Social Studies Unit Plan Framework

Unit: Geography

Geographic reasoning requires spatial and environmental perspectives, skill in asking and answering questions, and applying geographic representations including maps, imagery, and geospatial technologies. A spatial perspective is about "whereness". Where are people and things located? Why there? What are the consequences? An environmental perspective views people as living in interdependent relationships within diverse environments. Thinking geographically involves investigating spatial patterns and processes and recognizing that the world is composed of complex ecosystems at multiple scales. Geographic reasoning brings societies and nature under the lens of spatial analysis and aids in making decisions and solving problems.

Geography is grounded in knowledge about location and the physical and human characteristics of places and environments. Such knowledge is critically important to situate people and places in a local-to-global spatial context and to understand human environment interactions. Geographic knowledge helps individuals to understand and appreciate their own place in the world and to develop curiosity about Earth's wide diversity of environments and cultures. Geographic reasoning and skillful use of geospatial tools draw upon a strong base of factual knowledge about Earth's physical and human features including the locations of places and regions; the distribution of landforms and water bodies; and changes in political boundaries and economic activities.

Essential Question(s):

*How do you use geospatial tools to further your understanding of cultural and environmental characteristics?
*How does the environment affect humans and how do humans affect the environment?
*How does the push-pull theory affect the distribution of human population and what is the impact of humans of a given location.
*How does the relationship between a place or region and its environmental characteristics impact the society and economy?

Objectives: By the end of this unit students will be able to:

*Use and construct geospatial tools to understand spatial patterns and environmental characteristics.
*Understand, analyze and evaluate the impact of human environmental interaction on places, regions and cultures around the world.
*Explain, analyze and evaluate the relationship between human movement and its impact on cultural and environmental change.
*Analyze cultural and environmental characteristics of regions around the world and the affect it has on their economy and population.

Target Skills advanced map skills, critical thinking, cultural understanding, understanding charts & graphs, problem solving

Comprehension: spatial awareness, human environmental interaction, why do we use maps, how understanding geo-literacy can help maintain and improve the earth, human environmental interaction, human cultures, personal culture, understand how cultural trends affect our society, understand human impact on the Earth, understand the impact on society transportation and communication have had on it, understand the impact on long term environmental change

Classroom Considerations/Grouping Purpose: Teacher consideration

Vocabulary: distortion, geo-literacy, map, scale, compass rose, key, latitude, longitude, human environmental interaction, culture, environment, region, global, migration

Writing: journals, climate change evaluation extended response, personal culture essay

End of Unit Project: Design your own spatial map based on current population data statics.

Unit Activities	**Why did you decide to do this? What will the students be doing?**
Google Earth Tour of the World	
latitude & longitude graphing	
Various map activities: scale, basic map skills, advanced map skills,	
GIS maps, (layered map activity) how to diagnose uses of maps for our understanding.	
National Geographic research project	
Earth conservation presentation	
Charting of personal environmental footprint	