Grades 9-12 Social Studies / History  
World Geography

1. Spatial Thinking and Skills

Stage 1: Desired Results

Catholic Standards

Targeted Standards

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

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9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

This unit will build on students' understanding of geography and spatial thinking and serve as the foundation for all other units studied in this course. The ability to use geographic tools to locate data spatially will enable students to gain a better understanding of contemporary issues. Investigation of spatial information will provide guidance in solving global problems. Students will be engaged in creative and critical thinking, problem solving, decision making and collaboration.

Unit Goals

1. Understand the uses for and the limitations on the use of various means of representing spatial data to represent, analyze, and interpret geographic patterns and processes.
2. Understand how geographic representations and geo-spatial technologies are used to investigate, analyze, and communicate information related to solving geographic problems.

Big Ideas

Thinking and working like a geographer

Enduring Understandings

1. Geographers use a variety of tools to represent the world.
2. Tools used by geographers have certain characteristics and serve particular purposes.

Content

maps

globes

geographic information systems

global positioning systems

remote sensing

geographic visualizations

geospatial technologies

geographic problem solving

Skills

1. Explain the uses for various means of presenting spatial data to represent, analyze, and interpret geographic patterns and processes.
2. Identify and summarize the limitations of various means of presenting spatial data to represent, analyze, and interpret geographic patterns and processes.
3. Describe and illustrate how the following geographic tools aid the work of a geographer  
   - maps  
   - globes  
   - geographic information systems  
   - global positioning systems  
   - remote sensing  
   - geographic visualizations  
   - geospatial technologies  
   - geographic problem solving
4. Identify and illustrate uses for the following specific geographic representations and geospatial technologies  
   - maps  
   - globes  
   - graphs  
   - diagrams  
   - Internet-based mapping applications  
   - geographic information systems  
   - global positioning systems  
   - remote sensing  
   - geographic visualization
5. Use appropriate geographic representations and geospatial technologies to investigate, analyze, and communicate information related to solving a geographic problem.

Essential Questions

1. Why do geographers use a variety of tools to represent the world?
2. In what ways do the tools used by geographers serve particular purposes?
3. How do the tools of a geographer help me to better understand the world and its problems?

Stage 2: Assessment Evidence

Looking for Patterns

Formative: Posters

Students will create a series of posters which show how one can use the many means of presenting spatial data to represent, analyze, and interpret geographic patterns and processes.

Creating a Map

Formative: Written Assessment

Based on a geographic information system, students will create composite maps combining pertinent elements of information related to solving a geographic problem.

Geographic Visualizations

Not Available: Homework

Using aerial photography or satellite images about a surface area being studied, students will gather and present information about the area.

Working like a Geographer

Formative: Report

Given a geographic problem related to a specific area of study, students will identify and use appropriate geographic representations and geo-spatial technologies to solve the problem.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities:***

1. Working in cooperative groups, students will use one of the many means of presenting spatial data to represent, analyze, and interpret geographic patterns and processes.
2. Examining a problem being addressed, ask students to use geographic information systems to create composite maps combining pertinent elements of information.
3. Working in pairs, students will gather and present information from a distance by using aerial photography or satellite images about a surface area being studied.
4. Working in cooperative groups, students will identify and use appropriate geographic representations and geospatial technologies to solve a geographic problem.

Technology Integration

United Streaming Video Service

Web browsing software

Interactive Whiteboard (SmartBoard or ActiveBoard)

DVD Player

Podcasts

IMovie

Resources

***Suggested resources:***

See Links.

Resources

* Geospatial Technologies - 2 ([www.geospatialextension.org/Home](http://www.geospatialextension.org/Home))

Grades 9-12 Social Studies / History  
World Geography

2. Themes ~ Environment & Society

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Geography

Theme: Families Now and Long Ago, Near and Far Spatial Thinking and Skills

4. Maps can be used to locate and identify places.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

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Summary

This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.

This unit will address the theme of Environment and Society. In studying this theme, students will examine how humans adapt to and modify the environment and shape the landscape through their interaction with the land. This has both positive and negative effects on the environment.

Unit Goals

1. Understand how human modifications of the physical environment in one place often lead to changes in other places.
2. Recognize that human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment.
3. Understand how physical processes influence the formation and distribution of renewable, nonrenewable and flow resources.
4. Know that there are costs and benefits of using renewable, nonrenewable and flow resources.
5. Understand how human interaction with the environment is affected by cultural characteristics and technological resources.

Big Ideas

Humans adapt their environment and create societies

Enduring Understandings

1. Human modifications of the physical environment in one place often lead to changes in other places.
2. Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment.
3. Physical processes influence the formation and distribution of renewable, nonrenewable and flow resources.
4. There are costs and benefits of using renewable, nonrenewable and flow resources.
5. Human interaction with the environment is affected by cultural characteristics and technological resources.

Content

interactions of humans

physical environment

societal wants

physical processes

renewable resources

nonrenewable resources

flow resources

internal forces

- folding

- faulting

- earthquakes

- tsunamis

- volcanic activity

external forces

- mechanical weathering

- chemical weathering

- erosion

- Earth's tilt and rotation

Culture

- system of beliefs, values, institutions, traditions

- attributes such as language, arts, literature, technologies, material goods

- characteristics

Skills

1. Identify and summarize an example of how a human modification of the physical environment in one place produced an intended or unintended change in another place. (For example: construction of a dam provides downstream flood control, construction of a city by-pass reduces commercial activity in the city center, implementation of dry farming techniques in a region leads to new transportation links and hubs.)
2. Compare and contrast how different societies adapt to the opportunities or constraints presented by their physical environments when attempting to address a common task.
3. Analyze and synthesize how physical processes influence the formation and distribution of renewable, nonrenewable and flow resources.
4. Describe and illustrate the relative costs and benefits of using a selected resource.
5. Explain and provide examples of how cultural characteristics and technological resources influence human interaction with the environment.
6. Identify research questions and design investigations about past and present issues in regard to global integration andglobalization.
7. Describe and illustrate how spatial thinking examines the relationships among people, places and environments by mapping and graphing geographic data.
8. Identify and summarize how geographic factors promote or impede the movement of people, products and ideas.

Essential Questions

1. How are human societies shaped and how do they help to shape their environments?
2. Why do human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment?
3. To what degree do physical processes influence the formation and distribution of renewable, nonrenewable and flow resources?
4. To what degree are there costs and benefits of using renewable, nonrenewable and flow resources?
5. How are human interactions with the environment affected by cultural characteristics and technological resources?

Stage 2: Assessment Evidence

The World at a Glance

Diagnostic: Project

World Map at a Glance. Each student will be given a blank map of the world and a list of countries, capitals, bodies of water and other physical landmarks. Students will be asked to identify all of the places from the list on their maps.

Interacting with the Envrionment

Formative: Technology Project

Working in cooperative groups, have students research an example of how the interaction of humans with the physical environment in one place led to unexpected as well as expected consequences in other places due to the systemic nature of the physical environment. Prepare an electronic presentation to share with the class.

Societal Adaptations

Formative: Class Discussion

In a Socratic Seminar setting, have students discuss how specific societies have adapted to the opportunities or constraints presented by their physical environments when attempting to address a common task.

Formation and Distribution of Resources

Formative: Homework

Have students identify renewable, nonrenewable, and flow resources and explain how physical processes influence their formation and distribution.

Saving our Forests

Formative: Graphic Organizer

Working in cooperative groups, have students describe the processes of "clear cutting forests" and "selective cutting of forests." Using a graphic organizer compare and contrast the costs and benefits of these two processes.

Human Interaction with the Environment

Formative: Technology Project

Have students research how cultural characteristics and technological resources have influenced human interaction with the environment and share their research with the class electronically.

Catholic Social Teachings and the Environment

Formative: Reflective Writing

Have students reflect on the Catholic Social Justice Teachings and the topics of this unit. What challenges and responsibilities must they be ready to respond to?

Pulling It All Together

Summative: Unit Exam

Students will respond to a series of objective (multiple choice, true or make true, matching, and fill-in questions) and subjective short answer and essay questions addressing the content studied in this unit.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities:***

1. Working in cooperative groups, have students research an example of how the interaction of humans with the physical environment in one place, led to unexpected as well as expected consequences in other places, due to the systemic nature of the physical environment. Prepare an electronic presentation to share with the class.
2. In a Socratic Seminar setting, have students discuss how specific societies have adapted to the opportunities or constraints presented by their physical environments when attempting to address a common task.
3. Have students identify renewable, nonrenewable, and flow resources and explain how physical processes influence their formation and distribution.
4. Working in cooperative groups, have students describe the processes of "clear cutting forests" and "selective cutting of forests." Using a graphic organizer, compare and contrast the costs and benefits of these two processes.
5. Have students research how cultural characteristics and technological resources have influenced human interaction with the environment and share their research with the class electronically.
6. Have students reflect on the Catholic Social Justice Teachings and the topics of this unit. To what challenges and responsibilities must they be ready to respond?

Technology Integration

United Streaming Video Service

Web browsing software

Interactive Whiteboard (SmartBoard or ActiveBoard)

DVD Player

Podcasting

prezi.com

Skype

IMovie

Resources

***Suggested resources:***

1. Textbooks (e.g., World Regional Geography Concepts by L. Pulsipher & A. Pulsipher; Essentials of World Regional Geography by M. Bradshaw, G. White, J. Dymond, and E. Chacko).

2. Atlas, maps, globes

3. Websites

- http://www.learner.org

- http://www.nationalgeographic.com/

- http://geography.about.com

- http://www.nationalgeographic.com/education/

- http://school.discoveryeducation.com/

See links

Resources

* Google Maps (<http://maps.google.com/>)

Grades 9-12 Social Studies / History  
World Geography

3. Themes ~ Movement

Stage 1: Desired Results

Catholic Standards

Targeted Standards

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Summary

This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.

This unit will examine how people interact with other people, places and things every day of their lives how they travel from one place to another; how they communicate with each other; and how they rely upon products, information and ideas that come from beyond their immediate environment.

Unit Goals

1. Understand how physical, cultural, economic and political factors contribute to human migrations and that these human migrations impact physical and human systems.
2. Recognize that activities and patterns of trade and communication create interdependence among countries in different regions.

Big Ideas

'No person is an island'

Enduring Understandings

1. Physical, cultural, economic and political factors contribute to human migrations.
2. Human migrations impact physical and human systems.
3. Activities and patterns of trade and communication create interdependence among countries in different regions.

Content

human migration

- emigration

- immigration

pull factors

push factors

global interdependence

Skills

1. Explain how physical, cultural, economic and/or political factors contributed to examples of human migrations.
2. Describe and illustrate the difference between emigration and immigration.
3. Identify and summarize the pull and push factors that cause human migration.
4. Compare geographic representations of regions subject to human migration at different points in time and draw conclusions about the impacts of the migration on physical and human systems.
5. Describe and illustrate an instance of global interdependence resulting from trade or communication.

Essential Questions

1. How do local environments stimulate the movement of people, products, and ideas?
2. To what degree do human migrations impact physical and human systems?
3. How does communication create interdependence among countries in different regions?

Stage 2: Assessment Evidence

Human Migration

Formative: Graphic Organizer

Working in cooperative groups, have students identify a major human migration (e.g., the Great Migration of the early 20th century in the United States, the Irish emigration of the 1840s and 1850s) and research reasons why this migration occurred and use a graphic organizer (such as a T-chart) to classify the reasons as either 'pushes' or 'pulls'.

Impact of Migration

Formative: Homework

Working with a partner, have students compare geographic representations of regions subject to human migration at different points in time and draw conclusions about the impacts of the migration on physical and human systems.

Global Interdependence

Formative: Report

Have students research and write about a specific instance of global interdependence resulting from trade or communication.

Pulling It All Together!

Summative: Unit Exam

Students will respond to a series of objective (multiple choice, true or make true, matching, and fill-in questions) and subjective short answer and essay questions addressing the content studied in this unit.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities:***

1. Working in cooperative groups, have students identify a major human migration (e.g., the Great Migration of the early 20th century in the United States, the Irish emigration of the 1840's and 1850's) and research reasons why this migration occurred and use a graphic organizer (such as a T-chart) to classify the reasons as either 'pushes' or 'pulls'.
2. Have students extend the above activity by identifying and classifying the factors influencing the migration as physical, cultural, economic and/or political.
3. Working with a partner, have students compare geographic representations at different points in time of regions subject to human migration at different points in time and draw conclusions about the impacts of the migration on physical and human systems.
4. Have students research and write about a specific instance of global interdependence resulting from trade or communication.

Technology Integration

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DVD Player

Podcasting

prezi.com

Skype

IMovie

Resources

***Suggested resources:***

See Links

Resources

* Great Migration ([www.encyclopedia.chicagohistory.org/pages/545.html](http://www.encyclopedia.chicagohistory.org/pages/545.html))

Grades 9-12 Social Studies / History  
World Geography

4. Themes ~ Region

Stage 1: Desired Results

Catholic Standards

Targeted Standards

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DOC All Grades Catholic Identity

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Summary

This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.

This unit will examine a region as an area on the earth's surface that is defined by certain unifying characteristics (physical or cultural) which give it a measure of homogeneity and distinguish it from surrounding areas and that regions change over time.

Unit Goals

1. Understand how criteria are used to organize regions and as the criteria change, the identified regions change.
2. Recognize that the characteristics of regions change over time and there are consequences related to those changes.
3. Understand the interconnections within and among physical and human regions.

Big Ideas

Regions of the earth are unique

Enduring Understandings

1. Criteria are used to organize regions and as the criteria change, the identified regions change.
2. The characteristics of regions change over time and there are consequences related to those changes.
3. There are interconnections within and among physical and human regions.

Content

regional criteria

- types of economic activities

- ethnic groups

- natural vegetation

types of regions

- formal

- functional

- perceptual (vernacular)

change in regions

Skills

1. Analyze and synthesize the various types of criteria that are used to define a region.
2. Describe and illustrate the three basic types of regions.
3. Examine various regions to categorize the types of regions and ascertain the criteria used to determine the regions.
4. Identify examples of regional change in Ohio and explain the causes and effects related to the changes taking place.
5. Given a region, identify the interconnections that exist and how they enable the region to interact within its own confines and with other regions.
6. Use regions to analyze a geographic issue.

Essential Questions

1. How are criteria used to organize regions and how do regions change as the criteria changes?
2. Why do the characteristics of a region change over time and what are the consequences of those changes?
3. How do movements of people, products, and ideas help redefine regions?

Stage 2: Assessment Evidence

Three Types of Regions

Formative: Graphic Organizer

Working in cooperative groups, have students develop a graphic organizer comparing and contrasting the three basic types of regions.

Regional Change

Formative: Technology Project

Working with a partner, have students research examples of regional change in Ohio and prepare an electronic presentation to explain the causes and effects related to the changes taking place.

Regions are Interconnected

Formative: Homework

Given a region of the world, have students identify the interconnections that exist and how they enable the region to interact within its own confines and with other regions.

Pulling It All Together!

Summative: Unit Exam

Students will respond to a series of objective (multiple choice, true or make true, matching, and fill-in questions) and subjective short answer and essay questions addressing the content studied in this unit.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities:***

1. Working in cooperative groups, have students develop a graphic organizer comparing and contrasting the three basic types of regions.
2. Working with a partner, have students research examples of regional change in Ohio and prepare an electronic presentation to explain the causes and effects related to the changes taking place.
3. Given a region of the world, have students identify the interconnections that exist and how they enable the region to interact within its own confines and with other regions.

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Skype

IMovie

Resources

***Suggested resources:***

See Links

Resources

* Regions ([www.eoearth.org/article/Region](http://www.eoearth.org/article/Region))

Grades 9-12 Social Studies / History  
World Geography

5. Themes ~ Human Settlement

Stage 1: Desired Results

Catholic Standards

Targeted Standards

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Summary

This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.

This unit study how people live in settlements which vary in size, composition, location, arrangement and function. These settlements are the focus of most aspects of human life including economic activities, transportation systems, governance, communications and culture. Human settlements differ between regions, places and over time.

Unit Goals

1. Understand how patterns of settlement change over time in terms of functions, size and spatial patterns.
2. Recognize that urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions.

Big Ideas

The way people live varies from place to place..

Enduring Understandings

1. Patterns of settlement change over time in terms of functions, size and spatial patterns.
2. Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions.
3. Regions reflect and impact human settlement.

Content

settlements are constantly changing

patterns of human settlement

- functional

- dimensional

- spatial

squatter settlements

ethnic enclaves

urbanization

suburb

megalopolis

Skills

1. Identify and summarize the characteristics of the the tree patterns of human settlement: functional, dimensional, and spatial.
2. Trace a changing functional, dimensional, or spatial pattern of a particular human settlement and determine the basis for the changes.
3. Analyze and synthesize the opportunities provided by urbanization with concomitant challenges for the surrounding regions.

Essential Questions

1. To what degree do patterns of settlement change over time in terms of functions, size and spatial patterns?
2. How does urbanization provide opportunities and challenges for physical and human systems in cities and their surrounding regions?
3. How do regions reflect and impact human settlement?

Stage 2: Assessment Evidence

Changing Human Settlement

Formative: Graphic Organizer

Working in cooperative groups, have students trace a changing functional, dimensional, or spatial pattern of a particular human settlement and use a graphic organizer to show the basis for the changes.

Urbanization

Formative: Homework

Have students research the opportunities provided by the urbanization of a local region and identify and summarize the concomitant challenges for the surrounding regions.

Pulling It All Together!

Summative: Unit Exam

Students will respond to a series of objective (multiple choice, true or make true, matching, and fill-in questions) and subjective short answer and essay questions addressing the content studied in this unit.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities:***

1. Working in cooperative groups, have students trace a changing functional, dimensional, or spatial pattern of a particular human settlement and use a graphic organizer to show the basis for the changes.
2. Have students research the opportunities provided by the urbanization of a local region and identify and summarize the concomitant challenges for the surrounding regions.

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prezi.com

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IMovie

Resources

***Suggested resources:***

See Links.

Resources

* Human Settlements - 1 ([www.unhabitat.org/](http://www.unhabitat.org/))

Grades 9-12 Social Studies / History  
World Geography

6. Themes ~ Globalization

Stage 1: Desired Results

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Summary

This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.

This unit will look at how the modern world is "shrinking" or "flattening" through the process of globalization. The scale and speed of global interactions continue to increase in fields such as technology, markets, information sharing and telecommunication. Globalization has impacted human-environmental interactions, has affected the movement of people, products and ideas, and has implications for what constitutes a region and connections among existing regions.

Unit Goals

1. Understand how globalization has shaped new cultural, economic and political ideas and entities.
2. Understand that with globalization comes cultural, economic, physical and political consequences.
3. Understand how global trade and communication systems reduce the effect of time on the distribution of goods, services and information.

Big Ideas

The world grows smaller each day

Enduring Understandings

1. Globalization has shaped new cultural, economic and political ideas and entities.
2. With globalization comes cultural, economic, physical and political consequences.
3. Global trade and communication systems reduce the effect of time on the distribution of goods, services and information.
4. Globalization can foster either cooperation or conflict among nations.

Content

global interactions

communication networks

worldwide financial markets

universal human rights

outsourcing

unemployment

ecosystems

computer hacking

international trade

Skills

1. Describe and illustrate the impact of globalization on cultural, economic, and political ideas and entities.
2. Analyze and synthesize the cultural, economic, physical, and/or political consequences of globalization.
3. Describe and illustrate with examples how global trade and communications systems have reduced the effect of time on the distribution of goods, services, and information.

Essential Questions

1. To what degree has globalization shaped new cultural, economic and political ideas and entities?
2. How does globalization bring about cultural, economic, physical and political consequences?
3. To what degree does the global trade and communication system reduce the effect of time on the distribution of goods, services and information?
4. How does globalization foster either cooperation or conflict among nations?

Stage 2: Assessment Evidence

Impact of Globalization

Formative: Technology Project

Working in cooperative groups, have students create an electronic presentation describing and illustrating the impact of globalization on cultural, economic, and political ideas and entities.

Consequence of Gobalization

Formative: Homework

Have students analyze and synthesize the consequences of globalization. Choose one of the following - cultural - economic - physical - political

Making Our World Smaller

Formative: Graphic Organizer

Working with a partner, have students create a graphic organizer in which they describe and illustrate with examples how global trade and communication systems have reduced the effect of time on the distribution of goods, services, and information.

Pulling It All Together!

Summative: Unit Exam

Students will respond to a series of objective (multiple choice, true or make true, matching, and fill-in questions) and subjective short answer and essay questions addressing the content studied in this unit.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities:***

1. Working in cooperative groups, have students create an electronic presentation describing and illustrating the impact of globalization on cultural, economic, and political ideas and entities.
2. Have students analyze and synthesize the consequences of globalization. Choose one of the following:  
   - cultural  
   - economic  
   - physical  
   - political
3. Working with a partner, have students create a graphic organizer in which they describe and illustrate with examples how global trade and communications systems have reduced the effect of time on the distribution of goods, services, and information.

Technology Integration

United Streaming Video Service

Web browsing software

Interactive Whiteboard (SmartBoard or ActivBoard)

DVD Player

Podcasting

prezi.com

Skype

IMovie

Resources

***Suggested resources:***

See Links.

Resources

* The Universal Declaration of Human Rights - 1 ([www.un.org/en/documents/udhr/index.shtml](http://www.un.org/en/documents/udhr/index.shtml))

Grades 9-12 Social Studies / History  
World Geography

7. Regional Studies

Stage 1: Desired Results

Catholic Standards

Targeted Standards

OH Grade 1 OH: Social Studies (2012)

Geography

Theme: Families Now and Long Ago, Near and Far Spatial Thinking and Skills

4. Maps can be used to locate and identify places.

Catholic Identity

DOC All Grades Catholic Identity

Catholic Social Justice Teachings

Life and Dignity of the Human Person

Rights and Responsibilities

The Dignity of Work and the Rights of Workers

Call to Family, Community, and Participation

Option for the Poor and Vulnerable

Solidarity

Care for God's Creation

The Rights of Children

1. THE RIGHT TO A CATHOLIC COMMUNITY that witnesses to Christ and the Gospel by protecting them from child abuse, including sexual abuse and neglect.

2. THE RIGHT TO A SAFE ENVIRONMENT that promotes care, protection, and security.

3. THE RIGHT TO BE RESPECTED AS INDIVIDUALS with human dignity.

4. THE RIGHT TO WORK ACTIVELY TOWARD THEIR OWN EMPOWERMENT through the development of their gifts and talents.

5. THE RIGHT TO A LEARNING ENVIRONMENT THAT VALUES COOPERATION and challenges its members to critical and reflective thinking in their search for truth.

6. THE RIGHT TO DEVELOP POSITIVE, RESPONSIBLE AND CARING ATTITUDES AND BEHAVIORS TOWARD OTHERS and to recognize the rights of others to be safe and free from harassment and abuse.

7. THE RIGHT TO LEARN THE SKILL OF SELF PROTECTION by identifying safe and unsafe situations.

8. THE RIGHT TO LEARN RESPONSIBILITY for themselves and their actions.

9. THE RIGHT TO MAKE RESPONSIBLE DECISIONS founded on religious conviction.

10. THE RIGHT TO GUIDANCE FROM THE CHURCH in their development as loving people.

Summary

This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements.

The remaining unit of study addresses the major regions of the world. Time permitting, teachers may select which regions of the world to be studied in a given semester/year. The regional unit will cover the physical, cultural, economic, and political landscapes of the region. The unit will also look at the diversity of the region and show the interdependence, cooperation, and conflict that exists within a region and its relationship to the global society.

Regions to be studied may include Asia, Africa, Europe, North America, South America, and Australia or another selected by the teacher.

Unit Goals

1. Understand the physical, cultural, economic, and political characteristics that define region and describe reasons why they change over time.
2. Understand the geographic changes that were brought about by human activity usingmaps and geographicsources.
3. Understand the patterns and processes of movements of people, products, and ideas throughout the region and globally.
4. Understand how the character and meaning of each country of the region reflects the values, ideologies, cultures, economics, and politics of the society.
5. Understand the consequences of geographic and environmental changes resulting from governmental policies, and human modifications to the physical and social environment of the region.
6. Understand the role of art, literature and religion in the region's social structure.

Big Ideas

Each region of the world is unique in terms of:

- natural environmental processes

- spatial patterns

- the distribution of people and their activities across the  
earth

- diversity of human and natural characteristics

- defined by boundaries and governmental units

Enduring Understandings

1. As a member of an increasingly interdependent global society, countries of a region must balance national interests with global priorities in an effort to promote sustained international peace and prosperity.
2. International tensions often come from misunderstandings, differing values, cultures, ideologies, and types of government in a region.
3. Examining the diverse people, physical and cultural geography, economic systems, and governments of a region is crucial to preventing conflict and fostering cooperation between the nations.
4. People create places that reflect culture, human needs, government policy, current values and ideals as they design urban centers within a region.
5. Geographic and environmental changes in a region are the result of governmental policies and human modifications to the physical and social environment of the region.
6. Human activity changes the geographic and social landscape of a region.
7. Art, literature and religion impact a region's social structure.

Content

Physical Geography

Political Geography

Countries, Nations and Ethnic Groups

Languages

Food

Music

Art and Literature

Education

Military

National and ethnic ideologies

Economic systems

Human needs

Environmental changes

Global priorities

Urban centers

Rural areas

Human Modifications

Migration and Immigration

Trade

Catholic Church, Protestant religions,and other religions

Skills

1. Locate and name the nations/countries within the region using maps, globes and other electronic tools.
2. Analyze and synthesize information about the geographical features and unique land formations of the region.
3. Identify the various ethnic groups of the region.
4. Describe and illustrate the environment and society, movement, human settlements, and globalization of the region.
5. Identify and summarize the cultural attributes of countries, nations and ethnic groups of the region.
6. Describe and illustrate the different types of governments in the region from the past to the present.
7. Compare and contrast the social and religious values of the countriesand peoples within a region.
8. Analyze and synthesize the national and ethnic ideologies that exist among the countries and peoples of the region.
9. Analyze and synthesize the economic systems of the region.
10. Compare and contrast the economic system of the region to the larger global community.
11. Identify and summarize the contributions of art, literature, and religion to the growth and development of the region.
12. Compare and contrast the languages, music, food, and ethnic celebrations within the region.
13. Analyze and synthesize the role of education in the development of the region.
14. Describe and illustrate the effects of immigration and emigration on the development of the region throughout history.
15. Determine the economic and political position of the region in relation to the global community.

Essential Questions

1. How can the countries of a region balance national interests with global priorities in an increasingly global society?
2. How do international tensions result from misunderstandings, differing values, cultures, ideologies, and different types of government in a region?
3. How do people within a region create urban centers that reflect their culture, human needs, government policy, and the current values and ideals?
4. To what extent does human activity change the geographic landscape of a region?
5. To what extent does art, literature and religion impact a region's social structure?

Stage 2: Assessment Evidence

What Do I Know?

Diagnostic: Written Assessment

Students will be given a blank world map and a map of the region being studied and asked to indicate all the information they can about the world and the region on the maps.

Formative: Class Discussion

In a Socratic Seminar setting, have students discuss the growth and development of the region with respect to the themes of geography.

Mapping the Region

Summative: Written Assessment

After having studied the region and working in cooperative groups, have students create a map of the region. The map should include all physical and geographical information about the region, including its position within the world community.

Presenting the Region

Summative: Technology Project

Working in small groups, have students create an electronic presentation on the region addressing: government, economics, education, human settlements, environment, languages, food, music, art, literature, and religion.

Stage 3: Learning Plan

Learning Experiences

***Suggested activities:***

1. Working in cooperative groups, have students create a map of the region being studied. The map should include all physical and geographical information about the region, including its position within the world community.
2. Working in small groups, have students create an electronic presentation on the region addressing: government, economics, education, human settlements, environment, languages, food, music, art, literature, and religion.
3. In a Socratic Seminar setting, have students discuss the growth and development of the region with respect to the themes of geography.

Technology Integration

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DVD Player

Podcasting

prezi.com

IMovie

Google Earth

Resources

***Suggested resources:***

General Information Web sites

- www.ncge.org (Nat'l Council for Geographic Education)  
- www.geography.about.com

- www.nationalgeographic.com/education

- www.mywonderfulworld.org/index.html

- www.internet4classrooms.com/social\_geography.htm

- www.juicygeography.co.uk/gps.htm

- www.geographyhigh.connectfree.co.uk/

Lesson Plan Web sites

- http://gelessons.com/lessons (Google Earth lessons)

- www.proteacher.com/090027.shtml

- http://school.discoveryeducation.com/

- www.education-world.com/

- www.sldirectory.com/

Tool Web sites

- www.nationmaster.com/index.php

- www.maps.com/FunFacts.aspx.nav=#

- www.sasi.group.shef.ac.uk/

- www.songsforteaching.com/geographysongs.htm

Resources

* Regions of the World ([www.mapsofworld.com/regions-of-the-world/](http://www.mapsofworld.com/regions-of-the-world/))