

Jefferson City Public Schools–High School Curriculum

SUBJECT: Grade 10-12

COURSE: Geography of Asia, Africa and Australia

STRAND:

Objectives	Assessment/Evaluation	Instructional Activities
<p>(A1) Unit A: Introduction to Geographic Tools</p> <ul style="list-style-type: none"> Interpret maps and other geographic tools to <ul style="list-style-type: none"> acquire process report on information from a spatial perspective Create and learn about different types of maps and other geographic tools to assist in: <ul style="list-style-type: none"> analyzing visualizing concepts in social studies Construct maps Locate: <ul style="list-style-type: none"> major world continents and oceans major topographical features of the world <p>Performance: 1.4, 1.5, 1.8, 2.1 Knowledge: (SS) 5,7 SSCLE: EGSA.5.Ba; EGSA.5.Ic; TSSI.7.B,F NETS: 3b DOK: 2</p>	<p><u>Parts of a Map Pre-Assessment</u> Students must:</p> <ul style="list-style-type: none"> recall the 6 parts of a map and use them correctly as they construct a mental-map of their neighborhood show they have a clear understanding of: <ul style="list-style-type: none"> title color legend/key symbols scale direction indicator <p>Teacher created:</p> <ul style="list-style-type: none"> scoring guide <p><u>Construct NatGeo Map</u> Teacher created scoring guide</p> <p><u>Types of Maps</u> Teacher created:</p> <ul style="list-style-type: none"> formative quiz scoring guide <p>(Continued to A2)</p>	<p><u>Construct NatGeo Map:</u> Students will:</p> <ul style="list-style-type: none"> construct a 4'x4' map of the world and: <ul style="list-style-type: none"> trace continents differentiate significant lines of: <ul style="list-style-type: none"> latitude/longitude hemispheres oceans design a visual representation of each continent using old National Geographic magazines, including pictures from around the world, to illustrate the different cultures of the world <p><u>Types of Maps:</u> Students will be able to:</p> <ul style="list-style-type: none"> decipher multiple map types: <ul style="list-style-type: none"> Choropleth Political Physical Cartogram Isoline Topographic Thematic <p>(Continued to A2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(A2)	<p>(Continued from A1)</p> <p><u>Map Projection Quiz:</u> Students will be able to identify, explain and differentiate the:</p> <ul style="list-style-type: none"> • characteristics • advantages • disadvantages <p>of different map projections in quiz format - assessed using a teacher created summative assessment</p> <p>Mastery: 80%</p>	<p>(Continued from A1)</p> <ul style="list-style-type: none"> • 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

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<p>(B1) Unit B: Africa</p> <ul style="list-style-type: none"> Locate major: <ul style="list-style-type: none"> cities world nations continents oceans topographical features of Africa Identify issues pertaining to the movement of people and ideas and evaluate way to address those issues Determine the causes, consequences and possible resolutions of cultural conflicts <p>Performance: 1.4, 1.5, 3.1, 3.6, 3.7 Knowledge: (SS) 5,6 SSCLE: EGSA.5.Ba; EGSA.5.Ec; RIGIT.6.O (Geography) NETS: 1b; 3b,c DOK: 3</p>	<p><u>Student Created Maps</u></p> <ul style="list-style-type: none"> Teacher created scoring guide for maps Ensure student retention of exact locations using: <ul style="list-style-type: none"> an informal teacher evaluation quizzes <p><u>Identify Domestic Issues and Concerns of African Nations</u></p> <ul style="list-style-type: none"> Constructed response & analysis with teacher created scoring guide Teacher created WebQuest with scoring guide <p><u>States of Africa Presentation</u> Teacher created scoring guide</p> <p>Mastery: 80%</p>	<p><u>Student Created Maps:</u> Students will use atlases to locate the major:</p> <ul style="list-style-type: none"> metropolitan areas physical features unique human/environmental characteristics of Africa <p><u>Domestic Issues of Africa:</u></p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> watch the documentary “Invisible Children” of Northern Uganda hypothesize the long term effects of exploitation of children answer teacher created constructed response questions recall facts on child soldiers and injustice express emotions brought on by the film <p>(Continued to B2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(B2)		<p>(Continued from B1)</p> <ul style="list-style-type: none"> • The teacher will create a WebQuest about the numerous domestic issues of African nations, such as: <ul style="list-style-type: none"> • Diamond wars • AIDS • China's involvement in Africa • Darfur • child soldiers • Students will develop a logical argument to end the crises in a short answer format <p><u>States of Sub-Saharan Africa</u> <u>Presentation:</u> Students will:</p> <ul style="list-style-type: none"> • research ONE African country, with a partner, to discover its individual characteristics to understand the uniqueness of a place within a region • research qualities, such as: <ul style="list-style-type: none"> • reason for origin • agriculture • uses of environment (mining/fishing/etc.) <p>(Continued to B3)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(B3)		<p>(Continued from B2)</p> <ul style="list-style-type: none"> • common job opportunities • average income • famous monuments/landmarks • civil issues • create a Prezi or Glogster presentation • take notes over presentations and summarize in a report: <ul style="list-style-type: none"> • 10 similarities • 10 differences among Sub-Saharan nations

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<p>(C1) <u>Unit C: Southwest Asia</u></p> <ul style="list-style-type: none"> Locate major: <ul style="list-style-type: none"> cities world nations continents oceans topographical features of Southwest Asia Compare and contrast the major ideas and beliefs of different cultures Determine the causes, consequences and possible resolutions of cultural conflicts Analyze how the roles of class, ethnic, racial, gender and age groups have changed in society, including causes and effects <p>Performance: 1.4-1.6, 1.9, 3.6 Knowledge: (SS) 5,6 SSCLE: EGSA.5.Ba; RIGIT.6.K,L,O (Geography) NETS: 1b; 2c; 4c DOK: 3</p>	<p><u>Student Created Maps</u></p> <ul style="list-style-type: none"> Teacher created scoring guide for maps Ensure student retention of exact locations using: <ul style="list-style-type: none"> an informal teacher evaluation quizzes <p><u>Reading of Islam</u> Teacher created assignment with scoring guide</p> <p><u>Afghanistan PSA</u> Teacher created scoring guide</p> <p><u>The Kite Runner</u> Teacher created scoring guide</p> <p>Mastery: 80%</p>	<p><u>Student Created Maps:</u> Students will use atlases to locate the major: <ul style="list-style-type: none"> metropolitan areas physical features unique human/environmental characteristics of Southwest Asia </p> <p><u>Reading of Islam:</u> Students will: <ul style="list-style-type: none"> read articles and interpret: <ul style="list-style-type: none"> Foundations of Islam 5 Pillars Islamic Fundamentalist Governments Life as a Muslim Woman and answer teacher created questions that follow the readings</p> <p><u>Afghanistan PSA:</u> Students will: <ul style="list-style-type: none"> watch & take notes over short a documentary about Afghanistan </p> <p>(Continued to C2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(C2)		<p>(Continued from C1)</p> <ul style="list-style-type: none"> • design their own PSA, with a partner, showing significant understanding of domestic issues of the country's current situation • present in any manner students choose, such as: <ul style="list-style-type: none"> • rap • poem • dramatic interpretation as long as they meet the criteria of the teacher created scoring guide <p><u><i>The Kite Runner:</i></u> Students will:</p> <ul style="list-style-type: none"> • watch the film <i>The Kite Runner</i> with a teacher created viewing guide focusing on the changes that have occurred in Afghanistan • identify the prosperity of the 1970s through evidence in the film • identify: <ul style="list-style-type: none"> • reasons for cultural collapse • evidence of collapse with the rising role of the Taliban • write a reaction paper about injustices in Afghan society

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<p>(D1) Unit D: Central Asia</p> <ul style="list-style-type: none"> Locate major: <ul style="list-style-type: none"> cities world nations continents oceans topographical features of Central Asia List and explain criteria that give regions their identities in different periods of Central Asia Describe physical characteristics & human characteristics that make specific places unique <p>Performance: 1.4-1.6, 1.10 Knowledge: (SS) 5 SSCLE: EGSA.5.Ba; EGSA.5.Ca; EGSA.5.Fa (Geography) NETS: 1b; 3b; 4b DOK: 3</p>	<p><u>Student Created Maps</u></p> <ul style="list-style-type: none"> Teacher created scoring guide for maps Ensure student retention of exact locations using: <ul style="list-style-type: none"> an informal teacher evaluation quizzes <p><u>“5 Stan” Travel Brochure</u></p> <p>Teacher created scoring guide for maps</p> <p>Mastery: 80%</p>	<p><u>Student Created Maps:</u></p> <p>Students will use atlases to locate the major:</p> <ul style="list-style-type: none"> metropolitan areas physical features unique human/environmental characteristics of Central Asia <p><u>“5 Stan” Travel Brochure:</u></p> <p>Students will:</p> <ul style="list-style-type: none"> gain knowledge through: <ul style="list-style-type: none"> lecture text the Internet <p>about the countries of Central Asia:</p> <ul style="list-style-type: none"> Kazakhstan Kyrgyzstan Tajikistan Turkmenistan Uzbekistan <ul style="list-style-type: none"> create a travel itinerary visiting all 5 countries being sure to include: <ul style="list-style-type: none"> environmental marvels examples of unique human architecture <p>(Continued to D2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(D2)		<p>(Continued from D1)</p> <ul style="list-style-type: none"> • sites where humans have modified the earth • locations of humans interacting with environment • places of cultural significance

Objectives	Assessment/Evaluation	Instructional Activities
<p>(E1) Unit E: Southern Asia</p> <ul style="list-style-type: none"> Locate major: <ul style="list-style-type: none"> cities world nations continents oceans topographical features of Southern Asia Explain how and why places change Analyze major patterns and issues with regard to population, demographics, settlement, and culture in the Southern Asia Compare and contrast the major ideas and beliefs of different cultures Use geography to interpret the past, explain the present and plan for the future <p>Performance: 1.4-1.6, 1.9, 3.2, 3.5 Knowledge: (SS) 5,6 SSCLE: EGSA.5.Ba; EGSA.5.Cb; EGSA.5.Dc; EGSA.5.G; RIGIT.6.K (Geography) NETS: 3b DOK: 3</p>	<p><u>Student Created Maps</u></p> <ul style="list-style-type: none"> Teacher created scoring guide for maps Ensure student retention of exact locations using: <ul style="list-style-type: none"> an informal teacher evaluation quizzes <p><u>India vs. Pakistan: With Gandhi's View</u></p> <ul style="list-style-type: none"> Teacher created scoring guide for maps Informal teacher evaluation <p><u>Grameen Bank of Bangladesh Case Study</u></p> <ul style="list-style-type: none"> Video guide questions Teacher created scoring guide <p>Mastery: 80%</p>	<p><u>Student Created Maps:</u></p> <p>Students will use atlases to locate the major:</p> <ul style="list-style-type: none"> metropolitan areas physical features unique human/environmental characteristics of Southern Asia <p><u>India vs. Pakistan: With Gandhi's View:</u></p> <p>Students will:</p> <ul style="list-style-type: none"> learn about the formation of Pakistan and India through: <ul style="list-style-type: none"> teacher lecture/PowerPoint readings watching excerpts of <u>Gandhi</u> create a flow chart of the events that led to the separation of the countries from: <ul style="list-style-type: none"> Britain each other include events from the 1947 Pakistan Movement to the present, concerning the relationship between the two nations today <p>(Continued to E2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(E2)		<p>(Continued from E1)</p> <p><u>Grameen Bank of Bangladesh Case Study:</u> Students will:</p> <ul style="list-style-type: none"> • hear a lecture/PowerPoint and examine readings about Bangladesh's unique rural banking system • in groups of 3-4, evaluate the Grameen Bank concept and prepare for a debate • write a closing statement predicting Bangladesh's future had it not been for Grameen Bank

Objectives	Assessment/Evaluation	Instructional Activities
<p>(F1) <u>Unit F: Southeast Asia</u></p> <ul style="list-style-type: none"> Locate major: <ul style="list-style-type: none"> cities world nations continents oceans topographical features of Southeast Asia List and explain criteria that give regions their identities in different periods of Southeast Asia Describe physical characteristics & human characteristics that make specific places unique <p>Performance: 1.4-1.6, 1.10 Knowledge: (SS) 5 SSCLE: EGSA.5.Ba; EGSA.5.Ca; EGSA.5.Fa (Geography) NETS: 1b; 3b DOK: 2</p>	<p><u>Student Created Maps</u></p> <ul style="list-style-type: none"> Teacher created scoring guide for maps Ensure student retention of exact locations using: <ul style="list-style-type: none"> an informal teacher evaluation quizzes <p><u>Chart Countries of Southeast Asia</u> Teacher scoring guide</p> <p><u>Southeast Asia Country PowerPoint</u> Teacher scoring guide</p> <p>Mastery: 80%</p>	<p><u>Student Created Maps:</u> Students will use atlases to locate the major: <ul style="list-style-type: none"> metropolitan areas physical features unique human/environmental characteristics of Southeast Asia </p> <p><u>Chart Countries of Southeast Asia:</u> Following a reading and teacher lecture, students will complete a teacher-designed chart discovering which countries share: <ul style="list-style-type: none"> various physical regions in common, such as: <ul style="list-style-type: none"> mountain ranges rivers forests cultural similarities, such as: <ul style="list-style-type: none"> language religion common food </p> <p>(Continued to F2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(F2)		<p>(Continued from F1)</p> <p><u>Southeast Asia Country PowerPoint:</u> Students will:</p> <ul style="list-style-type: none"> • create a PowerPoint presentation about one nation in Southeast Asia. Concerning each country, they will discover (the): <ul style="list-style-type: none"> • capital • land area (sq. mi.) • population: • population per sq. mi. • economy • language • religion • trade partners • government type • average education • landmarks/cultural icons • cultural activities, such as <ul style="list-style-type: none"> • festivals • sporting events • rituals • construct a short answer response predicting the future of the researched country in the next 100 years • present to the class

Objectives	Assessment/Evaluation	Instructional Activities
<p>(G1) <u>Unit G: Far East</u></p> <ul style="list-style-type: none"> • Locate major: <ul style="list-style-type: none"> • cities • world nations • continents • oceans • topographical features of Far East Asia • List and explain criteria that give regions their identities in different periods of the world • Describe physical characteristics & human characteristics that make specific places unique • Analyze major patterns and issues with regard to population distribution, demographics, settlement, and cultures in the Far East • Construct Maps <p>Performance: 1.4-1.6, 1.8, 1.10, 3.5 Knowledge: (SS) 5 SSCLE: EGSA.5.Ba; EGSA.5.Ca; EGSA.5.Dc; EGSA.5.Fa; EGSA.5.Jc (Geography) NETS: 3b; 4c DOK: 3</p>	<p><u>Student Created Maps</u></p> <ul style="list-style-type: none"> • Teacher created scoring guide for maps • Ensure student retention of exact locations using: <ul style="list-style-type: none"> • an informal teacher evaluation • quizzes <p><u>Middle American Countries Analysis</u> Assessed using a teacher scoring guide</p> <p><u>The Demographic Transition/Population Pyramids</u> Assessed using a teacher scoring guide</p> <p>Mastery: 80%</p>	<p><u>Student Created Maps:</u> Students will use atlases to locate the major:</p> <ul style="list-style-type: none"> • metropolitan areas • physical features • unique human/environmental characteristics of Far East Asia <p><u>Far East American Countries Analysis</u> Students will:</p> <ul style="list-style-type: none"> • research and complete a teacher designed packet about the Asian countries of the Far East • discover similarities & differences of: <ul style="list-style-type: none"> • Mongolia • China • North Korea • South Korea • Taiwan • Japan • Concerning each country students will discover (the): <ul style="list-style-type: none"> • capital • land area (sq. mi.) <p>(Continued to G2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(G2)		<p>(Continued from G1)</p> <ul style="list-style-type: none"> • population: <ul style="list-style-type: none"> • population per sq. mi. • per capita income • export crops • government type • economy: <ul style="list-style-type: none"> • 3 trivia facts <p><u>The Demographic Transition/Population Pyramid</u> Students will:</p> <ul style="list-style-type: none"> • learn through readings and teacher lecture about the 4 Stages of the demographic transitions • answer verbal and written questions to show understanding of why population growth & decline occurs at different rates • create demographic pyramids, giving a visual to the extreme population variations of the Far East

Objectives	Assessment/Evaluation	Instructional Activities
<p>(H1) <u>Unit H: Australia & New Zealand</u></p> <ul style="list-style-type: none"> Locate major: <ul style="list-style-type: none"> cities world nations continents oceans topographical features of Australia & New Zealand List and explain criteria that give region their identities in different periods Analyze major patterns and issues with regard to population distribution, demographics, settlement, and cultures in Australia & New Zealand Analyze how the role of class, ethnic, racial, gender and age groups have changed in society, including causes and effects Determine the causes, consequences and possible resolutions of cultural conflicts Construct Maps <p>Performance: 1.4-1.6, 1.8, 3.5, 3.6 Knowledge: (SS) 5,6 SSCLE: EGSA.5.Ba; EGSA.5.Dc; EGSA.5.Fa; EGSA.5.Jc; RIGIT.6.L,O NETS: 3b DOK: 4</p>	<p><u>Student Created Maps</u></p> <ul style="list-style-type: none"> Teacher created scoring guide for maps Ensure student retention of exact locations using: <ul style="list-style-type: none"> an informal teacher evaluation quizzes <p><u>Abbey's Road: Chapter 3 "The Outback"</u> Short answer questions to be assessed with teacher scoring guide</p> <p><u>Construct Cartograms</u> Teacher created scoring guide</p> <p><u>"Indigenous Assimilation" Propaganda</u> Teacher created scoring guide</p> <p>Mastery: 80%</p>	<p><u>Student Created Maps:</u> Students will use atlases to locate the major: <ul style="list-style-type: none"> metropolitan areas physical features unique human/environmental characteristics of Australia & New Zealand </p> <p><u>Abbey's Road: Chapter 3 "The Outback"</u></p> <ul style="list-style-type: none"> Students will: <ul style="list-style-type: none"> read a selection about traveling through the Outback identify numerous ways that humans have adapted life and landscape to make the Outback habitable Teacher directed discussion will follow <p>(Continued to H2)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(H2)		<p>(Continued to H1)</p> <p><u>Construct Cartograms</u></p> <ul style="list-style-type: none"> • Using data about: <ul style="list-style-type: none"> • Australian provinces/territories • New Zealand <p>students will construct cartograms to depict each:</p> <ul style="list-style-type: none"> • per capita income • population <p>• After completing the maps, students will be asked a series of questions looking for trends between population and income</p> <p><u>“Indigenous Assimilation” Propaganda:</u></p> <ul style="list-style-type: none"> • After a teacher lecture/PowerPoint and readings on the historical past of colonizing Australia, students will watch the film <i>Rabbit Proof Fence</i> and observe the Australian government’s efforts to assimilate the aborigine culture to the white/British culture in the first half of the 20th century <p>(Continued to H3)</p>

Objectives	Assessment/Evaluation	Instructional Activities
(H3)		<p>(Continued from H2)</p> <ul style="list-style-type: none"> • Students will likely be appalled by this, and then must create a piece of propaganda, such as a: <ul style="list-style-type: none"> • skit • performance • poster that promotes assimilation integrating the viewpoints of the British • A discussion will follow that predicts how the 21st century would look had assimilation been 100% accomplished or not accomplished at all