

SOCIAL STUDIES CURRICULUM GRADE 8 GEOGRAPHY UNIT # 3: Europe

North Smithfield School Department

TITLE OF UNIT: Europe

COURSE: Grade 8 Geography

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

OVERVIEW OF UNIT:

Unit 3 will introduce students to the continent of Europe. 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 continent of Europe. Students use their knowledge of the 5 Themes of Geography to study the countries and regions of Europe 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. Students will examine the cultural differences between countries and examine the role that conflict and cooperation has played in shaping the continent of Europe. Another focus will be on the regional differences within the continent; specifically from a geographic, economic, cultural and historical perspective.

ESSENTIAL QUESTIONS

*What makes a nation?
How does geography shape a country?
What are the challenges of diversity?*

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. G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.	HP 4: Historical events and human/natural phenomena and are influenced by ideas and beliefs HP 5: Human societies and cultures develop and change in response to human needs and wants.		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

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**
- 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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- 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**
- 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**
- Comparing/ contrasting different market systems **E 2 (7-8) – 1b**
- 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:

- Democracy and representative government have evolved over many centuries
- Political power involves a complex set of relationships
- Our religions, arts and sciences have an ancient heritage
- Innovations in science and technology affect politics, economics and everyday life
- The quest for knowledge and the emphasis on reason have improved life and brought about modern culture
- Democratic ideals form the basis for government that are accountable to citizens and promote prosperity
- Migration and trade often lead to cultural diffusion and cultural sharing
- Service industries and global trade are transforming modern economies
- Foreign investment and foreign trade are important for economic growth
- Governments need to invest in human and physical capital to achieve economic growth
- Cultural or ethnic differences can cause conflict ,but these conflicts can also be resolved peacefully
- In countries with much ethnic diversity, nationalism can lead to separatism and conflict
- A history of autocracy can make it more difficult to establish democracy
- Transportation systems are necessary to connect isolated regions

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PRIOR KNOWLEDGE:

- Sixth grade Geography Unit
- Elementary school science
- Elementary school mapping skills
- Vocabulary from Units 1and2

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](#)
 - 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](#)

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- 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**
 - 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 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
- **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
 - 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).
 - Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to
 - Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps.
 - 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).
 - Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to
 - 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 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**
 - 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**

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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).
- **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).
 - **Geography 12,4**
 - Identify and explain the criteria used to define formal, functional, and perceptual regions, as exemplified by being able to
 - 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
 - Identify and explain the criteria used to define formal, functional, and perceptual regions, as exemplified by being able to
 - 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**
- **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).
 - **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.
 - **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.
 - **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 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) –3a**
 - Analyze the positive and negative consequences of humans changing the physical environment, as exemplified by being able to

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- o 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). Geography 14,3

SUGGESTED WORKS:

LITERARY TEXTS

STORIES	POETRY	DRAMA	OTHER
<ul style="list-style-type: none"> Viking Stories Irish Legends 			

INFORMATIONAL TEXT

NONFICTION	BIOGRAPHIES	MEMOIRS	SPEECHES, PUBLIC DOCUMENTS
<ul style="list-style-type: none"> • <i>My World Geography Textbook</i> • "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

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| <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 |
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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	Bloom's Taxonomy
<ul style="list-style-type: none"> • skill/conceptual understanding • strategic reasoning • extended reasoning 	<ul style="list-style-type: none"> • apply • analyze • synthesize/create • evaluate

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ADDITIONAL RESOURCES:

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VOCABULARY

Absolute location	European Union	Personal narrative
Aerial photograph		
Alps Mountains	Export	Physical map
	Extended family	Place
Anarchy	Factors of production	Political map
Assimilation	Fads	Pollution
Authoritarian	Free market	Population density
Birth rate	Free trade	Population distribution
		Population pyramids
Bonds	GDP	Prime Meridian
Border	Genocide	Primary resources
Budget	Geography	Primary source
Carbon footprint	Global issue	Projection
Cardinal direction		Pull factor
Citing Sources	Government	Push factor
	Habitat	Region
Clorepeth maps	HDI	Relative location
	Hemispheres	
Command economy	Human rights	Renewable energy
	Hybrid Cars	Renewable Resources
		Resources
Communism	Image	Retail
Compare	Immigration	Reunification
		Revolution
Conquest	Import/export	
Conservation	Incentive	Scale
Constitution	Indigenous	Scarcity
Consumption	Indigenous peoples	Secondary resources
Contrast	Industrialization	Service industry
Credit	Industry religion	Settlement patterns
Cultural diffusion	Infant mortality rates	Social structure
Cultural hearth	Infrastructure	Spatial distribution
Cultural landscape	Interdependence	Special purpose maps
Cultural norms	Interest	Sphere
Cultural region	International law	Spillover
Cultural traits	Invest	Standard of living
Cultures	Irrigate	Stereotypes
	Language	
Death rate	Latitude	Supply
	Limited government	Surplus
Degrees	Lithosphere	Tariffs
Demand	Longitude	Taxes
Democracy	Manufacturing	Technological advances
Depletion	Market economy	Technology
Desertification	Microloans	Terrorism
Developed nation	Migration	Tertiary resources
Dictatorship	Mitigation	Theocracy
Diffusion	Monarchy	
Diplomacy	Movement	Trade barrier
Disposable income		Traditional economy
Distortion	Nationalization	Treaty
Distribution		Tyranny
Diversity	Natural resource maps	Unemployment
		Unicef
Dual citizenship	Non-Renewable Resources	United Kingdom
Economies of scale	Norm	United Nations
Ecosystem		Unlimited government

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Elevation
Emigration
Erosion
Ethics
Ethnic
Ethnic make-up

Nuclear family
Oligarchy
Opportunity cost
Oppression
Peninsula
Peace treaties
Perception

Vikings
Wholesale
Wind farms

