

Unit #3: Europe and Asia

Content Area: **Template**
Course(s):
Time Period:
Length:
Status: **Published**

State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students
Asian/Pacific Islanders = P.L.2021, c.416: History and Contributions of Asian American and Pacific Islanders	A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

Unit #3: Europe and Asia

Learning Objectives

- Analyze how geography influences culture and society.
- Analyze how migration is influenced by geography.
- Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
- Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

Essential Skills

- Analyze the distinguishing physical characteristics of a given place to determine their impact on human activities.
- Compare and contrast regions of the world by analyzing the plant and animal life indigenous to the region (ecosystems).
- Describe and classify reasons for human migration in terms of push or pull factors to determine the changes and similarities in these factors over time.
- Determine the physical and human characteristics that comprise the identity of a given place.
- Determine the unifying characteristics that regions possess and explain changes that they have experienced over time.
- Explain and give examples of natural and human processes that shape Earth's surface and identify specific locations where these processes occur.
- Explain how human and physical characteristics facilitate or hinder regional interactions.
- Identify and locate world climate regions and evaluate the impact of the Earth/Sun relationship, ocean currents, wind currents, and elevation on each climate region.
- Use geographic representations to locate the world's continents, major landforms, major bodies of water and major countries and to solve geographic problems.

Standards

SOC.6.2.12.GeoPP.2.a	Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
SOC.6.2.12.GeoGI.3.a	Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
SOC.6.2.12.GeoPP.5.a	Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).

Instructional Tasks/Activities

- Artists will label various styles of maps of the region.
- Artists will take notes on the various geographical elements associated with the region.
- Choose one specific region and conduct a mini- research project that includes the following: a. physical characteristics of the region b. map drawn of the region with clearly labeled elements c. impact these physical characteristics have on the region and its people
- Compare and contrast different types of regions within the continent. Identify characteristics of those regions. Use a graphic organizer to illustrate the similarities and differences. Comparisons will be done using the following ways: a. climate b. plant and animal life c. physical and human characteristics d. geographical elements (rivers, lakes, mountains, etc.) e. natural and human processes
- Create a presentation on how human processes shaped the geographical landscape of the region. This presentation will include a before and after map. Artists will explain the impact humans had on the region.
- Examine a series of maps of a particular region and then conduct and share research on the impact changes had on the region.

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Appropriate Content Specific Online Resource
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline

- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Resources

- ABC-CLIO online textbook
- Contemporary Human Geography (Macmillan Learning)
- Google Docs
- Google Slides
- Living Physical Geography (Macmillan Learning)
- National Geographic website
- primary source documents from the online textbook
- The Internet
- Various maps