

Southern York County School District Instructional Plan

Course/Subject: Human Geography

Grade Level: 11

Textbook(s)/Instructional Materials Used:

- Ali, Nujood. *I Am Nujood, Age 10 and Divorced*. New York: Broadway Paperbacks, 2010. Print
- Park, Linda Sue. *A Long Walk to Water*. Boston: Sandpiper, 2010. Print.

Dates: August - September

Unit Plan 1: Geography and Its Perspectives

Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media

(e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.

CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.11-12. D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.6.11-12.I. Write routinely over extended time and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

PA Academic State Standards:

6.5.12.E: Compare distribution of wealth across nations.

7.1.12.A: Use geographic tools to analyze information about the interaction between people, places, and the environment.

7.1.12.B: Assess how physical changes to a region may have a global impact.

7.2.12.A: Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.

7.2.12.B: Analyze the significance of physical processes in shaping the character of places and regions.

7.3.12.A: Analyze the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.

6.2.12.C: Predict and evaluate how media affects markets.

8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events.

8.1.12.B: Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.

<p>8.1.12.C: Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.</p> <p>8.3.12.D: Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world.</p> <p>8.2.12.C: Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.</p> <p>8.4.12.A: Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.</p> <p>8.4.12.C: Evaluate how continuity and change have impacted the world today.</p>	
<p>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> 1. Geography is more than maps and globes. 2. Geography is the study of the Earth and how its populations interact with it. 3. Human geography is the spatial analysis of human populations, their cultures, their activities and behaviors, and their relationship with and impact on the physical landscapes they occupy. 4. Maps are flat representations of the Earth's surface which give various data and information. 5. Geography is everywhere and everyone's lives are impacted by the Earth and our interaction with it. 6. Globalization has impacted people and civilizations for the better and for the worse. 7. Scale is the size of an area studied from local to global. 8. Scale will often influence our opinion of an area or people. 9. Geographic tools such as Maps, GIS, GPS, Remote Sensing and others give people ways to analyze and explain phenomena, make lives easier, and entertain people throughout the world. 10. Perceptions, for better or worse, impact a person's ability to make an educated analysis. 11. Diffusion is the transfer of goods, ideas, and people that have influenced the world. 12. Diffusion/globalization is making the world a "smaller place" 13. Diffusion has disrupted many cultures and civilizations to the point of driving many to conflict. 14. Reading regularly, engaging the content, and asking questions will help bring more success. 15. Man and the environment shape how we live. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What is geography? ▪ What is human geography? ▪ What is the purpose of a map? ▪ Why does geography matter? ▪ What tools, do we as learners, have to help us? ▪ What tools do geographers have to help them? ▪ To what extent has the world impacted you? ▪ To what extent will the world continue to "get smaller?" ▪ How are geography and globalization related? ▪ To what extent has globalization impacted you and your life? ▪ To what extent does scale impact our understanding of an area or situation? ▪ How do maps influence perceptions of an area? ▪ How do geographic tools influence our lives? ▪ How does the region in which we live impact our lives? ▪ How does perception skew our ability to objectively analyze something? ▪ To what extent has diffusion impacted you and your life? ▪ To what extent has diffusion impacted societies and civilizations? ▪ To what extent do human and physical factors impact our immediate area?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Geography is more than maps and globes. ▪ Maps can influence our perceptions of nations and people. ▪ Scale is important when determining the inferences taken from a map. ▪ There are many tools used by geographers. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Define the word geography. ▪ Explain how geography is related to almost anything. ▪ Define and analyze human geography. ▪ Apply human geography to real world situations.

<ul style="list-style-type: none"> ▪ Meridians and parallels allow us to find and analyze locations. ▪ Our minds create mental maps that are sometimes accurate and sometimes incorrect or unrealistic ▪ The study of regions change over time. ▪ The possibilities of relationship of man and the environment ▪ Resources are limited ▪ Globalization impacts our everyday lives ▪ Diffusion and its role in living a “connected” life 	<ul style="list-style-type: none"> ▪ Identify the purposes of a map. ▪ Evaluate different maps for their strengths and weaknesses, and purpose. ▪ Explain why the study of geography is important. ▪ Identify the tools available to the learner to enhance the class and to help themselves understand more. ▪ Brainstorm geographic tools students use every day. ▪ Identify where globalization exists in the students' lives and evaluate its impact. ▪ Identify where globalization exists in the world and how it impacts people globally. ▪ Identify and explain how scale creates perceptions. ▪ Analyze the pros and cons of scale manipulation. ▪ Identify the geographic tools, their meaning, and their impact on everyday life. ▪ Create a mental map of our immediate area. ▪ Evaluate how our mental maps exclude so much. ▪ Conclude that scale and geographic tools shape our image of an area or people. ▪ Identify the different types of diffusion. ▪ Explain how these types of diffusion bring things into our lives and impacts different people throughout the world. ▪ Identify key countries pertinent to study. ▪ Explain the geographic rationale behind the success or failure of a business in Shrewsbury.
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<p>Dates: September - October</p>	<p>Unit Plan 2: Population</p>
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Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12. C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

CC.8.5.11-12. E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CC.8.5.11-12.F. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.8.5.11-12.H. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

CC.8.5.11-12. J. By the end of grade 12, read and comprehend history/social students texts in the grades

CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.

CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical process.

CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.11-12. D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.8.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, using advances searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation

CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.6.11-12.I. Write routinely over extended time and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

PA Academic State Standards:

6.1.12.B: Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.

6.2.12.E: Evaluate the health of an economy (local, regional, national, global) using economic indicators.

6.3.12.A: Evaluate costs and benefits of government decisions to provide public goods and services.

6.3.12.C. Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.

6.4.12.D: Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.

6.5.12.B: Evaluate how changes in education, incentives, technology, and capital investment alter productivity.

6.5.12.E: Compare distribution of wealth across nations.

7.1.12.A: Use geographic tools to analyze information about the interaction between people, places, and the environment.

7.1.12.B: Assess how physical changes to a region may have global impact.

7.2.12.A: Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.

7.2.12.B: Analyze the significance of physical processes in shaping the character of places and regions.

**7.3.12.A: Analyze the human characteristics of places and regions using the following criteria:
Population, Culture, Settlement, Economic activities, Political activities**

7.4.12.A: Analyze the global effects of changes in the physical systems.

7.4.12.B: Analyze the global effects of human activity on the physical systems.

History

8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events.

8.1.12.B: Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships

8.2.12.C: Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.

8.2.12.D: Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US and the world.

<p>8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations</p> <p>8.3.12.D: Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. The size of one's country doesn't always equal the size of the population 2. Many factors contribute to an area's population. 3. Overpopulation and under population can create problems for countries all over the world. 4. Population has increased for many different reasons. 5. The demographic transition model gives us a good idea of where countries have been, where they are, and where they are going in terms of population. 6. Population pyramids are invaluable in seeing a country's population, understanding its strengths, and helping cure its weaknesses. 7. There are many theories and ideas on how to slow down population growth. 8. Disease can mold, shape, and change people and civilizations. 9. People migrate for political, environmental, and economic reasons. 10. Immigrants face nativism and economic obstacles. 11. Many factors make the United States a very appealing destination for immigrants. 12. Immigration has molded many states throughout the, especially the United States. 13. Migration allows for the willing or unwilling mixture of cultures. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ Why do people live where they do? ▪ What is causing population issues? ▪ To what extent do population concerns impact a country? ▪ What should be done, on a global scale, to decrease population growth? ▪ To what extent can the demographic transition model help us predict population concerns? ▪ To what extent can population pyramids help us with population concerns? ▪ How can we curb overpopulation? ▪ To what extent does disease change and reshape an area? ▪ Why do people migrate? ▪ What impact does migration have on a nation or state? ▪ To what extent does migration and immigration impact on our culture?
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Causes of areas with high population ▪ Where most people live in the world ▪ Reasons we should be concerned with population growth. ▪ Impacts of the Demographic Transition Model and population pyramids in population research ▪ Trends in population growth ▪ Impacts of population on societies and cultures ▪ Disease impacts people everywhere ▪ Reasons why people migrate ▪ Positives and negatives of migration ▪ The impact of migration on a culture ▪ Problems and issues immigrants face. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify areas of the world with high population. ▪ Explain the issues with rising and declining populations using real world examples. ▪ Explain why people move where they move. ▪ Analyze the impact of migration on specific areas ▪ Analyze the Demographic Transition Model and predict trends using data. ▪ Create and analyze population pyramids. ▪ Predict future population trends based on data. ▪ Describe the impact of disease on the world in the past and in the present. ▪ Identify why people move

<ul style="list-style-type: none"> ▪ Reasons why people move to the United States 	<ul style="list-style-type: none"> ▪ Analyze the contributions of immigration on our local area, the U.S., and the world ▪ Describe the positives and negatives associated with immigration. ▪ Analyze the long term impact of overpopulation and excessive immigration
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<p>Dates: October - December</p>	<p>Unit Plan 3: Cultural Patterns and Processes</p>
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Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12. C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

CC.8.5.11-12. E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CC.8.5.11-12.F. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media
(e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.8.5.11-12.H. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

CC.8.5.11-12. I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12

CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.

CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical process.

CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.11-12. D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.8.6.11-12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.8.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, using advances searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation

CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.6.11-12.I. Write routinely over extended time and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

PA Academic State Standards:

6.4.12.D: Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.

6.5.12.A: Analyze the factors influences wages.

6.5.12.E: Compare distribution of wealth across nations.

7.1.12.A: Use geographic tools to analyze information about the interaction between people, places, and the environment.

7.1.12.B: Assess how physical changes to a region may have global impact.

7.2.12.A: Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.

7.2.12.B: Analyze the significance of physical processes in shaping the character of places and regions.

7.3.12.A: Analyze the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities

7.4.12.A: Analyze the global effects of changes in the physical systems.

7.4.12.B: Analyze the global effects of human activity on the physical systems.

History

8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events.

8.1.12.B: Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships

8.2.12.D: Evaluate how conflict and cooperation among groups and organizations in Pennsylvania have influenced the growth and development of the US and the world.

8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

8.4.12.B: Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.

8.4.12.D: Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations

8.3.12.D: Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability

Understanding(s):

Students will understand...

1. Culture shapes behaviors in people and society.
2. Culture is the body of customary beliefs, social forms, and material traits that together constitute the distinct tradition of a group of people.
3. Government can, many times, act as a filter for culture. This can be positive and negative.
4. Media impacts the perceptions and beliefs of many cultures.
5. Cultural differences can lead to conflict.
6. Language is a system of communication through the use of speech, a collection of sounds understood by a group of people to have the same meaning.
7. Many languages can trace their roots back to a very few languages.
8. Slang and dialect destroy and help evolve language.

Essential Question(s):

- What is culture?
- To what extent does culture shape a person's behavior and lifestyle?
- To what extent do your surroundings influence your culture?
- How does media impact a culture?
- To what extent should government have control over media?
- What is language?
- To what extent is language part of a person's culture?
- To what extent does the change in a language impact a culture?
- To what extent should English be the official language of the US?
- What is the purpose of religion?
- To what extent does religion impact people and their behaviors?
- To what extent are most world religions and philosophies similar?

<p>9. America has no official language and the debate over whether to make an official language is very hotly debated.</p> <p>10. Language can be a unifying divisive force in a culture.</p> <p>11. Religion impacts peoples' behavior.</p> <p>12. Religion can be a unifying or divisive force in a culture.</p> <p>13. There are many similarities between religions around the world.</p> <p>14. Ethnicity is an identity with a group of people that share distinct physical and mental traits as a product of common heredity and cultural traditions.</p> <p>15. Ethnicity can often lead to conflict.</p> <p>16. Ethnicity often will create a nationalism that will lead to disagreements.</p> <p>17. Ethnic conflict occurs throughout the world.</p> <p>18. Areas that have the most diversity in terms of ethnicity will often have the most conflict.</p>	<ul style="list-style-type: none"> ▪ To what extent does one's ethnicity impact their decision-making and their life? ▪ Why do ethnicities clash? ▪ To what extent does a state's ethnicity impact the decision-making of that nation or state? ▪ To what extent does nationalism impact peoples' behavior and actions? ▪ To what extent does nationalism create conflict?
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ What constitutes culture ▪ The cultures that they belong to. ▪ How culture impacts their lives and how culture shapes behaviors in people and society. ▪ The ways government can influence and dictate culture. ▪ The ways that media can impact the perceptions and beliefs of many people. ▪ How cultural differences can lead to conflict. ▪ What language is. ▪ Differences in languages can cause conflict. ▪ The history of languages and where the most dominant languages come from. ▪ The areas of the world with the most languages. ▪ How language can be a unifying or divisive force in a culture. ▪ The reasons why religion exists. ▪ The western religions, eastern religions, and how they are similar and different. ▪ The impact that religion has on peoples' lives. ▪ The conflicts around the world where religion plays a major role. ▪ How ethnicity is spread throughout the world. ▪ How ethnicity leads to nationalism and conflict ▪ Current ethnic conflict throughout the world. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Define culture. ▪ Identify the cultures that they belong to and explain why they belong to that culture. ▪ Analyze and explain how cultures impact life and civilizations. ▪ Evaluate the impact that government can have on culture and people's enjoyment of culture. ▪ Analyze and explain the impact media has on peoples' culture and societies. ▪ Identify examples of government's impact on societies. ▪ Explain how culture can lead to conflict. ▪ Identify examples of how culture can lead to conflict. ▪ Define language. ▪ Identify where different languages exist around the world. ▪ Explain how most languages are related. ▪ Analyze countries that have multiple languages and the impact that those multiple languages have on those countries. ▪ Describe the impact that a single language has on a society. ▪ Identify keys points for and against English being the official language of the United States. ▪ Define religion. ▪ Identify and explain key components of religions from around the world. ▪ Explain the purpose of religion. ▪ Describe the impact that religion has on peoples' lives. ▪ Compare the Eastern and Western religions.

- Explain the ways religion causes conflict around the world.
- Hypothesize solutions to issues proposed in class.
- Define ethnicity.
- Explain the role that ethnicity plays in peoples' lives.
- Explain how ethnicity can create conflict.
- Identify areas around the world and the ethnicities associated with them.
- Investigate and report on a specific ethnic conflict, the root of its problem, what is currently going on there, and hypothesize a solution for the problem.

Dates: January

Unit Plan 4: Political Geography

Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12. C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

CC.8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text

CC.8.5.11-12. E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CC.8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media

(e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CC.8.5.11-12. I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12

CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.

CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical process.

CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.11-12. D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.6.11-12.I. Write routinely over extended time and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

PA Academic State Standards:

6.1.12.B: Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.

- 6.1.12.C: Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.
- 6.2.12.B: Analyze the effect of changes in the level of competition in different markets
- 6.2.12.E: Evaluate the health of an economy (local, regional, national, global) using economic indicators.
- 6.2.12.G: Evaluate various economic systems
- 6.3.12.A: Evaluate costs and benefits of government decisions to provide public goods and services.
- 6.3.12.B: Assess the government's role in regulating and stabilizing the state and national economy.
- 6.3.12.C: Evaluate the social, political, and economic costs/benefits of potential changes to taxation policies.
- 6.3.12.D: Evaluate the role that government plays in international trade.
- 6.4.12.D: Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.
- 6.5.12.A: Analyze the factors influences wages.
- 6.5.12.B: Evaluate how changes in education, incentives, technology, and capital investment alter productivity.
- 6.5.12.E: Compare distribution of wealth across nations.
- 7.1.12.A: Use geographic tools to analyze information about the interaction between people, places, and the environment.
- 7.1.12.B: Assess how physical changes to a region may have global impact.
- 7.2.12.A: Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.
- 7.2.12.B: Analyze the significance of physical processes in shaping the character of places and regions.
- 7.3.12.A: Analyze the human characteristics of places and regions using the following criteria:
Population, Culture, Settlement, Economic activities, Political activities
- 7.4.12.A: Analyze the global effects of changes in the physical systems.
- 7.4.12.B: Analyze the global effects of human activity on the physical systems.

History

- 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events.
- 8.1.12.B: Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
- 8.2.12.C: Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.
- 8.4.12.B: Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.12.D: Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
- 8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
- 8.3.12.D: Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability

Understanding(s):

Students will understand...

1. Geography impacts the ability of a state to exert power over itself and its neighbors.
2. The larger the state, traditionally, the more power it had over smaller states.
3. Size, however, isn't the only indicator of the power of a state.
4. The purposes of government are to serve its citizens, protect its borders, and maintain a sustainable economy.

Essential Question(s):

- To what extent does geography impact power?
- To what extent does the size of a state matter?
- What is the purpose of government?
- What is the perfect state (geographically)?
- Does geographical size equal power?
- How does the shape of a state impact its success or failure?
- To what extent do boundaries determine success or failure for a state?

<ol style="list-style-type: none"> 5. The “perfect” state has good size, good resources, good shape, and easily defendable boundaries. 6. The more compact the shape of a state the better. 7. The more a state is spread out in prorrptions or if it is divided the more difficult to defend it will be. 8. Boundaries will dictate if a country is easy to defend or not. 9. If boundaries are easy to defend the country will be more stable. 10. If boundaries are difficult to defend the country will more likely be unstable. 11. States also get their shapes for political and personal reasons. 12. Governments impact their citizens every day. 13. Colonialism impacted the world positively and negatively. 14. Colonialism brought modern medicine, technology, building, etc. to less developed areas. 15. Colonialism, in many instances, destroyed cultures and ways of life for many in less developed areas. 16. Nationalism is a force that influences people and states. 17. Gerrymandering is a way of manipulating district boundaries in order to maintain or consolidate power. 18. Terrorism’s goal is to scare or intimidate someone or group into that terrorist’s point of view or goal. 19. States around the world have supported terrorism in many ways (direct monetary or military, allowed them to train there, or allowed them to have sanctuary there). 20. States have supported terrorism in order to get their point of view across or to have influence without doing to the work. 21. States sometimes will give up power to greater states or organizations called “supranationalist” states. 22. International organizations attempt to deal with global or regional issues in a united front. 	<ul style="list-style-type: none"> ▪ How did states get their shapes? ▪ To what extent does a government impact a state? ▪ To what extent did colonialism impact the world? ▪ How does nationalism impact political power? ▪ To what extent does gerrymandering impact the political landscape of a state? ▪ What is terrorism? ▪ What is the purpose of terrorism? ▪ To what extent does terrorism impact peoples’ lives? ▪ Why would a state support terrorism? ▪ To what extent do international organizations impact the world?
<p>Learning Objectives: Students will know...</p> <ol style="list-style-type: none"> 1. How geography impacts the power a state has. 2. How the size, shape, and boundaries of a state impact its political power. 3. The purposes of government. 4. The characteristics of the ideal state. 5. That geography isn’t the only factor in a state’s political power. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Define power and government. ▪ Identify the different shapes and boundaries that states have. ▪ Analyze how these shapes and boundaries impact the state and the influence they have around the world. ▪ Debate the purpose of government. ▪ Create the ideal state’s geography.

<ol style="list-style-type: none"> 6. The shape of a state isn't always due to natural geographic borders. 7. The impact that governments have on their citizens' everyday lives. 8. The positives and negatives of colonialism. 9. Nationalism is a force that influences people and states. 10. Gerrymandering is a way of manipulating district boundaries in order to maintain or consolidate power. 11. Types of terroristic activities. 12. The goals of terrorism. 13. The reasons that states around the world have supported terrorism in many ways (direct monetary or military, allowed them to train there, or allowed them to have sanctuary there). 14. Supranationalistic states and their purpose. 15. That International organizations attempt to deal with global or regional issues in a united front. 	<ul style="list-style-type: none"> ▪ Explain how a state can be powerful and have lousy geography. ▪ Describe and explain how states get their boundaries. ▪ Define colonialism ▪ Analyze the positives and negatives of colonialism in developing countries. ▪ Define unitary and federal governments. ▪ Define nationalism and explain how it impact the political structure of a country. ▪ Explain how geography and nationalism are related. ▪ Define gerrymandering and explain how it is used. ▪ Identify examples of gerrymandering. ▪ Define terrorism. ▪ Identify and explain the goals of terrorism. ▪ Identify and explain examples of terrorism. ▪ Analyze states around the world who are involved with terrorism. ▪ Define supranationalism. ▪ Identify examples of supranationalism. ▪ Explain how an international organization will carry more clout than a normal state. ▪ Analyze the significance, usefulness and importance of "supranational" states.
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<p>Dates: February - March</p>	<p>Unit Plan 5: Agriculture and Rural Land Use</p>
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Stage 1 – Desired Results

<p>PA Core State Assessments/Standards:</p> <p>CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>CC.8.5.11-12. C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>CC.8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>CC.8.5.11-12. I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12</p> <p>CC.8.6.11-12.A. Write arguments focused on <i>discipline-specific content</i>.</p> <p>CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical process.</p> <p>CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.11-12. D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.</p>

CC.8.6.11-12.I. Write routinely over extended time and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

PA Academic State Standards:

6.1.12.B: Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.

6.1.12.C: Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.

6.2.12.B: Analyze the effect of changes in the level of competition in different markets

6.2.12.E: Evaluate the health of an economy (local, regional, national, global) using economic indicators.

6.4.12.D: Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.

6.5.12.A: Analyze the factors influences wages.

6.5.12.B: Evaluate how changes in education, incentives, technology, and capital investment alter productivity.

6.5.12.E: Compare distribution of wealth across nations.

7.1.12.A: Use geographic tools to analyze information about the interaction between people, places, and the environment.

7.1.12.B: Assess how physical changes to a region may have global impact.

7.2.12.A: Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.

7.2.12.B: Analyze the significance of physical processes in shaping the character of places and regions.

7.3.12.A: Analyze the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities

7.4.12.A: Analyze the global effects of changes in the physical systems.

7.4.12.B: Analyze the global effects of human activity on the physical systems.

8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events.

8.1.12.B: Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships

8.2.12.A: Evaluate the role groups and individuals from Pennsylvania play in the social, political, cultural, and economic development of the US and the world.

8.3.12.A: Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.

8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations

8.3.12.D: Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability

Understanding(s):

Students will understand...

1. Agriculture is the science, art, and business of cultivating soil, producing crops, and raising livestock; farming.
2. Agriculture is a factor that has allowed civilizations to advance or stay stagnant.
3. The higher the percentage of a country's population which is involved in agriculture, the less developed it is.
4. The higher the percentage of tractors in a country, the fewer farmers there are, and the more developed the country is.
5. The location of a country determines the crops and livestock produced by that country.

Essential Question(s):

- What is agriculture?
- How does agriculture impact the world?
- How does location impact a society's success?
- How does location impact the types of food people consume?
- How does the type of food we consume impact our level of success?
- How does location to a market impact what is produced agriculturally
- To what extent will agriculture change in the future?
- How do factory farms impact our eating habits?

<ol style="list-style-type: none"> 6. The crops and livestock produced by a country will often be an indicator of that society's success. 7. The crops and livestock consumed by a society will often be an indicator of a country's success. 8. Von Thunen's Model basically states that the more perishable your crop or the more land/labor intensive your crop is the closer you would be to your market. 9. Factory farming is the practice of raising livestock in confinement at high stocking density, where a farm operates as a factory -- a practice typical in industrial farming by agribusinesses. 10. Factory farming has allowed for more and cheaper foods to be produced, which has allowed people to eat better than before. 11. Factory farming has benefits and drawbacks. 12. Genetically modified (GM) foods are foods derived from genetically modified organisms. Genetically modified organisms have had specific changes introduced into their DNA by genetic engineering, 13. GM foods have benefits and drawbacks. 14. Agriculture is a more significant industry than many, in industrial countries, give it credit for. 	<ul style="list-style-type: none"> ▪ To what extent is factory farming good for us? ▪ To what extent is factory farming bad for us? ▪ How can genetically modified foods impact the world?
<p>Learning Objectives: Students will know...</p> <ol style="list-style-type: none"> 1. The definition of agriculture. 2. Agriculture has allowed civilizations to prosper or continue without much development. 3. The more a country's population is involved in agriculture, the less developed the country tends to be. 4. The more prevalent technology is used in a country for agriculture, the more successful that country will be. 5. A country's location will determine the types of crops and livestock a country has. 6. The types of crops and livestock a country has will often determine that country's success. 7. The types of crops and livestock a country consumes will be an indicator of a country's success. 8. That the Von Thunen Model basically states that the more perishable your crop or the more land/labor intensive your crop is the closer you would be to your market. 9. The success, evolution, and continuation of agriculture will be an indicator of how successful the world will be. 10. That factory farming is the practice of raising livestock in confinement at high stocking 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Define agriculture ▪ View and analyze the DVD Guns, Germs, and Steel in which the thesis is location dictated agriculture production and therefore success geographically. ▪ Explain the correlation between advanced agricultural technology and development of a country. ▪ Identify and explain how the location of a country and society goes far in explaining its success agriculturally. ▪ Identify different types of agriculture and where it can be found and explain why it can be found there. ▪ Analyze the Von Thunen model and apply it to York and its surrounding areas. ▪ Explain how one can correlate the success of a country and society with how successful they are with agriculture. ▪ Define factory farming and provide examples of factory farming. ▪ Identify and explain the pros and cons of factory farming. ▪ Define genetically modified food and provide examples of GM goods.

<p>density, where a farm operates as a factory -- a practice typical in industrial farming by agribusinesses.</p> <p>11. That factory farming has allowed for more and cheaper foods to be produced, which has allowed people to eat better than before.</p> <p>12. The pros and cons of factory farming.</p> <p>13. That genetically modified (GM) foods are foods derived from genetically modified organisms.</p> <p>14. Genetically modified organisms have had specific changes introduced into their DNA by genetic engineering,</p> <p>15. The pros and cons of GM foods.</p>	<ul style="list-style-type: none"> ▪ Identify and explain the pros and cons of genetically modifying foods.
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<p>Dates: March - April</p>	<p>Unit Plan 6: Development</p>
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Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CC.8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CC.8.5.11-12. C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

CC.8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CC.8.5.11-12.F. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

CC.8.5.11-12.H. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

CC.8.5.11-12. I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

CC.8.5.11-12.J. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12

CC.8.6.11-12.A. Write arguments focused on *discipline-specific content*.

CC.8.6.11-12.B. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical process.

CC.8.6.11-12.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CC.8.6.11-12. D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CC.8.6.11-12.F. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CC.8.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, using advances searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation

CC.8.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.6.11-12.I. Write routinely over extended time and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

PA Academic State Standards:

- 6.1.12.B: Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.
- 6.2.12.B: Analyze the effect of changes in the level of competition in different markets
- 6.2.12.E: Evaluate the health of an economy (local, regional, national, global) using economic indicators.
- 6.2.12.G: Evaluate various economic systems
- 6.3.12.A: Evaluate costs and benefits of government decisions to provide public goods and services.
- 6.3.12.B: Assess the government's role in regulating and stabilizing the state and national economy.
- 6.3.12.D: Evaluate the role that government plays in international trade.
- 6.4.12.A: Evaluate the comparative advantage of nations in the production of goods and services.
- 6.4.12.B: Assess the growth and impact of international trade around the world.
- 6.4.12.C: Evaluate the impact of multinational corporations and other non-government organizations
- 6.4.12.D: Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.
- 6.5.12.A: Analyze the factors influences wages.
- 6.5.12.B: Evaluate how changes in education, incentives, technology, and capital investment alter productivity.
- 6.5.12.E: Compare distribution of wealth across nations.
- 7.1.12.A: Use geographic tools to analyze information about the interaction between people, places, and the environment.
- 7.1.12.B: Assess how physical changes to a region may have global impact.
- 7.2.12.A: Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth's physical systems.
- 7.2.12.B: Analyze the significance of physical processes in shaping the character of places and regions.
- 7.3.12.A: Analyze the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities
- 7.4.12.A: Analyze the global effects of changes in the physical systems.
- 7.4.12.B: Analyze the global effects of human activity on the physical systems.
- 8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events.
- 8.1.12.B: Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships
- 8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations
- 8.3.12.D: Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability

Understanding(s):

Students will understand...

1. Development is a process of improvement in the material conditions of people through diffusion of knowledge and technology.
2. A nation is considered developed that has high standards of life and material goods.
3. There are many factors that influence a country's level of development.
4. The treatment and opportunity for women in a country is indicative of a country's level of development.
5. There are certain methods to begin to develop a country.
6. Industry develops in an area due to site (Land, Labor, and Capital) and situation

Essential Question(s):

- What is development?
- What constitutes a nation being developed?
- How does one factor of development influence other factors of development?
- What is the best way to develop a country?
- How can we predict a country's level of development?
- Why does industry develop where it does?
- Why are particular areas industrial and other areas not?
- What causes industry/business to fail?
- What is energy?
- How does access to energy resources impact the area that has resources?

<p>factors (location near inputs, location near markets, and transportation).</p> <ol style="list-style-type: none"> 7. Certain areas have more businesses and industry due to their geographic placement. 8. The factors that cause a business to succeed or fail. 9. Energy is the capacity of vigorous activity. 10. Energy sources being in an area can positively and negatively impact the area. 11. An area without energy resources will be at a great disadvantage. 12. Possession or lack of possession of energy resources can influence the actions of states. 13. Pollution impacts the earth. 14. The desire for modernity has impacted the environment greatly. 	<ul style="list-style-type: none"> ▪ How does lack of access to energy resources impact the area that is lacking resources? ▪ How does pollution impact the Earth and its inhabitants? ▪ What is the price of progress?
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ The factors that make up geographers' definition of development. ▪ How these factors are changeable and can allow countries to become more developed. ▪ The factors that make up geographers' definition of a gender equal country. ▪ The best ways to develop a country. ▪ The impact of the industrial revolution on its era and today. ▪ The factors that dictate industry placement. ▪ The Weber Least Cost Theory and how it applies to industry placement. ▪ The reasons for industries and businesses to fail. ▪ What energy is and how it impacts all we do. ▪ The means by which we attain energy. ▪ Different types of energy. ▪ The most reasonable and affordable energy alternatives. ▪ What causes pollution. ▪ Pollution's impact on the world. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Define development ▪ Identify and explain the components of development. ▪ Analyze how developmental components can be manipulated for individual countries' success. ▪ Explain what constitutes the HDI. ▪ Explain what constitutes the GDI. ▪ Compare and contrast treatment of women from more developed countries to lesser developed countries. ▪ Stimulate fixing a country based on statistics and data gained from the human development index and gender development index. ▪ Analyze the impact of the industrial revolution on today. ▪ Identify the factors that lead to industry or business placement. ▪ Explain the Weber Least Cost Theory. ▪ Analyze how the Weber Least Cost Theory can help businesses choose a location. ▪ Identify and explain reasons why businesses and industries fail. ▪ Identify the various forms of energy in the world. ▪ Describe where these energy forms are found. ▪ Analyze the various "alternative" energy forms out in the world. ▪ Debate the usage of alternative energy forms. ▪ Explain what causes pollution. ▪ Analyze pollutions' impact on the Earth
<p>Dates: April - May</p>	<p>Unit Plan 7: Cities and Urban Land Use</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p>	

- CC.8.5.11-12.A.** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CC.8.5.11-12.B.** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- CC.8.5.11-12. C.** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CC.8.5.11-12.G.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- CC.8.5.11-12.H.** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- CC.8.5.11-12. I.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- CC.8.5.11-12.J.** By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12
- CC.8.6.11-12.A.** Write arguments focused on *discipline-specific content*.
- CC.8.6.11-12.C.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.11-12. D.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- CC.8.6.11-12.E.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CC.8.6.11-12.F.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CC.8.6.11-12.G.** Gather relevant information from multiple authoritative print and digital sources, using advances searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over-reliance on any one source and following a standard format for citation
- CC.8.6.11-12.H.** Draw evidence from informational texts to support analysis, reflection, and research.
- CC.8.6.11-12.I.** Write routinely over extended time and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

PA Academic State Standards:

- 6.4.12.A:** Evaluate the comparative advantage of nations in the production of goods and services.
- 6.4.12.C:** Evaluate the impact of multinational corporations and other non-government organizations
- 6.4.12.D:** Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.
- 6.5.12.A:** Analyze the factors influences wages.
- 6.5.12.B:** Evaluate how changes in education, incentives, technology, and capital investment alter productivity.
- 6.5.12.E:** Compare distribution of wealth across nations.
- 7.1.12.A:** Use geographic tools to analyze information about the interaction between people, places, and the environment.
- 7.1.12.B:** Assess how physical changes to a region may have global impact.
- 7.2.12.A:** Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth’s physical systems.
- 7.2.12.B:** Analyze the significance of physical processes in shaping the character of places and regions.
- 7.3.12.A:** Analyze the human characteristics of places and regions using the following criteria:
Population, Culture, Settlement, Economic activities, Political activities
- 7.4.12.A:** Analyze the global effects of changes in the physical systems.

<p>7.4.12.B: Analyze the global effects of human activity on the physical systems.</p> <p>History</p> <p>8.1.12.A: Evaluate patterns of continuity and rates of change over time, applying context of events.</p> <p>8.1.12.B: Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships</p> <p>8.2.12.C: Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.</p> <p>8.3.12.B: Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.</p> <p>8.3.12.C: Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations</p> <p>8.3.12.D: Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> 1. Services are things that fulfill a human want or need. 2. There are many types of services (consumer, business, and public services) which fulfill needs. 3. There are specific reasons why services are where they are (population, education, economics). 4. Businesses tend to settle in larger areas due to access to customers and money. 5. The central business district is where retail and office activities are clustered. 6. Central Business Districts are located where they are due to population, transportation, and skilled labor. 7. Urban areas have grown due to access to good land, labor, and capital. 8. Most people, around the world, now tend to live in urban areas. 9. Cities have grown over the years due to jobs, access to activities, and general excitement. 10. People love cities do to the diversity, activities, and general energy associated with cities. 11. People dislike cities due to the crowds, demeanor, and hustle/bustle associated with cities. 12. City models allow us to analyze city structures and attempt to make them better for all. 13. Cities are incurring many problems today: densities, economics, education, crime, etc. 14. People want to move to the suburbs because it is less crowded, there is more room for their children to play, there tends to be less crime and better education, and less pollution. 15. Without specific land laws in place cities have sprawled without check in the US. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ What are services? ▪ What types of services exist and where are they found? ▪ Why is that store there? ▪ How do you determine the potential success of a service in an area? ▪ Why do businesses locate in large settlements? ▪ What determines where a Central Business District can be found? ▪ What determines a Central Business District's success? ▪ Where have urban areas grown? ▪ Where do people live around the world? ▪ How did cities get to be the way they are? ▪ How do models of urban structures help us understand cities? ▪ Why do urban cultures tend to be more successful? ▪ What causes problems in urban areas today? ▪ What are some solutions to problems in urban areas? ▪ Why do people move to the suburbs? ▪ What are some of the problems associated with urban sprawl and poor land management?
<p>Learning Objectives: <i>Students will know...</i></p>	<p><i>Students will be able to:</i></p>

- The definition of services
- Types of services
- Where services can be found
- Why services are where they are.
- The definition of Central Place Theory
- How the concepts of range and threshold apply to businesses.
- Why businesses locate in large settlements
- The concepts of rank-size rule and primate city.
- What constitutes a central business district.
- Why a central business district can be found where it is.
- Where urban areas have grown.
- Why urban areas have grown.
- What constitutes an urban settlement.
- Where people live around the world.
- How urban models help researchers in investigating and trying to improve cities.
- Why urban cultures tend to be successful or not successful.
- The problems that cities face today.
- Potential solutions to urban problems.
- Why people move to the suburbs.

- Define service
- Identify the types of services and apply where those services would be rendered.
- Explain and analyze why certain services are located where they are.
- Define central place theory.
- Apply central place theory to our local area as well as the world in general.
- Define range and threshold as they apply to business.
- Explain why businesses tend to gather in large urban areas.
- Define rank-size rule and primate city and apply how they relate to cities around the world.
- Define central business district
- Explain why the CBD is found where it is.
- Apply CBD to our local area.
- Define what constitutes an urban area.
- Explain where urban areas are around the world.
- Identify the largest urban areas in the world.
- Identify the different models of city structure.
- Explain how the models can be used to analyze and gain information.
- Identify the pros and cons of urban life.
- Debate living in an urban area versus living in a rural area.
- Identify urban problems today and hypothesize solutions to these problems.
- Explain why people move to the suburbs.
- Describe how “counter-urbanization” has impacted areas like Southern York County.