












Geography and History of the World

East Chicago Central High School

Geography and History of the World


Units of Study

<u>Unit 1:</u>	Intro to Geography	 3 weeks
<u>Unit 2:</u>	North America	 3 weeks
<u>Unit 3:</u>	Central America	 1 0 -12 Days
<u>Unit 4:</u>	South America	 15-20 Days
<u>Unit 5:</u>	Europe	 20 Days
<u>Unit 6:</u>	Russia	 7 -10Days
<u>Unit 7:</u>	Africa	 2 0 Days
<u>Unit 8:</u>	Southwest Asia	 7-10 Days
<u>Unit 9:</u>	East Asia	 10-12 Days
<u>Unit 10:</u>	South Asia	 10-12Days
<u>Unit 11:</u>	Oceania	 10-12Days


Appendices

Appendix A: Curriculum Refinement Form

Standards Breakdown

 **Green:** Priority Standards

 **Pink:** Supporting Standards

 **Gray:** Additional Standards

UNITS

		1	2	3	4	5	6	7	8	9	10	11
Cultural Hearths	1.1		●	●	●			●	●			
	1.2		●	●	●			●	●			
	1.3											
	1.4											
World Religions	2.1							●				
	2.2											
	2.3											
	2.4								●		●	
Population Characteristics, Distribution, and Migration	3.1	●										
	3.2											
	3.3					●						●
	3.4											
	3.5											
Exploration, Conquest, Imperialism, and Post Colonialism	4.1			●	●							
	4.2											
	4.3											
	4.4											
	4.5			●	●	●		●				
Urban Growth	5.1					●			●	●		
	5.2		●			●	●			●		
	5.3											
	5.4											
Innovations and Revolutions	6.1											
	6.2		●			●				●		
	6.3											
	6.4						●				●	●
	6.5											
	6.6											
Conflict and Cooperation	7.1								●	●		
	7.2							●	●		●	●
	7.3			●	●	●		●				
	7.4											
Trade and Commerce	8.1	●										
	8.2											
	8.3		●				●			●		
Human and Environmental Interactions: Resources, Hazards, and Health	9.1			●	●						●	
	9.2						●	●	●			
	9.3					●	●				●	
	9.4			●	●	●						

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States, Nations, and Nation-States	10.1	●										
	10.2		●			●			●			
	10.3											
	10.4			●	●			●	●			
	10.5											
	10.6											

Sports, Recreation, and Tourism	11.1											
	11.2											●
	11.3											
	11.4											
	11.5			●								
	11.6							●				

Global Change	12.1											
	12.2											

General Description:

Type your General Description of the Unit.

<p>Priority Standards</p> <ul style="list-style-type: none"> ● GHW.10.1: Differentiate between a state (country) and a nation, specifically focusing on the concepts of territorial control and self-determination of internal and foreign affairs and analyze the relationship between nations and the states in which they lie. <ul style="list-style-type: none"> ● Examples: Iraq and Kurdistan (1930–present), China and Tibet (1949–present), and Spain and the Basque region (1492–present), Armenians and Turkey (1900 to present), Australia and Aborigines ● GHW.8.1: Use maps to show the location and distribution of Earth’s resources and analyze how this distribution affects trade between and among countries and regions. 	<p>Supporting Standards</p> <ul style="list-style-type: none"> ● GHW.3.1: Map and analyze the distribution of the world’s human population for different time periods noting the population characteristics and population density for specific regions. <ul style="list-style-type: none"> ● Examples: population pyramids, CIA World Factbook, United States Census Bureau. 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Students analyze and evaluate the physical and human geographic factors that contribute to the formation of states (countries) and the forces that function to either unite and bind a country together or to divide a country. ● Students examine the physical and human geographic factors that encourage or impede economic interdependence between and/or among countries and the local, regional, and global consequences of those exchanges. ● Students use the tools of geographers - maps, globes, grid systems, etc. - to learn how to analyze and utilize geographic data. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● What information can be gleaned from a map? ● How can I use maps to analyze human resources, natural resources, physical geography characteristics, demographic and economic information across countries and the world? ● Why is "where" important? 	
<p>Key Concepts</p> <p>Map reading use of key and compass rose physical geography human geography climate zones land use types</p>	<p>Related Concepts</p> <p>Importance of resources for human consumption and settlement Trading resources (salt for gold, for example)</p>	<p>Vocabulary</p> <p>State Nation GDP Absolute Location Relative Location Physical Map Political Map Cartogram Compass Rose Key Scale Meridian Parallel Degree latitude longitude projection grid International Date Line Prime Meridian Map Globe</p>

		hemispheres equinox equator Currency Place climate weather Civilization
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Resources

<p>Resources & Materials</p> <ul style="list-style-type: none"> ● Globe balloons ● Globes ● Atlases 	<p>Texts & Articles</p> <ul style="list-style-type: none"> ● https://theconversation.com/why-paper-maps-still-matter-in-the-digital-age-105341 ● toilet geography ppt ● https://www.nationalgeographic.com/culture/article/world-toilet-day-sanitation-pictures 	<p>Videos & Media</p> <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=6eKOuN75r7Q ● https://www.youtube.com/watch?v=vVX-PrBRtY ● https://www.youtube.com/watch?v=kIID5FDi2JQ
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School Resources

<p>Textbook Unit 1</p>	<p>Formative Assessments</p>
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General Description:

Introduction to the physical, human and economic geography of North America. Emphasis on natural resources, indigenous peoples and the industrialization and technological resources of the region.

Priority Standards

- **GHW.1.1:** Use maps, timelines, and other graphic representations to identify and describe the location, distribution, and main events in the development of culture hearths in Asia, Mesoamerica, and North Africa.
 - Examples: Irrigation-based civilizations; Rainforest; Land-based civilization, pastoral societies

Supporting Standards

- **GHW.1.2:** Ask and answer geographic and historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared.
 - Examples: Indus River Valley civilization; Longshan Civilization; Pueblo Cliff Dwellers; Olmec, and Mayan
- **GHW.10.2:** Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism, in their formation.
 - Examples: The development of the United States from the 13 colonies (1763–1825), the development of the countries of Columbia and Venezuela from the Viceroyalty of New Granada (1775–1825), the formation of Germany (1848–1989), the formation of the Republic of China on Taiwan (1945–present), nationalistic movements with the Palestinians, Sudan, and South Sudan and Kurds (present)
- **GHW.5.2:** Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend.
 - Examples: Latin America: compare and contrast the urban centers of Mexico, Brazil and Peru (1800–present); New Orleans: growth as gateway to the heartland of the United States (1803–present); Tokyo: from semi-isolation to widespread international interaction (1853–present)
- **GHW.6.2:** Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread.
 - Examples: Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology).
- **GHW.8.3:** Analyze the impact of changing global patterns of trade and commerce on the state and local community and predict the impact of these patterns in the future.

Enduring Understandings

Essential Questions

- Students examine the physical and human geographic factors associated with the origin and development of culture hearths in various regions of North America - Mississippian, Plains, Arctic, Woodland, and Southwestern.

- What are the similarities and differences among the various indigenous groups?
- What factors led to the civilizations settling where they did?
- What factors led to the longevity or disappearance of a particular civilization?
- How does geography, climate and natural resources affect the way people live and work?

<p>Key Concepts Settlements in N America</p>	<p>Related Concepts Religious beliefs Nomadic life</p>	<p>Vocabulary Indigenous Animism mound-builders Anasazi flood plain Piedmont Coastal Range Rocky mountains Plains Great lakes glaciation Canadian Shield</p>
Resources		
<p>Resources & Materials</p> <ul style="list-style-type: none"> • Google Maps • Atlas • Globe 	<p>Texts & Articles</p> <ul style="list-style-type: none"> • 	<p>Videos & Media</p> <ul style="list-style-type: none"> • Aerial America Videos • Library videos on US and Canada • Destination Travel Guide Canada •
School Resources		
<p>Textbook Unit 2</p>	<p>Formative Assessments</p>	

General Description:

Introduction to the physical, human and economic geography of Central America. Emphasis on natural resources, indigenous peoples, European Colonization and subsequent independence movements.

Priority Standards

- **GHW.1.1:** Use maps, timelines, and other graphic representations to identify and describe the location, distribution, and main events in the development of culture hearths in Asia, Mesoamerica, and North Africa.
 - Examples: Irrigation-based civilizations; Rainforest; Land-based civilization, pastoral societies
- **GHW.4.1:** Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. Identify the countries involved. Provide examples of how people modified their view of world regions as a consequence of these voyages.

Supporting Standards

- **GHW.1.2:** Ask and answer geographic and historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared.
 - Examples: Indus River Valley civilization; Longshan Civilization; Pueblo Cliff Dwellers; Olmec, and Mayan
- **GHW.10.4:** Investigate and assess the lasting impact of imperialistic policies on the formation of new countries in various regions of the world.
 - Examples: The Netherlands and Indonesia (1750–1945), Great Britain and Kenya (1870–1970), Belgium and the Congo (1870–1970), France and Indo-China (1890–1954), United States and the Philippines (1898–1947), Portugal and Angola (1925–1975), and Japan and Korea (1910–1945)
- **GHW.11.5:** Analyze the impact of tourism on the physical and human environments of selected world regions. Predict the environmental impact of a continued growth in tourism in these regions. Examples: ecotourism (Costa Rica); tourism sustainability (Venice, Italy)
- **GHW.4.5:** Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world.
 - Examples: modern economic imperialism, including United States/United Nations via the World Bank and International Monetary Fund (IMF); belt and road system in China.
- **GHW.7.3:** Analyze and explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars.
 - Examples: Compare and contrast: Czech Republic and Slovakia to former Yugoslavia (1900s), Ghana under Nkrumah and Kenya under Kenyatta (1950–70s), Gandhi’s (India) non-violent approach to independence and Algerian violent movement for independence from France (1950s) or to the Bolshevik’s (Russia) approach to independence from absolutism (1900s), independence movements by colonial Australia and South Africa (1900s), Jasmine Revolution and Arab Spring (2000’s)
- **GHW.9.1:** Use maps to identify regions in the world where particular natural disasters occur frequently and analyze how the physical and human environments have been modified over time in response to

		<p>environmental threats. Assess the success of international aid to these disasters.</p> <ul style="list-style-type: none"> ● GHW.9.4: Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time and propose strategies for limiting the spread of diseases. <ul style="list-style-type: none"> ● Examples: Bubonic Plague, smallpox, ebola, zika, and describe the impact of this diffusion on countries and regions.
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Students examine the physical and human geographic factors associated with the origin and development of culture hearths in various regions of Central America, specifically the Aztecs and Mayans. 		<p>Essential Questions</p> <ul style="list-style-type: none"> ● What are the similarities and differences among the various indigenous groups? ● What factors led to the civilizations settling where they did? ● What factors led to the longevity or disappearance of a particular civilization? ● How does geography, climate and natural resources affect the way people live and work?
<p>Key Concepts</p>	<p>Related Concepts</p>	<p>Vocabulary</p> <p>Aztec Mayan Olmec Mestitzo Mulatto Peninsulares Creoles</p>
Resources		
<p>Resources & Materials</p> <ul style="list-style-type: none"> ● 	<p>Texts & Articles</p> <ul style="list-style-type: none"> ● 	<p>Videos & Media</p> <ul style="list-style-type: none"> ●
School Resources		
<p>Textbook</p> <p>Unit 3</p>	<p>Formative Assessments</p>	

General Description:

Type your General Description of the Unit.

Priority Standards

- **GHW.1.1:** Use maps, timelines, and other graphic representations to identify and describe the location, distribution, and main events in the development of culture hearths in Asia, Mesoamerica, and North Africa.
 - Examples: Irrigation-based civilizations; Rainforest; Land-based civilization, pastoral societies
- **GHW.4.1:** Explain the causes and conditions of worldwide voyages of exploration, discovery and conquest. Identify the countries involved. Provide examples of how people modified their view of world regions as a consequence of these voyages.

Supporting Standards

- **GHW.1.2:** Ask and answer geographic and historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared.
 - Examples: Indus River Valley civilization; Longshan Civilization; Pueblo Cliff Dwellers; Olmec, and Mayan
- **GHW.10.4:** Investigate and assess the lasting impact of imperialistic policies on the formation of new countries in various regions of the world.
 - Examples: The Netherlands and Indonesia (1750–1945), Great Britain and Kenya (1870–1970), Belgium and the Congo (1870–1970), France and Indo-China (1890–1954), United States and the Philippines (1898–1947), Portugal and Angola (1925–1975), and Japan and Korea (1910–1945)
- **GHW.4.5:** Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world.
 - Examples: modern economic imperialism, including United States/United Nations via the World Bank and International Monetary Fund (IMF); belt and road system in China.
- **GHW.7.3:** Analyze and explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars.
 - Examples: Compare and contrast: Czech Republic and Slovakia to former Yugoslavia (1900s), Ghana under Nkrumah and Kenya under Kenyatta (1950–70s), Gandhi’s (India) non-violent approach to independence and Algerian violent movement for independence from France (1950s) or to the Bolshevik’s (Russia) approach to independence from absolutism (1900s), independence movements by colonial Australia and South Africa (1900s), Jasmine Revolution and Arab Spring (2000’s)
- **GHW.9.1:** Use maps to identify regions in the world where particular natural disasters occur frequently and analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters.
- **GHW.9.4:** Distinguish and assess the human and physical factors associated with the spread of selected

		<p>epidemics and/or pandemics over time and propose strategies for limiting the spread of diseases.</p> <ul style="list-style-type: none"> • Examples: Bubonic Plague, smallpox, ebola, zika, and describe the impact of this diffusion on countries and regions.
<p>Enduring Understandings</p> <ul style="list-style-type: none"> • Students examine the physical and human geographic factors associated with the origin and development of culture hearths in various regions of South America, specifically the Inca. 	<p>Essential Questions</p> <ul style="list-style-type: none"> • What are the similarities and differences among the various indigenous groups? • What factors led to the civilizations settling where they did? • What factors led to the longevity or disappearance of a particular civilization? • How does geography, climate and natural resources affect the way people live and work? 	
Key Concepts	Related Concepts	Vocabulary Inca
Resources		
Resources & Materials	Texts & Articles	Videos & Media
•	•	•
School Resources		
Textbook	Formative Assessments	

General Description:

Type your General Description of the Unit.

Priority Standards

- **GHW.3.3:** Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions.
- **GHW.5.1:** Ask and answer geographic and historic questions about the origin and growth of towns, cities, and metropolitan areas in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods.

Supporting Standards

- **GHW.10.2:** Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism, in their formation.
 - Examples: The development of the United States from the 13 colonies (1763–1825), the development of the countries of Columbia and Venezuela from the Viceroyalty of New Granada (1775–1825), the formation of Germany (1848–1989), the formation of the Republic of China on Taiwan (1945–present), nationalistic movements with the Palestinians, Sudan, and South Sudan and Kurds (present)
- **GHW.4.5:** Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world.
 - Examples: modern economic imperialism, including United States/United Nations via the World Bank and International Monetary Fund (IMF); belt and road system in China.
- **GHW.5.2:** Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend.
 - Examples: Latin America: compare and contrast the urban centers of Mexico, Brazil and Peru (1800–present); New Orleans: growth as gateway to the heartland of the United States (1803–present); Tokyo: from semi-isolation to widespread international interaction (1853–present)
- **GHW.6.2:** Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread.
 - Examples: Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology).
- **GHW.7.3:** Analyze and explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars.
 - Examples: Compare and contrast: Czech Republic and Slovakia to former Yugoslavia (1900s), Ghana under Nkrumah and Kenya

	<p>under Kenyatta (1950–70s), Gandhi’s (India) non-violent approach to independence and Algerian violent movement for independence from France (1950s) or to the Bolshevik’s (Russia) approach to independence from absolutism (1900s), independence movements by colonial Australia and South Africa (1900s), Jasmine Revolution and Arab Spring (2000’s)</p> <ul style="list-style-type: none"> ● GHW.9.3: Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions and evaluate the impact of these technologies on the physical and human environments affected. <ul style="list-style-type: none"> ● Examples: Netherlands: use of dams and dikes; United States (New Orleans): levees and dams; China: Three Gorges Dam on Yangtze River (Chang Jiang); Southwest Asia (Qatar and United Arab Emirates): changing the desert into areas of agriculture productivity and developing urban centers; Northeast Africa new dam construction and electricity projects (Sudan and Ethiopia) ● GHW.9.4: Distinguish and assess the human and physical factors associated with the spread of selected epidemics and/or pandemics over time and propose strategies for limiting the spread of diseases. <ul style="list-style-type: none"> ● Examples: Bubonic Plague, smallpox, ebola, zika, and describe the impact of this diffusion on countries and regions. 	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Students examine the physical and human geographic factors associated with population characteristics, distribution and migration in the world and the causes and consequences associated with them. ● Students examine the physical and human geographic factors associated with the origin and growth of towns and cities in different regions of the world and with the internal spatial structure of those urban centers. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ● Why do people move? ● What causes people to “revolt”? ● Are revolutions inevitable? ● What factors led Europe to colonize other parts of the world? 	
Key Concepts	Related Concepts	Vocabulary
Resources		
Resources & Materials	Texts & Articles	Videos & Media
●	●	●
School Resources		
Textbook	Formative Assessments	

General Description:

Type your General Description of the Unit.

<p>Priority Standards</p> <ul style="list-style-type: none"> ● GHW.5.2: Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend. <ul style="list-style-type: none"> ● Examples: Latin America: compare and contrast the urban centers of Mexico, Brazil and Peru (1800–present); New Orleans: growth as gateway to the heartland of the United States (1803–present); Tokyo: from semi-isolation to widespread international interaction (1853–present) 			<p>Supporting Standards</p> <ul style="list-style-type: none"> ● GHW.6.4: Analyze how transportation and communication changes have led to both cultural convergence and divergence in the world. <ul style="list-style-type: none"> ● Examples: railroads; automobiles and airplanes; computer technology; television; cell phones; satellite communications; virtual reality; artificial intelligence ● GHW.8.3: Analyze the impact of changing global patterns of trade and commerce on the state and local community and predict the impact of these patterns in the future. ● GHW.9.2: Identify regional resource issues that may impede sustainability, economic expansion and/or diversification and assess the impact of these issues on the physical and human environments of specific regions. <ul style="list-style-type: none"> ● Examples: United States: distribution of freshwater in western states; African Sahel: overgrazing vegetation, compounding effects of drought and consequent desertification; India water quality and basic sanitation ● GHW.9.3: Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions and evaluate the impact of these technologies on the physical and human environments affected. <ul style="list-style-type: none"> ● Examples: Netherlands: use of dams and dikes; United States (New Orleans): levees and dams; China: Three Gorges Dam on Yangtze River (Chang Jiang); Southwest Asia (Qatar and United Arab Emirates): changing the desert into areas of agriculture productivity and developing urban centers; Northeast Africa new dam construction and electricity projects (Sudan and Ethiopia) 		
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Students examine the physical and human geographic factors associated with population characteristics, distribution and migration in the world and the causes and consequences associated with them. 		<p>Essential Questions</p> <ul style="list-style-type: none"> ● What causes people to “revolt”? ● Are revolutions inevitable? ● What is legitimate authority? 			
Key Concepts		Related Concepts		Vocabulary	
Resources					
Resources & Materials		Texts & Articles		Videos & Media	
School Resources					
Textbook			Formative Assessments		

General Description:

Type your General Description of the Unit.

Priority Standards

- **GHW.1.1:** Use maps, timelines, and other graphic representations to identify and describe the location, distribution, and main events in the development of culture hearths in Asia, Mesoamerica, and North Africa.
 - Examples: Irrigation-based civilizations; Rainforest; Land-based civilization, pastoral societies

Supporting Standards

- **GHW.1.2:** Ask and answer geographic and historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared.
 - Examples: Indus River Valley civilization; Longshan Civilization; Pueblo Cliff Dwellers; Olmec, and Mayan
- **GHW.10.4:** Investigate and assess the lasting impact of imperialistic policies on the formation of new countries in various regions of the world.
 - Examples: The Netherlands and Indonesia (1750–1945), Great Britain and Kenya (1870–1970), Belgium and the Congo (1870–1970), France and Indo-China (1890–1954), United States and the Philippines (1898–1947), Portugal and Angola (1925–1975), and Japan and Korea (1910–1945)
- **GHW.11.6:** Use geographical and historical knowledge and skills to analyze problems related to tourism and to propose solutions related to these problems.
- **GHW.2.1:** Map the development over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration.
 - Examples: Universal religions/beliefs: Judaism (Jerusalem), Christianity (Jerusalem), Islam (Mecca, Medina) and Buddhism (Varanasi); Ethnic religions: Hinduism (Indus River), Confucianism (Qufu), Taoism (Yellow River), Shintoism (Japan), and Sikhism (South Asia)
- **GHW.4.5:** Analyze and assess ways that colonialism and imperialism have persisted and continue to evolve in the contemporary world.
 - Examples: modern economic imperialism, including United States/United Nations via the World Bank and International Monetary Fund (IMF); belt and road system in China.
- **GHW.7.2:** Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.
 - Examples: Indian subcontinent: British vs. Muslims vs. Hindus (1800-present); Northern Ireland: Protestants vs. Catholics (1900s); Southwest Asia: Iranians vs. Iraqi Shiites vs. Sunnis; Israelis vs. Palestinians vs. Arabs (1900s-present); Africa: tribal conflicts in

		<p>Rwanda, Nigeria and Sudan (1900s-present); Europe: the creation of new nations from the former Austro-Hungarian and Russian Empires (1914-present); World War II and the Holocaust (1933-1945)</p> <ul style="list-style-type: none"> ● GHW.7.3: Analyze and explain why some countries achieved independence peacefully through legal means and others achieved independence as a consequence of armed struggles or wars. <ul style="list-style-type: none"> ● Examples: Compare and contrast: Czech Republic and Slovakia to former Yugoslavia (1900s), Ghana under Nkrumah and Kenya under Kenyatta (1950–70s), Gandhi’s (India) non-violent approach to independence and Algerian violent movement for independence from France (1950s) or to the Bolshevik’s (Russia) approach to independence from absolutism (1900s), independence movements by colonial Australia and South Africa (1900s), Jasmine Revolution and Arab Spring (2000’s) ● GHW.9.2: Identify regional resource issues that may impede sustainability, economic expansion and/or diversification and assess the impact of these issues on the physical and human environments of specific regions. <ul style="list-style-type: none"> ● Examples: United States: distribution of freshwater in western states; African Sahel: overgrazing vegetation, compounding effects of drought and consequent desertification; India water quality and basic sanitation
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Students examine the physical and human geographic factors associated with the origin and development of culture hearths in various regions of the world. 		<p>Essential Questions</p> <ul style="list-style-type: none"> ● What is the difference between “needs” and “wants”? ● How does something acquire value? ● How much should it cost? Who decides? ● What impact does scarcity have on the production, distribution, and consumption of goods and services? ● What do we mean by “region”? ● How does geography, climate and natural resources affect the way people live and work?
Key Concepts	Related Concepts	Vocabulary
Resources		
Resources & Materials	Texts & Articles	Videos & Media
●	●	●
School Resources		
Textbook	Formative Assessments	

General Description:

Type your General Description of the Unit.

Priority Standards

- **GHW.1.1:** Use maps, timelines, and other graphic representations to identify and describe the location, distribution, and main events in the development of culture hearths in Asia, Mesoamerica, and North Africa.
 - Examples: Irrigation-based civilizations; Rainforest; Land-based civilization, pastoral societies
- **GHW.7.1:** Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist, racial, ethnic, religious, political, economic and resource concerns that generally involve agreements and disagreements related to territory on Earth’s surface.
 - Examples: Chinese and Southeast Asian struggles over territorial sovereignty in the South China Sea. (1900–present), U.S. and Canada conflict and cooperation related to salmon in the Straits of Georgia and Juan de Fuca (1950–present), and conflict within the country of Sudan between Arabic peoples in the north and black Africans in the south (1950–present)

Supporting Standards

- **GHW.1.2:** Ask and answer geographic and historical questions about the locations and growth of culture hearths. Assess why some of these culture hearths have endured to this day, while others have declined or disappeared.
 - Examples: Indus River Valley civilization; Longshan Civilization; Pueblo Cliff Dwellers; Olmec, and Mayan
- **GHW.10.2:** Analyze the formation of states (countries) in selected regions and identify and appraise the contribution of factors, such as nationalism, in their formation.
 - Examples: The development of the United States from the 13 colonies (1763–1825), the development of the countries of Columbia and Venezuela from the Viceroyalty of New Granada (1775–1825), the formation of Germany (1848–1989), the formation of the Republic of China on Taiwan (1945–present), nationalistic movements with the Palestinians, Sudan, and South Sudan and Kurds (present)
- **GHW.10.4:** Investigate and assess the lasting impact of imperialistic policies on the formation of new countries in various regions of the world.
 - Examples: The Netherlands and Indonesia (1750–1945), Great Britain and Kenya (1870–1970), Belgium and the Congo (1870–1970), France and Indo-China (1890–1954), United States and the Philippines (1898–1947), Portugal and Angola (1925–1975), and Japan and Korea (1910–1945)
- **GHW.2.4:** Analyze and assess the rise of fundamentalist movements in the world’s major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition.
 - Examples: Shiite Islamic fundamentalism in Iran and its view of the West in general and the United States in particular as “The Great Satan” (1970–present); fundamentalism in India and its relationship to the government of India (1980–present); ISIS; US Christianity (1970’s to present); Myanmar/Burma (Buddhism)
- **GHW.5.1:** Ask and answer geographic and historic questions about the origin and growth of towns, cities, and metropolitan areas in different regions of the world and in different time periods. Compare and contrast the

		<p>factors involved in the location and growth of towns and cities for different time periods.</p> <ul style="list-style-type: none"> ● GHW.7.2: Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study. <ul style="list-style-type: none"> ● Examples: Indian subcontinent: British vs. Muslims vs. Hindus (1800-present); Northern Ireland: Protestants vs. Catholics (1900s); Southwest Asia: Iranians vs. Iraqi Shiites vs. Sunnis; Israelis vs. Palestinians vs. Arabs (1900s-present); Africa: tribal conflicts in Rwanda, Nigeria and Sudan (1900s-present); Europe: the creation of new nations from the former Austro-Hungarian and Russian Empires (1914-present); World War II and the Holocaust (1933-1945) ● GHW.9.2: Identify regional resource issues that may impede sustainability, economic expansion and/or diversification and assess the impact of these issues on the physical and human environments of specific regions. <ul style="list-style-type: none"> ● Examples: United States: distribution of freshwater in western states; African Sahel: overgrazing vegetation, compounding effects of drought and consequent desertification; India water quality and basic sanitation 			
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Students examine the physical and human geographic factors associated with the origin and development of culture hearths in various regions of the world. ● Students explore the physical and human geographic factors affecting the origins and the local, regional and supranational consequences of conflict and cooperation between and among groups of people. 		<p>Essential Questions</p> <ul style="list-style-type: none"> ● What do we mean by “region”? ● How does geography, climate and natural resources affect the way people live and work? ● How are all religions the same? ● How does belief influence action? 			
Key Concepts		Related Concepts		Vocabulary	
Resources					
Resources & Materials		Texts & Articles		Videos & Media	
School Resources					
Textbook			Formative Assessments		

General Description:

Type your General Description of the Unit.

<p>Priority Standards</p> <ul style="list-style-type: none"> ● GHW.7.1: Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist, racial, ethnic, religious, political, economic and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface. <ul style="list-style-type: none"> ● Examples: Chinese and Southeast Asian struggles over territorial sovereignty in the South China Sea. (1900–present), U.S. and Canada conflict and cooperation related to salmon in the Straits of Georgia and Juan de Fuca (1950–present), and conflict within the country of Sudan between Arabic peoples in the north and black Africans in the south (1950–present) 			<p>Supporting Standards</p> <ul style="list-style-type: none"> ● GHW.5.1: Ask and answer geographic and historic questions about the origin and growth of towns, cities, and metropolitan areas in different regions of the world and in different time periods. Compare and contrast the factors involved in the location and growth of towns and cities for different time periods. ● GHW.5.2: Describe, using a variety of text (writing, maps, timelines and/or other graphic presentations), the worldwide trend toward urbanization and the changing function of cities. Assess the impact of factors such as locational advantages and disadvantages, changing transportation technologies, population growth, changing agricultural production, and the demands of industry on this trend. <ul style="list-style-type: none"> ● Examples: Latin America: compare and contrast the urban centers of Mexico, Brazil and Peru (1800–present); New Orleans: growth as gateway to the heartland of the United States (1803–present); Tokyo: from semi-isolation to widespread international interaction (1853–present) ● GHW.6.2: Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread. <ul style="list-style-type: none"> ● Examples: Explosives; paper; printing press; steam engine; pasteurization; electricity; immunization; atomic energy; and computer and digital technology). ● GHW.8.3: Analyze the impact of changing global patterns of trade and commerce on the state and local community and predict the impact of these patterns in the future. 		
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Students explore the physical and human geographic factors affecting the origins and the local, regional and supranational consequences of conflict and cooperation between and among groups of people. 		<p>Essential Questions</p> <ul style="list-style-type: none"> ● What do we mean by “region”? ● How does geography, climate and natural resources affect the way people live and work? ● How are all religions the same? ● How does belief influence action? 			
<p>Key Concepts</p>	<p>Related Concepts</p>		<p>Vocabulary</p>		
<p>Resources</p>					
<p>Resources & Materials</p> <ul style="list-style-type: none"> ● 	<p>Texts & Articles</p> <ul style="list-style-type: none"> ● 		<p>Videos & Media</p> <ul style="list-style-type: none"> ● 		
<p>School Resources</p>					
<p>Textbook</p>		<p>Formative Assessments</p>			

General Description:

Type your General Description of the Unit.

Priority Standards

- **GHW.9.1:** Use maps to identify regions in the world where particular natural disasters occur frequently and analyze how the physical and human environments have been modified over time in response to environmental threats. Assess the success of international aid to these disasters.

Supporting Standards

- **GHW.2.4:** Analyze and assess the rise of fundamentalist movements in the world’s major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition.
 - Examples: Shiite Islamic fundamentalism in Iran and its view of the West in general and the United States in particular as “The Great Satan” (1970–present); fundamentalism in India and its relationship to the government of India (1980–present); ISIS; US Christianity (1970’s to present); Myanmar/Burma (Buddhism)
- **GHW.6.4:** Analyze how transportation and communication changes have led to both cultural convergence and divergence in the world.
 - Examples: railroads; automobiles and airplanes; computer technology; television; cell phones; satellite communications; virtual reality; artificial intelligence
- **GHW.7.2:** Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.
 - Examples: Indian subcontinent: British vs. Muslims vs. Hindus (1800-present); Northern Ireland: Protestants vs. Catholics (1900s); Southwest Asia: Iranians vs. Iraqi Shiites vs. Sunnis; Israelis vs. Palestinians vs. Arabs (1900s-present); Africa: tribal conflicts in Rwanda, Nigeria and Sudan (1900s-present); Europe: the creation of new nations from the former Austro-Hungarian and Russian Empires (1914-present); World War II and the Holocaust (1933-1945)
- **GHW.9.3:** Identify and describe ways in which humans have used technology to modify the physical environment in order to settle areas in different world regions and evaluate the impact of these technologies on the physical and human environments affected.
 - Examples: Netherlands: use of dams and dikes; United States (New Orleans): levees and dams; China: Three Gorges Dam on Yangtze River (Chang Jiang); Southwest Asia (Qatar and United Arab Emirates): changing the desert into areas of agriculture productivity and developing urban centers; Northeast Africa new

		dam construction and electricity projects (Sudan and Ethiopia)	
Enduring Understandings <ul style="list-style-type: none"> • Students examine the physical and human geographic factors associated with examples of how humans interact with the environment, such as deforestation, natural hazards and the spread of diseases, and the regional and global consequences of these interactions. 		Essential Questions <ul style="list-style-type: none"> • What do we mean by “region”? • How does geography, climate and natural resources affect the way people live and work? • How are all religions the same? • How does belief influence action? 	
Key Concepts		Related Concepts	
Vocabulary			
Resources			
Resources & Materials •		Texts & Articles •	
Videos & Media •			
School Resources			
Textbook		Formative Assessments	

General Description:

Type your General Description of the Unit.

<p>Priority Standards</p> <ul style="list-style-type: none"> ● GHW.3.3: Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions. ● GHW.6.4: Analyze how transportation and communication changes have led to both cultural convergence and divergence in the world. <ul style="list-style-type: none"> ● Examples: railroads; automobiles and airplanes; computer technology; television; cell phones; satellite communications; virtual reality; artificial intelligence 			<p>Supporting Standards</p> <ul style="list-style-type: none"> ● GHW.11.2: Analyze the ways in which people’s changing views of particular places and regions as recreation and/or tourist destinations reflect cultural changes. <ul style="list-style-type: none"> ● Examples: Italy (Florence, Venice and Rome): formerly political, religious and commercial centers, becoming tourist centers; China: potential for significant political and cultural change due to the 2008 Olympic movement; and United States: development of parks greenspaces in response to increased urbanization ● GHW.7.2: Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study. <ul style="list-style-type: none"> ● Examples: Indian subcontinent: British vs. Muslims vs. Hindus (1800-present); Northern Ireland: Protestants vs. Catholics (1900s); Southwest Asia: Iranians vs. Iraqi Shiites vs. Sunnis; Israelis vs. Palestinians vs. Arabs (1900s-present); Africa: tribal conflicts in Rwanda, Nigeria and Sudan (1900s-present); Europe: the creation of new nations from the former Austro-Hungarian and Russian Empires (1914-present); World War II and the Holocaust (1933-1945) 		
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ● Students examine the physical and human geographic factors associated with population characteristics, distribution and migration in the world and the causes and consequences associated with them. ● Students examine physical and human geographic factors that influenced the origins, major events, diffusion, and global consequences of new ideas in agriculture, science, culture, politics, industry, and technology. 		<p>Essential Questions</p> <ul style="list-style-type: none"> ● 			
Key Concepts		Related Concepts		Vocabulary	
Resources					
Resources & Materials		Texts & Articles		Videos & Media	
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