

# SOCIAL STUDIES CURRICULUM GRADE 8 GEOGRAPHY UNIT # 1: Core Geography Concepts North Smithfield School Department

**TITLE OF UNIT:** Core Geography Concepts

**COURSE:** Grade 8 Geography

**DATE PRESENTED:** \_\_\_\_\_ **DATE DUE:** \_\_\_\_\_ **LENGTH OF TIME:** Several weeks, quarter, semester

## OVERVIEW OF UNIT:

Core Geography Concepts introduces students to the thinking and tools involved in the study of Geography. It establishes a foundation for the topics and issues that will be covered during this course. Students use the tools of geography, geographical thinking skills and their knowledge of the aspects of the physical make-up of the world to explore the countries of the world. Students use their knowledge of the 5 Themes of Geography to study different areas of the world using common language and concepts. Students will look at the formation of landforms, locations of natural resources, and the impact of climate and ecosystems on settlement patterns. A particular focus will be placed on current environmental issues. The unit will end with students participating in a debate on solutions to a controversial environmental current event or situation.

**ESSENTIAL QUESTIONS**

*What makes a nation?  
How does geography shape a country?*

## STANDARDS:

Civics and Government	Historical Perspectives/ RI History Strand	Economics	Geography	Reading	Writing
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	HP 1: History is an account of human activities that is interpretive in nature.	E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance	G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms	Key Ideas and Details	Text Types and Purposes
G&C 2: The Constitution of the establishes a government of limited powers that are shared among different levels and branches. G&C 3: In a democratic society, all people have certain rights and responsibilities.	HP 2: History is a chronicle of human activities, diverse people, and the societies they form. HP 3: The study of history helps us understand the present and shape the future.	E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services E3: Individuals, institutions and governments have roles in economic systems	G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.	Craft and Structure Integration of Knowledge	Production and Distribution Research to Build and Present Knowledge
G&C 4: People engage in political processes in a variety of ways.	HP 4: Historical events and human/natural phenomena and are influenced by ideas and beliefs		G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.	Range of Reading	Range of Writing
G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.	HP 5: Human societies and cultures develop and change in response to human needs and wants.				

## FOCUS GSEs:

### Civics and Government

- Identifying and explaining the origins and basic functions of government. **C&G 1 (7-8) -1a**
- Comparing and contrasting different forms of government. **C&G 1 (7-8) -1b**
- Explaining what happens when political structures do or do not meet the needs of people. **C&G 1 (7-8) -1c**
- Explaining why the rule of law is necessary to the role of government. **C&G 1 (7-8) -2b**
- Defining and identifying the nature of authority and sources of power **C&G 1 (7-8) -2b**
- Identifying the functions of the three branches of government **C&G 2 (7-8) -1a**
- Explaining how and why power is divided and shared among the levels of government. **C&G 2 (7-8) -1b**
- Using a variety of sources to identify and defend a position on a democratic principle. **C&G 2 (7-8) -2b**

### Geography

- Identifying and utilizing a variety of maps. **G 1 (7-8) -1a**
- Utilizing technology to access geographic databases such as GPS and Geographic Information Systems. **G 1 (7-8) -1b**
- Analyzing charts and graphs to interpret geographical information. **G 1 (7-8) -1c**
- Analyzing multiple maps (to draw inferences about the development of societies. **G 1 (7-8) -2a**
- Explaining/ connecting how/why the geographical features influenced population **G 2 (7-8) -1a**
- Analyzing/explaining how/why physical/human characteristics of places/regions change over time **G 2 (7-8) -1b**
- Analyzing and explaining the geographical influences that shape regions and places. **G 2 (7-8) -2a**

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- Exhibiting and explaining what it means to be a responsible citizen in the state and nation. **C&G 2 (7-8) –2c**
- Defining the concepts: “civic”(adj.), “civics”(n), “civil,” and “citizen” **C&G 3 (7-8) –1a**
- Evaluating and defending a position on issues involving *individual rights*. **C&G 3 (7-8) –1b**
- Identifying a citizen’s responsibilities in a democratic society (personal, economic, legal, and civic). **C&G 3 (7-8) –1c**
- Identifying conflicts between individual rights and the common good. **C&G 3 (7-8) –1d**
- Identifying an issue, proposing solutions, and developing an action plan to resolve the issue. **C&G 3 (7-8) –2a**
- Identifying/explaining how an action taken by an individual or a group impacts the rights of others. **C&G 3 (7-8) –2b**
- Tracing/explaining social, technological, geographical, economical, cultural connections for a society **C&G 5(7-8) –1a**
- Identifying, describing, explaining how people are politically, economically, environmentally, militarily, and (or) diplomatically connected. **C&G 5(7-8) –1b**
- Considering competing interests on issues that benefit some people and cause other people to suffer. **C&G 5(7-8) –2b**
- Making predictions of personal consumer, environmental, communication, eventual political choices. **C&G 5(7-8) –3a**
- Summarizing a significant situation; proposing and defending actions to be taken or not taken. **C&G 5(7-8) –3b**
- Explaining the cyclical relationship of the participants within an economy. **E 3 (7-8) – 1a**
- Explaining how government succeeds or fails to provide support in a market economy. **E 3 (7-8) – 2a**
- Identifying/evaluating the benefits/cost of alternative public. **E 3 (7-8) – 2b**
- Analyzing/ explaining how geography influences cultural perspectives and experiences. **G 2 (7-8) –3a**
- Understanding the difference between formal, vernacular, and functional regions. **G 2 (7-8) – 4a**
- Categorizing and evaluating a variety of factors. **G 2 (7-8) –4b**
- Analyzing how migration affects a population. **G 3 (7-8) –1a**
- Analyzing how the abundance, depletion, use, and distribution of geographical resources. **G 3 (7-8) –2a**
- Using evidence to build a logical argument in support or in opposition to expansion of human settlement. **G 3 ( 7-8) –3a**
- Analyzing how human dependence on the environment impacts political, economic and social decisions. **G 4( 7-8) 1a**
- Analyzing the impact of human reactions to environmental changes. **G 4 ( 7-8) –2a**
- Making predictions and drawing conclusions about the impact that human actions. **G 4 ( 7-8) – 3a**
- Categorizing and evaluating a variety of factors of a defined region. **G 2 (7-8) –4b**

### Historical Perspectives

#### Economics

- Explaining the relationship between resources and industry. **E 1 (7-8) – 1a**
- Explaining the relationship between the producers in a real-world and historical context. **E 1 (7-8) – 1b**
- Researching and analyzing the impact of surplus, subsistence, and scarcity. **E 1 (7-8) – 1c**
- Explaining the pros and cons of consumer and producer choices. **E 1 (7-8) – 2a**
- Describing how a society’s definition / of value affects distribution of wealth and consumer choices. **E 1 (7-8) – 2b**
- Explaining the relationship between availability, distribution, and allocation of goods and services. **E 1 (7-8) – 3a**
- Explaining how scarcity impacts the organization of society and development of civilization. **E 1 (7-8) – 3b**
- Explaining how/ why incentives / affect how buyers and sellers interact to determine market value. **E 2 (7-8) – 1a**
- Comparing/ contrasting different market systems **E 2 (7-8) – 1b**
- Predicting the impact of incentives, on the way producers and consumers exchange goods. **E 2 (7-8) – 1c**
- Describing how inventions, innovations, and technology stimulate economic growth. **E 2 (7-8) – 2a**
- Explaining how innovations/technology impact industries, economies, cultures, and innovations. **E 2 (7-8) – 2b**

### Reading

#### Key Ideas and Details (RH)

- RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2** Determine the central ideas or information of a primary or secondary source.
- RH.6-8.3** Identify key steps in a text’s description of a process related to history/social studies
- Craft and Structure (RH)**
- RH.6-8.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary
- RH.6-8.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6** Identify aspects of a text that reveal an author’s point of view or purpose .

#### Integration of Knowledge and Ideas (RH)

- RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8** Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9** Analyze the relationship between a primary and secondary source on the same topic.

#### Range of Reading (RH)

- RH.6-8.10** Read and comprehend history/social studies texts in the grades 6–8 text complexity band

### Writing

- Text Types and Purposes: argument and informational **(WHST)**
- Production and Distribution **(WHST)**
- Research**
- Range of Writing **(WHST)**

### Applied Learning Standards:

problem solving                      communication                      critical thinking                      research                      reflection/ evaluation

### Expectations for Student Learning (High School only):

#### ENDURING UNDERSTANDING:

- Types of economies and advantages/disadvantages of each
- Types of governments and advantages/disadvantages of each
- Understanding of plate tectonics and how it shapes the physical landscape of the Earth
- Knowledge of the 5 Themes and how they would be used to examine a global location
- Familiarity with different types of maps as well as the pros and cons of different types of maps
- The impact that climate, ecosystems, resources, and landforms have on settlement patterns and how regions of the world develop
- Requirements to be considered a country or sovereign nation

#### PRIOR KNOWLEDGE:

- Sixth grade Geography Unit
- Elementary school science
- Elementary school mapping skills

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### STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- **C&G 1 (7-8) –1d**
  - Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors.: [Geography 11,1](#)
  - Compare and explain the advantages of one location over another in the access to factors of production, [Geography 11,2](#)
  - Explain why increasing economic interdependence, and therefore globalization, depend on systems that deliver goods and services within and between regions. [Geography 11,3](#)
- **C&G 1 (7-8)–2b**
  - Describe and explain examples of cooperation that focus on solving human and environmental issues. [Geography 13,2](#)
  - Explain how conflicting territorial claims can erupt over resources, land use, and ethnic and national identities. [Geography 13,3](#)
- **C&G 3 (7-8) –2a**
  - Describe and explain examples of cooperation that focus on solving human and environmental issues [Geography 13,2](#)
- **C&G 3 (7-8) –2b**
  - Analyze the positive and negative consequences of humans changing the physical environment. [Geography 14,3A](#)
  - Explain how the characteristics of different physical environments place constraints on human activities. [Geography 15,1B](#)
- **HP 1 (7-8) –1a**
  - Describe and explain changes in the geographic characteristics and spatial organizations of places, regions, and environments in the past. [Geography 17,2](#)
- **HP 1 (7-8) –1b**
  - Explain the human activities in favorable locations that attracted people and resulted in the development of settlements, as exemplified by being able to: [Geography 12,2](#)
  - How immigrants have spread throughout the U.S. as compared to RI
  - Where people settled and why
- **HP 1 (7-8) –2a**
  - Explain how historical events were influenced by people’s perceptions of people, places, regions, and environments. [Geography 17,3](#)
- **HP 1 (7-8) –2b**
  - Describe and explain changes in the geographic characteristics and spatial organizations of places, regions, and environments. [Geography 17,2](#)
  - Explain how historical events were influenced by people’s perceptions of people, places, regions, and environments. [Geography 17,3](#)
- **E 1 (7-8) –1a**
  - Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors. [Geography 11,1](#)
  - Compare and explain the advantages of one location over another in the access to factors of production. [Geography 11,2](#)
- **E 1 (7-8) –1b**
  - Explain why increasing economic interdependence, and therefore globalization, depend on systems that deliver goods and services within and between regions. [Geography 11,3](#)
- **E 1 (7-8) –1c**
  - Compare and explain the advantages of one location over another in the access to factors of production. [Geography 11,2](#)
  - Explain why increasing economic interdependence, and therefore globalization, depend on systems that deliver goods and services within and between regions. [Geography 11,3](#)
- **E 1 (7-8) –2a**
  - Describe examples of how cultures differ in their definition and use of resources. [Geography 16,1](#)
- **E 1 (7-8) –2b**
  - Describe examples of how cultures differ in their definition and use of resources. [Geography 16,1](#)
- **E 1 (7-8) –**
  - Describe the physical processes that influence the formation and therefore spatial distribution of renewable, nonrenewable, and flow resources. [Geography 16,2](#)
- **E 1 (7-8) –3b**
  - Explain how renewable resources can be continuously replenished through sustainable use. [Geography 16,3A](#)
  - Explain how humans can use technology to prolong the supply of nonrenewable resources and utilize flow resources. [Geography 16,3B](#)
- **E 2 (7-8) –1a**
  - Describe examples of how cultures differ in their definition and use of resources. [Geography 16,1](#)
- **E 2 (7-8) –1b**

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- Comparing and contrasting different market systems by having students explain the role of the buyers and sellers in those systems
- **E 2 (7-8) –1c**
  - Identify and describe examples of how people, products, and ideas move using integrated transportation and communication networks. **Geography 11,4**
- **E 2 (7-8) – 2a**
  - Describe and explain the ways in which technology has expanded the scale of human modification of the physical environment. **Geography 14.2**
- **E 2 (7-8) – 2b**
  - Describe and explain how human-induced changes in one place can affect the physical environment in other places. **Geography 14.1**
  - Analyze the positive and negative consequences of humans changing the physical environment. **Geography 14.3**
- **E 3 (7-8) –1a** Explaining the cyclical relationship of the participants within an economy (e.g., barter, feudal system, global economy).
- **E 3 (7-8) – 2a** Explaining how government succeeds or fails to provide support in a market economy
- **E 3 (7-8) – 2b** Identifying and evaluating the benefits and cost of alternative public policies and assess who enjoys the benefits and bears the cost.
  - Identify and describe the properties (position and orientation, symbols, scale, perspective, coordinate systems) and functions of geographic representations, as exemplified by being able to
  - Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal and intermediate directions, scale, symbols, grid, principal parallels, meridians) and purposes (way finding, reference, thematic).
  - Identify and describe the functions of a variety of geographic representations.
  - Identify and describe the properties and functions of maps students collect from magazines, news articles, and tourist brochures. **Geography 1,1A**
  - Describe how properties of geographic representations determine the purposes they can be used for, as exemplified by being able to
  - Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
  - Describe how a variety of geographic representations (maps, globes, graphs, diagrams, aerial and other photographs, GPS) are used to communicate different types of information.
  - Describe how maps are created for a specific purpose (e.g., school fire-drill map, the route from home to school, classroom map of learning center materials). **Geography 1,1B**
- **G 1 (7-8) –1b**
  - Construct and analyze geographic representations using data acquired from a variety of sources (e.g., student-generated data such as surveys, observations, fieldwork, etc., or existing data files) and formats (e.g., digital databases, text, tables, images), as exemplified by being able to
  - Analyze environmental change by annotating a series of remotely sensed images of the same location taken at different dates.
  - Construct map overlays of GPS-based geospatial data using GIS (e.g., types of housing, local historical structures, neighborhood bus stops).
  - Construct a map displaying the results of a community survey on a local issue (e.g., locating a new park or school, stream flooding, zoning decisions). **Geography 1,3A**
  - Analyze geographic representations to ask and answer questions about spatial distributions and patterns, as exemplified by being able to
  - Analyze printed and digital maps to observe spatial distributions and patterns to generate and answer geographic questions (e.g., use digital census data to determine demographic patterns in a state, or analyze census data and transportation routes to identify and locate services, such as a day-care center or stores needed in a region).
  - Analyze choropleth maps to examine spatial relationships (e.g., between the number of doctors and mortality rates, between corn production and hog production, between global energy production and consumption).
  - Analyze the overlap among multiple geospatial data layers to identify potential locations of interest (e.g., site for a new park, route for a new road, location of high incidences of crimes). **Geography 1,4A**
  - Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to
  - Describe the rain shadow effect of orographic precipitation and identify the different ecosystems on the windward and leeward side of a mountain range or island (e.g., temperate rain forest on the windward side and high desert on the leeward side of the Cascade Mountain Range).
  - Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps.

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- Explain how ocean currents influence the characteristics of ecosystems (e.g., the Peru current and the Atacama Desert, the Benguela current and Namib Desert, East Indian current in the Bay of Bengal and monsoon season in India).  
**Geography 8-2**
- Analyze geographic representations to ask and answer questions about spatial distributions and patterns, as exemplified by being able to
- Analyze printed and digital maps to observe spatial distributions and patterns to generate and answer geographic questions (e.g., use digital census data to determine demographic patterns in a state, or analyze census data and transportation routes to identify and locate services, such as a day-care center or stores needed in a region).
- Analyze choropleth maps to examine spatial relationships (e.g., between the number of doctors and mortality rates, between corn production and hog production, between global energy production and consumption).
- Analyze the overlap among multiple geospatial data layers to identify potential locations of interest (e.g., site for a new park, route for a new road, location of high incidences of crimes). **Geography 1,4A**
- Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to
- Construct climographs (using temperature and precipitation data) for several different biomes to explain the distribution of biomes.
- Describe the changing vegetation zones with increasing altitude for a mountain located near the equator (e.g., Mount Kilimanjaro in Tanzania, Mount Chimborazo in Peru).
- Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation. **Geography 8,3**
- Describe and compare the processes that influence the distribution of human and physical phenomena, as exemplified by being able to
- Describe how changing transportation and communication technologies influence human distribution and settlement patterns using time lines, maps, and graphs (e.g., compare historic routes West, such as the Santa Fe Trail and Route 66 with current modes and routes of travel and discuss how these have influenced settlement, map the flow of emigrants to the United States by ethnic group, date, factors causing emigration, ports of entry, and settlement patterns, comparing early immigration to current immigration).
- Describe and compare the changes in environmental systems that cause changes in cultural, political, or economic conditions (e.g., a species becoming endangered leads to protected locations and conservation management, climate change influences emissions control legislation, depletion of a natural resource results in higher costs and effects new technologies).
- Describe and compare changes in natural vegetation zones and land uses on the slopes of a mountain (e.g., vertical zonation, tree lines in middle latitudes). **Geography 8,2A**
- Describe and explain how human-induced changes in one place can affect the physical environment in other places, as exemplified by being able to
- Describe and explain how the construction of dams and levees on rivers in one region affects places downstream (e.g., water availability for human consumption and agriculture, flood control, electricity generation, aquatic and riparian ecosystems).
- Describe how human changes to land cover can have negative impacts on other areas (e.g., deforestation and downstream flooding, siltation, soil erosion).
- Explain how industrial activities (e.g., factories, electric power generating plants) affects other locations (e.g., acid rain downwind, thermal inversions, smog). **Geography 14,1A**
- Explain the human activities in favorable locations that attracted people and resulted in the development of settlements, as exemplified by being able to
- Describe and explain the human activities (e.g., trade, political administration, transportation, exploiting resources) that led to the development of cities (e.g., Shanghai is a major world port and commercial city, Pittsburgh was a transportation and iron and steel center near large deposits of coal, Singapore is located along one of the world's major ocean transportation corridors).
- Analyze the growth of three major world cities and explain reasons why their locations may have been favorable for human activities resulting in the development of these places.
- Describe and explain how recent human activities contributed to the development of cities in different locations (e.g., development of electrical energy capacity and air conditioning in southern US cities, irrigation to increase the number of golf courses in resort towns, tax incentives or policies encouraging new business development). **Geography 12,2A**
- Analyze and explain the patterns that occur on Earth's surface as a result of physical processes, as exemplified by being able to
- Explain the effects of variations in seasonal precipitation on rivers or vegetation (e.g., amount of snowfall, flash floods, 100-year rain event on rivers, lakes, shorelines, forests).

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- Explain how physical processes related to plate tectonics form islands (e.g., Hawaiian Islands) or increase the elevation of mountains (e.g., Himalayan Mountains).
- Explain the effects of erosion processes on landscape features over time (e.g., Chimney Rock, Devil's Tower, Grand Canyon, Arches National Park). . **Geography 7, 3**
- **G 2 (7-8) –3a**
  - Describe and analyze the spatial patterns of land use in cities, as exemplified by being able to
  - Analyze a city map and describe the differences in the spatial patterns of the central business district (CBD) versus residential areas (e.g., flowing traffic patterns to facilitate business versus cul-de-sac design in residential areas that restricts traffic).
  - Describe how transportation systems are arranged to provide access to the commercial and industrial areas of a city (e.g., locations and routes of public transit systems, locations and proximity of railroads to power stations and industrial parks).
  - Identify and describe a controversial land-use issue in the community and analyze the advantages and disadvantages of making the change in use (e.g., widening a street for more lanes of traffic, tearing down an old building for a new park, converting green space into a new building complex). **Geography 12,4**
  - Identify and explain the criteria used to define formal, functional, and perceptual regions, as exemplified by being able to
  - Identify and explain the bases for the formal region(s), functional region(s), and perceptual region(s) for the community or state where the students live (e.g., for Michigan, the Kalamazoo-Battle Creek Metropolitan Statistical Area is a formal region, the fruit belt in Southwest Michigan is a functional region, Kalamazoo as the snow belt capital of Lake Michigan is a perceptual region).
  - Identify and describe the spatial extent of a local perceptual region by searching a web-based telephone directory or mapping site to identify businesses and their locations (e.g., Michiana, Cascadia, Cajun Country, Capital City, Twin Cities).
  - Analyze collected maps with regional labels as examples of formal, functional, or perceptual regions (e.g., maps of physical regions as formal, weather maps as functional, tourist maps as perceptual). **Geography 5, 1A**
  - Compare the mental maps of individuals to identify common factors that influence spatial understanding, perceptions, and preferences, as exemplified by being able to
  - Compare mental maps of the state sketched by students to identify examples of spatial understanding such as scale on the maps.
  - Compare mental maps sketched by students of the location or region of a historical event to identify the different perceptions students may have from the same information presented in the classroom.
  - Compare the details in mental maps sketched by students of their most preferred and least preferred state in which to live. **Geography 2, 4A**
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- **G 3 (7-8) –1a**
  - Describe the consequences of migration for people as well as on the origin and destination places, as exemplified by being able to
  - Identify and describe positive and negative impacts that might occur at the places of origin for emigration (e.g., falling real estate prices, money being sent back home by migrants, fewer people to pay taxes resulting in reduced government resources in the original location).
  - Identify and describe positive and negative impacts that might occur at migration destinations (e.g., increased real estate prices, more competition for jobs and possible impact on local wage rates, increased tax base, increased economic activity).
  - Explain the effects on northern Plains states of long-term out migration, especially of graduating high school students (e.g., an aging population requiring social services, the closing of stores in small towns, schools closing as a result of declines in school-age populations). **Geography 9,3C**
- **G 3 (7-8) –2a** Identify and explain push and pull factors influencing decisions to migrate, as exemplified by being able to
  - Identify and explain the role of pull factors (e.g., better jobs, cultural opportunities, better education) as reasons for migration.
  - Identify and explain the role of push factors (e.g., political unrest or war, famine, loss of jobs) as reasons for migration.
  - Explain reasons for temporary migration streams or chain migration (e.g., movements of seasonal workers in agriculture, movements of workers from Indonesia and Pakistan to the Persian Gulf states, movements of people from rural areas to nearby small towns to distant big cities). **Geography 9,3b**
- **G 3 (7-8) –3a**

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- Describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future, as exemplified by being able to
- Identify environmental issues in a region and describe the consequences of these issues on the region and the appearance of the environment in the next 30 years if no action is taken, limited action is taken, or with considerable intervention.
- Describe how the increasing demand for water resources will affect the physical environment and suggest ways to replenish and conserve water resources.
- Explain why the majority of emerging megacities will continue to be located in South and East Asia. **Geography 18,2**
- **G 4 (7-8)-1a** Describe and analyze the influences of geographic contexts on current events and issues, as exemplified by being able to
  - Explain the role of the geographic context in a current global conflict (e.g., boundary dispute, resource allocation, land-use issues) and identify strategies that might be used to settle the conflict.
  - Describe and analyze the challenges a region’s physical geography offers in making policy decisions about present and future needs (e.g., planning military operations in remote or rugged areas of the world, determining the advisability of extracting natural resources from environmentally fragile areas).
  - Describe the geographic context and resulting challenges in monitoring and maintaining a secure southern US border. **Geography 18,1A**
  - Describe and analyze the influences of geographic contexts on the process of planning for the future, as exemplified by being able
  - Identify areas in a community with potential for growth and describe the geographic considerations for planning for future transportation and city services (e.g., schools, parks, sewage treatment plants, water and energy services).
  - Analyze areas of a community most prone to potential flooding from rivers, thunderstorms, and storm surges and suggest possible mitigation strategies.
  - Analyze the current pattern of interstate highways and based on projections of population growth suggest where new highways might be needed. **Geography 181B**
- **G 4 (7-8)-2a** Analyze the positive and negative consequences of humans changing the physical environment, as exemplified by being able to
  - Analyze the positive and negative effects of human actions on the lithosphere (e.g., land degradation and erosion, soil salinization and acidification).
  - Analyze the proportion of built area to vegetation land cover around a community and identify possible consequences in changes to that proportion (e.g., habitat changes, heat island effect, water and wetland patterns).
  - Analyze the ways humans can have positive effects on the physical environment (e.g., open green space protection, wetland restoration, sustainable forestry). **Geography 14,3**
- **G 4 (7-8) –3a**
  - Analyze the positive and negative consequences of humans changing the physical environment, as exemplified by being able to
  - Analyze the positive and negative effects of human actions on the lithosphere (e.g., land degradation and erosion, soil salinization and acidification).
  - Analyze the proportion of built area to vegetation land cover around a community and identify possible consequences in changes to that proportion (e.g., habitat changes, heat island effect, water and wetland patterns).
  - Analyze the ways humans can have positive effects on the physical environment (e.g., open green space protection, wetland restoration, sustainable forestry). **Geography 14,3**

### SUGGESTED WORKS:

#### LITERARY TEXTS

STORIES	POETRY	DRAMA	OTHER
<p style="text-align: center;"><b>NONFICTION</b></p> <ul style="list-style-type: none"> <li>● <i>My World Geography Textbook</i></li> <li>● “Jr. Scholastic Magazine”</li> <li>● Current events articles from well-known publications, e.g. “NY Times”</li> </ul>	<p style="text-align: center;"><b>BIOGRAPHIES</b></p>	<p style="text-align: center;"><b>MEMOIRS</b></p>	<p style="text-align: center;"><b>SPEECHES, PUBLIC DOCUMENTS</b></p> <ul style="list-style-type: none"> <li>● Nelson Mandela</li> <li>● John F. Kennedy</li> <li>● Stalin</li> </ul>
<ul style="list-style-type: none"> <li>● <i>World Geography textbook</i></li> <li>● ‘Jr. Scholastic Magazine”</li> <li>● current event articles</li> <li>● academic websites</li> </ul>			

# SOCIAL STUDIES CURRICULUM GRADE 8 GEOGRAPHY UNIT # 1: Core Geography Concepts North Smithfield School Department

**ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:** see curriculum introduction

- |                               |                                |                                     |                          |
|-------------------------------|--------------------------------|-------------------------------------|--------------------------|
| 1. Argument writing           | 6. Informational text response | 11. Multi-media/technology          | 15. Oral presentation    |
| 2. Class discussion           | 7. Informative writing         | 12. Narrative writing               | 16. Research project     |
| 3. Dramatization/role playing | 8. Journal                     | 13. Non- linguistic representations | 17. Vocabulary word wall |
| 4. Grammar and usage          | 9. Literature response         | 14. Note taking and summarizing     | 18. Writer's notebook    |
| 5. Graphic organizers         | 10. Media appreciation         |                                     | 19. Word Study           |

## ASSESSMENTS

- charts
- diagrams
- graphic organizers
- non-linguistic representations
- exit tickets

## Focus on arguments

- letter to editor
- preparation for debate
- extended response for position on an environmental issue

Additional texts and writing for **research**

- Create a country with components from all unit topics

**HIGHER ORDER THINKING SKILLS:** Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

### Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

### Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

**ADDITIONAL RESOURCES:** see curriculum for specifics

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**SOCIAL STUDIES CURRICULUM GRADE 8 GEOGRAPHY UNIT # 1: Core Geography Concepts  
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**VOCABULARY**

Absolute location	European Union	Physical map
Aerial photograph	Export	Place
Anarchy	Extended family	Political map
Assimilation	Factors of production	Pollution
Authoritarian	Free market	Population density
Birth rate	Free trade	Population distribution
Bonds	GDP	Population pyramids
Border	Genocide	Primary source
Budget	Geography	Projection
Carbon footprint	Global issue	Pull factor
Cardinal direction	Push factor	Pull factor
Government	Habitat	Region
Clear cutting	Hemispheres	Relative location
Clorepeth maps	Human rights	Renewable Resources
Colonization	Image	Retail
Command economy	Immigration	Revolution
Communism	Import/export	Satellite
Compass rose	Incentive	Savings
Conquest	Indigenous peoples	Scale
Conservation	Industrialization	Scarcity
Constitution	Infant mortality rates	Secondary resources
Consumption	Infrastructure	Service industry
Credit	Interdependence	Settlement patterns
Cultural diffusion	Interest	Social structure
Cultural hearth	International law	Spatial distribution
Cultural landscape	Invest	Special purpose maps
Cultural norms	Irrigate	Sphere
Cultural region	Latitude	Spillover
Cultural traits	Limited government	Standard of living
Cultures	Lithosphere	Stereotypes
Death rate	Longitude	Stock
Deforestation	Manufacturing	Supply
Degrees	Market economy	Surplus
Demand	Microloans	Tariffs
Democracy	Migration	Taxes
Depletion	Monarchy	Technological advances
Desertification	Movement	Terrorism
Developed nation	Nationalization	Tertiary resources
Dictatorship	Native Americans	Theocracy
Diffusion	Natural resource maps	Trade barrier
Diplomacy	Non-Renewable Resources	Traditional economy
Disposable income	Nuclear family	Treaty
Distortion	Oligarchy	Tyranny
Distribution	Opportunity cost	Unemployment
Diversity	Oppression	Unlimited government
Dual citizenship	Perception	Wholesale
Economies of scale		
Ecosystem		
Elevation		
Emigration		
Erosion		
Ethics		
Ethnic		

**SOCIAL STUDIES CURRICULUM GRADE 8 GEOGRAPHY UNIT # 1: Core Geography Concepts  
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**LESSON PLAN for UNIT \_\_\_\_\_**

**LESSONS**

- Lesson #1 Summary:**
  
- Lesson #2 Summary:**
  
- Lesson #3 Summary:**

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**OBJECTIVES for LESSON # \_\_\_\_\_**

- Materials/Resources:**
  
- Procedures:**
  - **Lead –in**
  
  - **Step by step**
  
  - **Closure**
  
- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
  
- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
  - **Formative**
  
  
  - **Summative**