

Regions and People of the Eastern Hemisphere

FIRST SEMESTER				
Unit	Strands and Content Statements	Student Expectations	Resources/Assessments	Key Concepts
<p>1</p> <p>Basic Geography and Map Skills (4 weeks)</p> <p>Big Idea:</p> <p>Essential Questions: How do we know about the world today? How does where you live influence how you live? How does where you live influence how you live?</p>	<p><u>Geography</u> (3) <i>Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.</i></p> <p>(4) <i>Latitude and Longitude can be used to identify absolute location</i></p> <p>(5) <i>Regions can be determined, classified and compared using various criteria (e.g. landform, climate, population, cultural, economic)</i></p> <p>(6) <i>Variations among physical environments within the Eastern Hemisphere influence human activities. Human activities also alter the physical environment.</i></p>	<p><u>Geography</u></p> <p>(3) Use appropriate maps, globes and geographic tools to gather, process and report information about people, places and environments.</p> <p>(3) Understand that maps are created for specific purposes and represent the context in which they were created.</p> <p>(4) Use latitude and longitude coordinates to identify absolute location</p> <p>(5) Use various criteria to describe, classify and compare regions within the Eastern Hemisphere.</p> <p>(6) Explain how variations among physical environments in the Eastern Hemisphere influence human activities.</p> <p>(6) Explain how human activities have altered environments of the Eastern Hemisphere.</p>	<p>(3) Lesson Plan-Mapping Perceptions www.asiasociety.org</p> <p>(3) National Atlas Map Maker tool http://www.nationalatlas.gov/mapmaker</p> <ul style="list-style-type: none"> Identify the seven continents and 5 oceans Types of maps and their purposes (physical, political, population density, climate, topographic, resource, historical) <p>(4) National Atlas (articles of latitude and longitude) http://nationalatlas.gov/articles/mapping/a_l_atlong.html</p> <p>(4) Crack the Code (solving mysteries using longitude and latitude) http://www.nationalgeographic.com/xpeditio ns/hall/index.html</p> <p>Longitude and Latitude Bingo Game Battleship Game</p>	<p>Basic terms</p> <p>Continents</p> <p>Longitude and Latitude (<i>revisit in all units</i>)</p> <p>Hemispheres</p> <p>Oceans</p> <p><u>Types of Maps</u> Political Physical Topographic Climate Resource Population</p> <p>Parts of Map</p>

Unit 2	Strands and Content Statements	Student Expectations	Resources/Assessments	Key Concepts
<p>Roles and Systems of Governments (2 weeks)</p> <p>Big Idea: Governments may be organized in different ways and have limited or unlimited powers.</p> <p>Essential Questions: How does governmental authority affect citizens' rights?</p>	<p><u>Government</u> <i>(10) Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on government authority.</i></p>	<p><u>Government</u> (10) Describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy and theocracy. (10) Understand that the characteristics of governments often overlap and can misrepresent the actual relationship between those governing and those being governed.</p>	<p>(10) CIA's World Factbook: www.cia.gov (Access information on world governments)</p> <p><u>Suggestions:</u> Use graphic organizers Teaching note taking skills Jigsaw</p>	<p>Basic understanding of 4 types of governments (<i>democracy, dictatorship, monarchy and theocracy</i>) and the differences between them</p> <p>Citizen rights and responsibilities</p>

Unit 3	Strands and Content Statements	Student Expectations	Resources/Assessments	Key Concepts
<p>Economic Decision Making and Skills (4 weeks)</p> <p>Big Idea: The choices people make have both present and future consequences.</p> <p>Essential Questions: Why can't people have everything they want? How do we know what we know about the world today?</p>	<p><u>Economics</u> (12) <i>The choices people make have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.</i></p> <p>(13) <i>The fundamental questions of economics include what to produce, how to produce and for whom to produce.</i></p> <p>(14) <i>When regions and/or countries specialize, global trade occurs.</i></p> <p>(15) <i>The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of inputs (human resources, natural resources and capital) used.</i></p> <p>(16) <i>When selecting items to buy, individuals can compare the price and quality of available goods and services.</i></p>	<p><u>Economics</u> (12) Predict the present and future consequences of an economic decision and explain how individuals and societies may evaluate the choices differently.</p> <p>(13) Explain how individuals and societies answer the fundamental questions of economics.</p> <p>(14) Explain how specialization leads to global trade.</p> <p>(15) Explain how supply, demand and competition interact to determine price. (15) Explain how supply, demand and competition interact to influence quantities of inputs and outputs.</p> <p>(16) Explain how individuals compare prices and quality when selecting goods and services to buy.</p>	<p>(12) Lesson Plan: The International Trade Game www.westernreservepublicmedia.org/economics/index.htm</p> <p><u>Producing Ohio, Creating Our Economy</u> (resource book)</p> <p>Partners in Trade IMS Lesson http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c80530f02</p> <p>One Hen (Book)</p> <p>Hot Shot Business http://disney.go.com/hotshot/hsb2/</p> <p>(15) Lesson Plan: The Price of Gasoline: What's Behind it? www.econedlink.org</p> <p>(16) Lesson Plan: The Best Deal www.econedlink.org</p>	<p>Supply and Demand Competition Trade Specialization Import and Export Natural Resources Goods and Services</p> <p>Developed vs. Developing Countries</p> <p>Interdependence</p> <p>Absolute advantage Opportunity Cost</p> <p>Comparing sets of data to draw conclusions</p>

Unit 4	Strands and Content Statements	Student Expectations	Resources/Assessments	Key Concepts
<p>Religion (5 weeks)</p> <p>Big Idea:</p> <p>Essential Questions: How have ideas and events from the past shaped the Eastern Hemisphere today?</p>	<p><u>Geography</u> (8) Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism)</p>	<p><u>Geography</u> (8) Explain how tradition and diffusion have influenced modern cultural practices and products in the Eastern Hemisphere (8) Describe the influence of religious diffusion in the modern world</p>	<p>Lesson Plan: Geometry and Islam: Religious Beliefs Made Visual www.asiasociety.org</p> <p>Identify geographic origin, founding leaders and teachings. Look for evidence of lasting influence of religious diffusion in the modern world.</p> <p><u>Resources:</u> Inside Judaism (Milliken Publishing Co) Inside Christianity (Milliken Publishing Co) Inside Hinduism (Milliken Publishing Co) Inside Islam (Milliken Publishing Co)</p> <p>http://www.mapsofwar.com/images/Religion.swf</p>	<p>Diffusion of cultural practices</p> <p>Traits</p> <p>Monotheism Polytheism Buddhism Christianity Hinduism Islam Judaism</p>

SECOND SEMESTER				
Unit 5	Strands and Content Statements	Student Expectations	Resources/Assessments	Key Concepts
<p>Mesopotamia and the Middle East today (4 weeks)</p> <p>Big Idea: Understanding how past civilizations developed and changed helps us understand our world today.</p> <p>Essential Questions: How have ideas and events from the past shaped the Eastern Hemisphere today?</p> <p>What role did geography play in the development of early civilizations?</p>	<p><u>History</u> (2) Early civilizations (India, Egypt, China, and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p><u>Geography</u> (7) Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p> <p>(8) Modern cultural practices and products show the influence of tradition and diffusion, including the impact of major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism)</p>	<p><u>History</u> (2) Describe the influence of geography on the development of unique civilizations in India, Egypt, China and Mesopotamia. (2) Describe the governments, cultures, economic systems, technologies and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.</p> <p><u>Geography</u> (7) Explain political, environmental, social and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere. (7) Describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.</p> <p>(8) Explain how tradition and diffusion have influenced modern cultural practices and products in the Eastern Hemisphere. (8) Describe the influence of religious diffusion in the modern world.</p>	<p>(8) Lesson Plan: Geometry and Islam: Religious Beliefs Made Visual www.asiasociety.org</p>	<p>Fertile Crescent River valleys Tigris and Euphrates City States-Sumer Hammurabi (code and laws) Ziggurats Cuneiform Social class Irrigation Polytheism Birth of agriculture Push and Pull factors Migration</p> <p><u>Major accomplishments of area</u> (wheel, plow, circle -360 degrees, areas of rectangles and triangles)</p> <p>Why did people settle where they did-geographical areas</p> <p>Make connections between ancient civilizations and today's world: economics, technologies, political, social, maps</p>

Unit 5	Strands and Content Statements	Student Expectations	Resources/Assessments	Key Concepts
<p>Ancient Egypt to Present Day Africa (5 weeks)</p> <p>Big Idea: Understanding how past civilizations developed and changed helps us understand our world today.</p> <p>Essential Questions: How have ideas and events from the past shaped the Eastern Hemisphere today?</p> <p>What role did geography play in the development of early civilizations?</p>	<p><u>History</u> (2) <i>Early civilizations (India, Egypt, China, and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</i></p> <p><u>Geography</u> (7) <i>Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</i></p>	<p><u>History</u> (2) Describe the influence of geography on the development of unique civilizations in India, Egypt, China and Mesopotamia. (2) Describe the governments, cultures, economic systems, technologies and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.</p> <p><u>Geography</u> (7) Explain political, environmental, social and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere. (7) Describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.</p>	<p>Resources: (Can be found on Amazon) <i>Ancient Civilizations Activity Book</i> (Shell Education) <i>Amazing Facts in World History</i> (Carson-Dellosa Publishing Company)</p>	<p>Trade Barter Pyramid Mummification Polytheism Nile River Mediterranean Dynasties Empire Papyrus Afterlife Hieroglyphics Delta Silt Pharaoh Social class pyramid Monarchy Irrigation 3 Kingdoms: Old, Middle, New</p> <p>Why did people settle where they did-geographical areas</p> <p>Make connections between ancient civilizations and today's world: economics, technologies, political, social, maps</p> <p>Major Accomplishments: Calendar, Pyramids, embalming, Paper, Writing system, art, jewelry, cosmetics, medical documentation</p>

Unit 7	Strands and Content Statements	Student Expectations	Resources/Assessments	Key Concepts
<p>Ancient India to Present Day India (5 weeks)</p> <p>Big Idea: Understanding how past civilizations developed and changed helps us understand our world today.</p> <p>Essential Questions: How have ideas and events from the past shaped the Eastern Hemisphere today?</p> <p>What role did geography play in the development of early civilizations?</p>	<p><u>History</u> (2) Early civilizations (India, Egypt, China, and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</p> <p><u>Geography</u> (7) Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</p>	<p><u>History</u> (2) Describe the influence of geography on the development of unique civilizations in India, Egypt, China and Mesopotamia. (2) Describe the governments, cultures, economic systems, technologies and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.</p> <p><u>Geography</u> (7) Explain political, environmental, social and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere. (7) Describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.</p>	<p>Resources: (Can be found on Amazon) <i>Ancient Civilizations Activity Book</i> (Shell Education) <i>Amazing Facts in World History</i> (Carson-Dellosa Publishing Company)</p>	<p>Harappan Civilization Aryan Civilization Jainism Sanskrit Nirvana Asoka : Mauryan Emperor Chandra Gupta II: Gupta Empire Raja Subcontinent Mohenjo Daro Caste system Reincarnation Hinduism</p> <p>Major Accomplishments Metalworking, Medicine, Math, Astronomy, Indoor Plumbing, Arts (plays, poetry) religious artwork, wells, road work</p> <p>Why did people settle where they did- geographical areas</p> <p>Make connections between ancient civilizations and today's world: economics, technologies, political, social, maps</p>

Unit 8	Strands and Content Statements	Student Expectations	Resources/Assessments	Key Concepts
<p>Ancient China to Present Day China (4 weeks)</p> <p>Big Idea: Understanding how past civilizations developed and changed helps us understand our world today.</p> <p>Essential Questions: How have ideas and events from the past shaped the Eastern Hemisphere today?</p> <p>What role did geography play in the development of early civilizations?</p>	<p><u>History</u> (2) <i>Early civilizations (India, Egypt, China, and Mesopotamia) with unique governments, economic systems, social structures, religions, technologies and agricultural practices and products flourished as a result of favorable geographic characteristics. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</i></p> <p><u>Geography</u> (7) <i>Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</i></p> <p><u>Economics</u> (11) <i>Economists compare data sets to draw conclusions about relationships among them.</i></p>	<p><u>History</u> (2) Describe the influence of geography on the development of unique civilizations in India, Egypt, China and Mesopotamia. (2) Describe the governments, cultures, economic systems, technologies and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.</p> <p><u>Geography</u> (7) Explain political, environmental, social and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere. (7) Describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.</p> <p><u>Economics</u> (11) Compare economic data sets to identify relationships and draw conclusions.</p>	<p>(2) Chinese Inventions: www.asiasociety.org</p> <p>Resources: (Can be found on Amazon) <i>Ancient Civilizations Activity Book</i> (Shell Education) <i>Amazing Facts in World History</i> (Carson-Dellosa Publishing Company)</p>	<p>Huang He River Chang Jiang River Gobi Desert Xia and Shang Zhou Dynasty Qin Dynasty Han Dynasty Confucianism Daoism Legalism Silk Road Diffusion Great Wall Buddhism Tibet</p> <p><u>Major Accomplishments</u> Writing System, Magnetic Compass, Sun dial, seismograph, swords and armor, silk, paper process, figure painting, fireworks</p> <p>Why did people settle where they did- geographical areas (map study)</p> <p>Make connections between ancient civilizations and today's world: economics, technologies, political, social, maps</p>

Unit 8	Strands and Content Statements	Student Expectations	Resources/Assessments	Key Concepts
<p>Culminating Activity (4 weeks)</p> <p><i>(Bringing it all together)</i></p> <p>In what ways do cultural elements- economics, political systems, religious beliefs-influence life in a given region of the world?</p>		<p><u>History</u> (2) Describe the influence of geography on the development of unique civilizations in India, Egypt, China and Mesopotamia. (2) Describe the governments, cultures, economic systems, technologies and agricultural practices and products of early civilizations and their enduring influence in the Eastern Hemisphere today.</p> <p><u>Geography</u> (3) Use appropriate maps, globes and geographic tools to gather, process and report information about people, places and environments. (8) Explain how tradition and diffusion have influenced modern cultural practices and products in the Eastern Hemisphere (8) Describe the influence of religious diffusion in the modern world</p> <p><u>Economics</u> (12) Predict the present and future consequences of an economic decision and explain how individuals and societies may evaluate the choices differently.</p>	<p>Suggestions for Culminating Activities:</p> <ul style="list-style-type: none"> • Create your own civilization • Europe project – Apply concepts taught to chosen country • And the winner is....(IMS Lesson) http://ims.ode.state.oh.us/ODE/IMS/Lessons/Web_Content/CSS_LP_S01_BB_L06_I04_02.pdf 	

	Strands & Content Statements	Student Expectations
<p>Government How do we know what we know about the world today?</p>	<p>(9) Different perspectives on a topic can be obtained from a variety of historic and contemporary sources. Sources can be examined for accuracy.</p>	<p>(9) Use a variety of historic and contemporary sources to obtain multiple perspectives on a topic. (9) Examine a variety of sources for accuracy.</p>