

SOCIAL STUDIES CURRICULUM GRADE 8 GEOGRAPHY UNIT # 2: North America, South America North Smithfield School Department

TITLE OF UNIT: North America, South America **COURSE:** Grade 8 Geography

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** several weeks

OVERVIEW OF UNIT:

Students will use the tools of geography, geographical thinking skills and their knowledge of the aspects of the physical make-up of the world to explore North America and South America. Students will begin by looking at the formation of landforms, locations of natural resources, and the impact of climate and ecosystems on settlement patterns, and how the area might be naturally predisposed toward success or challenge. This will be followed by a brief overview of the history, concluding with an in-depth look at a current issue in a specific area in each region. An example would be the immigration debate and the US Mexican border.

ESSENTIAL QUESTIONS

*How can you measure success?
What should government do?
What are the challenges of diversity?
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

- 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**
- Defining and identifying the nature of authority and sources of power **C&G 1 (7-8) -2b**
- Explaining how and why power is divided and shared among the levels of government. **C&G 2 (7-8) -1b**
- 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, economic, cultural connections for a society **C&G 5(7-8) -1a**
- Identifying, describing, explaining how people are politically, economically,

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**
- 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**

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- 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**

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**
- Describing how a society's definition / of value affects distribution of wealth and consumer choices. **E 1 (7-8) – 2b**
- 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**

- 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**

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:

- An abundance of natural resources provides the basis for economic growth
- Immigration can dramatically shape a country's politics, economy and culture
- Geography has a significant effect on settlement patterns
- The availability of natural resources may not guarantee a country's economic success
- While diversity may create conflict, it can also enrich a country's culture
- Valuable resources may lead to colonization and conflict
- Physical geography can impact culture
- Resources, soil and climate impact a region's economy

PRIOR KNOWLEDGE:

- Sixth grade Geography Unit
- Elementary school mapping skills

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

- 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**

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- 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**
 - 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 2 (7-8) –1a**
 - Describe examples of how cultures differ in their definition and use of resources. [Geography 16,1](#)
- **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) – 2b Identifying and evaluating the benefits and cost of alternative public policies and assess who enjoys the benefits and bears the cost.**
- **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.
 - Analyze geographic representations to ask and answer questions about spatial distributions and patterns, as exemplified by being able to

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- 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).
- Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to
- 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).
- 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).
- 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).
- 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 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**
 - 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
 - Analyze areas of a community most prone to potential flooding from rivers, thunderstorms, and storm surges and suggest possible mitigation strategies.
- **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).

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- o 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:

INFORMATIONAL TEXTS

| NONFICTION | BIOGRAPHIES | MEMOIRS | SPEECHES, PUBLIC DOCUMENTS |
|---|-------------|---------|----------------------------|
| <ul style="list-style-type: none"> • <i>My World Geography</i> Textbook • “Jr. Scholastic Magazine” • Current events articles from well-known publications, e.g. “NY Times” • <i>World Geography textbook</i> • “Jr. Scholastic Magazine” • current event articles • academic websites | | | |

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

- | | | | |
|--|--|---|--|
| <ol style="list-style-type: none"> 1. Argument writing 2. Class discussion 3. Dramatization/role playing 4. Grammar and usage 5. Graphic organizers | <ol style="list-style-type: none"> 6. Informational text response 7. Informative writing 8. Journal 9. Literature response 10. Media appreciation | <ol style="list-style-type: none"> 11. Multi-media/technology 12. Narrative writing 13. Non- linguistic representations 14. Note taking and summarizing | <ol style="list-style-type: none"> 15. Oral presentation 16. Research project 17. Vocabulary word wall 18. Writer’s notebook 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:

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VOCABULARY

| | | |
|-------------------------|---|-----------------------------|
| Abolitionist | Coup | Ethanol urban planning |
| Abolitionist | Dissenter | Maya |
| Adapt | Diversified economy | Mercantilism |
| Ally | Dominion | MERCOSUR |
| Altiplano | Economic region | Mestizo |
| Altitude | Ecosystem | Metropolitan area |
| Amazon Basin | Ecotourism | Mexican Revolution |
| Amend | El Dorado | Microcredit |
| Analyze | El Nino | Migration |
| Annex | Embargo | Mixing zone |
| Aqueduct | Encomienda | Nahuati |
| Astronomy | Ethanol | National Action Party (PAN) |
| Austerity measure | Evaluate | Nationalize |
| Autonomy | Export economy | New France |
| Biodiversity | Favela | Northwest Passage |
| Biodiversity | First Nations | Oligarchy |
| Boom and bust cycle | Free market | Paramilitary |
| Brazilwood | Guerilla | Peasant |
| Canopy | Habitat | Peninsular |
| Carnival | Hacienda | Permafrost |
| Cash crop | Hurricane | Plantation |
| Caudillo | Hydroelectric power | Plural society |
| Civil rights movement | Igloos | Population density |
| Climate | Immunity | Precipitation |
| climate zones | Import | Province |
| Collaborate | Independence | Rationing |
| Colony | Institutional Revolutionary Party (PRI) | Referendum |
| Compare | Insurgent | Remittance |
| Compromise | Inuit | Representative democracy |
| Conquistador | Irrigate | Santeria |
| Constitutional monarchy | Isthmus | Savanna |
| Contrast | Land distribution | Sink hole |
| Cordillera | Land reform | Slash-and-burn |
| Coup | Latin America | Social services |
| Criollo | Literacy | Subduct |
| Cultural mosaic | Literacy | Subsidence |
| Deforestation | Llanos | Terraced farming |
| Diaspora | Location | Tourism |
| Dictatorship | Maize | Tundra |
| Diplomacy | Manifest Destiny | urban planning |
| | Market economy | Vertical |
| | | Vital |

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LESSON PLAN for UNIT _____

LESSONS

- Lesson #1 Summary:

- Lesson #2 Summary:

- Lesson #3 Summary:

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**