<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessment/Evaluation</th>
<th>Instructional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit A: Introduction to Geographic Tools</strong></td>
<td>Parts of a Map Pre-Assessment: Students will demonstrate their knowledge of 6 parts of a map  - Title  - Color  - Legend/Key  - Symbols  - Scale  - Direction indicator  - Students must construct a map of their neighborhood using all the required elements of a map</td>
<td>Construct NatGeo Map: Students will:  - be assessed over parts of a map, such as:  - different continents/oceans  - significant lines of latitude and longitude  - construct a 4’ x 4’ map of the world, and:  - trace continents  - differentiate significant:  - lines  - oceans  - hemispheres  - design a visual representation of each continent by using old National Geographic magazines, including pictures from around the world, to illustrate the different cultures of the world</td>
</tr>
<tr>
<td>- Interpret maps and other geographic tools to acquire  - process  - report information from a spatial perspective  - Create and learn about different types of maps and other geographic tools to assist in:  - analyzing  - visualizing concepts in social studies  - Construct maps  - Locate:  - major world continents and oceans  - major topographical features of the world</td>
<td>Parts of a Map Pre-Assessment: Students will demonstrate their knowledge of 6 parts of a map  - Title  - Color  - Legend/Key  - Symbols  - Scale  - Direction indicator  - Students must construct a map of their neighborhood using all the required elements of a map</td>
<td>Construct NatGeo Map: Students will:  - be assessed over parts of a map, such as:  - different continents/oceans  - significant lines of latitude and longitude  - construct a 4’ x 4’ map of the world, and:  - trace continents  - differentiate significant:  - lines  - oceans  - hemispheres  - design a visual representation of each continent by using old National Geographic magazines, including pictures from around the world, to illustrate the different cultures of the world</td>
</tr>
</tbody>
</table>

**Performance:** 1.4, 1.5, 1.8, 2.1  
**Knowledge:** (SS) 5,7  
**SSCLE:** EGSA.5.Ba; EGSA.5.Id; TSSI.7.B,F (Geography)  
**NETS:** 3b  
**DOK:** 2

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**(Continued to A2)**
<table>
<thead>
<tr>
<th>Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(Continued from A1)</td>
<td>(Continued from A1)</td>
<td>(Continued from A1)</td>
</tr>
</tbody>
</table>
| **Map Projection Quiz:** Students will be able to identify, explain and differentiate the: | • Cartogram  
• Isoline  
• Topographic  
• Thematic  
• differentiate which map is most appropriate to convey data on a teacher created worksheet  
• rate and develop a logical argument for the best type of map to use with particular data in a short answer form | |
| • characteristics  
• advantages  
• disadvantages | |
| of different map projections in quiz format - assessed using a teacher created summative assessment | |
| Mastery: 80% | | |
**Objectives**

<table>
<thead>
<tr>
<th><strong>Unit B: The Northeastern U.S.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Locate major:</td>
</tr>
<tr>
<td>• cities</td>
</tr>
<tr>
<td>• world nations</td>
</tr>
<tr>
<td>• continents</td>
</tr>
<tr>
<td>• oceans</td>
</tr>
<tr>
<td>• topographical features</td>
</tr>
<tr>
<td>• of the Northeast</td>
</tr>
<tr>
<td>• Identify issues pertaining to the movement of people and ideas and evaluate way to address those issues</td>
</tr>
<tr>
<td>• List and explain criteria that give the Northeast region its unique identity</td>
</tr>
<tr>
<td>• Describe physical characteristics and human characteristics that make a specific place unique</td>
</tr>
</tbody>
</table>

**Assessment/Evaluation**

- **Student Created Maps**
  - Teacher created scoring guide for maps
  - Ensure student retention of exact locations using:
    - an informal teacher evaluation
    - quizzes

- **“Megalopolis” Reading**
  - Constructed response & analysis

- **States of the Northeast Presentation**
  - Teacher created scoring guide

**Performance**: 1.4-1.6, 1.10, 3.1, 3.7

**Knowledge**: (SS) 5, 6

**SSCLE**: EGSA.5.Ba; EGSA.5.Ca; EGSA.5.Ec; EGSA.5.Fa

**NETS**: 1b; 3b,c

**DOK**: 3

**Instructional Activities**

<table>
<thead>
<tr>
<th><strong>Student Created Maps</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will use atlases to locate the major:</td>
</tr>
<tr>
<td>• metropolitan areas</td>
</tr>
<tr>
<td>• physical features</td>
</tr>
<tr>
<td>• unique human/environmental characteristics of the Northeast</td>
</tr>
</tbody>
</table>

**“Megalopolis” Reading**:

- Students will:
  - complete a reading of Guttmann’s explanation of “Megalopolis” to gain an understanding of:
    - how a megalopolis develops
    - its impact on the people and environment
  - write and answer teacher directed questions describing:
    - challenges
    - advantages to living in a megalopolis
  - The teacher will foster a discussion with the class after the reading

(Continued to B20)
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessment/Evaluation</th>
<th>Instructional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(B2)</td>
<td></td>
<td>(Continued from B1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students will include a short answer to a question concerning the effects of a growing megalopolis on the future of the region</td>
</tr>
<tr>
<td></td>
<td></td>
<td>States of the Northeast Presentation:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students will:</td>
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<tr>
<td></td>
<td></td>
<td>• watch the documentary “Aerial America: Vermont” to understand the uniqueness of a place within a region</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• work in groups to research ONE other state of the Northeast to discover its unique characteristics</td>
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<tr>
<td></td>
<td></td>
<td>• identify qualities, such as:</td>
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<td></td>
<td>• reason for origin</td>
</tr>
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<td></td>
<td></td>
<td>• agriculture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• uses of environment (e.g., mining/fishing)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• major job opportunities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• average income</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• famous monuments/landmarks</td>
</tr>
<tr>
<td>(B3)</td>
<td></td>
<td>(Continued to B3)</td>
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<tr>
<td></td>
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<td>(Continued from B2)</td>
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<tr>
<td></td>
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<td>• When the presentations are complete, the class will discuss the:</td>
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<tr>
<td></td>
<td></td>
<td>• similarities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• differences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>among states</td>
</tr>
</tbody>
</table>
### Objectives

(C1) **Unit C: The Southeastern U.S.**
- Locate major:
  - cities
  - world nations
  - continents
  - oceans
  - topographical features of the Southeast
- Identify how changes in the physical environment may reduce the capacity of the environment to support human activity
- Describe the distribution and characteristics of ecosystems, and the forces that have led to their formation and destruction and how they vary in biodiversity and productivity
- Use geography to plan for the future

**Performance:** 1.4-1.6, 1.10, 3.2  
**Knowledge:** (SS) 5  
**SSCLE:** EGSA.5.Ba; EGSA.5.Db,e; EGSA.5.G (Geography)  
**NETS:** 1b; 4c  
**DOK:** 3

### Assessment/Evaluation

Student Created Maps
- Teacher created scoring guide for maps
- Ensure student retention of exact locations using:
  - an informal teacher evaluation
  - quizzes

Chesapeake Bay PSA
- Teacher created scoring guide

Letter to BP
- Teacher created scoring guide

Mastery: 80%

### Instructional Activities

Student Created Maps:
- Students will use atlases to locate the major:
  - metropolitan areas
  - physical features
  - unique human/environmental characteristics of the Southeast

Chesapeake Bay PSA:
- Students will:
  - watch a short public service announcement created by the Chesapeake Bay Foundation
  - design their PSA, with a partner, to show the effects of humans on the Bay and the Bay’s role in human culture
  - present in any manner they would like, for example:
    - rap
    - poem
    - dramatic interpretation
  - as long as they meet the criteria of the teacher created scoring guide

(Continued to C2)
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessment/Evaluation</th>
<th>Instructional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>(C2)</td>
<td></td>
<td>(Continued from C1)</td>
</tr>
</tbody>
</table>

**Letter to BP:**
- Following:
  - a teacher led discussion
  - readings
  about the BP Gulf oil spill, students will:
  - do additional research
  - create a letter to BP
  from the perspective of a person who lives and works in the Gulf region
- Students' letters must:
  - explain the:
    - narrator's employment in the Gulf
    - impact that the oil spill has had on their livelihood
  - address suggestions for how BP should:
    - handle the people affected by the region
    - plan to prevent a future disaster
## Objectives

### Unit D: The Midwestern U.S.
- Locate major:
  - cities
  - world nations
  - continents
  - oceans
  - topographical features of the Midwest
- Describe physical characteristics & human characteristics that make specific places unique
- List and explain criteria that give regions their identities in different periods of the Midwest
- Explain how parts of a region relate to each other and to the region as a whole
- Use geography to explain the past and plan for the future

**Performance:** 1.4-1.6, 1.10, 3.2  
**Knowledge:** (SS) 5  
**SSCLE:** EGSA.5.Ba; EGSA.5.Ca; EGSA.5.Fa.b; EGSA.5.G (Geography)  
**NETS:** 1b; 3b; 4b  
**DOK:** 4

## Assessment/Evaluation

### Student Created Maps
- Teacher created scoring guide for maps
- Ensure student retention of exact locations using:
  - an informal teacher evaluation
  - quizzes

### Diagram of the Midwest
- Teacher created scoring guide

### Industrial Jobs Essay
- Essay with teacher created scoring guide

### Mastery: 80%

## Instructional Activities

### Student Created Maps:
- Students will use atlases to locate the major:
  - metropolitan areas
  - physical features
  - unique human/environmental characteristics of the Midwest

### Diagram of the Midwest:
- Students will:
  - gain knowledge through lecture and text about the differences between the eastern and western Midwest
  - create a Venn diagram on butcher block paper. Visually compare the:
    - similarities
    - differences of the region using applications such as:
      - words
      - drawings
      - magazine cut outs

(Continued to D2)
<table>
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<th>Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(Continued from D1)</td>
<td></td>
<td>Industrial Jobs Essay: Students will:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• write an essay explaining the importance of factory jobs leading to the growth of many Midwest cities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• choose one city from the “rust belt” to be the focus of the essay</td>
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<tr>
<td></td>
<td></td>
<td>• discover:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• how the loss of industry affected the city</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• what steps is the city making to rebound the economy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• include initiatives they propose to provide jobs in the suffering economy</td>
</tr>
</tbody>
</table>
### Objectives

**E1** **Unit E: The Western U.S.**
- Locate major:
  - cities
  - world nations
  - continents
  - oceans
  - topographical features of The West
- Describe physical characteristics & human characteristics that make specific places unique
- List and explain criteria that give regions their identities in different periods of The West
- Explain how parts of a region relate to each other and to the region as a whole
- Explain how and why regions change
- Use geography to explain the past and plan for the future

**Performance:** 1.4-1.6, 1.10, 3.2
**Knowledge:** (SS) 5
**SSCLE:** EGSA.5.Ba; EGSA.5.Ca; EGSA.5.Fa,b; EGSA.5.G (Geography)
**NETS:** 1b; 3b; 4b
**DOK:** 3

### Assessment/Evaluation

- **Student Created Maps**
  - Teacher created scoring guide for maps
  - Ensure student retention of exact locations using:
    - an informal teacher evaluation
    - quizzes
- **Chart Diverse Physical Regions of The West**
  - Teacher created scoring guide
- **Cadillac Desert Miniseries Debate**
  - Video guide questions
  - Teacher created scoring guide

**Mastery:** 80%

### Instructional Activities

- **Student Created Maps**: Students will use atlases to locate the major:
  - metropolitan areas
  - physical features
  - unique human/environmental characteristics of The West
- **Chart Diverse Physical Regions of The West**: Students will complete a teacher-designed chart to discover which states share various physical regions, such as:
  - mountain ranges
  - deserts
  - rivers
  - forests
- **Cadillac Desert Miniseries Debate**: Students will:
  - watch selections of the miniseries while taking notes about water and the transformation of the desert and The West

(Continued to E2)
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<td>(Continued from E1)</td>
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<tr>
<td></td>
<td></td>
<td>• in groups of 3-4:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• evaluate The West’s water situation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• prepare for a debate</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• tell if they think water conservation means:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• protecting rivers and streams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• taking all the water from nature including what effects this “conservation” has on the future</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td><strong>Assessment/Evaluation</strong></td>
<td><strong>Instructional Activities</strong></td>
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</tr>
<tr>
<td><strong>Unit F: Canada</strong></td>
<td><strong>Student Created Maps</strong>&lt;br&gt;• Teacher created scoring guide for maps&lt;br&gt;• Ensure student retention of exact locations using:&lt;br&gt;• an informal teacher evaluation&lt;br&gt;• quizzes&lt;br&gt;<strong>Common Ground Different Dreams Reading</strong>&lt;br&gt;Short answer questions to be assessed with teacher created scoring guide&lt;br&gt;<strong>Provinces Persona Project</strong>&lt;br&gt;Teacher created scoring guide</td>
<td><strong>Student Created Maps:</strong>&lt;br&gt;Students will use atlases to locate the major:&lt;br&gt;• metropolitan areas&lt;br&gt;• physical features&lt;br&gt;• unique human/environmental characteristics of Canada&lt;br&gt;<strong>Common Ground Different Dreams Reading:</strong>&lt;br&gt;Students will:&lt;br&gt;• analyze a reading about Canada, which argues that Canada will remain dependent on the U.S. because of the harsh environment in most of the country&lt;br&gt;• predict the future of Canada and America’s relationship (focusing on oil and the Keystone XL pipeline)&lt;br&gt;<strong>Provinces Persona Project:</strong>&lt;br&gt;• Students will:&lt;br&gt;• research and complete a teacher-designed packet about the Canadian Provinces</td>
</tr>
</tbody>
</table>

- Locate major:
  - cities
  - world nations
  - continents
  - oceans
  - topographical features of Canada
- List and explain criteria that give regions their identities in Canada
- Explain how regions relate to one another
- Describe physical characteristics & human characteristics that make specific places unique
- Use geography to explain the present and plan for the future

**Performance: 1.4-1.6, 1.10, 3.2**
**Knowledge: (SS) 5**
**SSCLE: EGSA.5.Ba; EGSA.5.Ca; EGSA.5.Fa; EGSA.5.Fc; EGSA.5.G (Geography)**
**NETS: 1b; 3b**
**DOK: 3**

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<td>(Continued from F1)</td>
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</tbody>
</table>

- discover which province is identified in the following human regions:
  - Atlantic provinces
  - Core region
  - Prairie provinces
  - Vancouver/BC
  - Territories
- Concerning each province, students will discover (the):
  - capital
  - land area (sq. mi.)
  - population:
    - population per sq. mi.
  - economy:
    - 3 trivia facts
<table>
<thead>
<tr>
<th>Objectives</th>
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</tr>
</thead>
</table>
| **Unit G: Middle America**  
• Locate major:  
  • cities  
  • world nations  
  • continents  
  • oceans  
  • topographical features of Middle America  
• List and explain criteria that give regions their identities in Middle America  
• Explain how regions relate to one another  
• Describe physical characteristics & human characteristics that make specific places unique  
• Analyze major patterns and issues with regard to population distribution, demographics, settlements, migrations, cultures and economics in Middle America  
• Construct maps  
**Performance:** 1.4-1.6, 1.8, 1.10, 3.5  
**Knowledge:** (SS) 5  
**SSCLE:** EGSA.5.Ba; EGSA.5.Ca; EGSA.5.Fa,c; EGSA.5.De; EGSA.5.Jc (Geography)  
**NETS:** 1b; 3b  
**DOK:** 4  
| **Student Created Maps**  
• Teacher created scoring guide for maps  
• Ensure student retention of exact locations using:  
  • an informal teacher evaluation  
  • quizzes  
**Middle American Countries Analysis**  
Teacher created scoring guide  
**The Demographic Transition/Population Pyramids**  
Teacher created scoring guide  
| **Student Created Maps:**  
Students will use atlases to locate the major:  
• metropolitan areas  
• physical features  
• unique human/environmental characteristics of Middle America (Central America & the Caribbean)  
**Middle American Countries Analysis:**  
• Students will:  
  • research and complete a teacher designed packet about the Central and Caribbean countries  
  • discover which countries/islands are distinguished in the following human regions:  
    • West Indies  
    • Greater Antilles  
    • Lesser Antilles  
    • Bahamas  
    • Central American  
    • Caribbean  

(Continued to G2)
<table>
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<th>Objectives</th>
<th>Assessment/Evaluation</th>
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</tr>
</thead>
</table>
| (Continued from G1) | | • Concerning each country, students will discover (the):  
  • capital  
  • land area (sq. mi.)  
  • population:  
    • population per sq. mi.  
    • per capita income  
    • export crops  
  • economy:  
    • 3 trivia facts  
| (Continued from G2) | | The Demographic Transition/Population Pyramids:  
Students will:  
• learn through:  
  • readings  
  • teacher lecture  
  about the 4 Stages of the Demographic Transitions  
• answer:  
  • verbal  
  • written  
  questions to show understanding of why population growth & decline occurs at different rates  
| (Continued to G3) | | (Continued from G3)  
• create demographic pyramids, giving a visual to the extreme growth rates of the region |
<table>
<thead>
<tr>
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<th>Assessment/Evaluation</th>
<th>Instructional Activities</th>
</tr>
</thead>
</table>

**Unit H: South America**
- Locate major:
  - cities
  - world nations
  - continents
  - oceans
  - topographical features of South America
- Describe physical characteristics & human characteristics that make specific places unique
- Compare and contrast the major ideas and beliefs of different cultures
- Analyze major patterns and issues with regard to population distribution, demographics, cultures and economics in South America
- Construct maps

**Performance:** 1.4-1.6, 1.8-1.10, 3.5
**Knowledge:** (SS) 5, 6
**SSCLE:** EGSA.5.Ba; EGSA.5.Ca; EGSA.5.Dc; EGSA.5.Jc; RIGIT.6.K (Geography)
**NETS:** 1b; 3b
**DOK:** 4

<table>
<thead>
<tr>
<th>Assessment/Evaluation</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Created Maps</strong></td>
<td><strong>Student Created Maps:</strong> Students will use atlases to locate the major:</td>
</tr>
<tr>
<td>- Teacher created scoring guide for maps</td>
<td>- metropolitan areas</td>
</tr>
<tr>
<td>- Ensure student retention of exact locations using:</td>
<td></td>
</tr>
<tr>
<td>- an informal teacher evaluation</td>
<td></td>
</tr>
<tr>
<td>- quizzes</td>
<td>- physical features</td>
</tr>
<tr>
<td><em>The Sky is Green and the Forest Blue Reading</em></td>
<td>- unique human/environmental characteristics of South America</td>
</tr>
<tr>
<td>Short answer questions to be assessed with teacher created scoring guide</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Activities</th>
<th>Instructional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Construct Cartograms</strong></td>
<td><strong>Construct Cartograms:</strong> Students will construct cartograms depicting each South American country’s:</td>
</tr>
<tr>
<td>Teacher created scoring guide</td>
<td>- per capita income</td>
</tr>
<tr>
<td>“Brazil: Girl Power” Propaganda</td>
<td>- population</td>
</tr>
<tr>
<td>Teacher created scoring guide</td>
<td></td>
</tr>
</tbody>
</table>

*(Continued to H2)*
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Assessment/Evaluation</th>
<th>Instructional Activities</th>
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<tbody>
<tr>
<td>(H2)</td>
<td></td>
<td>(Continued from H1)</td>
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<tr>
<td></td>
<td></td>
<td>• After completing the maps, students will be asked a series of questions looking for trends between population and income.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“Brazil: Girl Power” Propaganda: This National Geographic article explains how popular soap operas have led to a decline in Brazil’s fertility rate. Students will:</td>
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<td></td>
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<td>• critique, in small groups, the:</td>
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<td></td>
<td>• advantages</td>
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<td></td>
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<td>• disadvantages</td>
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<td></td>
<td></td>
<td>of small and large families</td>
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<tr>
<td></td>
<td></td>
<td>• create a chart</td>
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<td></td>
<td></td>
<td>• create a “Brazilian Soap Opera Skit” that makes small families look glamorous</td>
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</tbody>
</table>