

<b>NC Essential Standards</b> <b>The “What” we need to know</b>		
<ul style="list-style-type: none"> <li>➤ <b>Explain</b> the <u>factors that influenced the movement of people, goods and ideas and the effects of that movement on societies and regions over time.</u></li> <li>➤ <b>Compare</b> <u>distinguishing characteristics of various world regions.</u></li> <li>➤ <b>Use</b> <u>maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.</u></li> <li>➤ <b>Construct</b> <u>maps, charts and graphs to explain data about geographic phenomena.</u></li> </ul>		
<b>Key Understandings</b> To deepen the student’s understanding	<b>Key Knowledge</b> Knowledge needed to deepen student’s understandings	
<ul style="list-style-type: none"> <li>➤ Factors such as scarcity of resources, conquests, desire for wealth, disease and trade influence and affect the movement of people, goods and ideas overtime.</li> <li>➤ Construction of maps, charts and graphs provide data that explain geographic phenomena of migration patterns, population and resource distribution patterns.</li> <li>➤ Physical features, culture, political organization and ethnic identity are distinguishing characteristics of world regions</li> <li>➤ Using maps, charts, graphs, geographic data and technology tools allow geographers to draw conclusions about the emergence, expansion and decline of societies.</li> <li>➤ Geographers construct and use map, charts and technology tools to compare the distinguishing characteristics of world regions and the factors, effects and influence they have on the movement of people, goods, and ideas in societies over time.</li> </ul>	<p><b><u>Individuals and Key Terms:</u></b> Five Themes of Geography (Movement, Region, Location, Human Interaction and Environment, Place), Physical Features, Culture, Geographers immigration, emigration.</p> <ul style="list-style-type: none"> <li>➤ Movement can be seen through, people, food, animals, religion, language, culture.</li> <li>➤ Geographers use maps, charts and graphs to explain data and draw conclusions about geographic phenomena of locations and places.</li> </ul> <p><b><u>The 5 Themes of Geography:</u></b></p> <ul style="list-style-type: none"> <li>➤ Distinguishes the physical and human characteristic of various regions</li> <li>➤ Explains the influence and effect on the movement of goods, ideas and people.</li> <li>➤ Provides an organizational tool to help draw conclusions and explain geographic phenomena</li> <li>➤ Explain the factors that influence the emergence, expansion and decline of civilizations, societies and regions.</li> </ul> <p>Scarcity of resources, conquests, desire for wealth, disease and trade due to environmental, political, cultural and economics are <b>push</b> (negative) and <b>pull</b> (positive) factors for the movement of people, goods and ideas.</p> <p><b>Forced or voluntary migration</b> of people, goods and ideas are influenced by advantages and disadvantages to environmental, political, cultural and economic factors.</p> <p>Migration of goods, people, and ideas occur through immigration (<i>to</i> a place in order to settle there) and emigration (<i>from</i> a place to settle in another place).</p> <p>Physical and human characteristics of regions are categorized by formal, functional, and perceptual characteristics.</p>	

### Key Skills

At the end of this unit, your student should be able to:

#### **Describe (to represent or give an account of in words)**

- Modern examples of migration of people, goods and ideas

#### **Compare (to examine the character or qualities in order to discover resemblances or differences)**

- 3 types of regions
- World regions to regions of the United States
- Immigration and Migration effects on the movement of goods people and ideas
- Physical and human characteristics of regions

#### **Identify (to establish, to determine)**

- Push/Pull Factors that influence the movement of people, goods and ideas
- Physical and Human Characteristics that define regions

#### **Explain (to make known, plain, understable to give reason to show logical development)**

- The effects the 5 themes of geography have on the movement of people, goods and ideas.

#### **Utilize (to make use of : turn to practical use or account)**

- maps, charts, graphs to explain data and draw conclusions.

### “Learning Checks”

Questions Parents Can Use to Assess Understanding

- How do the world regions influence movement?
- How can we use information from geographers’ data and tools to solve challenges and problems of geographic phenomenon?

### “6 Facets of Understanding”

**Explain:** it in their own words. Represent it in a different form. Teach it to someone else. Make and support an inference.

*Students can... (connect, describe, persuade, explain, inform, justify, prove, show, teach)...*

**Interpret:** Make meaning from a text or data set. See and describe patterns. Make new connections.

*Students can... (analyze, illustrate make sense of, interpret, represent show, reveal)...*

**Apply:** Use and transfer their learning effectively in a new situation.

*Students can... (create, decided, guide, use, construct, design, coach, perform, debug, demonstrate propose, solve)...*

**Shift Perspective:** Recognize different points of view. See the “big picture.” Take a critical stance.

*Students can... (compare, evaluate, critique debate, test, shift perspective, consider the various views)...*

**Empathize:** Get “inside” another person's world view. Recognize merit in the odd, unorthodox, or unfamiliar.

*Students can... (empathize with, walk in the shoes of, imagine entertain the possibility that)...*

**Self Assess:** Realize their strengths and weakness. Recognize the limits of their own understanding. Reflect on their learning and actions.

*Students can... (adjust, reflect upon, recognize their habit, revise, self assess)...*