# World Geography Course Outline

The course outline includes all of the modules, topics, learning activities, and assessments that are in the course. In addition, all 2015 Virginia Standards of Learning are indicated in the appropriate column. This course is based on a theme where students serve as interns to a cutting edge digital media organization, GEOTREX. The following course objectives provide an overview of the experiences that the students will gain throughout their journey and describe what they can expect to learn after successfully completing the course:

1. The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship.
2. The student will analyze how physical and ecological processes shape Earth’s surface.
3. The student will apply the concept of a region.
4. The student will apply social science skills to evaluate the significance of natural, human, and capital resources.
5. The student will analyze the characteristics of the regions of the United States and Canada.
6. The student will analyze the characteristics of the regions of Latin America and the Caribbean.
7. The student will analyze the characteristics of the regions of Europe.
8. The student will analyze the characteristics of the regions of Russia and Central Asia.
9. The student will analyze the characteristics of the regions of Sub-Saharan Africa.
10. The student will analyze the characteristics of the regions of North Africa and Southwest Asia.
11. The student will analyze the characteristics of the regions of South Asia and Southeast Asia
12. The student will analyze the characteristics of the regions of East Asia.
13. The student will analyze the characteristics of the of the regions of Australia and the Pacific Islands.
14. The student will apply social science skills to compare and contrast the distribution, growth rates, and characteristics of human population.
15. The student will apply social science skills to analyze past and present trends in human migration and cultural diffusion.
16. The student will apply social science skills to analyze the patterns of urban development.
17. The student will apply social science skills to analyze the impact of globalization.
18. The student will apply social science skills to analyze how forces of conflict and cooperation affect the division and control of Earth’s surface.

The module learning objectives provided below allow the student interns to show mastery of content through the various learning activities and assessments. Within the course outline chart the following abbreviations are used: AC: Application of Content, CP: Content Practice, GS: Getting Started, MA: Module Assessment, MR: Module Reflection, MT: Module Test, and WU: Warm-Up.

## Module 1: Physical Geography

### Module 1 Objectives

* Students will define climate and associated climate factors accurately.
* Students will contrast climate and temperature by comparing the characteristics of each.
* Students will correctly categorize different types of weather phenomena and their characteristics.
* Students will create accurate climate graphs for different locations on Earth.
* Students will successfully locate the three major latitudinal zones and describe the different climate and vegetation regions found within each latitudinal zone.
* Students will correctly identify natural forces that shape the Earth.
* Students will accurately identify major landforms through images and describe related characteristics.
* Students will accurately identify major water features through images and describe related characteristics.
* Students will summarize how humans have altered the environment through water management and diversion.
* Students will provide accurate geographic examples of acid rain, agricultural terracing, deforestation, desertification, polders, and pollution.
* Students will integrate data and opinions to discuss how climate change impacts the environment.

| **Module and Topic** | **Name** | **2015 Virginia Standards of Learning** | **Learning Activities and Assessments (Assignment Types)** |
| --- | --- | --- | --- |
| Topic 1 | Physical and Climate Regions | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; and 4. explaining indirect cause-and-effect relationships to understand geospatial connections.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. explaining regional climatic patterns and weather phenomena and their effects on people and places.   WG.3  The student will apply the concept of a region by   1. explaining how characteristics of regions have led to regional labels; and 2. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants. | GS: GEOTREX Physical Geography Game (Interactivity)  1.1 WU: Climate Review (Map Analysis)  1.1 CP: Climate Review (Interactivity)  1.1 CP: Climate and Vegetation Regions Review (Interactivity)  1.1 AC: Comparing Climate Graphs (Graph Comparison) |
| Topic 2 | Physical and Ecological Processes | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. evaluating sources for accuracy, credibility, bias, and propaganda; and 3. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. describing how humans influence the environment and are influenced by it. | 1.2 WU: *The Grand Canyon: How It Formed* eMediaVASM Video (Video)  1.2 CP: Physical and Ecological Processes Review (Interactivity)  1.2 AC: GEOTREX Selfie Series (Selfie Series) |
| Topic 3 | Humans and the Environment | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. evaluating sources for accuracy, credibility, bias, and propaganda; 3. explaining indirect cause-and-effect relationships to understand geospatial connections; 4. using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made; 5. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 6. investigating and researching to develop products orally and in writing.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. describing how humans influence the environment and are influenced by it; and 2. explaining how technology affects one’s ability to modify and adapt to the environment.   WG.3  The student will apply the concept of a region by   1. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitant. | 1.3 WU: Human Modifications on the Environment List (List)  1.3 CP: Humans and the Environment Review (Interactivity)  1.3 AC: The Future of Human-Environment Interaction – Climate Change (Discussion) |
| Module Assessment | Functional World Map | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 4. evaluating sources for accuracy, credibility, bias, and propaganda; 5. analyzing multiple connections across time and space; and 6. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property. | MA: Functional World Map (Functional Map)  MT: Module Test (Test)  MR: Module Reflection (Writing) |

## Module 2: Cultural Geography

### Module 2 Objectives

* Students will correctly distinguish between the different factors (i.e. language, economics, ethnicity, religion, etc.) that create cultural regions.
* Students will accurately explain how culture influences the naming of the location.
* Students will correctly identify reference points, geographic features, and human characteristics.
* Students will accurately name the types of political divisions and the characteristics of each.
* Students will correctly define demographic terms.
* Students will identify the factors that influence population growth.
* Students will accurately categorize a nation as developing or developed.
* Students will accurately analyze population trends.
* Students will correctly identify push and pull factors that cause people to migrate.

| **Module and Topic** | **Name** | **2015 Virginia Standards of Learning** | **Learning Activities and Assessments (Assignment Types)** |
| --- | --- | --- | --- |
| Topic 1 | Cultural Regions | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 3. evaluating sources for accuracy, credibility, bias, and propaganda; 4. using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives; and 5. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property.   WG.3  The student will apply the concept of a region by   1. explaining how characteristics of regions have led to regional labels; 2. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitant; 3. analyzing how cultural characteristics, including the world’s major languages, ethnicities, and religions, link or divide regions; 4. explaining how different cultures use maps and place names to reflect their regional perspectives; and 5. developing and refining mental maps of world regions.   WG.18  The student will apply social science skills to analyze how forces of conflict and cooperation affect the division and control of Earth’s surface by   1. describing ways cooperation among political jurisdictions is used to solve problems and settle disputes. | GS: GEOTREX Cultural Geography Game (Interactivity)  2.1 WU: Interpretations and Perspectives Reflection (Optical Illusion)  2.1 CP: Cultural Regions Review (Interactivity)  2.1 CP: Mapping the Earth Review (Interactivity)  2.1 AC: Sketch Map of Virginia (Sketch Map) |
| Topic 2 | Political Divisions | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. analyzing multiple connections across time and space.   WG.3  The student will apply the concept of a region by   1. explaining how characteristics of regions have led to regional labels.   WG.17  The student will apply social science skills to analyze impact of globalization by   1. mapping, describing, and evaluating economic unions.   WG.18  The student will apply social science skills to analyze how forces of conflict and cooperation affect the division and control of Earth’s surface by   1. explaining and evaluating reasons for the creation of different political divisions; and describing ways cooperation among political jurisdictions is used to solve problems and settle disputes. | 2.2 WU: Jefferson’s Political Divisions Quotation (Discussion)  2.2 CP: Political Divisions Review (Interactivity)  2.2 AC: Political Divisions Quiz (Quiz) |
| Topic 3 | Population Demographics | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 4. evaluating sources for accuracy, credibility, bias, and propaganda; 5. explaining indirect cause-and-effect relationships to understand geospatial connections; 6. analyzing multiple connections across time and space; 7. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 8. investigating and researching to develop products orally and in writing.   WG.14  The student will apply social science skills to compare and contrast the distribution, growth rates, and characteristics of human population by   1. examining demographic data to determine the relative level of development; 2. distinguishing between developed and developing countries; and 3. comparing and contrasting the level of economic development to the standard of living and quality of life. | 2.3 WU: Examination of the U.S. Census Population Clock (Discussion)  2.3 CP: Population Demographics Review (Interactivity)  2.3 AC: GEOTREX Microbog (Microblog) |
| Topic 4 | Human Migration | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 4. evaluating sources for accuracy, credibility, bias, and propaganda; 5. explaining indirect cause-and-effect relationships to understand geospatial connections; 6. analyzing multiple connections across time and space; 7. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property.   WG.15  The student will apply social science skills to analyze past and present trends in human migration and cultural diffusion by   1. determining how human migration and cultural diffusion are influenced by social, economic, political, and environmental factors; and 2. determining how human migration and cultural diffusion influence the current human characteristics of places and regions. | 2.4 WU: Push and Pull Factors Scenario (Scenario Analysis)  2.4 CP: Human Migration Review (Interactivity)  2.4 AC: Human Migration Infographic (Infographic) |
| Module Assessment | Demographics Research and Analysis | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. evaluating sources for accuracy, credibility, bias, and propaganda; 4. analyzing multiple connections across time and space; 5. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and investigating and researching to develop products orally and in writing. | MA: Demographic Research and Analysis (Research and Writing)  MT: Module Test (Test)  MR: Module Reflection (Writing) |

## Module 3: Economic Geography

### Module 3 Objectives

* Students will explain the different types of resources.
* Students will accurately describe how resources influence the economic activity and land use of a region.
* Students will correctly explain the effects of unequal distribution of resources on geographic resources over time.
* Students will accurately name factors influence the distribution of trade and other economic activities.
* Students will differentiate between the terms site and situation correctly.
* Students will explain the functions and influence of cities and towns accurately.
* Students will detail land formations, histories, cultures, economies, and urban issues related to towns and cities.

| **Module and Topic** | **Name** | **2015 Virginia Standards of Learning** | **Learning Activities and Assessments (Assignment Types)** |
| --- | --- | --- | --- |
| Topic 1 | Resources and Land Use | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. using geographic information to determine patterns and trends to understand world regions; 2. explaining indirect cause-and-effect relationships to understand geospatial connections; 3. analyzing multiple connections across time and space; and 4. investigating and researching to develop products orally and in writing.   WG.4  The student will apply social science skills to evaluate the significance of natural, human, and capital resources by   1. comparing the distribution of major natural resources throughout world regions; 2. showing the influence of resources on patterns of economic activity and land use; and 3. evaluating perspectives regarding the use of resources. | GS: GEOTREX Economic Geography Game (Interactivity)  3.1 WU: Hypotheses about Resources and Land Use (Hypotheses)  3.1 CP: Resources and Land Use Review (Interactivity)  3.1 AC: Notes on Resources and Land Use (Notes and Analytical Reflection) |
| Topic 2 | International Trade | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and   secondary sources to obtain information about the world’s countries, cities, and environments;   1. using geographic information to determine patterns and trends to understand world regions; 2. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; and 3. analyzing multiple connections across time and space.   WG.17  The student will apply social science skills to analyze impact of globalization by   1. identifying factors, including comparative advantage, that influence the distribution of economic activities and trade; 2. describing ways that economic and social interactions change over time; and 3. mapping, describing, and evaluating economic unions. | 3.2 WU: Personal Items Inventory and Trading Partners Chart Analysis (Inventory and Chart Analysis)  3.2 CP: International Trade Review (Interactivity)  3.2 AC: NAFTA Research (Research) |
| Topic 3 | Cities and Urban Areas | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. evaluating sources for accuracy, credibility, bias, and propaganda; 4. explaining indirect cause-and-effect relationships to understand geospatial connections; 5. analyzing multiple connections across time and space; 6. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 7. investigating and researching to develop products orally and in writing.   WG.16  The student will apply social science skills to analyze the patterns of urban development by   1. applying the concepts of site and situation to major cities in each region; 2. explaining how the functions of towns and cities have changed over time; and 3. describing the unique influence of urban areas and challenges they face. | 3.3 WU: Small City Sketch (Sketch)  3.3 CP: Cities and Urban Areas Review (Interactivity)  3.3 AC: Cities and Urban Areas Analysis (Randomized Research and Analysis) |
| Module Assessment | International Business Plan | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. evaluating sources for accuracy, credibility, bias, and propaganda; 4. explaining indirect cause-and-effect relationships to understand geospatial connections; 5. analyzing multiple connections across time and space; 6. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 7. investigating and researching to develop products orally and in writing. | MA: International Business Plan (Business Plan)  MT: Module Test (Test)  MR: Module Reflection (Writing) |

## Module 4: The United States and Canada

### Module 4 Objectives

* Students will correctly locate and describe the physical and environmental features of the United States and Canada.
* Students will describe United States and Canada regions and cities accurately.
* Students will accurately describe major cultural influences and landscapes of the United States and Canada.
* Students will define the economic activities of Canada and the United States.

| **Module and Topic** | **Name** | **2015 Virginia Standards of Learning** | **Learning Activities and Assessments (Assignment Types)** |
| --- | --- | --- | --- |
| Topic 1 | Physical Geography of the U.S. and Canada | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. using geographic information to determine patterns and trends to understand world regions; and 2. analyzing multiple connections across time and space.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. explaining regional climatic patterns and weather phenomena and their effects on people and places.   WG.3  The student will apply the concept of a region by   1. explaining how characteristics of regions have led to regional labels; and 2. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants.   WG.5 The student will analyze the characteristics of the regions of the United States and Canada by   1. describing major physical and environmental features. | GS: GEOTREX The United States and Canada Game (Interactivity)  4.1 WU: Physical Geography of Your Local Community Think About (Think About)  4.1 CP: Physical Geography of the U.S. and Canada Review (Interactivity)  4.1 AC: Physical Geography of the U.S. and Canada Quiz (Quiz) |
| Topic 2 | The United States | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 3. analyzing multiple connections across time and space; and 4. investigating and researching to develop products orally and in writing.   WG.3  The student will apply the concept of a region by   1. explaining how characteristics of regions have led to regional labels; and 2. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants.   WG.5  The student will analyze the characteristics of the regions of the United States and Canada by   1. identifying and analyzing the location of major geographic regions and major cities on maps and globes; 2. describing major physical and environmental features; 3. explaining important economic characteristics; and 4. recognizing cultural influences and landscapes.   WG.16  The student will apply social science skills to analyze the patterns of urban development by   1. applying the concepts of site and situation to major cities in each region; and 2. explaining how the functions of towns and cities have changed over time. | 4.2 WU: Pondering Virginia’s Regional Label (Discussion)  4.2 CP: The United States Review (Interactivity)  4.2 AC: GEOTREX Cultural Landscape Photo Series (Photo Series) |
| Topic 3 | Canada | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and   secondary sources to obtain information about the world’s countries, cities, and environments;   1. using geographic information to determine patterns and trends to understand world regions; 2. evaluating sources for accuracy, credibility, bias, and propaganda; 3. analyzing multiple connections across time and space; and 4. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property.   WG.3  The student will apply the concept of a region by   1. explaining how characteristics of regions have led to regional labels.   WG.5  The student will analyze the characteristics of the regions of the United States and Canada by   1. identifying and analyzing the location of major geographic regions and major cities on maps and globes; 2. describing major physical and environmental features; 3. explaining important economic characteristics; and 4. recognizing cultural influences and landscapes. | 4.3 WU: Preconceptions about Canada (Think About)  4.3 CP: Canada Review (Interactivity)  4.3 AC: Canada and the United States Venn Diagram (Venn Diagram) |
| Module Assessment | Symbolic Model | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 2. evaluating sources for accuracy, credibility, bias, and propaganda; 3. analyzing multiple connections across time and space; 4. using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made; and 5. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property. | MA: Symbolic Model of Canada and the United States’ Cultural Landscape (Model)  MT: Module Test (Test)  MR: Module Reflection (Writing) |

## Module 5: Latin America

### Module 5 Objectives

* Students will correctly locate and describe the physical and environmental features of Latin America and the Caribbean.
* Students will describe Mexican and Central American regions and cities accurately.
* Students will accurately describe major cultural influences and landscapes of Mexico and Central America.
* Students will define the economic activities of Mexico and Central Mexico.
* Students will describe Caribbean regions and cities accurately.
* Students will accurately describe major cultural influences and landscapes of the Caribbean.
* Students will define the economic activities of the Caribbean.
* Students will describe South American regions and cities accurately.
* Students will accurately describe major cultural influences and landscapes of South America.
* Students will define the economic activities of South America.
* Students will accurately explain how Latin American and Caribbean people are influenced by the vertical zone in which they live.

| **Module and Topic** | **Name** | **2015 Virginia Standards of Learning** | **Learning Activities and Assessments (Assignment Types)** |
| --- | --- | --- | --- |
| Topic 1 | Physical Geography of Latin America and the Caribbean | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 4. evaluating sources for accuracy, credibility, bias, and propaganda; 5. using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives; 6. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 7. investigating and researching to develop products orally and in writing.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. describing how humans influence the environment and are influenced by it.   WG.3  The student will apply the concept of a region by   1. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants. | GS: GEOTREX Latin America and the Caribbean Game (Interactivity)  5.1 WU: *High Altitude Glaciers in the Tropics* eMediaVASM Video (Video)  5.1 CP: Physical Geography of Latin America Interactivity (Interactivity)  5.1 AC: Vertical Zonation Illustration (Illustration) |
| Topic 2 | Mexico and Central America | WG.6  The student will analyze the characteristics of the Latin American and Caribbean regions by   1. identifying and analyzing the location of major geographic regions and major cities on maps and globes; 2. describing major physical and environmental features; 3. explaining important economic characteristics; and 4. recognizing cultural influences and landscapes. | 5.2 WU: Cinco de Mayo *Did You Know? (*Did You Know?)  5.2 CP: Mexico and Central America Review (Interactivity)  5.2 AC: Mexico and Central America Review Quiz (Quiz) |
| Topic 3 | The Caribbean | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; and 3. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property.   WG.6  The student will analyze the characteristics of the Latin American and Caribbean regions by   1. identifying and analyzing the location of major geographic regions and major cities on maps and globes; 2. describing major physical and environmental features; 3. explaining important economic characteristics; and 4. recognizing cultural influences and landscapes. | 5.3 WU: Evaluation the Impacts of Tourism in the Caribbean (Cost-Benefit Analysis)  5.3 CP: The Caribbean Review (Interactivity)  5.3 AC: Caribbean Islands Exports Pie Graphs (Pie Graphs) |
| Topic 4 | South America | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 2. explaining indirect cause-and-effect relationships to understand geospatial connections; 3. analyzing multiple connections across time and space; and 4. using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.   WG.6  The student will analyze the characteristics of the Latin American and Caribbean regions by   1. identifying and analyzing the location of major geographic regions and major cities on maps and globes; 2. describing major physical and environmental features; 3. explaining important economic characteristics; and 4. recognizing cultural influences and landscapes. | 5.4 WU: Mental Map of South America (Mental Map)  5.4 CP: South America Review (Interactivity)  5.4 AC: South America Check for Understanding (Check for Understanding) |
| Module Assessment | Latin American and Caribbean App Design | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. evaluating sources for accuracy, credibility, bias, and propaganda; 4. analyzing multiple connections across time and space; 5. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 6. investigating and researching to develop products orally and in writing. | MA: Latin America and Caribbean App Design (Mobile Application)  MT: Module Test (Test)  MR: Module Reflection (Writing) |

## Module 6: Europe

### Module 6 Objectives

* Students will correctly locate and describe the physical and environmental features of Europe.
* Students will describe European regions and cities accurately.
* Students will accurately describe major cultural influences and landscapes of Europe.
* Students will define the economic activities of Europe.

| **Module and Topic** | **Name** | **2015 Virginia Standards of Learning** | **Learning Activities and Assessments (Assignment Types)** |
| --- | --- | --- | --- |
| Topic 1 | Physical Geography of Europe | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 4. using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives; and 5. analyzing multiple connections across time and space.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. explaining regional climatic patterns and weather phenomena and their effects on people and places.   WG.3  The student will apply the concept of a region by   1. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants; and 2. explaining how different cultures use maps and place names to reflect their regional perspectives.   WG.7  The student will analyze the characteristics of the European region by   1. describing major physical and environmental features; and 2. explaining important economic characteristics. | GS: GEOTREX Europe Game (Interactivity)  6.1 WU: European and North America Physical Characteristics Comparison (Image Examination)  6.1 CP: Physical Geography of Europe Review (Interactivity)  6.1 AC: Google EarthTM Scavenger Hunt (Scavenger Hunt) |
| Topic 2 | North and Central Europe | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 3. evaluating sources for accuracy, credibility, bias, and propaganda; 4. explaining indirect cause-and-effect relationships to understand geospatial connections; 5. analyzing multiple connections across time and space; and 6. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. describing how humans influence the environment and are influenced by it; and 2. explaining how technology affects one’s ability to modify and adapt to the environment.   WG.3  The student will apply the concept of a region by   1. explaining how characteristics of regions have led to   regional labels;   1. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitant; and 2. analyzing how cultural characteristics, including the world’s major languages, ethnicities, and religions, link or divide regions.   WG.7  The student will analyze the characteristics of the European region by   1. identifying and analyzing the location of major geographic regions and major cities on maps and globes; 2. describing major physical and environmental features; 3. explaining important economic characteristics; and 4. recognizing cultural influences and landscapes. | 6.2 WU: Euro Discussion (Discussion)  6.2 CP: Northern and Central Europe Review (Interactivity)  6.2 AC: Northern and Central Europe Quiz (Quiz) |
| Topic 3 | Mediterranean and Eastern Europe | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 3. evaluating sources for accuracy, credibility, bias, and propaganda; 4. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 5. investigating and researching to develop products orally and in writing.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. describing how humans influence the environment and are influenced by it.   WG.3  The student will apply the concept of a region by   1. explaining how characteristics of regions have led to regional labels; and 2. analyzing how cultural characteristics, including the world’s major languages, ethnicities, and religions, link or divide regions.   WG.7  The student will analyze the characteristics of the European region by   1. identifying and analyzing the location of major geographic regions and major cities on maps and globes; 2. describing major physical and environmental features; 3. explaining important economic characteristics; and 4. recognizing cultural influences and landscapes. | 6.3 WU: European Map Comparison Pre and Post World War II (Map Comparison)  6.3 CP: Mediterranean and Eastern Europe Review (Interactivity)  6.3 AC: Commentary on Balkanization (Commentary) |
| Module Assessment | Blogging While Backpacking Across Europe | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and   secondary sources to obtain information about the world’s countries, cities, and environments;   1. using geographic information to determine patterns and trends to understand world regions; 2. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 3. evaluating sources for accuracy, credibility, bias, and propaganda; 4. analyzing multiple connections across time and space; 5. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 6. investigating and researching to develop products orally and in writing. | MA: Blogging While Backpacking Across Europe (Blog)  MT: Module Test (Test)  MR: Module Reflection (Writing) |

## Module 7: Russia and Central Asia

### Module 7 Objectives

* Students will correctly locate and describe the physical and environmental features of Russia and Central Europe.
* Students will describe Russian and Central European regions and cities accurately.
* Students will accurately describe major cultural influences and landscapes of Russia and Central Europe.
* Students will define the economic activities of Russia and Central Europe.

| **Module and Topic** | **Name** | **2015 Virginia Standards of Learning** | **Learning Activities and Assessments (Assignment Types)** |
| --- | --- | --- | --- |
| Topic 1 | Physical Geography of Russia and Central Asia | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. using geographic information to determine patterns and trends to understand world regions; 2. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 3. evaluating sources for accuracy, credibility, bias, and propaganda; 4. using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives; 5. analyzing multiple connections across time and space; 6. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 7. investigating and researching to develop products orally and in writing.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. describing how humans influence the environment and are influenced by it.   WG.3  The student will apply the concept of a region by   1. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants.   WG.8  The student will analyze the characteristics of the Russian and Central Asian regions by   1. describing major physical and environmental features. | GS: GEOTREX Russia and Central Asia Game (Interactivity)  7.1 WU: Map Perspective of Russia and Central Asia (Map Analysis)  7.1 CP: Physical Geography of Russia and Central Asia Review (Interactivity)  7.1 AC: GEOTREX Digital Postcards (Digital Postcards) |
| Topic 2 | Russia and the Post-Soviet States | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and   secondary sources to obtain information about the world’s countries, cities, and environments;   1. using geographic information to determine patterns and trends to understand world regions; 2. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 3. using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives; 4. analyzing multiple connections across time and space; and 5. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. describing how humans influence the environment and are influenced by it.   WG.8  The student will analyze the characteristics of the Russian and Central Asian regions by   1. identifying and analyzing the location of major geographic regions and major cities on maps and globes; 2. describing major physical and environmental features; 3. explaining important economic characteristics; and 4. recognizing cultural influences and landscapes. | 7.2 WU: Russia and Central Asia Map Comparison Before and After the Fall of the Soviet Union (Map Comparison)  7.2 CP: Russia and the Post-Soviet States Review (Interactivity)  7.2 AC: Russia and the Post-Soviet States Quiz (Quiz) |
| Module Assessment | Environmental Disaster Call to Action | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and   secondary sources to obtain information about the world’s countries, cities, and environments;   1. using geographic information to determine patterns and trends to understand world regions; 2. evaluating sources for accuracy, credibility, bias, and propaganda; 3. explaining indirect cause-and-effect relationships to understand geospatial connections; 4. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 5. investigating and researching to develop products orally and in writing. | MA: Environmental Disaster Call to Action (Call to Action)  MT: Module Test (Test)  MR: Module Reflection (Writing) |

## Module 8: North Africa and Southwest Asia

### Module 8 Objectives

* Students will correctly locate and describe the physical and environmental features of North Africa and Southwest Asia.
* Students will describe Southwest Asian regions and cities accurately.
* Students will accurately describe major cultural influences and landscapes of Southwest Asia.
* Students will define the economic activities of Southwest Asia.
* Students will describe North African regions and cities accurately.
* Students will accurately describe major cultural influences and landscapes of North Africa.
* Students will define the economic activities of North Africa.

| **Module and Topic** | **Name** | **2015 Virginia Standards of Learning** | **Learning Activities and Assessments (Assignment Types)** |
| --- | --- | --- | --- |
| Topic 1 | Physical Geography of North Africa and Southwest Asia | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and   secondary sources to obtain information about the world’s countries, cities, and environments;   1. using geographic information to determine patterns and trends to understand world regions; 2. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 3. evaluating sources for accuracy, credibility, bias, and propaganda; 4. explaining indirect cause-and-effect relationships to understand geospatial connections; 5. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 6. investigating and researching to develop products orally and in writing.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. describing how humans influence the environment and are influenced by it.   WG.3  The student will apply the concept of a region by   1. explaining how characteristics of regions have led to   regional labels;   1. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants; and 2. explaining how different cultures use maps and place names to reflect their regional perspectives.   WG.10  The student will analyze the characteristics of the North African and Southwest Asian regions by   1. describing major physical and environmental features; and 2. explaining important economic characteristics. | GS: GEOTREX North Africa and Southwest Asia Game (Interactivity)  8.1 WU: Isolation Caused by the Sahara Conversation (Small Group Conversation)  8.1 CP: Physical Geography of North Africa and Southwest Asia Review (Interactivity)  8.1 AC: GEOTREX Vlog (Video Blog) |
| Topic 2 | Southwest Asia | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. evaluating sources for accuracy, credibility, bias, and propaganda; 3. explaining indirect cause-and-effect relationships to understand geospatial connections; 4. analyzing multiple connections across time and space; 5. using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made; 6. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 7. investigating and researching to develop products orally and in writing.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. describing how humans influence the environment and are influenced by it.   WG.3  The student will apply the concept of a region by   1. explaining how characteristics of regions have led to regional labels; 2. analyzing how cultural characteristics, including the world’s major languages, ethnicities, and religions, link or divide regions; and 3. explaining how different cultures use maps and place names to reflect their regional perspectives.   WG.10  The student will analyze the characteristics of the North African and Southwest Asian regions by   1. identifying and analyzing the location of major geographic regions and major cities on maps and globes; 2. explaining important economic characteristics; and recognizing cultural influences and landscapes. | 8.2 WU: Resolving a Disagreement Discussion (Discussion)  8.2 CP: Southwest Asia Review (Interactivity)  8.2 AC: Conflict in Southwest Asia Debate |
| Topic 3 | North Africa | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; and 2. explaining indirect cause-and-effect relationships to understand geospatial connections.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. describing how humans influence the environment and are influenced by it; and 2. explaining how technology affects one’s ability to modify and adapt to the environment.   WG.3  The student will apply the concept of a region by   1. explaining how characteristics of regions have led to regional labels; 2. analyzing how cultural characteristics, including the world’s major languages, ethnicities, and religions, link or divide regions; and 3. explaining how different cultures use maps and place names to reflect their regional perspectives.   WG.10  The student will analyze the characteristics of the North African and Southwest Asian regions by   1. identifying and analyzing the location of major geographic regions and major cities on maps and globes; 2. describing major physical and environmental features; 3. explaining important economic characteristics; and 4. recognizing cultural influences and landscapes. | 8.3 WU: Thinking About the Taureg Population (Think About)  8.3 CP: North Africa Review (Interactivity)  8.3 AC: North Africa Quiz (Quiz) |
| Module Assessment | Peacekeeping Cover Letter | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. evaluating sources for accuracy, credibility, bias, and propaganda; 4. explaining indirect cause-and-effect relationships to understand geospatial connections; 5. analyzing multiple connections across time and space; 6. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 7. investigating and researching to develop products orally and in writing. | MA: Peacekeeping Cover Letter (Cover Letter)  MT: Module Test (Test)  MR: Module Reflection (Writing) |

## Module 9: Sub-Saharan Africa

### Module 9 Objectives

* Students will correctly locate and describe the physical and environmental features of Sub-Saharan Africa.
* Students will describe West and Central African regions and cities accurately.
* Students will accurately describe major cultural influences and landscapes of West and Central Africa.
* Students will define the economic activities of West and Central Africa.
* Students will describe East and Central African regions and cities accurately.
* Students will accurately describe major cultural influences and landscapes of East and Central Africa.
* Students will define the economic activities of East and Central Africa.

| **Module and Topic** | **Name** | **2015 Virginia Standards of Learning** | **Learning Activities and Assessments (Assignment Types)** |
| --- | --- | --- | --- |
| Topic 1 | Physical Geography of Sub-Saharan Africa | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. describing how humans influence the environment and are influenced by it; and 2. explaining how technology affects one’s ability to modify and adapt to the environment.   WG.3  The student will apply the concept of a region by   1. explaining how characteristics of regions have led to regional labels; and 2. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants.   WG.9  The student will analyze the characteristics of the Sub-Saharan African region by   1. describing major physical and environmental features; | GS: GEOTREX Sub-Saharan Africa Game (Interactivity)  9.1 WU: *Artificial Selection: Gorongosa Park – Rebirth of Paradise* eMediaVASM Video (Video)  9.1 CP: Physical Geography of Sub-Saharan Africa Review (Interactivity)  9.1 AC: Physical Geography of Sub-Saharan Africa Quiz (Quiz) |
| Topic 2 | West and Central Africa | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; and 4. analyzing multiple connections across time and place.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. describing how humans influence the environment and are influenced by it.   WG.3  The student will apply the concept of a region by   1. explaining how characteristics of regions have led to regional labels; 2. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants; and 3. analyzing how cultural characteristics, including the world’s major languages, ethnicities, and religions, link or divide regions.   WG.9  The student will analyze the characteristics of the Sub-Saharan African region by   1. identifying and analyzing the location of major geographic regions and major cities on maps and globes; 2. describing major physical and environmental features; 3. explaining important economic characteristics; and 4. recognizing cultural influences and landscapes. | 9.2 WU: African Traditions Research (Research)  9.2 CP: East and Southern Africa Review (Interactivity)  9.2 AC: West and Central Africa Demographic Research (Demographic Research) |
| Topic 3 | Eastern and Southern Africa | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 4. using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives; 5. explaining indirect cause-and-effect relationships to understand geospatial connections; and 6. analyzing multiple connections across time and space.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. explaining how technology affects one’s ability to modify and adapt to the environment.   WG.3  The student will apply the concept of a region by   1. explaining how characteristics of regions have led to regional labels; and 2. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants.   WG.9  The student will analyze the characteristics of the Sub-Saharan African region by   1. identifying and analyzing the location of major geographic regions and major cities on maps and globes; 2. explaining important economic characteristics; and 3. recognizing cultural influences and landscapes. | 9.3 WU: African Map Comparison (Interactivity)  9.3 CP: East and Southern Africa Review (Interactivity)  9.3 AC: Sub-Saharan Africa Maps Analysis (Maps Analysis) |
| Module Assessment | GEOTREX Sketchbook | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. Creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 3. analyzing multiple connections across time and space; 4. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 5. investigating and researching to develop products orally and in writing. | MA: GEOTREX Sketchbook (Sketchbook)  MT: Module Test (Test)  MR: Module Reflection (Writing) |

## Module 10: South Asia

### Module 10 Objectives

* Students will correctly locate and describe the physical and environmental features of South Asia.
* Students will describe South Asian regions and cities accurately.
* Students will accurately describe major cultural influences and landscapes of South Asia.
* Students will define the economic activities of South Asia.

| **Module and Topic** | **Name** | **2015 Virginia Standards of Learning** | **Learning Activities and Assessments (Assignment Types)** |
| --- | --- | --- | --- |
| Topic 1 | Physical Geography of South Asia | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. Creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 4. evaluating sources for accuracy, credibility, bias, and propaganda; 5. using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives; 6. analyzing multiple connections across time and space; 7. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 8. investigating and researching to develop products orally and in writing.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. explaining regional climatic patterns and weather phenomena and their effects on people and places; and 2. describing how humans influence the environment and are influenced by it.   WG.3  The student will apply the concept of a region by   1. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants.   WG.11  The student will analyze the characteristics of the South Asian and Southeast Asian regions by   1. describing major physical and environmental features; and 2. explaining important economic characteristics. | GS: GEOTREX South Asia Game (Interactivity)  10.1 WU: *Water Pressures: Students in India* eMediaVASM Video (Video)  10.1 CP: Physical Geography of South Asia Review (Interactivity)  10.1 AC: GEOTREX Digital Scrapbook – Initial Collection of Items (Digital Scrapbook) |
| Topic 2 | India, Pakistan, and the Himalayas | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. Creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 4. evaluating sources for accuracy, credibility, bias, and propaganda; 5. using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives; 6. explaining indirect cause-and-effect relationships to understand geospatial connections; 7. analyzing multiple connections across time and space; 8. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 9. investigating and researching to develop products orally and in writing.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. explaining regional climatic patterns and weather phenomena and their effects on people and places; 2. describing how humans influence the environment and are influenced by it; and 3. explaining how technology affects one’s ability to modify and adapt to the environment.   WG.3  The student will apply the concept of a region by   1. explaining how characteristics of regions have led to regional labels; 2. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants; and 3. analyzing how cultural characteristics, including the world’s major languages, ethnicities, and religions, link or divide regions.   WG.11  The student will analyze the characteristics of the South Asian and Southeast Asian regions by   1. identifying and analyzing the location of major geographic regions and major cities on maps and globes; 2. describing major physical and environmental features; 3. explaining important economic characteristics; and 4. recognizing cultural influences and landscapes. | 10.2 WU: Response to Mohandas Gandhi’s Quotation (Discussion)  10.2 CP: India, Pakistan, and the Himalayas Review (Interactivity)  10.2 AC: GEOGREX Digital Scrapbook – Continues Collection of Items (Digital Scrapbook) |
| Module Assessment | Digital Scrapbook | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. Creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 4. evaluating sources for accuracy, credibility, bias, and propaganda; 5. using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives; 6. analyzing multiple connections across time and space; 7. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 8. investigating and researching to develop products orally and in writing. | MA: GEOTREX Digital Scrapbook (Digital Scrapbook)  MT: Module Test (Test)  MR: Module Reflection (Writing) |

## Module 11: Southeast and East Asia

### Module 11 Objectives

* Students will correctly locate and describe the physical and environmental features of Southeast and East Asia.
* Students will describe Southeast Asian regions and cities accurately.
* Students will accurately describe major cultural influences and landscapes of Southeast Asia.
* Students will define the economic activities of Southeast Asia.
* Students will describe East Asian regions and cities accurately.
* Students will accurately describe major cultural influences and landscapes of East Asia.
* Students will define the economic activities of East Asia.

| **Module and Topic** | **Name** | **2015 Virginia Standards of Learning** | **Learning Activities and Assessments (Assignment Types)** |
| --- | --- | --- | --- |
| Topic 1 | Physical Geography of Southeast and East Asia | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. explaining indirect cause-and-effect relationships to understand geospatial connections; 4. analyzing multiple connections across time and place; 5. using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made; 6. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 7. investigating and researching to develop products orally and in writing.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. describing how humans influence the environment and are influenced by it.   WG.3  The student will apply the concept of a region by   1. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants. | GS: GEOTREX Southeast and East Asia Game (Interactivity)  11.1 WU: Natural Hazards Discussion (Discussion)  11.1 CP: Physical Geography of Southeast and East Asia Review (Interactivity)  11.1 AC: Where to Live in Southeast and East Asia (PACED Decision Making Grid) |
| Topic 2 | Southeast Asia | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 4. evaluating sources for accuracy, credibility, bias, and propaganda; 5. using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives; 6. explaining indirect cause-and-effect relationships to understand geospatial connections; 7. analyzing multiple connections across time and place; 8. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 9. investigating and researching to develop products orally and in writing.   WG.11  The student will analyze the characteristics of the South Asian and Southeast Asian regions by   1. identifying and analyzing the location of major geographic regions and major cities on maps and globes; 2. describing major physical and environmental features; 3. explaining important economic characteristics; and 4. recognizing cultural influences and landscapes. | 11.2 WU: Trend Analysis for Indonesia and Malaysia (Trend Analysis)  11.2 CP: Southeast Asia Review (Interactivity)  11.2 AC: Southeast Asia Urban and Rural Comparison Drawings (Comparison Drawings) |
| Topic 3 | East Asia | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. explaining indirect cause-and-effect relationships to understand geospatial connections; and 2. analyzing multiple connections across time and place.   WG.12  The student will analyze the characteristics of the East Asian region by   1. identifying and analyzing the location of major geographic regions and major cities on maps and globes; 2. describing major physical and environmental features; 3. explaining important economic characteristics; and 4. recognizing cultural influences and landscapes. | 11.3 WU: Gaining perspective from a Builder of the Great Wall of China (Anticipating Perspectives)  11.3 CP: East Asia Review (Interactivity)  11.3 AC: East Asia Quiz (Quiz) |
| Module Assessment | Digital Storytelling | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 4. evaluating sources for accuracy, credibility, bias, and propaganda; 5. using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives; 6. explaining indirect cause-and-effect relationships to understand geospatial connections; 7. analyzing multiple connections across time and place; 8. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and investigating and researching to develop products orally and in writing. | MA: Southeast or East Asia Digital Storytelling (Digital Storytelling)  MT: Module Test (Test)  MR: Module Reflection (Writing) |

## Module 12: Australia and the Pacific Islands

### Module 12 Objectives

* Students will correctly locate and describe the physical and environmental features of Australia and the Pacific Islands.
* Students will describe Australian and Pacific Islands regions and cities accurately.
* Students will accurately describe major cultural influences and landscapes of Australia and the Pacific Islands.
* Students will define the economic activities of Australia and the Pacific Islands.

| **Module and Topic** | **Name** | **2015 Virginia Standards of Learning** | **Learning Activities and Assessments (Assignment Types)** |
| --- | --- | --- | --- |
| Topic 1 | Physical Geography of Australia and the Pacific Islands | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 4. using maps and other visual images to compare and contrast historical, cultural, economic, and political perspectives; 5. analyzing multiple connections across time and place; 6. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and 7. investigating and researching to develop products orally and in writing.   WG.2  The student will analyze how physical and ecological processes shape Earth’s surface by   1. describing how humans influence the environment and are influenced by it.   WG.3  The student will apply the concept of a region by   1. describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants. | GS: GEOTREX Australia and the Pacific Islands Game (Interactivity)  12.1 WU: Unique Animal Life of Australia, the Pacific Islands, and Antarctica (Interactivity)  12.1 CP: Physical Geography of Australia and the Pacific Islands Review (Interactivity)  12.1 AC: GEOTREX Social Networking Board (Social Networking Board) |
| Topic 2 | Australia and the Pacific Islands | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. explaining indirect cause-and-effect relationships to understand geospatial connections; 2. analyzing multiple connections across time and place;   WG.13  The student will analyze the characteristics of the Australian and Pacific Islands regions by   1. identifying and analyzing the location of major geographic regions and major cities on maps and globes; 2. describing major physical and environmental features; 3. explaining important economic characteristics; and 4. recognizing cultural influences and landscapes. | 12.2 WU: Resources in Antarctica Discussion (Discussion)  12.2 CP: Australia and the Pacific Islands Review (Interactivity)  12.2 CP: Cultural Influences of Australia and the Pacific Islands Review (Interactivity)  12.2 AC: Australia and the Pacific Islands Check for Understanding (Check for Understanding) |
| Module Assessment | Urban Planning in Australia and the Pacific Islands | WG.1  The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by   1. synthesizing evidence from artifacts and primary and secondary sources to obtain information about the world’s countries, cities, and environments; 2. using geographic information to determine patterns and trends to understand world regions; 3. creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions; 4. evaluating sources for accuracy, credibility, bias, and propaganda; 5. explaining indirect cause-and-effect relationships to understand geospatial connections; 6. analyzing multiple connections across time and place; 7. using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made; 8. identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property; and investigating and researching to develop products orally and in writing. | MA: Urban Planning in Australia and the Pacific Islands (Urban Planning Development Design)  MT: Module Test (Test)  MR: Module Reflection (Writing) |