

# CURRICULUM GUIDE

**COURSE NAME: [The Global Context](#)**

**GRADE LEVEL: 9**

TIME FRAME	FOCUS	CONTENT / SOURCE	ACTIVITIES & SKILLS	ASSESSMENTS	ELIGIBLE CONTENT/ STANDARDS
1st Quarter and/or Semester	<p><b>Unit 1: Geography/State of the World</b></p> <p><b>Intro:</b> <i>What do you know about our world?</i></p> <p><b><u>Understanding basic themes of Geography:</u></b></p> <ul style="list-style-type: none"> <li>- Location</li> <li>- Place</li> <li>- Region</li> <li>- Movement</li> <li>- Human/Envir Int</li> </ul> <p>Types of Government and Economies</p> <ul style="list-style-type: none"> <li>- When is a government legitimate?</li> <li>- What are the pros and cons of different governments and economies?</li> </ul> <p><b><u>Identifying indicators</u></b></p> <ul style="list-style-type: none"> <li>- <i>What makes a country a country?</i></li> <li>- <i>How do social scientists use</i></li> </ul>	<p><b><u>"The Danger of a Single Story"</u></b></p> <ul style="list-style-type: none"> <li>- Newsela</li> <li>- World Atlas Books</li> <li>- Guided Discovery</li> <li>- <a href="#">CIA World Factbook</a></li> <li>- Google Earth</li> <li>- <a href="#">National Geographic Mapmaker Interactive</a></li> <li>- <a href="#">Current Event Template</a></li> </ul>	<p>Prior knowledge assessment - Creating regional profiles</p> <p>Article Analysis</p> <p>Reading primary sources</p> <p>Reading a political map</p> <p>Reading a physical map</p> <p>Reading a geographical map</p> <p>Creating maps</p> <p>Accessing databases</p> <p><u>Project</u> - Use of <a href="#">indicators</a> for comparison &amp; indicators debate</p> <p><b><u>"Selling the Government"</u></b></p>	<p>Map quizzes <a href="#">Outline Maps</a></p> <p>Country comparison quizzes</p> <p>Teacher-generated assessments (<a href="#">vocabulary</a>, unit, quarterly)</p> <p>State of the Earth Activity</p>	<p>7.1.9.A 7.4.9.A</p> <p>6.2.9.G</p> <p>5.1.9.B</p>

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	<p><i>indicators?</i>                      - <i>What are the major ___ indicators?</i>                      Economic, Health, Education, Infrastructure/Technology                      - <i>How can Physical Geography impact these indicators?</i></p> <p><b>Country Analysis</b>                      - <i>Where in the world are the highest, medium, and least developed countries?</i>                      - <i>What is the difference between developed, emerging, and third world countries?</i></p>	<p><a href="#">United Nations</a></p>			
<p>2nd into 3rd Quarter</p>	<p><b>Unit 2: Globalization, Human Rights, Environmental Issues</b></p> <p><i>What are the basic resources humans need to survive?</i></p> <p><i>What is globalization?</i></p> <p><i>Understand the impact of Political, Economic, and Social globalization.</i></p> <p><i>How does natural resource</i></p>	<p>- World Atlas Books</p> <p>- Guided Discovery</p> <p>- <a href="#">CIA World Factbook</a></p> <p>- <a href="#">Universal Declaration of Human Rights</a></p>	<p><u>Project</u> - Regional Aid Proposal</p> <p>Article Analysis</p> <p>Reading primary sources</p> <p>Reading a political map</p> <p>Reading a physical map</p> <p>Reading a geographical map</p>	<p>Teacher-generated assessments (vocabulary, unit, quarterly)</p> <p>Human Rights Watch Analysis: What should the global community do?</p>	<p>8.4.9.A</p> <p>5.1.9.A</p> <p>5.2.9.A</p>

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<p><i>exploitation threaten human populations throughout the world?</i></p> <p><i>What scarcity crises face the world today?</i></p> <p><i>What are basic human rights?</i></p> <p><i>What rights do we expect from governments?</i></p> <p><i>Should all people in all countries enjoy the same rights as Americans?</i></p> <p><i>Why might some cultures disapprove of some of the rights that Americans enjoy?</i></p> <p><i>What countries are often accused of violating their people's rights?</i></p> <p><i>What types of governments are often accused of violating their people's rights?</i></p> <p><i>What factors cause a government to violate their people's rights?</i></p> <p><i>When are any of these actions that violate rights justified?</i></p>	<p><a href="#">Video - The Dark Side of Chocolate</a></p> <p>- <a href="#">Anti-Slavery Org</a></p> <p><a href="#">Human Rights Watch</a></p> <p><a href="#">Amnesty International</a></p>	<p>Creating maps</p> <p>Accessing databases</p> <p>Class debate</p>	<p>Globalization debate</p> <p>Regional Aid Project</p> <p>Essay - Specific effects of globalization</p>	
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<p>3rd and 4th Quarters</p>	<p><b>Unit 3: Conflict and Migration</b></p> <p><i>How have political borders changed over time?</i></p> <p><i>How did countries in Asia and Africa gain their independence?</i></p> <p><i>What strategies did the leaders of the independence movements employ in their struggle for independence?</i></p> <p><i>What does a map of the Middle East look like?</i></p> <p><i>Where are the various countries located in the Middle East located?</i></p> <p><i>What are the geographical characteristics of the Middle East?</i></p> <p><i>What are the origins of the Arab-Israeli Conflict?</i></p> <p><i>What role does Iran play in the Middle East</i></p> <p><i>Why do people migrate?</i></p>	<p>- World Atlas Books</p> <p>- Guided Discovery</p> <p>- <a href="#">CIA World Factbook</a></p> <p>Choices - Colonialism in Africa</p> <p><a href="#">Global Conflict Tracker</a></p> <p><a href="#">Migration Policy Institute</a></p> <p><a href="#">Arab-Israeli Conflict Primary Sources</a></p>	<p><u>Project</u> - Scramble for Africa-Berlin Conference Simulation</p> <p><u>Project</u> - Migrant Journal</p> <p>Secondary Sources (Text) Analysis and Outlining</p> <p>Independence Movements chart &amp; persuasive essay</p> <p>Article Analysis</p> <p>Reading primary sources</p> <p>Reading a political map</p> <p>Reading a physical map</p> <p>Reading a geographical map</p> <p>Creating maps</p> <p>Accessing databases</p>	<p>Teacher-generated assessments (vocabulary, unit, quarterly)</p> <p>Migrant Journal Entries</p>	<p>8.4.9.A</p> <p>CC.8.6.9-10.A</p> <p>CC.8.6.9-10.C</p> <p>CC.8.6.9-10.H</p>
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	<p><i>What is the difference between immigration and emigration?</i></p> <p>Push factors vs. Pull factors</p> <p>Identifying major modern migrations and understanding the cause and effects of each.</p> <p>Examples: Central America North Africa Syria Myanmar</p>				
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