

**ALCOSS: 7.1G** (7.1G in 2004 COS, p. 54)  
 Describe the world in spatial terms using maps and other geographic representations, tools, and technologies.

<p><b>Mastered:</b>                  Students can describe the world in spatial terms using maps and other geographic representations, tools, and technologies.</p>	<p><b>Present:</b>                  Students will use their knowledge of how the earth is described in spatial terms using maps and other geographic representation tools and technologies to create products that will advance and enhance their present understanding.</p>	<p><b>Going Forward:</b>                  Students will be able to understand and apply the use of maps and other geographic representations into daily life.</p>
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**Present and Going Forward Vocabulary:**  
 Cartography, demography, Global Positioning Systems, geographic information systems, solstice, equinox, core, mantle, magma, crust

**Career Connections:**  
 Geographer, Cartographer, Urban Planner, Demographer, Geologist, Historian

**Advanced Understanding & Activity (Alternate activity):** Students may complete one or more activities. Student page found in Appendix A.

**Activity 1: Kaplan’s Depth and Complexity**

Students will choose one or more elements. They will complete the Questions/Activity section in order to develop the product described in the third column. Students may plan their project with the organizational tool, Project Planner.

<b>LANGUAGE OF THE DISCIPLINE</b>	To promote communication geographers all over the world use the same terminology. These terms come from many different languages. Example: Tsunami-Japanese word meaning overflowing wave. Fjord-Norwegian word meaning long, narrow bay.  Research and list at least ten different words used by geographers, including their country of origin and meaning.	Create a multilingual dictionary of geographic terms used by geographers.
<b>DETAILS</b>	Maps are used to describe the world in spatial terms. Attributes that are essential to maps which provide a worldview and/or a detailed view of the world in which we live.  Using the knowledge and skills you have gained, create a list of these essential attributes of mapping. Select an area and create your map.	Design a special purpose map that includes a description of the purpose, use, and unique aspects of your map.
<b>ACROSS DISCIPLINES</b>	How are the disciplines of geology, geography, cartography, demography, and history related? What are some common elements among these disciplines? How are these disciplines interdependent on each other for information? How do ideas and findings from each discipline contribute to the other disciplines?	Create a chart or diagram to illustrate your findings.

**Activity 2: I Can...**

Students will complete one or more activities.

1. Create an illustrated dictionary of geographic terms. Include ten terms you have already learned and ten terms that are new to you.
2. Create a treasure hunt using one of the Wonders of the World (geographic or man-made). Your treasure hunt will either give written instructions or include a treasure map.
3. Design a game to help others learn how to use maps. Your game must include all of the essential components used in mapping.

4. Create a Google Lit Trip. Using a book or story you are presently reading, or one you have already read, create a virtual trip to accompany the story. Examples and information about Google Lit Trips are available at [http://www.googlelittrips.com/GoogleLit/Special\\_Projects.html](http://www.googlelittrips.com/GoogleLit/Special_Projects.html).

**Literature Connections/Resources:**

- GPS Information: <http://www.gps.gov/>
- USGS Information on GIS Uses: [http://egsc.usgs.gov/isb/pubs/gis\\_poster/](http://egsc.usgs.gov/isb/pubs/gis_poster/)
- USGS National Map Viewer: <http://viewer.nationalmap.gov/viewer/>
- Geological Information with Maps: <http://geology.com>
- Google Lit Trips: [http://www.googlelittrips.com/GoogleLit/Special\\_Projects.html](http://www.googlelittrips.com/GoogleLit/Special_Projects.html)
- Google Earth: <http://www.google.com/earth/index.html>

**ALCOSS: 7.2G** (7.2G in 2004 COS, p. 54)  
 Determine how regions are used to describe the organization of Earth’s surface.

<p><b>Mastered:</b>                  Students can determine how regions are used to describe the organization of the Earth’s surface.</p>	<p><b>Present:</b>                  Students will use their knowledge of how regions are used to describe the organization of the Earth’s surface to create products that enhance their understanding.</p>	<p><b>Going Forward:</b>                  Students will analyze the organizational aspects of regions as they relate to the Earth’s surface.</p>
<p><b>Present and Going Forward Vocabulary:</b>                  Globalization, transnational, commodities, ethnicity, iconography, symbology, stereotypes, interdependence</p>		

**Career Connections:**  
 Geographer, Social Scientist, Economist

**Advanced Understanding & Activity (Alternate activity):** Student page found in Appendix A.

**Tic-Tac-Toe**  
 Students will apply their knowledge of how regions are used to describe the organization of Earth’s surface to create products that further their understanding. Students will choose three activities in a row, column, or diagonal on the Tic-Tac-Toe menu. Student will complete the contract to submit to their teacher. Students may need to plan their product using the organizational tool, Project Planner.

<p>1. Compile a list of attributes that characterize the way in which regions are defined. Consider the following questions when compiling your list.</p> <ul style="list-style-type: none"> <li>• What specific elements define each region?</li> <li>• What distinguishes each region from the other?</li> <li>• What commonalities do some regions share? Make a list of 20 questions that can be answered by your findings. Create a game with your questions.</li> </ul>	<p>2. Research five commodities Alabama exports to other regions and five commodities Alabama imports from other regions. Create a visual to represent this interdependent relationship.</p>	<p>3. Create a poster illustrating the physical and human characteristics used to define a region.</p>
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<p>4. Make a picture book of the regions of the world. Include details needed for others to gain information on the regions.</p>	<p>5. Free Choice Develop your own idea with the approval of your teacher.</p>	<p>6. Make a list of 15 things you might find in a grocery store that are identified with another country. Make a chart showing the following:</p> <ol style="list-style-type: none"> <li>1. Country of origin.</li> <li>2. Modes of transportation used to bring that particular item to your grocery store.</li> <li>3. Cost of purchase in your store.</li> <li>4. Cost of purchase in the original country.</li> <li>5. Other facts or interesting information about that product.</li> </ol>
<p>7. Human cultures are very diverse. Despite the diversity, every culture has certain things in common. Make a list of these cultural universals.</p>	<p>8. Create a flow chart showing how people in regions are interdependent.</p>	<p>9. Create an illustrated dictionary of 20 words that name or describe the physical or human features that define regions.</p>

**Literature Connections/Resources:**

- Globalization 101: <http://www.globalization101.org/>
- Human Culture: [http://anthro.palomar.edu/culture/culture\\_1.htm](http://anthro.palomar.edu/culture/culture_1.htm)
- Geography for Kids: <http://www.kidsgeo.com/geography-for-kids/>
- National Geographic: <http://kids.nationalgeographic.com/kids/>
- What can you do with Geography: <http://video.nationalgeographic.com/video/specials/geobee/geobee-google-2012/>
- National Geographic Video Home: <http://video.nationalgeographic.com/video/>
- Ganeri, A. *Horrible Geography Freaky Facts*. Oxfordshire, UK: Libri. 2011.
- Knowlton, J. *Geography from A to Z: A Picture Book*. NY: Harper Collins. 1988.

**ALCOSS: 7.3G** (7.3G in 2004 COS, p. 55)  
Compare geographic patterns in the environment that result from processes within the atmosphere, biosphere, lithosphere, and hydrosphere of Earth’s physical systems.

<p><b>Mastered:</b> Students can compare patterns in the environment that result from processes within the atmosphere, biosphere, lithosphere, and hydrosphere of Earth’s physical systems.</p>	<p><b>Present:</b> Students will use the knowledge gained in their study of the geographic patterns in the environment that result from processes within the atmosphere, biosphere, lithosphere, and hydrosphere of Earth’s physical systems to produce products that enhance their learning.</p>	<p><b>Going Forward:</b> Students will be able to understand and predict how future geographic changes in the environment will affect the spheres of the Earth’s physical systems.</p>
<p><b>Present and Going Forward Vocabulary:</b> Atmosphere, biosphere, lithosphere, hydrosphere, climatology, axis</p>		

**Career Connections:**  
Geologist, Meteorologist, Geographer, Climatologist, Historian

**Advanced Understanding & Activity (Alternate activity):** Students may complete one or more activities. Student page found in Appendix A.

Students will apply their knowledge of geographic patterns in the environment that result from processes within the atmosphere, biosphere, lithosphere, and hydrosphere of Earth’s physical systems to create products that enhance and advance their present understanding.

**Activity 1: Bloom’s (Evaluation)**  
In the early 1800’s, an earthquake struck New Madrid, Missouri. As a result of this earthquake, the mighty Mississippi actually changed its course. National Geographic has invited you to send a proposal for a new program about the most extreme natural phenomena. Your job is to research and submit a proposal of the ten most extreme natural occurrences in recorded history. Your proposal must include a justification for why you chose those specific events as most extremes.

**Activity 2: Thinker Keys**  
Students will choose activities to complete. Teacher and student(s) will determine the number of activities required.

<b>What If?</b>	What if the earth were to tilt in the opposite direction overnight?
<b>Reverse Listing</b>	List ten things that would not happen if the earth did not rotate nor revolve around the sun for 365 days. Write a science fiction story about life on earth during this time.
<b>Disadvantages</b>	Name ten disadvantages to rain. How could these disadvantages be corrected?
<b>Combination</b>	List attributes of a hurricane and an earthquake. Combine the two using a Venn diagram.
<b>Alphabet</b>	Compile a list of words or phrases from A-Z that are related to environment.
<b>Prediction</b>	Predict what the world would be like without balance within the atmosphere, biosphere, lithosphere, and hydrosphere. Write your predictions in the form of a short story called, “The Day After.”
<b>Ridiculous</b>	All glaciers on earth should be melted down and used as fresh water for people. Justify this statement and develop a case to support the statement.
<b>Commonality</b>	What do glaciers and deserts have in common? Investigate and determine what commonalities can be found between the two.
<b>Question</b>	El Nino List five questions that could be answered with “El Nino.”
<b>Brainstorming</b>	People need to learn to live in harmony with our environment. Brainstorm ways to make this happen.
<b>Inventions</b>	Invent a device to protect the ozone layer of the earth. Sketch your design and explain the benefits.
<b>Interpretation</b>	Write a myth to explain a natural phenomenon such as a tornado, hurricane, or earthquake. Be sure to use your knowledge of the areas in which these take place to put your myth into context.

**Literature Connections/Resources:**

- World Meteorological Organization: [http://www.wmo.int/pages/index\\_en.html](http://www.wmo.int/pages/index_en.html)
- Geology: <http://geology.com/nsta/>
- Geological Resources from the Geological Society: <http://www.geolsoc.org.uk/gsl/education/resources>
- You can also Ask a Geologist: <http://www.geolsoc.org.uk/gsl/education/askageologist>
- Geography for Kids: <http://www.kidsgeo.com/geography-for-kids/>
- National Geographic: <http://kids.nationalgeographic.com/kids/>
- National Geographic Video Home: <http://video.nationalgeographic.com/video/>
- Kelly, M. 500 Things You Should Know About Planet Earth. Essex, England: Miles Kelly Publishing. 2009.
- Varley, C. Geography Encyclopedia. NY: Usborne. 1993.

<p><b>ALCOSS: 7.4G</b>                  Evaluate spatial patterns and the demographic structure of population on Earth’s surface in terms of density, dispersion, growth and mortality rates, natural increase, and doubling time.</p>		
<p><b>Mastered:</b>                  Students can evaluate spatial patterns and the demographic structure of population on Earth’s surface in terms of density, dispersion, growth and mortality rates, natural increase, and doubling time.</p>	<p><b>Present:</b>                  Students will use their knowledge of evaluating spatial patterns and the demographic structure of population on Earth’s surface in terms of density, dispersion, growth and mortality rates, natural increase, and doubling time to create products that advance their present understanding.</p>	<p><b>Going Forward:</b>                  Students will be able to understand and apply their knowledge of evaluating spatial patterns and demographic structure of population on Earth’s surface into future studies.</p>
<p><b>Present and Going Forward Vocabulary:</b>                  Population dispersion, density, “melting pot”, “salad bowl”, kaleidoscope</p>		

**Career Connections:**  
 Demographer, Social Scientist, Geographer

**Advanced Understanding & Activity (Alternate activity):** Students may complete one or more activities. Student page found in Appendix A.

**Kaplan’s Depth and Complexity**  
 Students will choose one or more activities. They will complete the Questions/Activity section in order to develop the product described in the third column. Use the *What? So What? Now What?* Sheet to guide your research. You may plan your project with the organizational tool, Project Planner.

TRENDS	The population of the world is growing every day. It is currently estimated at over 7 billion people. You can visit the U.S. and World Population Clocks and watch it grow! Where are the main areas of population growth? What factors contribute to growth or decline? Research to find out.	Design a chart, graph or map that show the areas of population change in the world. Your map should include the factors that contributed to the changes.
TRENDS	Census data can be used in many different ways. In order for the data to be useful, it must first be analyzed. Using the latest census data, explore changes that have occurred in a county in Alabama. What differences do you observe in the demographics of that county? What factors could have contributed to these changes? Which of these factors could influence more changes in the future?  Example: According to 2010 census data, Pike County, Alabama has had an increase of 514% in the Asian population since 2000. The main factor that has contributed to this increase has been the global partnership Troy University has fostered with the Chinese government. Troy University is a part of a network of 60 campuses around the world. With the opening of the Confucius Institute in 2008 and China’s growth as an economic superpower, more students from China are now attending Troy University in Troy. This influx of Chinese students has changed other aspects of life in Troy. Troy now has several grocery shops specializing in Asian goods. Even Wal-Mart has increased their selections of Asian foods. Asian students sponsor a multicultural day at the university where grade school students are given the opportunity to participate in	Write a newspaper article for a local paper in the county you chose. Discuss your findings based on the census information. Hypothesize the future changes based on your research of the contributing factors.

	activities that promote an understanding of the Asian culture. Most parades now even include a Chinese dragon!  Now it is your turn!	
UNANSWERED QUESTIONS	What is still unknown about the demographic structure of population on the Earth’s surface? What questions do you still have? Research a question you still have about population. Don’t forget to present your question for teacher approval.	Present your research findings in any format of your choosing with teacher approval.
BIG IDEAS	“We’re on our way to becoming the first country in history that is literally made up of every part of the world.” Kenneth Prewitt, former director of the U.S. Census Bureau. This statement was made in 2001 in a National Geographic Magazine article called “Changing America.” Research and attempt to prove or disprove this statement.	Write a persuasive argument for or against this statement. Be sure to back your analysis with facts from your research.
OVER TIME	The United States government called for its first census in 1790. The census was to give the government information about the inhabitants of the new country. By analyzing this information, they were able to compile useful data about population distribution, age, and other factors needed to ensure representation in the newly forming Congress. Later the census would change to add more information the government felt would be useful. Using the following census records, list the changes that have occurred between these census years. Why would the government include some of the questions? What changes do you see over time? What inferences can be made from the data included in the records?	Documentation of changes over time (you choose the format, ex. chart, diagram, list). Data Analysis Summary of your research.
DIFFERENT PERSPECTIVES	The United States has often been called, “a melting pot,” “a salad bowl,” or “a kaleidoscope.” What is meant by each of these phrases? Research to find out!	Write an argument that could be given for using each of these labels.

**Literature Connections/Resources:**

- New York Times 2010 Census Project: <http://projects.nytimes.com/census/2010/map?nl=todaysheadlines&emc=thab1>
- National Archives-Census Records: <http://www.archives.gov/research/census/>
- U.S. Census Bureau: <http://www.census.gov/>  
<http://www.census.gov/people/>
- U.S. and World Population Clock: <http://www.census.gov/main/www/popclock.html>
- CIA World Factbook: <https://www.cia.gov/library/publications/the-world-factbook/>
- [http://ngm.nationalgeographic.com/ngm/data/2001/09/01/html/ft\\_20010901.3.html](http://ngm.nationalgeographic.com/ngm/data/2001/09/01/html/ft_20010901.3.html)
- Center for Immigration Studies: <http://CIS.ORG/>
- Records of the Immigration and Naturalization Service: <http://www.archives.gov/research/guide-fed-records/groups/085.html>
- Walker, R. *Pushes & Pulls: Why Do People Migrate?*. NY: Crabtree Publishing Company. 2010.

**ALCOSS: 7.5G** (7.5 in 2004 COS, p. 55)  
 Explain how cultural features, traits, and diffusion help define regions, including religious structures, agricultural patterns, ethnic enclaves, ethnic restaurants, and the spread of Islam.

<p><b>Mastered:</b> Students can explain how cultural features, traits, and diffusion help define regions, including religious structures, agricultural patterns, ethnic enclaves, ethnic restaurants, and the spread of Islam.</p>	<p><b>Present:</b> Students will use their knowledge of how cultural features, traits, and diffusion help define regions, including religious structures, agricultural patterns, ethnic enclaves, ethnic restaurants, and the spread of Islam to create products that advance their present learning.</p>	<p><b>Going Forward:</b> Students will understand and apply their knowledge of how cultural features, traits, and diffusion help define regions, including religious structures, agricultural patterns, ethnic enclaves, ethnic restaurants, and the spread of Islam into future studies.</p>
<p><b>Present and Going Forward Vocabulary:</b> Cultural diffusion, cultural universals, ethnic enclaves</p>		

**Career Connections:**  
Sociologist, Geographer, Demographer, Anthropologist

<p><b>Advanced Understanding &amp; Activity (Alternate activity):</b> Student page found in Appendix A.</p>		
<p><b>TIC-TAC-TOE MENU</b> Students will use their knowledge of how cultural features, traits, and diffusion help define regions, including religious structures, agricultural patterns, ethnic enclaves, ethnic restaurants, and the spread of Islam to create products. Students will choose three activities in a row, column, or diagonal on the Tic-Tac-Toe menu. The student will complete the contract to submit to their teachers. Students may need to plan their product using the organizational tool, Project Planner.</p>		
<p>1. Write a story about a world where ALL people share the exact same culture. Think of the following questions and add your own. Then start writing!</p> <ul style="list-style-type: none"> <li>• Is this a better world? A safer world? A boring world?</li> <li>• What do they eat?</li> <li>• What are their houses like?</li> </ul>	<p>2. Create a Guide Book for visitors of your region which includes the cultural aspects.</p> <p>What do they see? Where should they go? What are the BIG things that make your region different? Most visitors will also want to know there are things familiar to them. What are those things?</p>	<p>3. Create an ABC book of material objects that are representative of culture. You may create your book using technology, such as Power Point, or by hand.</p> <p>Ex. S is for Sari-traditional garment worn by women of India.</p>
<p>4. Make a picture book of the cultural regions of the world. Include details needed for others to gain information on the regions.</p>	<p>5. Free Choice Develop your own idea with the approval of your teacher.</p>	<p>6. Make a list of things you encounter during one day in your daily routine that shows the impact of cultural diffusion. Ex. Bagel for breakfast, wash hair with Aussie Shampoo, saw a Synagogue and Catholic church on the way to school, passed the courthouse with Greek columns. Take your list and write a journal entry about the cultural diffusion in your area.</p>
<p>7. Human cultures are very diverse. Despite the diversity, every culture has certain things in common. Make a list of these cultural universals.</p>	<p>8. Create a map of the world that shows the major cultural regions. Include a map key that shows what defined these regions.</p>	<p>9. Create a multimedia presentation of cultural symbols from around the world. Be sure to explain why these symbols are given meaning.</p> <p>For example, people from around the world have certain places in mind when thinking of the U.S. Two of those cultural symbols might be Disney World and the U.S. Capitol building.</p>

**Literature Connections/Resources:**

- National Geographic Video Home: <http://video.nationalgeographic.com/video/>
- Globalization 101: <http://www.globalization101.org/>
- Human Culture: [http://anthro.palomar.edu/culture/culture\\_1.htm](http://anthro.palomar.edu/culture/culture_1.htm)
- Geography for Kids: <http://www.kidsgeo.com/geography-for-kids/>
- National Geographic: <http://kids.nationalgeographic.com/kids/>

**ALCOSS: 7.6G**  
 Illustrate how primary, secondary, and tertiary economic activities have specific functions and spatial patterns.

<p><b>Mastered:</b>                  Students can illustrate how primary, secondary, and tertiary economic activities have specific functions and spatial patterns.</p>	<p><b>Present:</b>                  Students will be able to use their knowledge of how primary, secondary, and tertiary economic activities have specific functions and spatial patterns to create products that advance their present understanding</p>	<p><b>Going Forward:</b>                  Students will be able to predict how primary, secondary, and tertiary economic activities have specific functions and spatial patterns during future studies.</p>
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**Present and Going Forward Vocabulary:**  
 Globalization, interdependence, commodities, tertiary

**Career Connections:**  
 Economist, Business Owner, Social Scientist, Urban Planner

**Advanced Understanding & Activity (Alternate activity):** Student page found in Appendix A.

**TIC-TAC-TOE MENU**  
 Students will be able to use their knowledge of how primary, secondary, and tertiary economic activities have specific functions and spatial patterns to create products. Students will choose three activities in a row, column, or diagonal on the Tic-Tac-Toe menu. They will complete contracts to submit to their teachers. Students may need to plan their product using the organizational tool, Project Planner.

<p>1. Create a collage to illustrate the term globalization.</p>	<p>2. Research five commodities Alabama exports to other regions and five commodities Alabama imports from other regions. Create a visual to represent this interdependent relationship.</p>	<p>3. Create a visual that illustrates the term interdependence. Get your teachers approval on the format you want to use for your visual. Be creative. Write a song, paint a picture, or write a poem. The possibilities are endless.</p>
<p>4. Write a poem or rap about how trade works.                   You should start with the producers and end with the consumers</p>	<p>5. Free Choice                  Develop your own with the approval of your teacher.</p>	<p>6. Make a list of 15 things you might find in a grocery store that are identified with another country. Make a chart showing the following:</p> <ol style="list-style-type: none"> <li>1. Country of origin.</li> <li>2. Modes of transportation used to bring that particular item to your grocery store.</li> <li>3. Cost of purchase in your store.</li> <li>4. Cost of purchase in the original country.</li> </ol>

		5. Other facts or interesting information about that product.
7. Make a list of rules that are necessary in global trade agreements. Create a trade agreement to propose to a world organization. Describe the areas of the world that might benefit from your agreement. Be sure to be persuasive and justify all of the rules and components included in your proposal.	8. Make a list of companies whose brands are widely sold in the United States. Research those companies to find out their countries of origin and the other countries to which they sell their products. Make a globalization chart. Your chart should show the company name, country of origin, and the countries in which it sells products. Examples: Sony, McDonald's, Michelin Tires	9. You have been asked to design the layout of a new city. Your city can only include 20 buildings. Think of all of the necessary elements of any city. For example, government buildings, healthcare, food, housing, and education. Be sure to plan and layout your city to be most effective for the inhabitants.

**Literature Connections/Resources:**

- Globalization 101: <http://www.globalization101.org/>
- Geography for Kids: <http://www.kidsgeo.com/geography-for-kids/>
- National Geographic: <http://kids.nationalgeographic.com/kids/>
- Forbes (search by company name): <http://www.forbes.com/>
- Wall Street Journal (search by company name): <http://online.wsj.com/home-page>
- Dheeriyaa, P. L., Ph.d. *Finance For Kidz: Resources: Human, Natural & Capital*. Buchanan, NY: Fintelligence Publishing. 2010.

**ALCOSS: 7.7G**  
 Classify spatial patterns of settlement in different regions of the world, including types and sizes of settlement patterns.

<p><b>Mastered:</b>                  Students can classify spatial patterns of settlement in different regions of the world, including types and sizes of settlement patterns.</p>	<p><b>Present:</b>                  Students will be able to use their knowledge of classifying spatial patterns of settlement in different regions of the world, including types and sizes of settlement patterns to create products that advance their present understanding.</p>	<p><b>Going Forward:</b>                  Students will be able to predict and understand future effects of classifying the spatial patterns of settlement in different regions.</p>
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**Present and Going Forward Vocabulary:**  
 Population distribution, population density, urbanization, emigrate, refugee

**Career Connections:**  
 Social scientist, Demographer, Geographer

**Advanced Understanding & Activity (Alternate activity):** Student page found in Appendix A.  
**Think Keys:**  
 Students will be able to use their knowledge of classifying spatial patterns of settlement in different regions of the world, including types and sizes of settlement patterns to create products. Students will choose activities to complete. Teacher and student(s) will determine the number of activities required.

<b>What If?</b>	What if there had been no coal or iron ore deposits in the Birmingham, Alabama area? Write your answer in the form of an entry in Wikipedia about Birmingham.
<b>Reverse Listing</b>	Name ten places where people DO NOT settle in the world. Explain why you think they do not settle in these places.
<b>Disadvantages</b>	Name five disadvantages to people who settle in certain regions. How could these disadvantages be corrected or eliminated?
<b>Alphabet</b>	Settlement Compile a list of words from A-Z that relate to settlement. Explain how these words relate to settlement.
<b>Variations</b>	How many ways can settlements be differentiated from one another? Create a diagram or chart to explain your answers.
<b>Prediction</b>	Predict what large urban areas of today will be like 100 years from now. Write your predictions in the form of a newspaper or magazine article.
<b>Ridiculous</b>	People should NOT be allowed to travel or settle more than 25 miles from their place of birth. Make a list of reasons why this statement should be implemented and ways to implement it.
<b>Commonality</b>	Timbuktu and Atlanta, Georgia Create a diagram or chart to show five commonalities shared by these two places.
<b>Question</b>	Water List five questions related to settlement that would be answered by the word water.
<b>Brainstorming</b>	Too many people commute to work. Brainstorm a list of solutions to keep people from having to commute for employment or goods and services.
<b>Brick Wall</b>	People need to settle in areas where there are resources to sustain them. Try to break down this statement by outlining other ways of dealing with this situation.
<b>Interpretation</b>	List and explain reasons why people should settle in regions with harsh surroundings or environments.

**Literature Connections/Resources:**

- Human Culture: [http://anthro.palomar.edu/culture/culture\\_1.htm](http://anthro.palomar.edu/culture/culture_1.htm)
- Geography for Kids: <http://www.kidsgeo.com/geography-for-kids/>
- National Geographic: <http://kids.nationalgeographic.com/kids/>
- Steele, P. *Population Growth*. Mankato, MN: Smart Apple Media. 2003.
- O'Brien, P. K. *Atlas of World History*. NY: Oxford University Press. 2002.

<b>ALCOSS: 7.8G</b> (7.6 in 2004 COS, p. 55) Determine political, military, cultural, and economic forces that contribute to cooperation and conflict among people.		
<b>Mastered:</b> Students can determine the political, military, cultural, and economic forces that contribute to cooperation and conflict among people.	<b>Present:</b> Students will use their knowledge of the political, military, cultural, and economic forces that contribute to cooperation and conflict among people to create products that enhance their understanding.	<b>Going Forward:</b> Students will be able to understand and predict the political, military, cultural, and economic forces that contribute to cooperation and conflict among people.
<b>Present and Going Forward Vocabulary:</b> Military, cultural, economic		

**Career Connections:**  
Social Scientist, Political Analysis, Economist, Military

**Advanced Understanding & Activity (Alternate activity):** Students may complete one or more activities. Student pages found in Appendix A.

Students will apply their knowledge of how political, military, cultural, and economic forces that contribute to cooperation and conflict among people to create products that advance their present understanding.

**Activity1: Thinking Keys**  
Students will choose activities to complete. Teacher and student(s) will determine the number of activities required.

<b>What If?</b>	Explain the following. What if there were no borders or political boundaries anywhere in the world?
<b>Reverse Listing</b>	List ten things that do not lead to conflict.
<b>Disadvantages</b>	What are ten disadvantages of territorial conflicts? Brainstorm ways of correcting these disadvantages.
<b>Alphabet</b>	Compile a list of words from A-Z related to cooperation and conflict. Create an alphabet book using words and/or pictures.
<b>Variations</b>	How many ways could a country or territory mark its borders?
<b>Prediction</b>	Predict how people will deal with conflict 50 years from now.
<b>Ridiculous</b>	Develop a case to support this statement: All people should go back to and remain in the homeland of their ancestors.
<b>Commonality</b>	Make a list of commonalities shared by Somalian pirates and Queen Elizabeth I of England.
<b>Question</b>	Write five questions to which the answer is the Antarctic Treaty.
<b>Brainstorming</b>	We need a world peace treaty. Brainstorm ways to make this possible.
<b>Inventions</b>	Outline a plan where there would be no conflict over territory, resources, land use, ethnic or nationalistic identity.
<b>Construction</b>	Draw a diagram of a protective border that could be placed around a country or territory.

**Activity 2: Social Studies and Children’s Literature (Student page found in Appendix A)**  
Read The Butter Battle Book by Dr. Seuss. While reading, students should think of what they have learned during the mastery of this standard. What parallels can be drawn?  
Students should then complete the student page. Once this is completed, the student may select a product based on what they have learned.

- Literature Connections/Resources:**
- Human Culture: [http://anthro.palomar.edu/culture/culture\\_1.htm](http://anthro.palomar.edu/culture/culture_1.htm)
  - Geography for Kids: <http://www.kidsgeo.com/geography-for-kids/>
  - National Geographic: <http://kids.nationalgeographic.com/kids/>
  - National Geographic Video Home: <http://video.nationalgeographic.com/video/>
  - Seuss, Dr. The Butter Battle Book. NY: Random House for Young Readers. 1984.

**ALCOSS: 7.9G**  
Explain how human actions modify the physical environment within and between places, including how human induced changes affect the environment.

<b>Mastered:</b> Students can explain how human actions modify the	<b>Present:</b> Students will use their knowledge of how human	<b>Going Forward:</b> Students will be able to understand and predict future
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physical environment within and between places, including how human induced changes affect the environment.	actions modify the physical environment within and between places, including how human induced changes affect the environment by creating products that enhance their understanding.	effects of how human actions modify the physical environment.
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**Present and Going Forward Vocabulary:**  
Human Footprint, Ecology, environmental conservation

**Career Connections:**  
Economist, Geographer, Social Scientist, Ecologist, Environmental Scientist

**Advanced Understanding & Activity (Alternate activity):** Students may complete one or more activities. Student page found in Appendix A.

Using their knowledge of how human actions modify the physical environment, students will create products that enhance and advance their understanding.

**Activity 1: That’s Good/That’s Bad Story**

Students will research the following questions.

- What factors were considered when the Aswan High Dam was built?
- How did the dam impact people before the dam was even built?
- What have been the ecological and geographic outcomes of the Aswan Dam?

Read the scenario. Then write and draw pictures of the chain of events to show the positive and negative events surrounding the scenario (story). You may use additional sheets of paper in order to complete your story.

**Scenario:** The Aswan High Dam went into operation in 1968. Its purpose was to control the flooding of the Nile River. The dam stopped the flooding that some considered damaging to Egyptian farms. Even before the dam began operating, there were many factors that had to be considered. Some of these factors and their outcomes forced change and caused controversy. Some aspects of the dam’s construction and operation have been very positive. Oh, that’s good!

**Activity 2: Social Studies and Children’s Literature**

Read The Lorax by Dr. Seuss. While reading, students should think of the parallels that can be made between this story and the way human action modifies the physical environment. Students will list the social studies concepts and misconceptions found in the book. Students will then make a list of questions to be researched based on their findings and analysis. Students will then create a project based on the book.

**Activity 3: Kaplan’s Depth and Complexity**

Students will complete one or more activities. Complete the Questions/Activity section in order to develop the product described in the third column. You may plan your project with the organizational tool, Project Planner.

<b>LANGUAGE OF THE DISCIPLINE</b>	Make a list of words, tools, and necessary skills related to the study of human environment interaction. What disciplines (careers) are needed for this study?	Write entries in a book on Careers related to the study of human environment interaction. Create at least five entries that include required educational backgrounds, salaries, and skills, tools and vocabulary needed.
<b>PATTERNS</b>	After analyzing the Human Footprint Map, what observations can be made about the areas with a high human impact? What observations can be made about the areas with low human impact? After examining the map, add a new layer to for population density. What patterns emerge when this layer is added? Add notes and symbols to your map to illustrate your findings.	Create a new Human Footprint Map with population densities and write a map analysis.

<b>TRENDS</b>	Research the history of U.S. governmental regulations related to environmental issues. What trends emerge from your research? What factors do you think contributed to these trends? What direction do you see the U. S. government going with environmental regulations? Compile your research. Hypothesize the future changes based on your research of the contributing factors and the historical data.	Write an article for an environmental magazine about 100 years of governmental regulations related to the environment and the future trends of these regulations.
<b>UNANSWERED QUESTIONS</b>	What is still not completely understood about the lasting impact humans have on the environment? What unanswered questions do you have about this? Why are these questions important for the future?	Write a list of questions for future study. Explain your reasoning behind the questions you chose.
<b>RULES</b>	What are some necessary rules that contribute to creating and maintaining a balance between humans and the environment? Why are the rules necessary?	List your rules in the form of a mandate to the world called, "Rules for Balance".
<b>ETHICS</b>	What dilemmas are created by the need to preserve the environment and the ever-growing needs of humans?	Create a Public Service Announcement that highlights the dilemmas and their possible solutions.
<b>BIG IDEAS</b>	What big ideas can be taken from a study of how humans interact with and modify the environment? What statements can be made that would give a clear picture to others about human modification of the environment and the lasting impact this may have. Research and compile a list of quotes or statements that you feel will give others the BIG IDEAS of this study.	Develop your list of quotes or statements and explain why these provide the BIG IDEAS.
<b>OVER TIME</b>	Research human energy sources and consumption over the past 100 years. What has changed within that time period? What factors may have contributed to these changes? Create a chart or graph to illustrate your findings. Write an analysis of your data in a summary.	Chart or timeline showing energy sources and consumption of those sources.  Data Analysis Summary.
<b>DIFFERENT PERSPECTIVES</b>	Should we value environmental conservation over the needs of humans? Should we value the needs of humans over the environment?	Write an argument that could be presented by each side in a debate.
<b>INTER-DISCIPLINARY RELATIONSHIPS</b>	How are the disciplines of geography, ecology, and economics related the study of humans and their environment? What does each of these disciplines contribute to the study? Summarize your findings in a chart, diagram or written form.	Data Summary May be created as a chart, diagram, or written report.

**Literature Connections:**

- Suess, Dr. The Lorax. NY: Random House for Young readers. 1971.
- The Human Footprint: <http://www.wcs.org/humanfootprint/>
- Human Footprint, National Geographic: <http://channel.nationalgeographic.com/channel/human-footprint/index.html>

- Human Footprint  
Map: [http://ia600602.us.archive.org/18/items/human\\_footprint/human\\_footprint\\_lrg.gif](http://ia600602.us.archive.org/18/items/human_footprint/human_footprint_lrg.gif)
- Interactive Map of Human Footprint  
[http://beta.education.nationalgeographic.com/education/mapping/interactive-map/?lg=2&b=4&f=123&bbox=147.51848,-64.01450,120.79973,64.01450&ar\\_a=1&ls=a00007&t=1](http://beta.education.nationalgeographic.com/education/mapping/interactive-map/?lg=2&b=4&f=123&bbox=147.51848,-64.01450,120.79973,64.01450&ar_a=1&ls=a00007&t=1)

<b>ALCOSS: 7.10G</b>		
Explain how human systems develop in response to physical environmental conditions.		
<b>Mastered:</b> Students can explain how human systems develop in response to physical environmental conditions.	<b>Present:</b> Students will be able to use their knowledge of how human systems develop in response to physical environmental conditions to create products that advance their understanding.	<b>Going Forward:</b> Students will be able to explain and predict ways in which human systems develop in response to physical environmental conditions.
<b>Present and Going Forward Vocabulary:</b> Magnitude, earthquake zone, tsunami		

**Career Connections:**  
 Civil Engineer, Environmentalist, Research Analysis

**Advanced Understanding & Activity (Alternate activity):** Students may complete one or more activities. Student page found in Appendix A.

Students will be able to use their knowledge of how human systems develop in response to physical environmental conditions to create products.

**Activity 1: Bloom’s (Synthesis/Evaluation)-Design a Bridge.**  
 You just got your first big job as a civil engineer. You have been given the task of creating a bridge to span an area in the San Francisco Bay area. Having grown up in and never traveled outside the southern United States, you are mostly familiar with bridges that must transverse large bodies of water or low-lying land. These types of bridges are built to withstand flooding and tornados. For this new job, you must become familiar with the necessary materials and construction designs required for a bridge in an earthquake zone. Using the following site, learn about, design, and test bridges that must withstand various magnitudes of earthquakes.  
<http://www.eduweb.com/portfolio/bridgetoclassroom/engineeringfor.html>

Write an evaluation of your bridge with each test you perform. How well did your structure withstand each magnitude of earthquake? What changes did you have to make as the earthquake grew stronger? What differences did you discover between bridges in earthquake zones and bridges in other areas?

**Activity 2: Bloom’s (Synthesis/Evaluation)**  
 You have been chosen to research the feasibility and cost effectiveness of building storm shelters in tornado prone areas. Design a presentation for the Emergency Management System to present to governmental officials showing your findings.

**Activity 3: Kaplan’s Depth and Complexity**  
 Students will complete the Questions/Activity section in order to develop the product described in the third column. You may plan your project with the organizational tool, Project Planner.

<b>OVER TIME</b>	Japan has had to contend with a variety of natural phenomena during its history. Because of this, they have developed ways to cope with and manage these natural occurrences.	Create a chart or graph that shows these hazards and the steps Japan has implemented to respond to them. Include your evaluation of the effectiveness of these measures to cope with and manage the destruction associated with these natural occurrences.
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**Activity 4: Social Studies and Children’s Literature**

Students will read Out of the Dust by Karen Hesse. Students will list social studies concepts, misconceptions, and questions to research. Then students will research and develop a product based on the book.

- Literature Connections/Resources:**
- Hesse, K. Out of the Dust. NY: Scholastic, Inc. 1997.
  - Bridge to Classroom: Engineering for Earthquakes:  
<http://www.eduweb.com/portfolio/bridgetoclassroom/engineeringfor.html>
  - National Geographic-Search  
<http://www.nationalgeographic.com/>  
<http://kids.nationalgeographic.com/kids/places/find/japan/>

**ALCOSS: 7.11G** (7.11 in 200 COS, p. 56)

Explain the cultural concept of natural resources and changes in spatial distribution, quantity, and quality through time and by location.

<p><b>Mastered:</b> Students can explain the cultural concept of natural resources and changes in spatial distribution, quantity, and quality through time and by location.</p>	<p><b>Present:</b> Students will be able to apply their knowledge of the cultural concept of natural resources and changes in spatial distribution, quantity, and quality through time and by location to produce products that advance their present understanding.</p>	<p><b>Going Forward:</b> Students will be able to understand the cultural concept of natural resources and predict changes in spatial distribution, quantity, and quality through time and by location.</p>
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**Present and Going Forward Vocabulary:**  
Ecology, sustainable resources, nonrenewable resources, value

**Career Connections:**  
Ecologist, Social Scientist, Environmental Scientist, Economist

**Advanced Understanding & Activity (Alternate activity):** Students may complete one or more activities. Student page found in Appendix A.

Students will be able to apply their knowledge of the cultural concept of natural resources and changes in spatial distribution, quantity, and quality through time and by location to produce products that advance their present understanding.

**Activity 1: Thinker Keys**

<b>What If?</b>	What if no one was allowed to claim ownership of any natural resource? Write a persuasive piece about how life would be better.
<b>Reverse Listing</b>	Name ten natural resources that do not have “VALUE.”
<b>Disadvantages</b>	List five disadvantages to petroleum as an energy source. Now list ways of correcting these disadvantages.
<b>Combination</b>	List the attributes of wind powered generators and internal combustion engines, then combine the attributes into a single list.
<b>Alphabet</b>	Make a list from A-Z of natural resources that have been given value throughout history.
<b>Variations</b>	How many ways can we obtain energy from natural resources?
<b>Prediction</b>	Predict how humans will perceive petroleum within the next 100 years
<b>Different Uses</b>	How many different uses are there for water as a resource?
<b>Ridiculous</b>	People should NOT be concerned about the depletion of our natural resources. Create a public service announcement persuading others to believe your arguments.

<b>Commonality</b>	What do salt and petroleum have in common? Use a Venn Diagram to find commonalities between the two.
<b>Question</b>	The answer is VALUE. Make a list of ten questions that have value as an answer.
<b>Brainstorming</b>	The world is too dependent on petroleum products as a source of energy. Brainstorm a list of alternative sources of energy. Write a persuasive letter to the President of the United States suggesting the financing of studies into these alternatives.
<b>Inventions</b>	Invent a new way (machine or other) to produce energy from resources in your local area.

**Activity 2: Kaplan’s Depth and Complexity**

Students will complete the Question/Activity in the second column in order to develop the product described in the third column. You may plan your project with the organizational tool, Project Planner.

<b>DIFFERENT PERSPECTIVES</b>	Ecologists are concerned with the effects of actions on the environment. Economists are concerned with the economic impact actions have on the economy. What are the viewpoints of each of these specialists on the depletion of nonrenewable resources and the sustainability of renewable resources?	Create a journal entry that each might make to clarify their viewpoints.
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**Literature Connections/Resources:**

- Geography for Kids: <http://www.kidsgeo.com/geography-for-kids/>
- National Geographic: <http://kids.nationalgeographic.com/kids/>
- National Geographic Video Home: <http://video.nationalgeographic.com/video/>
- Natural Resource Conservation Service: <http://www.nrcs.usda.gov/wps/portal/nrcs/main/national/home>
- Exploring Geopolitics:  
[http://www.exploringgeopolitics.org/World\\_Map\\_Non\\_Renewable\\_Energy\\_Resources\\_Fossil\\_Fuels\\_Uranium\\_Coal\\_Peak\\_Oil\\_Hydrocarbons\\_Depletion\\_Global\\_Warming\\_World\\_Market\\_Prices\\_Political\\_Instability\\_China.html](http://www.exploringgeopolitics.org/World_Map_Non_Renewable_Energy_Resources_Fossil_Fuels_Uranium_Coal_Peak_Oil_Hydrocarbons_Depletion_Global_Warming_World_Market_Prices_Political_Instability_China.html)
- Dheeriya, P. L., Ph. D. *Finance For Kidz: Resources: Human, Natural & Capital*. Buchanan, NY: Fintelligence Publishing. 2010.