

STMA Global Studies Curriculum Map (Master)

September 2020

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>Geography Skills</p> <p>HOW DO PEOPLE PRESERVE THEIR TRADITIONAL CULTURE WHILE ADAPTING TO MODERN LIFE?</p> <p>HOW DO PEOPLE ADAPT TO THEIR ENVIRONMENTS?</p> <p>HOW DO PEOPLE CHANGE THEIR ENVIRONMENTS TO FIT THEIR NEEDS?</p> <p>WHAT FACTORS CONTRIBUTE TO SUCCESS OR FAILURE OF NATION-STATES?</p> <p>HOW DO GEOGRAPHERS SHOW AND INTERPRET IN</p>	<p>A. Use latitude and longitude to determine absolute location</p> <p>B. Measure distance using scale</p> <p>C. Identify the oceans and continents in each hemisphere.</p> <p>D. Understand how Earth-sun relations cause seasons</p> <p>E. Understand the relative merits of five map projections (Mercator, Eckert IV, Robinson, Goode’s Homolosine, and Lambert Equal-Area)</p> <p>F. Design a map with basic map components (title, legend, compass rose, grid system, scale)</p> <p>G. Identify the 5 themes of geography and show how they relate to their daily life.</p> <p>H. Apply the Five Themes of Geography to a country in North America. (or Canada)</p> <p>I. Define the terminology specific to six types of thematic maps: physical</p>	<p>A1. I can use latitude and longitude to locate information on a map.</p> <p>A2. I can use scale to measure the distance on a map.</p> <p>A3. I can explain how the Earth-sun relations cause seasons.</p> <p>A4. I can identify the oceans and continents in each hemisphere.</p> <p>A5. I can design a map with basic map components (title, legend, compass rose, grid system, scale).</p> <p>A6. I can define key vocabulary related to Unit</p> <p>B1. I can identify the 5</p>	<p>Basic Skills Assessment Unit 1 Vocab Assessment</p>	<p>Chapters 1-2 Textbook Maps</p> <p>Key geographic terms: absolute location distortion map projection relative location. compass rose cardinal directions intermediate directions legend latitude longitude equator prime meridian map scale hemisphere continent thematic map climate economic activity landforms physical features population density</p>

<p>INFORMATION ON MAPS?</p> <p>UEQ: <i>A. How do geographers show information on maps?</i></p> <p><i>B. How can the Five Themes of Geography be used to organize information?</i></p>	<p>features, climate zones, vegetation zones, population density, economic activity, and regions</p> <p>J. Analyze six thematic maps to gather information about the world</p> <p>K. Identify characteristics of the region’s physical and human geography on a map</p> <p>L. Locate major parallels and meridians</p>	<p>themes of geography and show how they relate to their daily life.</p> <p>C1. I can explain and analyze a variety of thematic maps.</p>	<p>region vegetation elevation natural resources</p>
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October

Content	Skills	Learning Targets	Assessment	Resources & Techno
<p>Human Geography</p> <p>UEQ: <i>A. Why do geographers use a variety of maps to represent the world?</i></p>	<p>A. Identify and describe different government types Theocracy, Single Party State, Parliamentary Democracy, Presidential Democracy, Monarchy, Dictatorship</p> <p>B. Identify and describe different economies around the world and how they impact a country</p>	<p>A. I can identify and describe different government types Theocracy, Single Party State, Parliamentary Democracy, Presidential Democracy, Monarchy, Dictatorship</p> <p>B. I can describe the strengths and weaknesses of a command, market and mixed economy</p>	<p>Unit 2 Assessments on Vocab Terms Governments (RAFT) Economics (Systems) Cultural Notes</p>	<p>Unit 2 Slide Shows</p>

<p><i>B. How does the type of government impact the rights of the people</i></p> <p><i>C. What type of economic market allows for more or less freedom</i></p> <p><i>D. How do governments influence the development of specific religious groups within their countries</i></p> <p><i>E. Describe the locations of human populations and the cultural characteristics of the United States and Canada.</i></p>	<p>C. Explain how different types of governments reflect historically and culturally specific understandings of the relationships between the individual, government and society</p>	<p>C. I can list and summarize the six different goals of an economy</p> <p>D. I can explain the differences between command, market and traditional economies.</p> <p>F. I can identify and describe main components of a culture</p>		<p>Unit 2 Terms Economy, Economic Systems, Scarcity, Market, Command, Mixed economy, Government, Monarch, Dictatorship, Presidential- Democracy, Parliamentary- Democracy, Single-Party State,</p>
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November -December

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>Asia UEQ: A. What can we learn about East Asia from thematic maps?</p> <p>B. What factors give some countries a comparative advantage in the global IT revolution?</p> <p>C. What is globalization, and how does it affect people and places?</p> <p>F. How has the development and spread of religions in East Asia affected the political climate of the region.</p>	<p>A. Label physical and political maps of East Asia.</p> <p>B. Identify characteristics of the region's physical and human geography on a map.</p> <p>C. Identify factors which affect economic growth (percentage changes in Real Gross Domestic Product—Real GDP) and lead to a different standard of living in different countries</p> <p>D. Examine the factors that give India a comparative advantage in the global IT revolution.</p> <p>E. Determine absolute and comparative advantage</p> <p>F. Use absolute and comparative advantage to determine why countries</p>	<ol style="list-style-type: none"> Analyze the settlement patterns and human characteristics of Southeast Asia by using thematic maps Describe the unique elements of culture of East Asia, South Asia, and Southeast Asia Describe the main religions of Southeast Asia including Buddhism and Hinduism Explain how specialization plays a role in why countries trade with one another Explain the successes and challenges of India's economic growth Identify the characteristics of China's market economy and the impact it has on the United States Explain the advantages and disadvantages globalization has on countries 	<p>Unit 3 Vocabulary Assessment</p> <p>Hinduism and Buddhism Assessments</p> <p>Globalization Chopped Assessment</p> <p>Asian Sizzler Choice Project</p>	<p>Gap Minder</p> <p>Factfulness</p> <p>Planet Money</p> <p>Five Themes of Southeast Asia Slideshow</p> <p>Regional Religions Slide Shows</p> <p>Geographic Terms: comparative advantage population density globalization multinational cooperation absolute advantage opportunity cost information technology outsourced free trade standard of living tariff distribution Religions Monotheistic Polytheistic nontheistic</p>

	<p>specialize in certain products.</p> <p>G. Examine challenges created by a large and growing population.</p> <p>H. Explain the impact of globalization on people and places.</p> <p>I. Analyze the global efforts needed to design, manufacture, and distribute a particular product.</p>			
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January - February

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>Southwest Asia/North Africa</p> <p>UEQ's</p> <p>A. What can we learn about the Middle East from thematic maps?</p> <p>B. How might having a valuable natural resource affect a region?</p>	<p>A. Label physical and political maps of the Middle East.</p> <p>A. Identify characteristics of the region's physical and human geography on a map</p> <p>B. Understand how oil is formed.</p>	<p>1. Describe the locations of human populations and the cultural characteristics of Southwest Asia and North Africa</p> <p>2. Describe the characteristics and beliefs</p>	<p>Unit 4 Vocabulary Quiz Think Tac Toe Regional Religion Assessments One Pagers Writing Assessments on Israeli Palestinian Conflict Migrant Story</p>	<p>Unit 4 Geographic terms: Islam Sunni Shiite Judaism Montheistic Christianity Arab arid oil reserve crude oil</p>

<p>C. How have Christianity, Islam and Judaism developed and contributed to conflict in Southwest Asia?</p> <p>D. How has conflict in the Middle East affected life in the region?</p> <p>E. What factors influence the differences in Human Rights around the world?</p>	<p>B. Understand how oil is distributed in Southwest Asia.</p> <p>B. Investigate the effects of large oil reserves on Southwest Asian countries.</p> <p>B. Explore alternative energy resources.</p> <p>C. Evaluate the current political climate of the Middle East.</p> <p>E. Compare human rights of people around the world</p> <p>F. Describe varieties of religious beliefs and practices in the contemporary world including Shamanism/Animism, Hinduism, Buddhism, Judaism, Christianity and Islam.</p>	<p>of the main religions of the region: Christianity, Islam, and Judaism</p> <p>3. Assess the importance of oil to the of the Middle East</p> <p>4. Describe elements of the Arab-Israeli conflict</p> <p>5. Explain the differences between Sunni and Shiite Muslims and how it causes conflict in the region</p> <p>6. Evaluate the state of Human Rights around the world</p>	<p>arab spring OPEC Palestinian Human Development index Human Rights Secular Proxy War Zionist PLO</p> <p>1973 Oil Embargo Slideshow</p> <p>Slide Shows on: Christianity Judaism Islam</p> <p>Promises Video</p> <p>A refugee story</p>
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March - April

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><i>Africa</i></p> <p>UEQ's</p> <p>A. What can we learn about Africa from thematic maps?</p> <p>B. How do people adapt to living in the desert region?</p> <p>C. How can dividing a diverse country into regions make it easier to understand?</p> <p>D. How might ethnic group differences affect who controls resources and power in a society?</p>	<p>A. Label physical and political maps of Africa.</p> <p>A. Identify characteristics of the region's physical and human geography on a map</p> <p>C. Describe the characteristics of the physical environment, ethnic groups, culture, and economic activity unique to each region Sub-Saharan Africa.</p> <p>C. Analyze potential problems of the possible solutions to the great ethnic diversity that exists within most African countries.</p> <p>D. Describe how apartheid has affected South Africans of various ethnicities.</p>	<p>A. Describe the locations of human populations and the cultural characteristics of Sub-Saharan Africa</p> <p>B and D. Explain the effect that European countries' partitioning of Africa continues to have on ethnic and political boundaries and economic development in Sub-Saharan Africa</p> <p>B. Compare quality of life indicators of African nations</p> <p>C. Evaluate the causes of economic and demographic differences among African nations</p> <p>B, C, and D. Identify positive and negative factors contributing to current conditions within African nations</p>	<p>Colonization Reflections</p> <p>African Pyramid Project</p> <p>Amazing Race of Africa</p> <p>Apartheid Reflection Questions</p>	<p>Africa: 50 Years of Independence (Junior Scholastic)</p> <p>Map Labs</p> <p>key geographic terms:</p> <p>genocide</p> <p>Afrikaner</p> <p>Afrikaner</p> <p>marginalized</p> <p>civil war</p> <p>sanctions</p> <p>ethnic group</p> <p>reprieve</p> <p>political boundary</p> <p>United Nations</p> <p>Militia</p> <p>human rights</p> <p>refugee</p> <p>ethnic conflict</p> <p>ensued</p> <p>war crimes</p> <p>atrocities</p> <p>Imperialism</p> <p>Colonialism</p>

	<p>D. Analyze the redistribution of power and resources in post-apartheid South Africa.</p> <p>D. Evaluate South Africa's progress toward equality for all South Africans since the end of apartheid.</p>			
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May

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>Australia Oceanian</p> <p>Latin America</p> <p>UEQ's</p> <p>A.What can we learn about Latin America from thematic maps?</p> <p>B. How should resources of rainforests be used and preserved?</p>	<p>A. Label physical and political maps of the region</p> <p>A. Identify characteristics of the region's physical and human geography on a map</p> <p>B. Examine standards of living around the world to understand that spatial inequality exists on a global scale.</p>	<p>A. The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).</p> <p>A. I can use thematic maps to make inferences on the people and places of Latin America. (80% accuracy on mapping lab).</p> <p>B. I can define spatial</p>	<p>Australian Post Card</p> <p>Latin American Choice Project</p> <p>Human Geography of Latin America</p> <p>Google Earth Tours of Australia</p>	<p>Google Earth</p> <p>Google classroom videos</p> <p>Key Geographic Terms</p> <p>NAFTA</p> <p>cartel</p> <p>revolution</p> <p>tropical rainforest</p> <p>adaptation</p> <p>indigenous people</p> <p>subsistence</p> <p>farming</p> <p>sustainable development</p> <p>spatial inequality</p> <p>urbanization</p>

		<p>inequality and explain its impact on Mexico City.</p> <p>the world in maintaining their traditional cultures while adapting to the modern world.</p> <p>D. I can identify and explain conflicts over resources and the use of the Amazon Rainforest.</p>		<p>rural decline</p> <p>standard of living</p> <p>biodiversity</p> <p>deforestation</p> <p>circumvent</p> <p>exploiting</p>
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June

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<p>UEQ:</p> <p><i>A. What are the most pressing concerns facing the global community today</i></p>	<p>A. Identify the causes of the concerns</p> <p>B. Explain why you feel it is the most pressing</p> <p>C. Explain how people around the world are attempting to solve the concern.</p>	<p>A. I can identify important concerns facing the global community.</p> <p>B. I can use evidence to determine why it is a pressing global issue</p> <p>C. I can identify how people are helping to solve global concerns.</p>	<p>CA: Final Project</p> <p>Super Hero Project</p>	

<p>Europe UEQ: <i>B. What forces work for and against supranational cooperation among nations?</i></p> <p><i>E. What factors contribute to the success or failure of new nation-states?</i></p>	<p>B. Analyze a population cartogram of selected Europeans countries.</p> <p>B. Experience the forces that unite and divide members of the European Union.</p> <p>B. Examine other examples of international cooperation.</p> <p>E. Identify some major factors that affect whether a nation will succeed or collapse.</p> <p>E. Analyze some of the factors that may determine the success of the nation-states that have developed out of the former Soviet Union.</p> <p>E. Examine other regions in the world where new nations are forming.</p>	<p>B. I can explain the centripetal and centrifugal force in the EU.</p> <p>B. I can analyze the positive and negatives of global supranational cooperation.</p> <p>E. I can identify and explain what factors contribute to the success of failure of new nation-states.</p>	<p>Country Quiz</p>	<p>key geographic terms: centrifugal force centripetal force common market supranational cooperation ethnic group nation nationalism nation-state state</p>
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Resources that are used. https://www.google.com/maps/d/viewer?mid=1it_3Xwhx3h4WGlS8jL-e1138aXQ

Authors: Alex Wagner, Lindsey Hannon, Eric Ditlevson, Ryan Canton and Matt Livers