



Teacher's Guide to Structuring an 8th Grade Global Studies Course while Integrating the Minnesota State Standards (rev. 3.5)

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<p>Teacher's Guide to an 8th grade Global Studies course</p>	
<p>The 2011 Minnesota Standards in Social Studies require that 8th grade will be a Global Studies course, including 29 Geography, 12 History, 4 Economics, and 3 Government and Citizenship benchmarks. The purpose of this document is to provide effective ways for teachers to teach an 8th grade Global Studies course with MAGE recommended units. There are 2 proposed pacing guides for the year which have been developed by a committee of teachers from across the state, all members of the Minnesota Alliance for Geographic Education. In each proposal, the year starts with an overview, followed by 8 regional units. Benchmarks have been placed in each unit, many with suggested activities and resources. "Skills" benchmarks are listed on a separate page (gray background), but some skills should be included in each unit.</p> <p>Local needs may require that benchmarks be moved to other units. This is a working document that will continue to be updated.</p> <p>Links to lessons and resources, including powerpoints, articles, and videos are included to assist in teaching the 8th grade Global Studies course to meet Minnesota standards and benchmarks.</p>	<div data-bbox="1066 228 1325 354" data-label="Image"> </div> <p>Note: Learning target "I can" statements are listed immediately below the benchmark in each unit.</p> <p>This document will continue to be updated.</p> <p>Teachers may also find the LiveBinder MN World Geo 8 to be helpful. It contains the same lessons and resources, organized in binder format.</p> <p>http://www.livebinders.com/play/play/1795537?tabid=2b4f7c41-35d8-54ff-4e62-917e0db4435f</p>

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Benchmarks by Region - **Skills benchmarks follow below.**

US/Canada	Latin America	Europe/Russia	SW Asia/N. Africa	Sub-Sahara Africa	South/Central Asia	East/Southeast Asia	Australia/Oceania
8.3.3.5.1	8.3.3.5.2	8.3.3.5.3	8.3.3.5.4	8.3.3.5.7	8.3.3.5.6	8.2.5.12.1	8.3.3.5.8
8.3.3.6.1	8.3.3.6.2	8.3.3.6.3	8.3.3.6.4	8.3.3.6.7	8.3.3.6.6	8.3.3.5.5	8.3.2.6.8
8.3.3.10.1 relates to 8.1.5.12.1	8.3.3.10.3	8.3.3.10.4	8.3.3.8.1	8.3.3.7.1 (see also: SW Asia/NAfr)	8.3.3.10.7	8.3.3.6.5	
8.3.3.10.2	8.4.3.14.8	8.4.3.13.2	8.3.3.10.5	8.4.3.14.8 (alternate: Latin America)	8.4.3.14.2 (see also: Latin America)	8.3.3.10.6	
8.1.5.12.1 (See also: Europe/Russia)	8.4.3.14.1	8.4.3.13.3	8.1.1.1.1	8.2.3.4.1 (See also: Overview, Eur/Russia)	8.2.5.12.1 (See also: S & SE Asia)	8.2.3.4.2	
	8.4.3.13.1	8.1.5.12.1 (alternate: U.S./Canada)	8.4.3.14.7	8.3.1.1.1	8.4.3.14.3 (alternate: SWAsia/NAfr, E & SE Asia)	8.2.1.1.1	
		8.2.3.4.1 (See also: overview, sub-Sah Afr.)	8.1.5.13.1	8.4.3.14.5 (See also: Cen. & S. Asia, E and SE Asia, SW and N. Afr)	8.4.3.14.5 (See also: sub-Sah Afr, E & Se Asia, SW Asia & N. Afr)	8.4.3.14.3(See also: Cen. & S Asia, SWAsia/NAfr)	
			8.4.3.14.6				
			8.4.3.14.3 (See also: S & Cen. Asia, Middle East, E & SE Asia)			8.4.3.14.5 (See also: sub-Sah Afr, SW & N Afr., S & Cen Asia)	
		8.4.3.13.1 (See also: sub-Sah Afr, Lat Am.)	8.4.3.14.5 (See also: Cen & S Asia, E & SE Asia, Sub-Sah Afr)	8.4.3.13.1 (see also: sub-Sah Afr. & Latin America)		8.4.3.14.4	

Skills Benchmarks - All regional units use the Social Studies skills listed here.

The following benchmarks are from all disciplines of Social Studies. It is recommended that teachers check this list frequently when planning lessons. Skills are best learned when repeated and applied in several content lessons. A variety of world maps and data will be examined to encourage a global perspective. Students will explore human and physical characteristics of 8 world regions. 8 basic spatial questions will be addressed throughout the overview and each region of the world. 1. Where? 2. What is there? 3. Why is it there? 4. What difference does it make? 5. How are other places similar or different? 6. How are places linked? 7. What spatial patterns can you see on a map? 8. How do spatial patterns change over space and time?

Social Studies Skills

Find and Analyze

8.3.1.1.1

8.3.2.3.1

8.2.1.1.1

Create and Use

8.3.1.1.2

Discuss

8.1.1.1.1

Inquire/Question

8.3.1.2.1

8.4.1.2.1

Pacing Guide

Proposal A	days		Proposal B	days
Overview	10		Overview	10
Australia/Oceania	5 - 10		US/Canada	10 - 15
East & SE Asia	20 - 25		Latin America	10 - 15
South & Central Asia	10 - 15		Europe/Russia	15 - 20
SW Asia/N. Africa	20 - 25		SW Asia/N. Africa	20 - 25
Sub-Sahara Africa	20		Sub-Sahara Africa	20
			South & Central Asia	
Europe/Russia	15 - 20		Asia	10 - 15
Latin America	10 - 15		East & SE Asia	20 - 25
US/Canada	10 - 15		Australia/Oceania	5 - 10
Research/theme unit	15-18		Research/theme unit	15 - 18
TOTAL	135 - 160		TOTAL	135 - 160
remaining days - local discretion			**remaining days - local discretion**	

Note: Above are 2 proposed plans for an 8th grade Global Studies course. The number of days per unit was determined largely by the number of benchmarks included in the unit. Proposal A would start with an overview of the world, merged with a unit on Australia/Oceania. The rationale is that this is a high interest area for students to start the year. Subsequent units work north and west, ending with the US and Canada. The "research/theme" unit is well suited to several skills standards and could be positioned within any unit. Proposal B is a more traditional approach to Global Studies. In both proposals the number of days is variable to suit local needs.

Sample unit

Code	Benchmarks	Possible Topics:	Resources:		
8.3.3.5.4	Describe the locations of human populations and the cultural characteristics of Southwest Asia and North Africa.	-location of places in the Middle East -discussion of which places are included in the Middle East	http://www.livebinders.com/edit?id=1795537#		
8.3.3.6.4	Describe how the physical and environmental features of Southwest Asia and North Africa affect human activity and settlement.	-characteristics of deserts -importance of water, desalination	http://www.livebinders.com/edit?id=1795537#		
8.3.3.8.1	Describe the impact of nationalist movements in the twentieth century on contemporary geopolitics in Southwest Asia and North Africa.	For example: Turkish War of Independence, Israeli and Palestinian territorial dispute, various nationalist parties, "Arab Spring".	<table border="1"> <tr> <td>w</td> <td>http://www.npr.org/2012/01/02/144489844/timeline-the-major-events-of-the-arab-spring</td> </tr> </table>	w	http://www.npr.org/2012/01/02/144489844/timeline-the-major-events-of-the-arab-spring
w	http://www.npr.org/2012/01/02/144489844/timeline-the-major-events-of-the-arab-spring				
8.3.3.10.5	Describe how the distribution and development of oil and water resources influence the economy and societies of Southwest Asia and North Africa.				
8.4.3.14.7	Assess the influence of television, the Internet and other media on cultural identity and social and				

This sample unit shows how the curriculum framework could be used in planning instruction. **Some activities and resources are included here:**

<http://www.livebinders.com/edit?id=1795537#> Many textbooks will also include lessons on these topics.

Unit: Southwest Asia/N. Africa Note: This region is particularly complex, with many variations possible. This sequence is one that includes several MN Social Studies standards.

- 1 - Introduce the region with the map at: <http://www.nytimes.com/interactive/2011/02/06/weekinreview/06marsh.html?ref=weekinreview>. Assign key map locations for students to identify, strengthening their sense of place in the region. (8.3.3.5.4)
- 2 - Students create maps showing the top producers and consumers of oil, as well as OPEC members. Discuss results. (8.3.3.6.4) (8.3.3.10.5)
- 3 - Using a Library of Congress map, students discuss and analyze oil and natural gas in the Persian Gulf.
- 4- The availability of water is another concern in the region. The video http://www.youtube.com/watch?feature=player_embedded&v=Xt5UGzLrqzE is from National Geographic for WorldWater Day and would be a good introduction. (8.3.3.10.5)
- 5- Other water issues in the region could include the Nile River, its water and its politics, the role of desalination, and the damming of the Tigris and Euphrates Rivers by Turkey. (8.3.3.6.4) (8.3.3.10.5)

	political movements. (The New Global Era: 1989 to Present)		
8.1.5.13.1	Explain how different types of governments reflect historically and culturally specific understandings of the relationships between the individual, government and society.		
8.4.3.14.5 (see also: Cen & S Asia, E & SE Asia, Sub-Sah Afr)	Assess the state of human rights around the world as described in the 1948 Universal Declaration of Human Rights. (The New Global Era: 1989 to Present)	In Google Earth under the Global Awareness Layer--choose The Elders: Every Human has Rights.This allows you to view human rights issues around the world.	http://www.livebinders.com/edit?id=1795537#
8.4.3.14.3 (see also: E & SE Asia, Cen. & S Asia)	Describe varieties of religious beliefs and practices in the contemporary world including Shamanism/Animism, Hinduism, Buddhism, Judaism, Christianity and Islam. (The New Global Era: 1989 to Present)		http://www.livebinders.com/edit?id=1795537#
8.4.3.14.6	Describe how movements and social conditions have affected the lives of women in different parts of the world. (The New Global Era: 1989 to Present)		

- 6 – Have students compare and contrast Islam, Judaism, and Christianity. At www.mapsofwar.com is an animated map of when and where religious groups settled in the region. (8.4.3.14.3)
- 7 – Discuss the relationship between religious traditions and social conditions, such as life for women in Saudi Arabia. (8.4.3.14.6)
- 8 - Discuss the differences between the terms “Arab” and “Muslim.”
- 9 - Examine events of the Arab Spring. NPR published a timeline with brief explanations at <http://www.npr.org/2012/01/02/144489844/timeline-the-major-events-of-the-arab-spring> . (8.4.3.14.7)
- Examining the Israeli-Palestinian relationship and conflict may include history of conflict, the current state of affairs, and predictions for the future. Students can practice taking the perspective of multiple stakeholders and debate the key positions. (8.4.3.14.6)
- The Choices program at Brown University has several relevant curriculum units.
<http://www.choices.edu/resources/twtn/twtn-isis.php> - political cartoons and ISIS
<http://www.choices.edu/resources/twtn/twtn-syria-fall-2013.php> - debating the US response to Syria.The Choices program is best suited to your most capable students.

8.1.1.1.1	Exhibit civic skills including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.	-Syria civil war - Arab/Israeli conflict -Arab spring and changes in Middle East	http://www.choices.edu/resources/twtn/twtn-isis.php - political cartoons and ISIS http://www.choices.edu/resources/twtn/twtn-syria-fall-2013.php - debating the US response to Syria.The Choices program is best suited to your most capable students.	
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Social Studies Skills	
<p>Find and Analyze</p> <p>8.3.1.1.1 Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions; provide rationale for its use. -http://www.nytimes.com/interactive/2011/02/06/weekinreview/06marsh.html?ref=weekinreview. http://www.livebinders.com/edit?id=1795537#</p> <p>8.3.2.3.1 Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places.</p> <p>8.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices.</p>	<p>Create and Use</p> <p>8.3.1.1.2 Create and use various kinds of maps, including overlaying thematic maps, of places in the world; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.</p>
<p>Discuss</p> <p>8.1.1.1.1 Exhibit civic skills including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus. http://www.choices.edu/resources/twtn/twtn-isis.php - political cartoons and ISIS http://www.choices.edu/resources/twtn/twtn-syria-fall-2013.php - debating the US response to Syria.The Choices program is best suited to your most capable students.</p>	<p>Inquire/Question</p> <p>8.3.1.2.1 Formulate questions about topics in geography; pose possible answers; use geospatial technology to analyze problems and make decisions within a spatial context.</p> <p>8.4.1.2.1 Pose questions about a topic in world history; gather and organize a variety of primary and secondary sources related to the questions; analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; and present supported findings and cite</p>

sources.

Beginning of the year - What is Geography?

Human Geography	https://www.youtube.com/watch?v=rkoUBtfrykw
NGS - Why is Geo-Literacy Important?	https://www.youtube.com/watch?v=sTUG13RCz9A
Geography Matters - focus on problems faced by the planet	https://www.youtube.com/watch?v=JyhSHDGg-cw
Geobee -what is geography?	http://www.youtube.com/watch?v=ri0_ijyFni4
Ode to Earth-Baba Yetu (Human Planet trailer)	http://www.youtube.com/watch?v=r6qi393Z7L8
We are all connected (cool side by side comparison) from WWF	http://www.youtube.com/watch?v=JsViKFU63i4
National Geographic - real world geographers	http://education.nationalgeographic.com/education/topics/real-world-geography/?ar_a=1
Scale of the Universe interactive graphic	http://apod.nasa.gov/apod/ap120312.html
Children at Play Around the World	http://www.boredpanda.com/happy-children-playing/
Dangerous Journeys to School around the World	http://www.boredpanda.com/dangerous-journey-to-school/
The World as a Village of 100 (one of many versions available)	http://www.slideshare.net/stuhlly/lightening-in-a-jar
Geography - What is it for? good overall introduction	https://www.youtube.com/watch?v=sgGb8BM2TBk
The Blind Men and the Elephant - a parable about perspective	http://library.timelesstruths.org/texts/Treasures_of_the_Kingdom_41/The_Blind_Men_and_the_Elephant/
MAGE lessons and podcasts for the beginning of the year	http://www.livebinders.com/play/play/1795537?tabid=efdec6a8-d95b-0c25-91b2-843c73788c5a

United States/Canada

Many benchmarks have been placed in multiple units. It is often helpful for students to address a benchmark multiple times during the course. It is not a requirement, however, that each benchmark be taught (or assessed) in all units where they have been placed. The pacing guides suggest variable lengths for units based on the number of benchmarks, but can, and should, be adjusted to meet local needs.

Code	Benchmarks <i>Student Friendly Language</i>	Possible Topics:	Resources:	
8.3.3.5.1	Describe the locations of human populations and the cultural characteristics of the United States and Canada. <i>I can show how settlement patterns of human population affect the cultural characteristic of the United States and Canada.</i>	Location & Populations, Migration	http://www.livebinders.com/play/play/1795537?tabid=508383fe-414a-6e1c-09fe-dd6f82712f79	
8.3.3.6.1	Describe how the physical and environmental features of the United States and Canada affect human activity and settlement. <i>I can show how settlement patterns of human population affect the physical characteristics of the United States and Canada.</i>	Climate, landforms, distribution of resources, waterways, ecosystems	http://www.livebinders.com/play/play/1795537?tabid=4b645319-59e5-e3a7-4baf-036a885e708b	
8.3.3.10.1 (relates to 8.1.5.12.1)	Explain how the changing patterns of industrialization and trade between the United States, and Canada or Mexico, have resulted in close connections between the countries in terms of manufacturing, energy and finance. <i>I can describe how industrialization and trade are connected between the U.S., Canada, and Mexico.</i>			

8.3.3.10.2	Describe the impact of comparative advantage, the international division of labor, and de-industrialization on manufacturing regions and commercial districts with urban areas in the US and Canada <i>I can explain the impact of resources on manufacturing regions in the U.S. and Canada by outsourcing.</i>	S. Asia-India		
8.1.5.12.1 (see also: Europe/Russia)	Explain why governments belong to different types of economic alliances and international and regional organizations. <i>I can explain why governments belong to different types of economic alliances & international & regional organizations. I can explain the purpose of international political and economic institutions. I can explain how different governments are influenced by history and culture.</i>	United Nations, World Trade Organization, Arab League, African Union, European Union, North Atlantic Treaty Organization, Organization of American States, Asia Pacific	http://www.livebinders.com/play/play/1795537?tabid=6cde61e1-72a1-53b7-b08f-9a7e2f8407a2	
	MAGE has produced lessons and podcasts about this region.		MAGE Lessons http://www.livebinders.com/play/play/1795537?tabid=33f8a2f9-7ce5-5e09-c371-833a7d7e75d9 MAGE podcasts http://www.livebinders.com/play/play/1795537?tabid=1efb3b13-3a50-676e-6fb8-24b60c27fe77	

Social Studies Skills

Find and Analyze

- 8.3.1.1.1** Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions; provide rationale for its use.
- 8.3.2.3.1** Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places.
- 8.2.1.1.1** Apply reasoned decision-making techniques in making

Create and Use

- 8.3.1.1.2** Create and use various kinds of maps, including overlaying thematic maps, of places in the world; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.
- Resource:

choices; explain why different governments faced with the same alternatives might make different choices.

<http://www.livebinders.com/play/play/1795537?tabid=41d79d93-07ab-38d3-bc66-5911c7f03c0a>

Geothentic is a Univ. of Minnesota project where students solve real world problems in locating a hospital, avian flu, climate change, and more. <http://lt.umn.edu/geothentic/>

Latin America

Many benchmarks have been placed in multiple units. It is often helpful for students to address a benchmark multiple times during the course. It is not a requirement, however, that each benchmark be taught (or assessed) in all units where they have been placed. The pacing guides suggest variable lengths for units based on the number of benchmarks, but can, and should, be adjusted to meet local needs.

Code	Benchmarks <i>Student Friendly Language</i>	Possible Topics:	Resources:
8.3.3.5.2	Describe the locations of human populations and the cultural characteristics of Latin America, including how the contemporary pattern of cities resulted from a combination of pre-European contact, colonial, and industrial urban societies. <i>I can show how past and present settlement patterns of human population affect the cultural characteristics of Latin America.</i>	Mexico City (site of former Aztec Capital) Brasilia (20th century planned city)	
8.3.3.6.2	Describe how the physical and environmental features of Latin America affect human activity and settlement. <i>I can show how settlement patterns of human population affect the physical characteristic of Latin America.</i>	Where do people in Brazil live?, Andes Mts, (elevation zones & how it effects climate, growing seasons,etc.)	http://www.livebinders.com/play/play/1795537?tabid=e4d723ba-7741-edc2-048f-3672f23db330
8.3.3.10.3	Describe the changing role of Latin America in global trade networks. <i>I can describe how industrialization and trade are connected between Latin America and the world.</i>	Emergence of Brazilian economy (sugarcane-energy), Venezuela (OPEC member)	
8.4.3.14.8	Describe how groups are reviving and maintaining their traditional cultures, identities and distinctiveness in the context of increasing globalization. (The New Global Era: 1989 to Present) <i>I can explain how groups are reviving and</i>	Focus Globalization (Lesson 6: The Impact of Globalization on Tradition and Culture) http://www.paperbackswap.com/Focus-Globalization-National-Council-On-Economic-Education/book/1561836354/	

	<i>maintaining their traditional cultures and identities in a world of increasing globalization.</i>		
8.4.3.14.1	Describe causes of economic imbalances and social inequalities among the world's peoples in the post-colonial world and efforts made to close those gaps. (The New Global Era: 1989 to Present) <i>I can compare/contrast economic and social inequalities from 1989 to the present</i>	Haiti earthquake	
8.4.3.13.1	Analyze connections between revolutions, independence movements and social transformations during the Cold War era. (The World After World War II: 1950-1989) <i>I can explain how revolutions and independence movements changed societies during the Cold War Era.</i>		
	MAGE has produced podcasts about this region.		MAGE podcasts http://www.livebinders.com/play/play/1795537?tabid=d5785c9c-3359-e886-6482-8fcfa3cf761e

Social Studies Skills	
<p>Find and Analyze</p> <p>8.3.1.1.1 Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions; provide rationale for its use.</p> <p>8.3.2.3.1 Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places.</p> <p>8.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices.</p>	<p>Create and Use</p> <p>8.3.1.1.2 Create and use various kinds of maps, including overlaying thematic maps, of places in the world; incorporate the "TODALSS" map basics, as well as points, lines and colored areas to display spatial information.</p>

Discuss

8.1.1.1.1 Exhibit civic skills including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.

<http://www.livebinders.com/play/play/1795537?tabid=e706b0ce-e345-5313-a847-0f5d0a3d1870>

Inquire/Question

8.3.1.2.1 Formulate questions about topics in geography; pose possible answers; use geospatial technology to analyze problems and make decisions within a spatial context.

8.4.1.2.1 Pose questions about a topic in world history; gather and organize a variety of primary and secondary sources related to the questions; analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; and present supported findings and cite sources.

Europe/Russia

Many benchmarks have been placed in multiple units. It is often helpful for students to address a benchmark multiple times during the course. It is not a requirement, however, that each benchmark be taught (or assessed) in all units where they have been placed. The pacing guides suggest variable lengths for units based on the number of benchmarks, but can, and should, be adjusted to meet local needs.

code	Benchmark/ <i>Student Friendly Language</i>	Possible Topics	Resources
8.3.3.5.3	Describe the locations of human populations and the cultural characteristics of Europe and Russia, including the role of migration patterns, and the impact of aging population and other effects of demographic transition. <i>I can show how migration patterns and the aging population affect the cultural characteristics of Europe</i>	Demographic transition, Migrations from N. African nations & Middle East to Western European Nations	Resources: http://www.livebinders.com/play/play/1795537?tabid=c755807f-f296-43cd-f2d3-041f4d4df23d
8.3.3.6.3	Describe how the physical and environmental features of Europe and Russia affect human activity and settlement. <i>I can show how settlement patterns of human population affect the physical characteristics of Europe.</i>		http://www.livebinders.com/play/play/1795537?tabid=9158b0c3-bc2b-0116-a66a-fb78fcf45934
8.3.3.10.4	Describe the role of Europe in the global economy today. <i>I can describe the role of Europe in the global economy today.</i>		http://www.livebinders.com/play/play/1795537?tabid=e2b87c24-4dd7-f024-28e7-0a80ba456dc0
8.4.3.13.2	Explain the major differences in the		http://www.livebinders.com/play/play/1795537?tabid=ce37

	<p>political and economic ideologies and values of the Western democracies and the Soviet bloc. (The World After World War II: 1950-1989)</p> <p><i>I can compare and contrast politics, economies, and western democracies and the Soviet bloc.</i></p>		3e6d-0d8c-6027-c74a-66a4d7b089dd	
8.4.3.13.3	<p>Describe political challenges and struggles of newly independent countries during the Cold War era. (The World After World WarII: 1950-1989)</p> <p><i>I can compare and contrast the struggles of newly independent countries during the Cold War Era.</i></p>	<p>Capitalism vs. Communism Economic Indicator choropleth map of Europe (1/3 of students do life exp,map, 1/3 Income, 1/3-GDP) Have students group together to discuss patterns in the maps. Soviet bloc will show differences.</p>	http://www.livebinders.com/play/play/1795537?tabid=b540dc64-ee70-1990-7fd9-2c4684723b93	
8.1.5.12.1 (see also: U.S./Canada)	<p>Explain why governments belong to different types of economic alliances and international and regional organizations.</p> <p><i>- I can explain why governments belong to different types of economic alliances & international & regional organizations.</i></p> <p><i>- I can explain the purpose of international political and economic institutions</i></p>	<p><i>United Nations, World Trade Organization, Arab League, African Union, European Union, North Atlantic Treaty Organization, Organization of American States, Asia Pacific</i></p>		
8.2.3.4.1 (see also: overview, sub-Sah Afr.)	<p>Identify factors which affect economic growth (percentage changes in Gross Domestic Product – GDP) and lead to a different standard of living.</p> <p><i>I can identify factors which affect economic growth in different countries.</i></p>			

8.4.3.13.1 (see also: sub-Sah Afr, Lat Am)	Analyze connections between revolutions, independence movements and social transformations during the Cold War era. (The World After World War II: 1950-1989) <i>I can explain how revolutions and independence movements changed societies during the Cold War Era.</i>			
	MAGE has produced lessons and podcasts about this region.		MAGE Lesson http://www.livebinders.com/play/play/1795537?tabid=36dede2d-97a5-899c-fb8e-d6763e4d53ad	

Social Studies Skills

Find and Analyze

- 8.3.1.1.1** Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions; provide rationale for its use.
- 8.3.2.3.1** Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places.
- 8.2.1.1.1** Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices.

Discuss

- 8.1.1.1.1** Exhibit civic skills including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.

Create and Use

- 8.3.1.1.2** Create and use various kinds of maps, including overlaying thematic maps, of places in the world; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.

Inquire/Question

- 8.3.1.2.1** Formulate questions about topics in geography; pose possible answers; use geospatial technology to analyze problems and make decisions within a spatial context.
- 8.4.1.2.1** Pose questions about a topic in world history; gather and organize a variety of primary and secondary sources related to the questions; analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions

and support the thesis; and present supported findings and cite sources.

SW Asia/N. Africa

Many benchmarks have been placed in multiple units. It is often helpful for students to address a benchmark multiple times during the course. It is not a requirement, however, that each benchmark be taught (or assessed) in all units where they have been placed. The pacing guides suggest variable lengths for units based on the number of benchmarks, but can, and should, be adjusted to meet local needs.

Code	Benchmarks <i>Student Friendly Language</i>	Possible Topics:	Resources:
8.3.3.5.4	Describe the locations of human populations and the cultural characteristics of Southwest Asia and North Africa. <i>I can show how settlement patterns of human population affect the cultural characteristic of North Africa and Southwest Asia.</i>		Lesson: Afghanistan http://www.livebinders.com/play/play/1795537?tabid=10ed4f6c-ad10-d2b9-511a-2f2576369c2c Saudi Arabia http://www.livebinders.com/play/play/1795537?tabid=da1e1d52-413e-04b5-95b9-ecc9dd8e4828 Israel and nearby area locations http://www.livebinders.com/play/play/1795537?tabid=ac18b64b-0592-82e3-5112-e5bec1f17ac2 Israel - Promises Video and lesson http://www.livebinders.com/edit/index/1795537?tabid=2b4f7c41-35d8-54ff-4e62-917e0db4435f#anchor

8.3.3.6.4	<p>Describe how the physical and environmental features of Southwest Asia and North Africa affect human activity and settlement.</p> <p><i>I can show how settlement patterns of human population affect the physical characteristics and environmental features of North Africa and Southwest Asia.</i></p>		<p>Lesson - locations http://www.livebinders.com/play/play/1795537?tabid=e2376a95-c842-35ae-dbd-c-af4c572479b2</p> <p>Lesson - What is the Middle East? http://www.livebinders.com/play/play/1795537?tabid=cada0592-888b-af42-7fec-af9f1383649b</p> <p>Desert - Saudi Arabia lesson http://www.livebinders.com/play/play/1795537?tabid=599d8f0a-4af3-cdc4-16d6-8c90cc28cfdb</p> <p>Lesson - water http://www.livebinders.com/play/play/1795537?tabid=3a387102-2ae0-cb57-352d-5f476923d940 http://www.livebinders.com/play/play/1795537?tabid=119eeb77-bbfa-6233-57a1-c832c9971ff5 http://www.livebinders.com/play/play/1795537?tabid=47aba34a-7983-3536-c2a2-fc3fd29db2db http://www.livebinders.com/play/play/1795537?tabid=9e0c33af-3aad-928e-dd28-1f810c4672bf</p> <p>Lesson - Arab Spring http://www.livebinders.com/play/play/1795537?tabid=6b992602-fe76-a528-2d31-fe7eda921cbf</p> <p>Resources - water http://www.livebinders.com/play/play/1795537?tabid=eae89a7b-437a-84ec-b7f8-0121b4cb3189</p> <p>MAGE lessons and podcasts http://www.livebinders.com/play/play/1795537?tabid=a01e763f-f1e8-509c-132c-724795cd911d</p>
8.3.3.8.1	<p>Describe the impact of nationalist movements in the twentieth century on contemporary geopolitics in Southwest Asia and North Africa.</p> <p><i>I can describe how conflict and cooperation among people influence the Earth's surface.</i></p>	<p>For example: Turkish War of Independence, Israeli and Palestinian territorial dispute, various nationalist parties, "Arab Spring".</p>	<p>Lessons- Afghanistan, Saudi Arabia, Arab Spring, Syria Afgh. http://www.livebinders.com/play/play/1795537?tabid=10ed4f6c-ad10-d2b9-511a-2f2576369c2c</p> <p>Saudi Arabia http://www.livebinders.com/play/play/1795537?tabid=da1e1d52-413e-04b5-95b9-ecc9dd8e4828</p> <p>Arab Spring http://www.livebinders.com/play/play/1795537?tabid=6b992602-fe76-a528-2d31-fe7eda921cbf</p> <p>Syria</p>

			http://www.livebinders.com/play/play/1795537?tabid=b26ef696-298a-d923-ea77-84de0be5def4 Israel and Palestine http://www.livebinders.com/play/play/1795537?tabid=14930f37-994b-6469-054a-9d6c2ddc07d7
8.3.3.10.5	<p>Describe how the distribution and development of oil and water resources influence the economy and societies of Southwest Asia and North Africa.</p> <p><i>I can describe how the distributions of oil and water resources influence the economy and societies of Southwest Asia and North Africa.</i></p>		<p>Lessons</p> <p>http://www.livebinders.com/play/play/1795537?tabid=4e523774-a164-c039-5ae4-9ada3ead66f0</p> <p>and</p> <p>http://www.livebinders.com/play/play/1795537?tabid=77a9c1aa-d3f7-d369-c76e-ff6dc5b32b2f</p> <p>ALSO: see links under 8.3.3.6.4 above.</p>
8.4.3.14.7	<p>Assess the influence of television, the Internet and other media on cultural identity and social and political movements. (The New Global Era: 1989 to Present)</p> <p><i>I can describe how current media affect cultural identity and social/political movements.</i></p>		<p>Arab Spring - resources</p> <p>http://www.livebinders.com/play/play/1795537?tabid=292b9bd6-8547-d961-1258-2d9ed2f04fac</p> <p>Syria - resources</p> <p>http://www.livebinders.com/play/play/1795537?tabid=7df0d30b-d35f-06e1-b4d5-f36ac54b8b31</p> <p>**Note: This topic is also embedded in lessons on the Arab Spring and Syria</p>
8.1.5.13.1	<p>Explain how different types of governments reflect historically and culturally specific understandings of the relationships between the individual, government and society.</p> <p><i>I can explain how different governments are influenced by history and culture.</i></p>		
8.4.3.14.5 (see also: Cen & S Asia, E & SE Asia, Sub-Sah Afr	<p>Assess the state of human rights around the world as described in the 1948 Universal Declaration of Human Rights. (The New Global Era: 1989 to Present)</p> <p><i>I can evaluate the state of human rights around the world.</i></p>		<p>Lessons: Human Rights</p> <p>Afghanistan</p> <p>http://www.livebinders.com/play/play/1795537?tabid=10ed4f6c-ad10-d2b9-511a-2f2576369c2c</p> <p>Saudi Arabia</p> <p>http://www.livebinders.com/play/play/1795537?tabid=da1e1d</p>

			<p>52-413e-04b5-95b9-ecc9dd8e4828</p> <p>Muslim Women http://www.livebinders.com/play/play/1795537?tabid=1972512b-a97a-44c0-3920-5eaa38c3cfd5</p> <p>Resources: Human Rights general http://www.livebinders.com/play/play/1795537?tabid=17aaebc-4b4a-d660-71f6-76aeb21edd8a</p>
8.4.3.14.3 (see also: E & SE Asia, Cen. & S Asia)	Describe varieties of religious beliefs and practices in the contemporary world including Shamanism/Animism, Hinduism, Buddhism, Judaism, Christianity and Islam. (The New Global Era: 1989 to Present) <i>I can describe different religions around the world.</i>		<p>Lesson: Islam http://www.livebinders.com/play/play/1795537?tabid=cc53a912-c9f2-207f-e821-cd1e96c07eee</p> <p>Resources: Islam http://www.livebinders.com/play/play/1795537?tabid=82cd8109-0bda-d72c-802a-c93e8fe6f031</p>
8.4.3.14.6	Describe how movements and social conditions have affected the lives of women in different parts of the world. (The New Global Era: 1989 to Present) <i>I can explain how women's rights have changed around the world in the present era.</i>		<p>Lesson: Afghanistan http://www.livebinders.com/play/play/1795537?tabid=10ed4f6c-ad10-d2b9-511a-2f2576369c2c</p> <p>Lesson: Muslim Women http://www.livebinders.com/play/play/1795537?tabid=1972512b-a97a-44c0-3920-5eaa38c3cfd5</p>

Social Studies Skills

<p>Find and Analyze</p> <p>8.3.1.1.1 Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific</p>	<p>Create and Use</p> <p>8.3.1.1.2 Create and use various kinds of maps, including overlaying thematic maps, of places in the world; incorporate the “TODALSS” map</p>
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<p>geographic questions; provide rationale for its use.</p> <ul style="list-style-type: none"> -Google Earth desert in Saudi Arabia asg. - Library of Congress Middle East map analysis - all lessons from Arab lessons about Middle East <p>8.3.2.3.1 Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places.</p> <p>8.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices.</p>	<p>basics, as well as points, lines and colored areas to display spatial information.</p>
<p>Discuss</p> <p>8.1.1.1.1 Exhibit civic skills including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.</p> <ul style="list-style-type: none"> -Syria debate - Israel/Palestine conflict lessons - Israel point of view primary source activity 	<p>Inquire/Question</p> <p>8.3.1.2.1 Formulate questions about topics in geography; pose possible answers; use geospatial technology to analyze problems and make decisions within a spatial context.</p> <p>8.4.1.2.1 Pose questions about a topic in world history; gather and organize a variety of primary and secondary sources related to the questions; analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; and present supported findings and cite sources.</p> <ul style="list-style-type: none"> - Israel point of view primary source activity (introductory only)

South/Central Asia

Many benchmarks have been placed in multiple units. It is often helpful for students to address a benchmark multiple times during the course. It is not a requirement, however, that each benchmark be taught (or assessed) in all units where they have been placed. The pacing guides suggest variable lengths for units based on the number of benchmarks, but can, and should, be adjusted to meet local needs.

Code	Benchmarks <i>Student Friendly Language</i>	Possible Topics:	Resources:
8.3.3.5.6	Describe the locations of human populations and the cultural characteristics of South Asia and Central Asia, including causes for the differences in population density in the region, and implications of population growth in South Asia on the future world population. <i>can show the reasons for different settlement patterns and how they affect future population growth of South Asia and Central Asia.</i>		Lesson: http://www.livebinders.com/play/play/1795537?tabid=ca4a322a-41b3-3ab7-56b5-cfed3db0dad4 http://www.livebinders.com/play/play/1795537?tabid=7bfdad13-b246-edb1-b919-a0224d88ac7e Resources: websites and videos http://www.livebinders.com/play/play/1795537?tabid=17aaebc-4b4a-d660-71f6-76aeb21edd8a same as for 8.4.3.14.5 below
8.3.3.6.6	Describe how the physical and environmental		Lesson:

	<p>features of South Asia and Central Asia affect human activity and settlement. <i>I can show how the human population affect the physical characteristics and environmental features of South Asia and Central Asia.</i></p>		<p>http://www.livebinders.com/play/play/1795537?tabid=ca4a322a-41b3-3ab7-56b5-cfed3db0dad4 (S. Asia) http://www.livebinders.com/play/play/1795537?tabid=da117ab1-5a0c-1ae9-5ee4-255f22edda1e (Aral Sea) Resources: http://www.livebinders.com/play/play/1795537?tabid=91f906d7-e28b-5b9b-fced-9509c573726a http://www.livebinders.com/play/play/1795537?tabid=4d14cb1e-9018-b231-1eb2-0d82624e953b (Google Earth kml file)</p>
8.3.3.10.7	<p>Analyze the role of comparative advantage in the rise of the Indian market economy in the global economic system. <i>I can analyze how comparative advantage has impacted the rise in the Indian market economy on the global economic system</i></p>		<p>lesson: http://www.livebinders.com/play/play/1795537?tabid=f3446589-59cb-3329-4a52-694fee64e3f0 resources- websites and videos http://www.livebinders.com/play/play/1795537?tabid=bcada12e-09ac-5c40-2629-b4ff8a112b19</p>
8.4.3.14.2 (see also Latin America)	<p>Compare and contrast the development of diasporic communities throughout the world due to regional conflicts, changing international labor demands and environmental factors. (The New Global Era: 1989 to Present) <i>I can define diasporic communities. I can compare and contrast diasporic communities from 1989 to the present.</i></p>		
8.2.5.12.1 (see also: S & SE Asia)	<p>Explain why trade is mutually beneficial to countries; define and apply absolute and comparative advantage with respect to international trade. <i>I can use international trade information to show how countries around the world benefit from trade.</i></p>		<p>Resources: http://www.livebinders.com/play/play/1795537?tabid=b9fa8183-ab74-8779-7b29-46e3a96c67e8</p>
8.4.3.14.3 (see also:	<p>Describe varieties of religious beliefs and practices in the contemporary world including Shamanism/Animism, Hinduism, Buddhism, Judaism, Christianity and</p>		<p>lesson : Islam http://www.livebinders.com/play/play/1795537?tabid=3e9b87</p>

S & Cen. Asia, Middle East, E & SE Asia)	Islam. (The New Global Era: 1989 to Present) <i>I can describe different religions around the world</i>		62-0955-65c5-9b37-d7a1d7e18400 lesson: comparing 3 religions http://www.livebinders.com/play/play/1795537?tabid=ffc4b548-db4d-7af5-0f9b-386e578fc8f8 resources: websites and videos http://www.livebinders.com/play/play/1795537?tabid=fdaeabb7-186c-35a6-780c-ebea7b9245a3
8.4.3.14.5 (see also: sub-Sah Afr, E & Se Asia, SW Asia & N. Afr)	Assess the state of human rights around the world as described in the 1948 Universal Declaration of Human Rights. (The New Global Era: 1989 to Present) <i>I can evaluate the state of human rights around the world.</i>		Lesson: http://www.livebinders.com/play/play/1795537?tabid=7bfdad13-b246-edb1-b919-a0224d88ac7e Resources: websites and videos http://www.livebinders.com/play/play/1795537?tabid=17aaebc-4b4a-d660-71f6-76aeb21edd8a same as for 8.3.3.5.6 above

Social Studies Skills	
<p>Find and Analyze</p> <p>8.3.1.1.1 Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions; provide rationale for its use.</p> <p>8.3.2.3.1 Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places.</p> <p>Resource: http://hdr.undp.org/en/data/map</p> <p>8.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices.</p>	<p>Create and Use</p> <p>8.3.1.1.2 Create and use various kinds of maps, including overlaying thematic maps, of places in the world; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.</p>
<p>Discuss</p> <p>8.1.1.1.1 Exhibit civic skills including participating in civic discussion on issues in the contemporary world, demonstrating respect for the</p>	<p>Inquire/Question</p> <p>8.3.1.2.1 Formulate questions about topics in geography; pose possible answers; use geospatial technology to analyze problems and make</p>

<p>opinions of people or groups who have different perspectives, and reaching consensus.</p> <p>using primary sources activity: http://www.livebinders.com/play/play/1795537?tabid=2e3aca26-4d0b-5457-1c94-d6cc1b8425d0</p> <p>Proverbs and fables http://www.livebinders.com/play/play/1795537?tabid=4340a82f-30b2-c6c1-3a53-f858d5db0a6c</p> <p>Walls discussion/peace resolution http://www.livebinders.com/play/play/1795537?tabid=d0e43c03-d4c2-87de-4fec-04c91a5b366b</p>	<p>decisions within a spatial context.</p> <p>8.4.1.2.1 Pose questions about a topic in world history; gather and organize a variety of primary and secondary sources related to the questions; analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; and present supported findings and cite sources.</p> <p>Using primary sources: http://www.livebinders.com/play/play/1795537?tabid=2e3aca26-4d0b-5457-1c94-d6cc1b8425d0</p> <p>Walls discussion/peace resolution http://www.livebinders.com/play/play/1795537?tabid=d0e43c03-d4c2-87de-4fec-04c91a5b366b</p>
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Sub-Sahara Africa

Many benchmarks have been placed in multiple units. It is often helpful for students to address a benchmark multiple times during the course. It is not a requirement, however, that each benchmark be taught (or assessed) in all units where they have been placed. The pacing guides suggest variable lengths for units based on the number of benchmarks, but can, and should, be adjusted to meet local needs.

Code	Benchmark <i>Student Friendly Language</i>	Possible Topics:	Resources:
8.3.3.5.7	<p>Describe the locations of human populations and the cultural characteristics of Africa South of the Sahara, including the causes and effects of the demographic transition since 1945.</p> <p><i>I can show settlement patterns of human population affect the cultural characteristics of Africa south of the Sahara since 1945.</i></p>		<p>Lesson materials: intro & physical http://www.livebinders.com/play/play/1795537?tabid=274b6dc2-402b-72ac-5f8f-48feeb6e5158 political boundaries and Nigeria http://www.livebinders.com/play/play/1795537?tabid=79adc6e2-6295-50bd-7a55-e4bcd26f049f Resources: http://www.livebinders.com/play/play/1795537?tabid=df5152a8-b1a0-297d-3294-3f02acc67269</p>

8.3.3.6.7	<p>Describe how the physical and environmental features of Africa South of the Sahara affect human activity and settlement.</p> <p><i>I can show how the human population affect the physical characteristics and environmental features of Africa south of the Sahara</i></p>		<p>Note: See SW Asia/N. Africa benchmarks for additional water resources.</p> <p>intro & physical http://www.livebinders.com/play/play/1795537?tabid=274b6dc2-402b-72ac-5f8f-48feeb6e5158</p> <p>Sudan http://www.livebinders.com/play/play/1795537?tabid=220be4b0-6cfd-41a0-10bc-aad6f08e6003</p> <p>Masai http://www.livebinders.com/play/play/1795537?tabid=226bb8e7-34ca-2010-dded-6683704c90a2</p> <p>political boundaries and Nigeria http://www.livebinders.com/play/play/1795537?tabid=79adc6e2-6295-50bd-7a55-e4bcd26f049f</p> <p>Sierra Leone http://www.livebinders.com/play/play/1795537?tabid=8c24203f-3ba0-679f-10b9-e200209915eb</p>
8.3.3.7.1 (see also: SW Asia/NAfr)	<p>Describe independence and nationalist movements in Sub-Saharan Africa and Asia, including India's independence movement.</p> <p><i>I can describe the independence and nationalist movements of Sub-Saharan Africa, Asia, and India.</i></p>		<p>Lesson materials: http://www.livebinders.com/play/play/1795537?tabid=220be4b0-6cfd-41a0-10bc-aad6f08e6003</p> <p>South Africa http://www.livebinders.com/play/play/1795537?tabid=75bbfe9c-2f6b-e806-639f-8827462ac781</p> <p>Resources: http://www.livebinders.com/play/play/1795537?tabid=e8ef9dce-6299-5f28-ee50-608d4c2636e4</p>
8.4.3.14.8 (See also Latin America)	<p>Describe how groups are reviving and maintaining their traditional cultures, identities and distinctiveness in the context of increasing globalization. (The New Global Era: 1989 to Present)</p> <p><i>I can explain how groups are reviving and maintaining their traditional cultures and identities in a world of increasing globalization.</i></p>		<p>Masai http://www.livebinders.com/play/play/1795537?tabid=226bb8e7-34ca-2010-dded-6683704c90a2</p>

8.2.3.4.1 (see also: Overview, Eur/Russia)	Identify factors which affect economic growth (percentage changes in Gross Domestic Product—GDP) and lead to a different standard of living in different countries. <i>I can identify factors which affect economic growth in different countries.</i>		<p>Sierra Leone http://www.livebinders.com/play/play/1795537?tabid=8c24203f-3ba0-679f-10b9-e200209915eb Resources: Africa future http://www.livebinders.com/play/play/1795537?tabid=978735d9-a2ee-2514-936b-a42d01e45523</p>
8.4.3.14.5 (see also: Cen. & S. Asia, E and SE Asia, SW and N. Afr	Assess the state of human rights around the world as described in the 1948 Universal Declaration of Human Rights. (The New Global Era: 1989 to Present) <i>I can evaluate the state of human rights around the world.</i>		<p>lesson: Sierra Leone http://www.livebinders.com/play/play/1795537?tabid=8c24203f-3ba0-679f-10b9-e200209915eb lessons: South Africa http://www.livebinders.com/play/play/1795537?tabid=75bbfe9c-2f6b-e806-639f-8827462ac781 Apartheid: http://www.livebinders.com/play/play/1795537?tabid=335d9bd0-e181-564b-d444-e4f599ab0877 Resources: Human Rights http://www.livebinders.com/play/play/1795537?tabid=17aaeabc-4b4a-d660-71f6-76aeb21edd8a Resources: Mandela http://www.livebinders.com/play/play/1795537?tabid=f47ec6b3-962d-0c00-5151-1a1baff9ba2c</p>
8.4.3.13.1 (see also Latin America)	Analyze connections between revolutions, independence movements and social transformations during the Cold War era. (The World After World War II: 1950-1989) <i>I can explain how revolutions and independence movements changed societies during the Cold War Era.</i>		see 8.4.3.14.5 above - Nelson Mandela
8.4.3.14.1	Analyze connections between revolutions, independence movements and social transformations during the Cold War era. (The World After World War II: 1950-1989)		<p>Sierra Leone http://www.livebinders.com/play/play/1795537?tabid=8c24203f-3ba0-679f-10b9-e200209915eb South Africa http://www.livebinders.com/play/play/1795537?tabid=75bbfe9c-2f6b-e806-639f-8827462ac781</p>

	MAGE has produced lessons and podcasts about this region		MAGE lessons http://www.livebinders.com/play/play/1795537?tabid=ab71f063-7482-9ac7-345d-6fbd886b1921 MAGE podcasts http://www.livebinders.com/play/play/1795537?tabid=ad6db86e-e2fa-c48e-c9d5-ad99c20ec28f
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Social Studies Skills

<p style="text-align: center;">Find and Analyze</p> <p>8.3.1.1.1 Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions; provide rationale for its use.</p> <p>8.3.2.3.1 Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places.</p> <p>intro & physical http://www.livebinders.com/play/play/1795537?tabid=274b6dc2-402b-72ac-5f8f-48feeb6e5158 Sudan http://www.livebinders.com/play/play/1795537?tabid=220be4b0-6cfd-41a0-10bc-aad6f08e6003</p> <p>8.2.1.1.1 Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices.</p>	<p style="text-align: center;">Create and Use</p> <p>8.3.1.1.2 Create and use various kinds of maps, including overlaying thematic maps, of places in the world; incorporate the “TODALSS” map basics, as well as points, lines and colored areas to display spatial information.</p>
<p style="text-align: center;">Discuss</p> <p>8.1.1.1.1 Exhibit civic skills including participating in civic discussion on issues in the contemporary world, demonstrating respect for the opinions of people or groups who have different perspectives, and reaching consensus.</p>	<p style="text-align: center;">Inquire/Question</p> <p>8.3.1.2.1 Formulate questions about topics in geography; pose possible answers; use geospatial technology to analyze problems and make decisions within a spatial context.</p> <p>8.4.1.2.1 Pose questions about a topic in world history; gather and organize a variety of primary and secondary sources related to the questions; analyze sources for credibility and bias; suggest possible answers and write a thesis statement; use sources to draw conclusions and support the thesis; and present supported findings and cite sources.</p>

East/Southeast Asia unit

Many benchmarks have been placed in multiple units. It is often helpful for students to address a benchmark multiple times during the course. It is not a requirement, however, that each benchmark be taught (or assessed) in all units where they have been placed. The pacing guides suggest variable lengths for units based on the number of benchmarks, but can, and should, be adjusted to meet local needs.

Code	Benchmarks <i>Student Friendly Language</i>	Possible Topics:	Resources:
8.2.5.12.1	Explain why trade is mutually beneficial to countries; define and apply absolute and comparative advantage with respect to international trade. <i>I can use international trade information to show how countries around the world benefit from trade.</i>		Lesson: http://www.livebinders.com/play/play/1795537?tabid=7158dfaa-b63a-6674-ffa-959bec9f4f7a Resources: http://www.livebinders.com/play/play/1795537?tabid=a3c419d2-b14a-70e6-979a-5f3b370fdca5
8.3.3.5.5	Describe the locations of human populations and the cultural characteristics of East Asia and Southeast Asia, including how the demographic transition has influenced the	;	location lesson: http://www.livebinders.com/play/play/1795537?tabid=d9823121-5e05-d1aa-ace9-3bcc93aa35f

	<p>region's population, economy and culture. <i>I can show how settlement patterns of human population affect the cultural characteristics of East Asia and Southeast Asia.</i></p>		<p>Earthducation Nepal resource: http://www.livebinders.com/play/play/1795537?tabid=bc150a4-37fc-86e0-6fab-bcfe397803f3</p>
8.3.3.6.5	<p>Describe how the physical and environmental features of East Asia and Southeast Asia affect human activity and settlement. <i>I can show how the settlement patterns of human population affect the physical characteristics and environmental features of East Asia and Southeast Asia.</i></p>		<p>migration lesson: http://www.livebinders.com/play/play/1795537?tabid=cfe94df3-299d-e4e8-d722-fb95133503fd</p> <p>Resources: Cost/Benefit Analysis: Three Gorges Dam EconEdLink</p>
8.3.3.10.6	<p>Identify the characteristics of a market economy that exist in contemporary China; describe how China's changing economy has impacted the United States and the global economic system since 1970. <i>I can identify the characteristics of China's market economy and the impact it has on the United States.</i></p>		
8.2.3.4.2	<p>Identify characteristics of command, mixed, and market-based (capitalist) economies; classify the economic systems of countries in a given region. <i>I can explain the different characteristics of economic systems around the world</i></p>		<p>Resources and economic lessons: http://www.livebinders.com/play/play/1795537?tabid=a3c419d2-b14a-70e6-979a-5f3b370fdca5</p>
8.2.1.1.1	<p>Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices. <i>I can explain why individuals and governments make different economic choices.</i></p>		<p>Econ lessons: http://www.livebinders.com/play/play/1795537?tabid=37a9b444-a88d-4029-6d2f-95d8d41059b5</p>
8.4.3.14.3 (see also: Cen. & S Asia,	<p>Describe varieties of religious beliefs and practices in the contemporary world including Shamanism/Animism, Hinduism,</p>		<p>Lesson: http://www.livebinders.com/play/play/1795537?tabid=2b141b56-4ece-3809-9f8c-e592bca00be8</p>

SWasia/NAfr)	Buddhism, Judaism, Christianity and Islam. (The New Global Era: 1989 to Present) <i>I can describe different religions around the world.</i>		Resources: http://www.livebinders.com/play/play/1795537?tabid=b631df04-1dd7-d9bd-456b-51e1c7c75808
8.4.3.14.4	Analyze how Pacific Rim countries have achieved economic growth in recent decades. (The New Global Era: 1989 to Present) <i>I can analyze how the Pacific Rim countries have grown economically from 1989 to the present.</i>		Spidergraphs lesson: http://www.livebinders.com/play/play/1795537?tabid=2684daec-a400-b43a-7a0a-5de1fe411fc1 Resources: http://www.livebinders.com/play/play/1795537?tabid=a3c419d2-b14a-70e6-979a-5f3b370fdca5
8.3.1.1.1	Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions; provide rationale for its use. <i>- I can gather and analyze geographic information from print and electronic sources.</i> <i>- I can use geospatial technology to analyze geographic information.</i>		
8.4.3.14.5 (see also: sub-Sah Afr, SW & N Afr., S & Cen Asia)	Assess the state of human rights around the world as described in the 1948 Universal Declaration of Human Rights. (The New Global Era: 1989 to Present) <i>I can evaluate the state of human rights around the world.</i>		Lesson: http://www.livebinders.com/play/play/1795537?tabid=196c87d9-bc3c-6f27-a08b-1c4ea9afcafb Resources: Human rights: http://www.livebinders.com/play/play/1795537?tabid=17aaebc-4b4a-d660-71f6-76aeb21edd8a See resources under SW Asia/N. Africa or sub-Sahara Africa units
	Globalization in today's world		lessons and resources http://www.livebinders.com/play/play/1795537?tabid=7158dfa-a-b63a-6674-ffa-959bec9f4f7a MAGE lessons http://www.livebinders.com/play/play/1795537?tabid=45191eb6-439f-4597-dde6-de5dd702a004

Social Studies Skills

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Australia/Oceania

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Code	Benchmarks <i>Student Friendly Language</i>	Possible Topics:	Resources:
8.3.3.5.8	Describe the locations of human populations and the cultural characteristics of Australia/Oceania. <i>I can show how settlement patterns of human population affect the cultural characteristics of Australia/Oceania.</i>	Resources: just for fun http://www.livebinders.com/play/play/1795537?tabid=7e361d75-fa9a-de4b-d0c2-93b67b3999ef	Resources: Australia_ New Zealand http://www.livebinders.com/play/play/1795537?tabid=f2e0b54c-2e42-670a-e96f-840bca202c78

8.3.2.6.8	Describe how the physical and environmental features of Australia/Oceania affect human activity and settlement, including how the human populations have adapted to and changed the landscape differently over time. <i>I can show how human population affects the physical characteristics and environmental features of Australia/Oceania.</i>		

Social Studies Skills	
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General Resources

Resources:	Description
http://www.educationalsimulations.com/index.php	Real Lives is a unique, interactive life simulation game that enables you to live one of billions of lives in any country in the world.
http://www.peacecorps.gov/www/educators/	Lessons (culture)
http://www.econedlink.org/	K-12 Econ Lesson Materials (470 Lessons)
http://www.econdata.net/	400 links to socioeconomic data sources and a top-ten list of sites.
http://www.geteach.com/	Allows dual screen Google Earth displaying any info from the CIA Factbook and Google Earth
www.overlapmaps.com	Overlay countries and physical features for size comparison
http://www.scoop.it/t/geography-education	Frequent updates on topics of interest in Geography

http://education.nationalgeographic.com/education/?ar_a=1	Numerous teacher resources from National Geographic
http://www.peacecorps.gov/wws/educators/enrichment/globalissuesfocus/index.cfm	Peace Corps - lessons and other ideas
http://www.newseum.org/todaysfrontpages/flash/	Front pages of newspapers from around the world
http://www.kmlfactbook.org/	All the info in the CIA Factbook put on Google Earth in file that can be saved
http://www.archives.gov/federal-register/electoral-college/links.html	Office of the Federal Register
http://www.newspapermap.com	Google map with clickable links to newspapers around the world
http://www-personal.umich.edu/~mejn/cartograms/	World Cartograms
http://www.we-explore.com/	Online adventure learning environment where students pose their own questions, answer them, and share safely online.
http://mapfrappe.com/	Overlay any place onto another for true size comparison
www.gapminder.org ;	Demographics made interesting with Hans Rosling
http://fffl.councilforeconed.org/documents/978-1-56183-694-9-visual-lesson-02.pdf	Pace decision-making from Econ. Ed. Council
debate http://debategraph.org/ ,	concept map format to show multiple sides to issues
http://www.procon.org/	Site shows multiple sides to important issues.

Bell Ringers/Class Warm-ups

Tour the World(like Tour the States)	http://www.youtube.com/watch?v=LZFF8EuaGjM&feature=c4-overview-vl&list=PLC3904635EF7A6175&noredirect=1
McArabia commercial	http://www.youtube.com/watch?v=6sUY6xHGepc
Whopper “virgins”	http://www.youtube.com/watch?v=02WI2auPUL4
“Where the Hell is Matt?” videos	http://www.wherethehellismatt.com/
air traffic in 24 hours	http://www.youtube.com/watch?v=o4g930pm8Ms
world clock	http://www.peterrussell.com/Odds/WorldClock.php
Earth from Above - beautiful pictures!	http://www.yannarthusbertrand.org/en/home
Value of one Western firm vs. all the shares in an entire developing country	http://www.economist.com/news/finance-and-economics/21594476-scarce?fsr=c=scn/fb/wl/dc/scarcessharestemarginmarket

All global flights, live and past 24 hours	http://www.theguardian.com/world/ng-interactive/2014/aviation-100-years
40 photos - birds eye view	http://pixtale.net/2013/12/how-our-world-would-look-if-you-were-a-bird/
Breathing Earth	http://newswatch.nationalgeographic.com/2013/08/14/mesmerizing-gifs-of-breathing-earth/
Snow & Ice Festival - Harbin, China	http://www.nytimes.com/2014/02/02/magazine/the-empire-state-building-in-ice.html?ref=magazine
Countries around the world in disputes	http://m.theatlantic.com/international/archive/2014/03/map-every-country-in-the-world-involved-in-a-territorial-dispute/284533
World Wildlife Fund - We are all connected	http://www.youtube.com/watch?v=JsViKFU63i4 x
Move	http://www.youtube.com/watch?v=J8sLZq4b6io
Eat	http://www.youtube.com/watch?v=EcOgjrRWx_Q
Before and After - pictures of cities and change over the last century	http://justsomething.co/before-and-after-world/
Global internet cables under the ocean	http://www.iflscience.com/technology/there-enough-internet-cable-under-sea-circle-earth-22-times
The news in real time worldwide	https://www.washingtonpost.com/news/worldviews/wp/2015/05/15/these-maps-depict-the-worlds-news-in-real-time/
US projected onto the surface of the moon	https://2.bp.blogspot.com/-9A8LL5ug3hM/UqecS9GBsPI/AAAAAABcfg/q7TFtj3Gur0/s1600/maps_change_world_photos18.jpg
Cookies around the world	https://food52.com/p/cookies-of-the-world?utm_source=hootsuite
Toothbrushes around the world - what can they teach us?	http://ideas.ted.com/what-our-toothbrushes-tell-us-about-inequality/?utm_campaign=social&utm_medium=referral&utm_source=facebook.com&utm_content=ideas-blog&utm_term=art-design
Girls at age 15 around the world	http://www.npr.org/about-npr/446068521/how-15girls-are-changing-their-future-a-new-npr-series-begins-today

Food flags around the world	http://www.thekitchn.com/look-food-flags-for-the-sydney-97033
World clock - “real time” statistics of population, disease, and more	http://www.poodwaddle.com/worldclock/hea2/