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| **Instructional Timeframe:** | **Learning Goals** | **Suggested Learning Support** |
| **Unit 1**The Basics of Geography**10 Days** | **Overarching learning goals: The student will be able to:**1. Describe how geographers view the world.
2. Explain the five themes of geography and how they are used by geographers.
3. Describe the factors that impact Earth’s climate.
4. Analyze the factors of human geography and how they impact each other.
 | Textbook Chapters 1-4[OKAGE Lesson Plans](http://www.okageweb.org/)[Human Geography Learner.org](http://www.learner.org/resources/series85.html)[National Geographic Resources](http://education.nationalgeographic.com/education/ap-human-geography/?ar_a=1)[NCGE Resources](http://www.ncge.org/resources)[McRel Lesson Plans](http://www2.mcrel.org/lesson-plans/geography/geolessons.asp) |
| **Oklahoma Academic Standards** | **Content Standard 1: The student will cite textual and visual evidence including maps and other geographic representations, tools and technologies to acquire, research, process, and solve problems from a spatial perspective.** 1. Analyze key concepts underlying the geographical perspectives of location, space, place, scale, pattern, regionalization, and globalization. 2. Utilize geographic skills to understand and analyze the spatial organization of people, places, and environments on the Earth’s surface. 3. Define regions and evaluate the regionalization process to characterize and analyze changing interconnections among places.  4. Utilize geographic technologies of GIS, remote sensing, and GPS sources of geographical data including census data, population pyramids, climagraphs, cartagrams, and satellite imagery |
| **Process and Literacy Skills** | **Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.** A. Key Ideas and Details 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  2. Determine the central ideas or information of a primary or secondary source; provide an accurate  summary of how key events or ideas develop over the course of the text.B. Craft and Structure  4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.**Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.**B. Production and Distribution of Writing  4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audienceD. Range of Writing  10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| **Possible Learning Activities** | **Possible Assessments** | **Essential Questions** |
| Students can research and create a poster symbolizing one of the elements of human geography from chapter 4. | Textbook Section and Chapter AssessmentsFocused Free WritesAnticipation GuidesQuestion of the Day 4 Corners | 1. What concepts and tools do geographers use to study the world?
2. What physical forces shape our planet?
3. What factors shape climate and weather, and how is vegetation affected?
4. How do geographers study people?
 |
| **Academic Vocabulary/Concepts** | **Proficiency Scales** |
| DemographicsNation-states | Coming Soon |

**This document contains the content standards, which are overarching inside every unit. The link provided allows access to the sub standards which will appear within each unit.**

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| **Instructional Timeframe:** | **Learning Goals** | **Suggested Learning Support** |
| **Unit 2**The United States and Canada**13 Days** | **Overarching learning goals: The student will be able to:**1. **Identify the U.S. and Canada’s main geographic features.**
2. **Analyze the differences in climate and vegetation between the United States and Canada.**
3. **Analyze the features that make sites suitable for cities.**
4. **Analyze the response to terrorist attacks in the United States after 9/11 and explain the difficulties in battling global terrorism.**
5. **Analyze causes of and solutions to urban sprawl.**
 | Textbook Chapters 5-8[OKAGE Lesson Plans](http://www.okageweb.org/)[Human Geography Learner.org](http://www.learner.org/resources/series85.html)[National Geographic Resources](http://education.nationalgeographic.com/education/ap-human-geography/?ar_a=1)[NCGE Resources](http://www.ncge.org/resources)[McRel Lesson Plans](http://www2.mcrel.org/lesson-plans/geography/geolessons.asp) |
| **Oklahoma Academic Standards** | **Content Standard 2: The student will evaluate specific textual and visual evidence to analyze how human population is organized geographically in order to understand the cultural, political, and economic systems of the world.****Content Standard 3: The student will evaluate textual and visual evidence to analyze the components and regional variations of cultural patterns and processes.****Content Standard 4: The student will evaluate specific textual and visual evidence to explain the political organization of space.****Content Standard 5: The student will evaluate specific textual and visual evidence to analyze agricultural and rural land use.****Content Standard 6: The student will evaluate specific textual and visual evidence to analyze the impact of industrialization on economic development.****Content Standard 7: The student will evaluate specific textual and visual evidence to analyze cities and urban land use.****The link below will take you to the State Standards for Geography.**[Link to the Geography Standards](http://okcss.org/uploads/3/3/0/2/3302738/c3_standards_world_human_geography.pdf) |
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| **Possible Learning Activities** | **Possible Assessments** | **Essential Questions** |
| The student can collect data on the population and population density of both the United States and Canada and create a Venn Diagram comparing them and write an essay summarizing their findings | Textbook Section and Chapter AssessmentsFocused Free WritesAnticipation GuidesQuestion of the Day 4 Corners | 1. What are the key physical features of the United States and Canada?
2. What factors shaped the development of the United States?
3. How did Canada’s large size affect its development?
4. How can the United States and Canada solve the problems that face them?
 |
| **Academic Vocabulary/Concepts** | **Proficiency Scales** |
| MegalopolisPostindustrial EconomySuburbanization | Coming Soon |

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| **Instructional Timeframe:** | **Learning Goals** | **Suggested Learning Support** |
| **Unit 3**Latin America**10 Days** | **Overarching learning goals: The student will be able to:**1. Identify the major landforms in Latin American and analyze the impact they have had on development.
2. Describe the effects of urbanization and migration to cities.
3. Assess the impact that colonialism has had on Latin American countries.
4. Analyze the social costs of the destruction of the rain forest.
 | Textbook Chapters 9-11[OKAGE Lesson Plans](http://www.okageweb.org/)[Human Geography Learner.org](http://www.learner.org/resources/series85.html)[National Geographic Resources](http://education.nationalgeographic.com/education/ap-human-geography/?ar_a=1)[NCGE Resources](http://www.ncge.org/resources)[McRel Lesson Plans](http://www2.mcrel.org/lesson-plans/geography/geolessons.asp) |
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| **Possible Learning Activities** | **Possible Assessments** | **Essential Questions** |
| The students can work collaboratively to research the environmental issues in Latin America and brainstorm ways to blend the human needs with those of the environment. | Textbook Section and Chapter AssessmentsFocused Free WritesAnticipation GuidesQuestion of the Day 4 Corners | 1. Identify key features of Latin America’s physical geography, climate and vegetation, and human-environment interaction.
2. Identify key features of Latin America’s blending of cultures.
3. How can citizen participation help solve Latin America’s challenges?
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| **Academic Vocabulary/Concepts** | **Proficiency Scales** |
| Push/Pull FactorsDeforestation Sustainable Development | Coming Soon |

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| **Instructional Timeframe:** | **Learning Goals** | **Suggested Learning Support** |
| **Unit 4**Europe**10 Days** | **Overarching learning goals: The student will be able to:**1. Identify key natural resources and analyze connections between resources and daily like in Europe.
2. Analyze the factors that have led to the changing of Europe’s economy and settlement patterns.
3. Analyze the roots of Balkan conflict.
 | Textbook Chapters 12-14[OKAGE Lesson Plans](http://www.okageweb.org/)[Human Geography Learner.org](http://www.learner.org/resources/series85.html)[National Geographic Resources](http://education.nationalgeographic.com/education/ap-human-geography/?ar_a=1)[NCGE Resources](http://www.ncge.org/resources)[McRel Lesson Plans](http://www2.mcrel.org/lesson-plans/geography/geolessons.asp) |
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| **Possible Learning Activities** | **Possible Assessments** | **Essential Questions** |
| Students can research the history of a European nation and create a timeline tracing major events and write a summary of how the nation has changed over time and what factors have led to the change. | Textbook Section and Chapter AssessmentsFocused Free WritesAnticipation GuidesQuestion of the Day 4 Corners | 1. Identify key features of Europe’s physical geography, climate and vegetation, and human-environment interaction.
2. Identify key features of human geography in the four subregions of Europe.
3. How can international cooperation ease the tensions of Europe’s past and present?
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| **Academic Vocabulary/Concepts** | **Proficiency Scales** |
| Cultural LandscapesDemographics | Coming Soon |

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| **Instructional Timeframe:** | **Learning Goals** | **Suggested Learning Support** |
| **Unit 5**Russia**5 Days** | **Overarching learning goals: The student will be able to:**1. Describe the resources available in Russia and the Republics and analyze why they are difficult to develop.
2. Analyze factors that have led to the conflict in the Caucasus Region.
3. Describe obstacles Russia has faced in changing their economic system.
 | Textbook Chapters 15-17[OKAGE Lesson Plans](http://www.okageweb.org/)[Human Geography Learner.org](http://www.learner.org/resources/series85.html)[National Geographic Resources](http://education.nationalgeographic.com/education/ap-human-geography/?ar_a=1)[NCGE Resources](http://www.ncge.org/resources)[McRel Lesson Plans](http://www2.mcrel.org/lesson-plans/geography/geolessons.asp) |
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| **Possible Learning Activities** | **Possible Assessments** | **Essential Questions** |
| The students can choose a conflict in the region and research the events that have led to the conflict and brainstorm possible solutions and obstacles to solutions. | Textbook Section and Chapter AssessmentsFocused Free WritesAnticipation GuidesQuestion of the Day 4 Corners | 1. How do the extremes of the region’s physical geography affect the people of Russia and the Republics?
2. How did the expansion of Russia affect the region’s people?
3. How has the fall of the Soviet Union affected the region?
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| **Academic Vocabulary/Concepts** | **Proficiency Scales** |
| Assimilation | Coming Soon |

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| **Instructional Timeframe:** | **Learning Goals** | **Suggested Learning Support** |
| **Unit 6**Africa**5 Days** | **Overarching learning goals: The student will be able to:**1. Identify key features of Africa’s physical geography, climate and vegetation and analyze how the people interact with the environment.
2. Describe factors that have led to disunity among Africans.
3. Analyze how education can help in developing African economies.
4. Describe Africa’s healthcare crisis and analyze factors that could help resolve the crisis.
 | Textbook Chapters 18-20[OKAGE Lesson Plans](http://www.okageweb.org/)[Human Geography Learner.org](http://www.learner.org/resources/series85.html)[National Geographic Resources](http://education.nationalgeographic.com/education/ap-human-geography/?ar_a=1)[NCGE Resources](http://www.ncge.org/resources)[McRel Lesson Plans](http://www2.mcrel.org/lesson-plans/geography/geolessons.asp) |
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| **Possible Learning Activities** | **Possible Assessments** | **Essential Questions** |
| The students can choose a problem facing Africa (economic, healthcare, genocide or ecological) and research causes to the problem and brainstorm possible solutions and barriers to the solution and share with others. | Textbook Section and Chapter AssessmentsFocused Free WritesAnticipation GuidesQuestion of the Day 4 Corners | 1. How has the physical geography of Africa affected the lives of the continent’s people?
2. What role has foreign intervention played in Africa’s past and present?
3. How are Africans trying to solve the challenges that their countries face?
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| **Academic Vocabulary/Concepts** | **Proficiency Scales** |
| Voluntary and Involuntary Migration | Coming Soon |

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| **Instructional Timeframe:** | **Learning Goals** | **Suggested Learning Support** |
| **Unit 7**Southwest Asia**5 Days** | **Overarching learning goals: The student will be able to:**1. Describe the important landforms in Southwest Asia and assess the impact that natural resources have on the countries there.
2. Analyze the procurement of water and distribution of water resources in Southwest Asia.
3. Assess the importance of oil for the regional economy of Southwest Asia.
4. Analyze the various religions in Southwest Asia and how they interact with each other.
5. Describe the situation of political refugees in Southwest Asia.
 | Textbook Chapters 21-23[OKAGE Lesson Plans](http://www.okageweb.org/)[Human Geography Learner.org](http://www.learner.org/resources/series85.html)[National Geographic Resources](http://education.nationalgeographic.com/education/ap-human-geography/?ar_a=1)[NCGE Resources](http://www.ncge.org/resources)[McRel Lesson Plans](http://www2.mcrel.org/lesson-plans/geography/geolessons.asp) |
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| **Possible Learning Activities** | **Possible Assessments** | **Essential Questions** |
| The students can research the distribution of oil and water resources of two countries and create a Venn Diagram comparing the two countries’ economies. This will lead to a possible essay. | Textbook Section and Chapter AssessmentsFocused Free WritesAnticipation GuidesQuestion of the Day 4 Corners | 1. How do the physical features and resources of Southwest Asia affect its people and their influence?2. How have religion and oil affected political issues in Southwest Asia?3. What can the people of Southwest Asia do to solve long-standing problems? |
| **Academic Vocabulary/Concepts** | **Proficiency Scales** |
| Sustainable DevelopmentDemographics | Coming Soon |

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| **Instructional Timeframe:** | **Learning Goals** | **Suggested Learning Support** |
| **Unit 8**South Asia**5 Days** | **Overarching learning goals: The student will be able to:**1. Identify and compare the two island countries that make up part of South Asia.
2. Describe India’s political history and assess the impact it has had on the economy.
3. Describe the histories of Pakistan and Bangladesh and compare their statehoods.
4. Describe the impact of Buddhism on the Himalayan countries in the North.
5. Analyze why population growth in India is difficult to manage.
6. Assess the impact of Monsoon Winds on South Asia.
 | Textbook Chapters 24-26[OKAGE Lesson Plans](http://www.okageweb.org/)[Human Geography Learner.org](http://www.learner.org/resources/series85.html)[National Geographic Resources](http://education.nationalgeographic.com/education/ap-human-geography/?ar_a=1)[NCGE Resources](http://www.ncge.org/resources)[McRel Lesson Plans](http://www2.mcrel.org/lesson-plans/geography/geolessons.asp) |
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| **Possible Learning Activities** | **Possible Assessments** | **Essential Questions** |
| The students can research the population explosion in a South Asian country. The students can brainstorm to develop ways to slow down population growth and discuss the ethical implications. | Textbook Section and Chapter AssessmentsFocused Free WritesAnticipation GuidesQuestion of the Day 4 Corners | 1. How do the region’s mountains and rivers affect life in South Asia?2. How have various cultures affected South Asia’s past and present?3. How can the people and governments of South Asia work together to solve the region’s challenges? |
| **Academic Vocabulary/Concepts** | **Proficiency Scales** |
| Green Revolution | Coming Soon |

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| **Instructional Timeframe:** | **Learning Goals** | **Suggested Learning Support** |
| **Unit 9**East Asia**5 Days** | **Overarching learning goals: The student will be able to:**1. Analyze how the uneven distribution of resources has shaped the lifestyles and economies of East Asian countries.
2. Assess the impact and success of human attempts to control the environment such as the Three Gorges Dam.
3. Analyze how China has culturally influenced all other East Asian countries.
4. Describe how Japan has adapted to being on the Ring of Fire and assess the success of these measures.
5. Describe how East Asian countries have grown throughout the years and assess their impact on the global economy.
 | Textbook Chapters 27-29[OKAGE Lesson Plans](http://www.okageweb.org/)[Human Geography Learner.org](http://www.learner.org/resources/series85.html)[National Geographic Resources](http://education.nationalgeographic.com/education/ap-human-geography/?ar_a=1)[NCGE Resources](http://www.ncge.org/resources)[McRel Lesson Plans](http://www2.mcrel.org/lesson-plans/geography/geolessons.asp) |
| **Oklahoma Academic Standards** | **Content Standard 2: The student will evaluate specific textual and visual evidence to analyze how human population is organized geographically in order to understand the cultural, political, and economic systems of the world.****Content Standard 3: The student will evaluate textual and visual evidence to analyze the components and regional variations of cultural patterns and processes.****Content Standard 4: The student will evaluate specific textual and visual evidence to explain the political organization of space.****Content Standard 5: The student will evaluate specific textual and visual evidence to analyze agricultural and rural land use.****Content Standard 6: The student will evaluate specific textual and visual evidence to analyze the impact of industrialization on economic development.****Content Standard 7: The student will evaluate specific textual and visual evidence to analyze cities and urban land use.****The link below will take you to the State Standards for Geography.**[Link to the Geography Standards](http://okcss.org/uploads/3/3/0/2/3302738/c3_standards_world_human_geography.pdf) |
| **Process and Literacy Skills** | **Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.** A. Key Ideas and Details 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  2. Determine the central ideas or information of a primary or secondary source; provide an accurate  summary of how key events or ideas develop over the course of the text.B. Craft and Structure  4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.**Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.**B. Production and Distribution of Writing  4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audienceD. Range of Writing  10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| **Possible Learning Activities** | **Possible Assessments** | **Essential Questions** |
| The students can research the political and economic history of China and Japan since World War II and create a Venn Diagram. The students can discuss in groups the successes and failures of the Communist and Free Market systems in rebuilding economies. | Textbook Section and Chapter AssessmentsFocused Free WritesAnticipation GuidesQuestion of the Day 4 Corners | 1. How have the extremes in East Asia’s physical geography affected its people?2. How has China influenced the cultures of East Asia?3. How have rapid Changes affected the people of South Asia? |
| **Academic Vocabulary/Concepts** | **Proficiency Scales** |
| UrbanizationMegacities | Coming Soon |

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| **Instructional Timeframe:** | **Learning Goals** | **Suggested Learning Support** |
| **Unit 10**Southeast Asia, Oceania, and Antarctica**5 Days** | **Overarching learning goals: The student will be able to:**1. Assess the impact of humans on the environment in Oceania and Australia.
2. Describe the climate throughout this region.
3. Analyze the impact that Europeans had on the culture and economies in Southeast Asia and the Pacific Islands.
4. Describe the demographic patterns in each area in this region.
5. Analyze the impact of industrialization on the economies and environment in Southeast Asian countries.
 | Textbook Chapters 30-32[OKAGE Lesson Plans](http://www.okageweb.org/)[Human Geography Learner.org](http://www.learner.org/resources/series85.html)[National Geographic Resources](http://education.nationalgeographic.com/education/ap-human-geography/?ar_a=1)[NCGE Resources](http://www.ncge.org/resources)[McRel Lesson Plans](http://www2.mcrel.org/lesson-plans/geography/geolessons.asp) |
| **Oklahoma Academic Standards** | **Content Standard 2: The student will evaluate specific textual and visual evidence to analyze how human population is organized geographically in order to understand the cultural, political, and economic systems of the world.****Content Standard 3: The student will evaluate textual and visual evidence to analyze the components and regional variations of cultural patterns and processes.****Content Standard 4: The student will evaluate specific textual and visual evidence to explain the political organization of space.****Content Standard 5: The student will evaluate specific textual and visual evidence to analyze agricultural and rural land use.****Content Standard 6: The student will evaluate specific textual and visual evidence to analyze the impact of industrialization on economic development.****Content Standard 7: The student will evaluate specific textual and visual evidence to analyze cities and urban land use.****The link below will take you to the State Standards for Geography.**[Link to the Geography Standards](http://okcss.org/uploads/3/3/0/2/3302738/c3_standards_world_human_geography.pdf) |
| **Process and Literacy Skills** | **Process and Literacy Standard 1: Reading Skills. The student will develop and demonstrate social studies Common Core reading literacy skills.** A. Key Ideas and Details 1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  2. Determine the central ideas or information of a primary or secondary source; provide an accurate  summary of how key events or ideas develop over the course of the text.B. Craft and Structure  4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.**Process and Literacy Standard 2: Writing Skills. The student will develop and demonstrate Common Core social studies writing literacy skills.**B. Production and Distribution of Writing  4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audienceD. Range of Writing  10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames for a range of discipline-specific tasks, purposes, and audiences. |
| **Possible Learning Activities** | **Possible Assessments** | **Essential Questions** |
| The student can pick an area from this region and locate a population distribution map and a climate map. Using the maps, the students will make predictions about the economies and then research to see if their prediction was correct. | Textbook Section and Chapter AssessmentsFocused Free WritesAnticipation GuidesQuestion of the Day 4 Corners | 1. How does physical geography throughout this vast region?2. How have foreign powers affected Southwest Asia, Oceania, and Antarctica?3. What are the relationships between people and the land in this region? |
| **Academic Vocabulary/Concepts** | **Proficiency Scales** |
| DemographicsCommercial AgricultureAssimilation | Coming Soon |