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| **Content Area** | Social Studies | **Grade Level** | High School |
| **Course Name/Course Code** | Geography |
| **Standard** | **Grade Level Expectations (GLE)** | **GLE Code** |
| 1. History
 | 1. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time
 | SS09-GR.HS-S.1-GLE.2 |
| 1. Geography
 | 1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions
 | SS09-GR.HS-S.2-GLE.1 |
| 1. Explain and interpret geographic variables that influence the interaction of people, places, and environments
 | SS09-GR.HS-S.2-GLE.2 |
| 1. The interconnected nature of the world, its people and places
 | SS09-GR.HS-S.2-GLE.3 |
| 1. Economics
 | 1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources
 | SS09-GR.HS-S.3-GLE.1 |
| 1. Economic policies impact markets
 | SS09-GR.HS-S.3-GLE.2 |
| 1. Government and competition impact markets
 | SS09-GR.HS-S.3-GLE.3 |
| 1. Civics
 | 2. Purposes of and limitations on the foundations, structures and functions of government | SS09-GR.HS-S.4-GLE.2 |
| 1. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government
 | SS09-GR.HS-S.4-GLE.3 |
| **Colorado 21st Century Skills****Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently***Information Literacy:** *Untangling the Web***Collaboration:** *Working Together, Learning Together***Self-Direction:** *Own Your Learning***Invention:** *Creating Solutions* | **Reading & Writing Standards for Literacy****in History/Social Studies 6 - 12****Reading Standards** * Key Ideas & Details
* Craft And Structure
* Integration of Knowledge and Ideas
* Range of Reading and Levels of Text Complexity

**Writing Standards** * Text Types & Purposes
* Production and Distribution of Writing
* Research to Construct and Present Knowledge
* Range of Writing
 |
| **Unit Titles** | **Length of Unit/Contact Hours** | **Unit Number/Sequence** |
| Thinking Like a Geographer | 3 - 5 weeks | 1 |
| Whose Earth Is It … Anyway?  | 5 - 6 weeks | 2 |
| Are We There Yet? | 5 - 6 weeks | 3 |
| Globalization: Promise or Peril? | 5 - 6 weeks | 4 |

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| **Unit Title** | Thinking Like a Geographer | **Length of Unit** | 3-5 weeks |
| **Focusing Lens(es)** | Spatial Understanding | **Standards and Grade Level Expectations Addressed in this Unit** | SS09-GR.HS-S.2-GLE.1SS09-GR.HS-S.2-GLE.2 | SS09-GR.HS-S.3-GLE.1SS09-GR.HS-S.4-GLE.3 |
| **CCSS Reading Standards for Literacy in History/ Social Studies 9-12** | [**Grades 9-10**](http://www.corestandards.org/ELA-Literacy/RH/9-10)CCSS.RH.9-10.4CCSS.RH.9-10.6CCSS.RH.9-10.9 | [**Grades 11-12**](http://www.corestandards.org/ELA-Literacy/RH/11-12)CCSS.RH.11-12.4CCSS.RH.11-12.6CCSS.RH.11-12.9 | **CCSS Writing Standards for Literacy in History/ Social Studies 9-12** | [**Grades 9-10**](http://www.corestandards.org/ELA-Literacy/WHST/9-10)CCSS.WHST.9-10.2CCSS.WHST.9-10.4CCSS.WHST.9-10.7CCSS.WHST.9-10.8 | [**Grades 11-12**](http://www.corestandards.org/ELA-Literacy/WHST/11-12)CCSS.WHST.11-12.2CCSS.WHST.11-12.4CCSS.WHST.11-12.7CCSS.WHST.11-12.8 |
| **Inquiry Questions (Engaging- Debatable):**  | * How does spatial understanding improve the quality of one’s life? (SS09-GR.HS-S.2-GLE.2-EO.a; N.1)
* How has the geospatial revolution changed our understanding of the world?
* Can visual representations be misleading? (SS09-GR.HS-S.2-GLE.1-EO.a,b)
 |
| **Unit Strands** | Geography, Economics, Civics |
| **Foundational Geographic Concepts** | Hypothesis, physical/human/natural resources, social/political/national boundaries, cultural spaces, human interactions, absolute and relative location, maps, visual/geographic representations, resource distribution, sustainability |
| **Concepts** | Visual/geographic representations (maps, mental maps, graphs, tables, charts, thematic maps), spatial thinking, civic participation, quality of life, geographic data, geospatial tools/technology(ies), region, place, boundary(ies), allocation, national identity, physical/human systems, culture, ethical implications, population density, public policy, community, identity, location, migration |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.2-EO.a,c) | How have maps illustrated the increase in population density and the interdependence of human and natural resources?  | How can geographic tools help shape political policy for the fair and equitable allocation of global resources? (SS09-GR.HS-S.3-GLE.1-EO.a)  |
| Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illustrate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d) | How have maps documented changing political/national boundaries (e.g. the breakup of the Soviet Union)?  | How do maps document political, cultural and/or social priorities?How have cartographers’ views of the world changed over time? |
| Geographic representations and geospatial technologies inform the investigation and analysis of geographic questions and spatial understanding of place, location, and region (SS09-GR.HS-S.2-GLE.1-EO.a) | What types of maps and geographic technologies are used by geographers to analyze and interpret the places, locations, and regions of the world? (SS09-GR.HS-S.2-GLE.1-EO.b)What type s of maps and geographic technologies are used by geographers to analyze and interpret social, political, and cultural factors  | How does analyzing geographic data create, develop, and change our perception/perspective of the places, locations, and regions of the world? |
| Geographic data (demographics) and information on topics such quality of life, civic participation, and resource usage can inform policy decisions and individual actions (SS09-GR.HS-S.2-GLE.1-EO.a) and (SS09-GR.HS-S.4-GLE.3-EO.a)  | What geographic data and information might a city use to plan a community? | How could demographic data be used unethically?What geographic data should be used to support quality of life decisions? |
| Changing perceptions reshape mental maps of people, places, regions, and environment (SS09-GR.HS-S.2-GLE.1-EO.a,b) | How has the war in Afghanistan changed our perception of the people and culture of the Middle East (Southwest Asia)?How do regions form and change? | What events shape our mental maps of people, places, and regions? What are the ethical implications of people mapping and mapping people? |
| Spatial thinkers realize that community identity is formed and changed through the interaction of physical and human systems (SS09-GR.HS-S.2-GLE.2-EO.e) | How did the formation of the European Union change national identity in Europe? | How might we better observe, analyze, and visualize a changing world? |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * Geographic tools are used to place world events and study human activities over time (SS09-GR.HS-S.2-GLE.1-RA.1)
* Geospatial technologies (e.g. GIS, GPS, etc.) are used to gather, graph, analyze, and communicate geographic data and information to inform decisions (SS09-GR.HS-S.2-GLE.1-RA.3,4)
* Spatial thinking supports the study of geographic questions (SS09-GR.HS-S.2-GLE.1-N.1,2)
* The advantages of using multiple geographic representations to answer geographic questions (e.g. maps, globes, graphs, diagrams, etc.) (SS09-GR.HS-S.2-GLE.1-EO.c)
* The appropriate and ethical uses of geospatial data (e.g. the use of a tracking device on cell phones)
* Human and physical characteristics of place, location, and region
* Changes to places, locations, and regions are a result of political conflict, human migration, climate changes, and/or new knowledge and ideas
 | * Gather data make inferences and draw conclusions (SS09-GR.HS-S.2-GLE.1-RA.4)
* Create and interpret graphs, tables, charts, and maps (SS09-GR.HS-S.2-GLE.1-EO.b)
* Locate physical and human features and evaluate their implications for society (SS09-GR.HS-S.2-GLE.1-EO.d)
* Use technology to solve geographic problems (SS09-GR.HS-S.2-GLE.1-N.2)
* Use multiple geographic representations to create and answer geographic questions (SS09-GR.HS-S.2-GLE.1-EO.d; N.1,2)
* Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resources use (SS09-GR.HS-S.2-GLE.2-EO.d)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *Geographic technologies are used to gather data which is then interpreted and used to solve problems in physical and human systems.* |
| **Academic Vocabulary:** | Culture, region, place, sustainability, allocation, physical/human systems, resources, community, location, migration |
| **Technical Vocabulary:** | Visual/geographic representations (maps, mental maps, graphs, tables, charts, thematic maps), spatial thinking/understanding, civic participation, quality of life, geographic data, geospatial tools/technology(ies), national identity, ethical implications, social/political/cultural boundaries, population density, public policy, human/physical characteristics |

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| **Unit Title** | Whose Earth Is It . . . Anyway? | **Length of Unit** | 5 weeks |
| **Focusing Lens(es)** | Sustainability | **Standards and Grade Level Expectations Addressed in this Unit** | SS09-GR.HS-S.2-GLE.1SS09-GR.HS-S.2-GLE.2SS09-GR.HS-S.2-GLE.3 | SS09-GR.HS-S.3-GLE.1SS09-GR.HS-S.4-GLE.2SS09-GR.HS-S.4-GLE.3 |
| **CCSS Reading Standards for Literacy in History/ Social Studies 9-12** | [**Grades 9-10**](http://www.corestandards.org/ELA-Literacy/RH/9-10)CCSS.RH.9-10.7CCSS.RH.9-10.9 | [**Grades 11-12**](http://www.corestandards.org/ELA-Literacy/RH/11-12)CCSS.RH.11-12.7CCSS.RH.11-12.9 | **CCSS Writing Standards for Literacy in History/ Social Studies 9-12** | [**Grades 9-10**](http://www.corestandards.org/ELA-Literacy/WHST/9-10)CCSS.WHST.9-10.1CCSS.WHST.9-10.6CCSS.WHST.9-10.7CCSS.WHST.9-10.8 | [**Grades 11-12**](http://www.corestandards.org/ELA-Literacy/WHST/11-12)CCSS.WHST.11-12.1CCSS.WHST.11-12.6CCSS.WHST.11-12.7CCSS.WHST.11-12.8 |
| **Inquiry Questions (Engaging- Debatable):**  | * What is the appropriate balance between sustainability and economic development?
* Should communities limit their populations based upon available resources and environmental limitations?
* Should governments restrict where people live based on environmental factors? (SS09-GR.HS-S.2-GLE.2-EO.c) and (SS09-GR.HS-S.4-GLE.2-EO.c)
* What should people do to prepare for natural disasters?
 |
| **Unit Strands** | Geography, Economics, Civics |
| **Foundational Geographic Concepts** | Hypothesis, physical/human/natural resources, social/political/national boundaries, cultural spaces, human interactions, absolute and relative location, maps, visual/geographic representations, resource distribution, sustainability |
| **Concepts** | Human/natural resources, allocation, geographic tools, interdependence, policy, environment, opportunity cost, deforestation, conservation, economic development/policy, population density, natural disasters, social/political/national boundaries, foreign policy, physical resources/boundaries/environment, natural hazards, societal values, national, international, community |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.2-EO.a,c) | How have maps illustrated the increase in population density and the interdependence of human and natural resources? | How can geographic tools help us determine the fair and equitable allocation of global resources? (SS09-GR.HS-S.3-GLE.1-EO.a) |
| Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)  | How have maps documented changing political/national boundaries? (e.g. the breakup of the Soviet Union) | How do maps document political, cultural and/or social priorities?How have cartographers’ views of the world changed over time? |
| Information and changing perceptions and values of places and environment influence personal actions and sustainability (SS09-GR.HS-S.2-GLE.2-EO.e,f) | What are some key factors of sustainability?What conservation strategies can you do at home to help sustain the environment? | How do social class and individual perceptions affect the definition of sustainability? |
| Humans can adapt to and alter the environment which may bring about prosperity to some places but may also create environmental dilemmas for others (SS09-GR.HS-S.2-GLE.2-EO.b,c)  | How do ski resorts in Colorado mountain towns impact both the physical environment and community? | How does where you live affect how you live? |
| Geographic tools and data reveal interactions between society and environment which may shape policy decisions and inform programs for resource use (SS09-GR.HS-S.2-GLE.1-EO.d) and (SS09-GR.HS-S.2-GLE.2-EO.a)  | How do experts use geographical tools and technology to track storms?How do communities use geographic tools to prepare for natural disasters? (SS09-GR.HS-S.2-GLE.2-EO.a)  |  What kinds of data should drive environmental policy decisions? |
| Availability and access to natural and human resources necessitate economic choices/decisions which incur opportunity costs (SS09-GR.HS-S.3-GLE.1-EO.b) | How is the sustainability of Colorado’s forests threatened by beetle kill?What is the opportunity cost for losing access to Colorado’s forests? | What is the opportunity cost of deforestation? |
| The increasingly interdependent nature of human existence as well as the persistent reality of uneven distribution of resources can create conflict and facilitate cooperation (SS09-GR.HS-S.2-GLE.3-EO.a,b)  | How does a dependence on oil affect U.S. foreign policy in the Middle East? (SS09-GR.HS-S.4-GLE.3-EO.d) | In what ways does the uneven distribution of resources limit economic and political opportunities? |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * The definition of sustainability and how an individual’s actions influence sustainability (SS09-GR.HS-S.2-GLE.2-EO.f)
* How to apply geography skills to help investigate issues and justify possible resolutions involving people, places, and environments (SS09-GR.HS-S.2-GLE.2-EO.a)
* Technology can support invention and influence how humans modify the environment in both positive and negative ways (SS09-GR.HS-S.2-GLE.2-RA.2)
* The issues affecting the appropriate balance between sustainability and economic development (SS09-GR.HS-S.2-GLE.2-EO.c) and (SS09-GR.HS-S.3-GLE.1-EO.a,c)
* The location of resources, physical boundaries, and natural hazards that affect human interaction such as water rights (SS09-GR.HS-S.2-GLE.1-RA.2)
* The physical environment is modified by human activities, societal values, and natural resource use (SS09-GR.HS-S.2-GLE.2-N.2)
 | * Gather data, interpret, and draw conclusions maps, graphs, tables, and charts (SS09-GR.HS-S.2-GLE.2-EO.a)
* Identify, evaluate, and communicate strategies to respond to constraints places on human systems by the physical environment (SS09-GR.HS-S.2-GLE.2-EO.b)
* Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resources use (SS09-GR.HS-S.2-GLE.2-EO.d)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *The sustainability of human and natural resources is managed through a society’s response to its environmental constraints.* |
| **Academic Vocabulary:** | Interdependence, resources, location, place, society, environment, physical resources/boundaries/environment, sustainability, natural disasters, deforestation, natural hazards |
| **Technical Vocabulary:** | Cultural spaces, human interactions, maps, visual/geographic representations, geographic tools, economic development/policy, opportunity cost, population, population density, allocation, social/political/national boundaries, human/natural resources, foreign policy, Middle East, cartographer, societal values, national, international, community |

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| **Unit Title** | Are We There Yet? | **Length of Unit** | 5 weeks |
| **Focusing Lens(es)** | Movement | **Standards and Grade Level Expectations Addressed in this Unit** | SS09-GR.HS-S.1-GLE.2SS09-GR.HS-S.2-GLE.1SS09-GR.HS-S.2-GLE.2 | SS09-GR.HS-S.2-GLE.3SS09-GR.HS-S.3-GLE.1SS09-GR.HS-S.3-GLE.2 |
| **CCSS Reading Standards for Literacy in History/ Social Studies 9-12** | [**Grades 9-10**](http://www.corestandards.org/ELA-Literacy/RH/9-10)CCSS.RH.9-10.3CCSS.RH.9-10.6 | [**Grades 11-12**](http://www.corestandards.org/ELA-Literacy/RH/11-12)CCSS.RH.11-12.3CCSS.RH.11-12.6. | **CCSS Writing Standards for Literacy in History/ Social Studies 9-12** | [**Grades 9-10**](http://www.corestandards.org/ELA-Literacy/WHST/9-10)CCSS.WHST.9-10.2CCSS.WHST.9-10.6CCSS.WHST.9-10.7CCSS.WHST.9-10.8 | [**Grades 11-12**](http://www.corestandards.org/ELA-Literacy/WHST/11-12)CCSS.WHST.11-12.2CCSS.WHST.11-12.6CCSS.WHST.11-12.7CCSS.WHST.11-12.8 |
| **Inquiry Questions (Engaging- Debatable):**  | * Does the movement of people, goods and ideas need to be regulated?
* What predictions can be made about human migration patterns? (SS09-GR.HS-S.2-GLE.3-EO.f)
* Why do people move from place to place?
 |
| **Unit Strands** | History, Geography, Economics |
| **Foundational Geographic Concepts** | Hypothesis, physical/human/natural resources, social/political/national boundaries, cultural spaces, human interactions, absolute and relative location, maps, visual/geographic representations, resource distribution, sustainability |
| **Concepts** | Movement, human settlement, migration, cultural diffusion, population density, human and natural resources, cultural/physical landscape, colonization, allocation, density, deforestation, spatial/human distribution, migration, region, exploration, population, nationals, cartographer, place, location, goods, entrepreneur(ial) |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.1-EO.a,c)  | How have maps illustrated the increase in population density and the interdependence of human and natural resources? | How can geographic tools help us determine the fair and equitable allocation of global resources? (SS09-GR.HS-S.2-GLE.1-EO.a) |
| Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)  | How have maps documented changing political/national boundaries (e.g. the breakup of the Soviet Union)? | How do maps document political, cultural and/or social priorities?How have cartographers’ views of the world changed over time? |
| Historical, environmental, economic, and political factors influence the movement and distribution of people, which may have both positive and negative consequences (SS09-GR.HS-S.1-GLE.2-EO.a,b,c,d) and (SS09-GR.HS-S.2-GLE.2-EO.e) | What are the economic factors that have affected the migration of labor in and out of Mexico? (SS09-GR.HS-S.3-GLE.2-EO.e) | How can entrepreneurial ideas promote the movement and distribution of goods, while balancing their positive and negative consequences? (SS09-GR.HS-S.3-GLE.1-IQ.4)  |
| The migration of people/goods/ideas reshapes the cultural and physical landscape of places, locations, and regions, potentially creating situations of tension and conflict (SS09-GR.HS-S.2-GLE.3-EO.c,d,f)  | How does the migration of Mexican nationals change the U.S. culture? | How can migrating cultures negotiate their differences to reduce potential tensions and conflict? How is the movement of people, goods, and ideas transforming the world? (SS09-GR.HS-S.3-GLE.1-N.2) |
| Spatial distribution of resources determines patterns of human settlement and trade (SS09-GR.HS-S.2-GLE.3-EO.e) | What are the implications of modifying the physical environment (e.g. deforestation?)  | How can the quest for resources through exploration, colonization, and human settlement affect regions and cultures? |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * The diffusion of people/goods/ideas affects daily lives, communities, enriches cultures, creates new opportunities but also creates tensions/potential conflicts (e.g. the spread of disease, democratic ideals) (SS09-GR.HS-S.2-GLE.3-EO.c; RA.1,2)
* Patterns of distribution and arrangements of settlements and how they are affected by the diffusion of human activities (SS09-GR.HS-S.2-GLE.3-EO.e)
* The historical, environmental, economic, and political factors that influence the (re) distribution of people, goods, and ideas (e.g. natural hazards, jobs, transportation, routes, etc.) (SS09-GR.HS-S.1-GLE.2-EO.a,b,c,d) and (SS09-GR.HS-S.3-GLE.1-EO.a; RA.1)
 | * Organize movement data into graphic representations (SS09-GR.HS-S.2-GLE.1-EO.a)
* Analyze patterns of distribution of settlements and human activities(SS09-GR.HS-S.2-GLE.3-EO.e)
* Analyze factors that influence human movement (SS09-GR.HS-S.2-GLE.3-EO.e)
* Make predictions and draw conclusions about the impact of cultural diffusion (SS09-GR.HS-S.2-GLE.3-EO.f)
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *The movement of goods, ideas, and people is fostered by economic interdependence and aided by technology.* |
| **Academic Vocabulary:** | Movement, influence, culture, physical landscape, goods and services, historical/environmental/economic/political factors, migration, entrepreneurial, exploration, region |
| **Technical Vocabulary:** | Migration, cultural diffusion, human and natural resources, colonization, allocation, population density, visual/graphic representations, nationals, migration, spatial/human distribution  |

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| **Unit Title** | Interdependence: Globalization | **Length of Unit** | 5 weeks |
| **Focusing Lens(es)** | Relationships | **Standards and Grade Level Expectations Addressed in this Unit** | SS09-GR.HS-S.1-GLE.2SS09-GR.HS-S.2-GLE.1SS09-GR.HS-S.2-GLE.3SS09-GR.HS-S.3-GLE.1SS09-GR.HS-S.4-GLE.3 |  |
| **CCSS Reading Standards for Literacy in History/ Social Studies 9-12** | [**Grades 9-10**](http://www.corestandards.org/ELA-Literacy/RH/9-10)CCSS.RH.9-10.2CCSS.RH.9-10.4CCSS.RH.9-10.6CCSS.RH.9-10.8CCSS.RH.9-10.9 | [**Grades 11-12**](http://www.corestandards.org/ELA-Literacy/RH/11-12)CCSS.RH.11-12.2CCSS.RH.11-12.4CCSS.RH.11-12.6CCSS.RH.11-12.8CCSS.RH.11-12.9 | **CCSS Writing Standards for Literacy in History/ Social Studies 9-12** | [**Grades 9-10**](http://www.corestandards.org/ELA-Literacy/WHST/9-10)CCSS.WHST.9-10.1CCSS.WHST.9-10.6CCSS.WHST.9-10.7CCSS.WHST.9-10.8CCSS.WHST.9-10.9CCSS.WHST.9-10.10 | [**Grades 11-12**](http://www.corestandards.org/ELA-Literacy/WHST/11-12)CCSS.WHST.11-12.1CCSS.WHST.11-12.6CCSS.WHST.11-12.7CCSS.WHST.11-12.8CCSS.WHST.11-12.9CCSS.WHST.11-12.10 |
| **Inquiry Questions (Engaging- Debatable):**  | * Why do some people oppose globalization, and why are some people in favor of it? (SS09-GR.HS-S.2-GLE.3-EO.b; RA.1)
* How can Americans be conscientious consumers in a global world?
* Is globalization a path to a brighter future?
* Why do countries view global issues from different perspectives (SS09-GR.HS-S.4-GLE.3-IQ.1)
 |
| **Unit Strands** | History, Geography, Economics, Civics |
| **Foundational Geographic Concepts** | Hypothesis, physical/human/natural resources, social/political/national boundaries, cultural spaces, human interactions, absolute and relative location, maps, visual/geographic representations, resource distribution, sustainability |
| **Concepts** | Globalization, interdependence/interconnectedness, conflict and cooperation, geographic tools, unity and diversity, policy, consumer, population, international alliances, distribution of resources |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.1-EO.a,c) | How have maps illustrated the increase in population density and the interdependence of human and natural resources? | How can geographic tools help us determine the fair and equitable allocation of global resources? (SS09-GR.HS-S.3-GLE.1-EO.a) |
| Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d) | How have maps documented changing political/national boundaries (e.g. the breakup of the Soviet Union)? | How do maps document political, cultural and/or social priorities?How have cartographers views of the world changed over time? |
| International inter-dependency for both human and natural resources increases exponentially with the escalating pace of globalization  (SS09-GR.HS-S.2-GLE.3-EO.b) | How are consumers more connected to the world, due to globalization?What are three specific things that we can do to maximize the potential of globalization while minimizing its harmful effects? | How does increasing globalization influence the interaction of people on Earth? (SS09-GR.HS-S.2-GLE.3-IQ.1)How does globalization impact our lives today and in the future? |
| Globalization and an increasingly interdependent world provides myriad opportunities for both conflict and cooperation among nations (SS09-GR.HS-S.2-GLE.3-EO.d) |  How does the uneven distribution of resources impact the United States’ relationship with Saudi Arabia? (SS09-GR.HS-S.2-GLE.3-EO.a)How does the uneven distribution of resources impact the United States’ relationship with Egypt?  | How do cooperation and conflict influence the division and control of the social, economic, and political spaces on Earth? (SS09-GR.HS-S.2-GLE.3-IQ.2) |
| Increased interdependence among nations may require individual countries to reevaluate their beliefs/definitions of national unity and may test their ability to accommodate  diverse populations (SS09-GR.HS-S.1-GLE.2-EO.d)  | How has the culture of China changed through increased interaction with the world? | How is a nation’s unity challenged by globalization? |
| Economic, political and cultural interconnections between nations result from the processes of globalization (SS09-GR.HS-S.2-GLE.3-EO.b) and (SS09-GR.HS-S.3-GLE.1-IQ.2,4; RA.1,3)  | How has globalization impacted the United States’ Gross National Product?  | What are the economic effects of globalization? (SS09-GR.HS-S.2-GLE.1-EO.b,d) and (SS09-GR.HS-S.3-GLE.1-IQ.2,4; RA.1,3) |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * National identity is transformed through globalization
* Globalization as the process of increased interconnectedness among countries in the areas of economics, politics, and culture
* The world is geographically interconnected, affecting daily life in ways such as the spread of disease, global impact of modern technology, and the impact of cultural diffusion (SS09-GR.HS-S.2-GLE.3-RA.1)
* Countries and organizations collaborate to address global issues (e.g., the UN and emergency aid) to manage national and international need and alliances
 | * Gather data, interpret, and draw conclusions maps, graphs, tables, and charts (SS09-GR.HS-S.2-GLE.1-EO.a)
* Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resources use (SS09-GR.HS-S.2-GLE.2-EO.d)
* Describe and analyze patterns of globalization
* Compare and contrast responses to globalization
* Predict future patterns of international alliances
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *Globalization transforms national identity and international relationships.* |
| **Academic Vocabulary:** | Patterns, relationships, unity and diversity, international, interdependence/interconnectedness, global, technology, culture, policy, conflict and cooperation, globalization |
| **Technical Vocabulary:** | Geographic tools, national identity, international alliances, trade, goods, services, physical environment, cultural diffusion, consumer, Gross National Product (GNP), cartographer, distribution of resources |