

# 01\_World History/Global Studies: Geography of Europe, Africa, and Asia

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **10 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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World History/Global Studies is a required survey course with a major focus on the developments in world history from the Renaissance to the present. Both a chronological and thematic approach will be used to foster an understanding of the world today through the use of primary documents. Honors level students will be expected to have a high level of reading and writing proficiency and the recommendation of both their Social Studies and English teachers.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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According to the 2020 New Jersey Student Learning Standards – Social Studies 6.2 World History: Global Studies by the End of Grade 12:

### **Era 1. The Emergence of the First Global Age: Global Interactions and Colonialism**

- The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

### **Enduring Understanding(s):**

- Students will understand that physical and political boundaries are formed based on the influence of economics, access to resources, and political motivations.

### **Essential Question(s):**

- Why does inequality exist?
- How did physical features impact the development of different societies?

## CONTENT AREA STANDARDS

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SOC.6.2	World History: Global Studies
SOC.6.2.1	The Emergence of the First Global Age: Global Interactions and Colonialism  Geographic data can be used to analyze spatial patterns.  Human settlement activities impact the environmental and cultural characteristics of specific places and regions.
SOC.6.2.12.GeoHE.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

## RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.  Geography, People, and the Environment: Global Interconnections
CS.K-12.5.a	Plan the development of a computational artifact using an iterative process that includes reflection on and modification of the plan, taking into account key features, time and resource constraints, and user expectations.
CS.K-12.5.b	Create a computational artifact for practical intent, personal expression, or to address a societal issue.
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).  Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

## STUDENT LEARNING TARGETS

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### Declarative Knowledge

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#### Students will understand:

- The physical and political geographical features of Europe, Africa, and Asia.
- How boundaries around the world were influenced by economic and political

motivations.

### **Procedural Knowledge**

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**Students will be able to:**

- Identify and explain the physical and political geographical features of Europe, Africa, and Asia
- Create and conduct a presentation in small groups describing research and personal opinions on where they would like to travel in Africa, Asia, or Europe based on economic and political motivations
- Self-assess knowledge about the physical and political geographical features of Europe, Africa, and Asia on an interactive online website

### **EVIDENCE OF LEARNING**

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Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

### **Benchmark Assessments**

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### **Formative Assessments**

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**For this unit, formative assessments can/will include:**

- Students will complete maps on their own and with the class
- Students will practice learning their geography with [www.ilike2learn.com](http://www.ilike2learn.com)

Alternative:

- Students will informally present their ideas of why inequality exists with teacher assigned groups to carry out discussions
- Students will evaluate their favorite classmates' location picks

### **Summative Assessments**

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**For this unit, summative assessments can/will include:**

- Students will demonstrate their geographical knowledge by passing a test or quizzes.
- Students will choose one place in the world they would like to visit on each continent and present their choices, summarizing the places' features with a rationale of why they choose those places.

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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**Resources Include:**

**Core:**

- Ellis and Esler. World History. Pearson Education, Inc: New York, NY, 2016. Print.
- Blank maps
- <http://lizardpoint.com/geography/europe-quiz.ph>
- <http://www.sheppardsoftware.com/Geography.htm>

- “ilike2learn.com.”2007. [www.ilike2learn.com](http://www.ilike2learn.com). 30 June 2010. [www.ilike2learn.com](http://www.ilike2learn.com)

Supplemental:

- National Geographic. Guns, Germs, and Steel. DVD.1999.
- Excerpts of Diamond, Jared. *Guns, Germs, and Steel*. 2003. Print. Chapters: Intro
- Classroom LMS

## **INTERDISCIPLINARY CONNECTIONS**

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### **Technology/Multimedia**

- Audio/Visual Analysis

### **Math**

- Data Collection/analysis

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.