/06/07.*