

# Seymour Public Schools Curriculum

## High School Geography Curriculum

Narrative.....

The primary purpose of this course will be to demonstrate why geography matters by giving students the opportunity to explore the relationships that exist between people and the environment. Students will recognize that world is “getting smaller” as advancing technology and global crises closely connect nations and cultures. Students will explore various elements of culture and examine the similarities and differences that exist among people and develop an appreciation of the diversity that exists among world cultures. The course focuses on a central idea of “where we live impacts how we live.” Map reading skills will be reinforced as part of the course.

Additionally, students will have the opportunity to learn about the causes and effects of language, government systems, and urbanization will also be topics incorporated into their study. Finally, contemporary issues that impact our world today (e.g. pollution, depletion of resources, and human rights violations) will be included to reinforce the idea that we live in a global society.

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<b>Grade:</b>	<b>Subject:</b> Geography-Unit 1-Exploring Essentials of Geography
<b>CSDE Standard</b>	<p>1-Content Knowledge-Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</p> <p>2-History/Social Studies Literacy-Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.</p>
<b>Enduring Understanding</b>	There is a profound connection between people and their environment. As a result of this, where people live greatly influences how they live.
<b>Essential Questions</b>	<p>What are the five themes of geography? How are they used to identify human and physical characteristics?</p> <p>How do factors such as climate, population density, availability of resources, and land use affect people and their environments?</p> <p>What are the causes, consequences, and possible solutions to population growth and over-population?</p>
<b>Content Standard:</b>	<p>1.4-Demonstrate an understanding of geographical space &amp; place.</p> <p>1.5-Describe the interaction of humans and the environments.</p> <p>2.1-Access and gather information from a variety of primary &amp; secondary sources (maps, charts, graphs, images, and print materials).</p> <p>2.2-Interpret and gather information from a variety of primary &amp; secondary sources (maps, charts, graphs, images, and print materials).</p> <p>2.4-Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p> <p>2.5-Create relevant social studies materials such as maps, charts, or displays.</p>
<b>Performance Expectations (Student outcomes)</b>	<p>1.4-Analyze how geographic location and physical features have influenced national histories.</p> <p>1.5-Analyze how a specific environment has influenced historical developments in a region/nation of the world</p> <p>2.1-Find relevant information to answer a history/social studies question.</p> <p>2.2-Use relevant evidence to justify using a source to answer a historical/social studies question.</p> <p>2.4-Ask relevant questions related to social studies/history to initiate, extend, or debate a point of view during discussion (or presentation).</p> <p>2.5-Create relevant visual social studies materials (e.g. maps, political cartoons, web pages) to support an essay or oral presentation.</p> <p>2.5-Create multipurpose visuals (e.g. graphic maps, pictographs) to present information</p> <p>Teachers will select from the following Essential Social Studies Skills as appropriate for each unit: -analyzing primary source documents</p>

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	<ul style="list-style-type: none"> <li>-drawing inferences from factual materials</li> <li>-comparing/contrasting in order to reach and justify a conclusion</li> <li>-determining bias and point of view in sources</li> <li>-composing an argument that has a thesis and content evidence to support that thesis</li> <li>-defending a position with content evidence</li> <li>-developing informed opinions.</li> <li>-developing map skills</li> </ul> <p>Major Content Area Topics: 5 themes of geography, Review of essential geography skills, Characteristics of culture, Population distribution and density, Resource &amp; land use, Standard of living (what is it and how is it measured?)</p> <p>Common core vocabulary, essential to the understanding of this unit: Geography, Absolute location, Relative location, Human-environment interaction, Region, Climate and weather, Natural vegetation, Natural resources, Population density, Birth rate, Death rate, Rural, Urban, Cultural diffusion, Acculturation, GNP, Per Capita GNP, Standard of living</p> <p>Teachers will foster the following skills in students regarding questioning and posing problems: Thinking and communicating with clarity and precision, Listening with understanding and empathy, Thinking flexibly, Applying past knowledge to new situations</p>	
<p style="text-align: center;"><b>Strategies/Modes (examples)</b></p> <p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p style="text-align: center;"><b>Materials/Resources (examples)</b></p> <p>Textbook, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials</p>	<p style="text-align: center;"><b>Assessments (examples)</b></p> <p>Teachers will design assessments to accommodate various learning styles which will be formative and summative. Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need. Included in each unit is an oral presentation, and the creation of a visual aid.</p>

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<b>Grade:</b>	<b>Subject:</b> Geography-Unit 2-North America (United States & Canada)
<b>CSDE Standard</b>	<p>1-Content Knowledge-Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</p> <p>2-History/Social Studies Literacy-Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.</p>
<b>Enduring Understanding</b>	The United States & Canada share a continent, and are bound by cultural, geographic, historic, and economic ties. The United States & Canada have emerged as wealthy and successful nations, due to their physical and human characteristics.
<b>Essential Questions</b>	<p>How have climate, physical feature, and history affected settlement in North America?</p> <p>What factors have contributed to the economic success and the development of cities in the United States and Canada?</p> <p>How does the unequal distribution of wealth impact North America and the global community?</p>
<b>Content Standard:</b>	<p>1.4-Demonstrate an understanding of geographical space &amp; place.</p> <p>1.5-Describe the interaction of humans and the environments.</p> <p>1.10-Explain how limited resources influence economic decisions.</p> <p>2.1-Access and gather information from a variety of primary &amp; secondary sources (maps, charts, graphs, images, and print materials).</p> <p>2.2-Interpret and gather information from a variety of primary &amp; secondary sources (maps, charts, graphs, images, and print materials).</p> <p>2.4-Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p> <p>2.5-Create relevant social studies materials such as maps, charts, or displays.</p>
<b>Performance Expectations (Student outcomes)</b>	<p>1.4-Analyze how geographic location and physical features have influenced national histories.</p> <p>1.5-Analyze how a specific environment has influenced historical developments in a region/nation of the world</p> <p>1.10-Analyze how the abundance/scarcity of resources affects the nation and the individual.</p> <p>2.1-Find relevant information to answer a history/social studies question.</p> <p>2.2-Use relevant evidence to justify using a source to answer a historical/social studies question.</p> <p>2.4-Ask relevant questions related to social studies/history to initiate, extend, or debate a point of view during discussion (or presentation).</p> <p>2.5-Create relevant visual social studies materials (e.g. maps, political cartoons, web pages) to support an essay or oral presentation.</p> <p>2.5-Create multipurpose visuals (e.g. graphic maps, pictographs) to present information</p>

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	<p>Teachers will select from the following Essential Social Studies Skills as appropriate for each unit:</p> <ul style="list-style-type: none"> <li>-analyzing primary source documents</li> <li>-drawing inferences from factual materials</li> <li>-comparing/contrasting in order to reach and justify a conclusion</li> <li>-determining bias and point of view in sources</li> <li>-composing an argument that has a thesis and content evidence to support that thesis</li> <li>-defending a position with content evidence</li> <li>-developing informed opinions.</li> <li>-developing map skills</li> </ul> <p>Major Content Area Topics: Characteristics of a city, North East, South, Midwest, West, Regions of Canada</p> <p>Common core vocabulary, essential to the understanding of this unit: Metropolitan, suburban, urban hierarchy, maritime</p> <p>Teachers will foster the following skills in students regarding questioning and posing problems:          Thinking and communicating with clarity and precision, Listening with understanding and empathy, Thinking flexibly          Applying past knowledge to new situations</p>		
<p style="text-align: center;"><b>Strategies/Modes (examples)</b></p> <p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p style="text-align: center;"><b>Materials/Resources (examples)</b></p> <p>Textbook, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials</p>	<p style="text-align: center;"><b>Assessments (examples)</b></p> <p>Teachers will design assessments to accommodate various learning styles which will be formative and summative.          Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need. Included in each unit is an oral presentation, and the creation of a visual aid.</p>	

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<b>Grade:</b>	<b>Subject:</b> Geography-Unit 3-Latin America (Mexico, Central America, the Caribbean, and South America)
<b>CSDE Standard</b>	<p>1-Content Knowledge-Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</p> <p>2-History/Social Studies Literacy-Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.</p>
<b>Enduring Understanding</b>	<p>The impact of European colonization is evident in its unique blending of cultures.</p> <p>Latin America possesses many natural resources and is defined by important physical features.</p>
<b>Essential Questions</b>	<p>How have climate, history, and physical feature impacted history &amp; human settlement in Latin America?</p> <p>How have rapid population growth and political turmoil impacted the growth and prosperity of Latin America?</p> <p>How has the degradation of rainforests in Latin America and throughout the world affected the environment?</p>
<b>Content Standard:</b>	<p>1.4-Demonstrate an understanding of geographical space &amp; place.</p> <p>1.5-Describe the interaction of humans and the environments.</p> <p>2.1-Access and gather information from a variety of primary &amp; secondary sources (maps, charts, graphs, images, and print materials).</p> <p>2.2-Interpret and gather information from a variety of primary &amp; secondary sources (maps, charts, graphs, images, and print materials).</p> <p>2.4-Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p> <p>2.5-Create relevant social studies materials such as maps, charts, or displays.</p>
<b>Performance Expectations (Student outcomes)</b>	<p>1.4-Analyze how geographic location and physical features have influenced national histories.</p> <p>1.5-Analyze how a specific environment has influenced historical developments in a region/nation of the world</p> <p>2.1-Find relevant information to answer a history/social studies question.</p> <p>2.2-Use relevant evidence to justify using a source to answer a historical/social studies question.</p> <p>2.4-Ask relevant questions related to social studies/history to initiate, extend, or debate a point of view during discussion (or presentation).</p> <p>2.5-Create relevant visual social studies materials (e.g. maps, political cartoons, web pages) to support an essay or oral presentation.</p> <p>2.5-Create multipurpose visuals (e.g. graphic maps, pictographs) to present information</p> <p>Teachers will select from the following Essential Social Studies Skills as appropriate for each unit:</p> <ul style="list-style-type: none"> <li>-analyzing primary source documents</li> <li>-drawing inferences from factual materials</li> </ul>

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	<ul style="list-style-type: none"> <li>-comparing/contrasting in order to reach and justify a conclusion</li> <li>-determining bias and point of view in sources</li> <li>-composing an argument that has a thesis and content evidence to support that thesis</li> <li>-defending a position with content evidence</li> <li>-developing informed opinions.</li> <li>-developing map skills</li> </ul> <p>Major Content Area Topics: Mexico, the Caribbean, Central America, South America</p> <p>Common core vocabulary, essential to the understanding of this unit: peninsula, subsistence farming, migrant worker, mestizo, isthmus, archipelago, windward, leeward, deforestation, environmental degradation, vertical trade</p> <p>Teachers will foster the following skills in students regarding questioning and posing problems: Thinking and communicating with clarity and precision, Listening with understanding and empathy, Thinking flexibly Applying past knowledge to new situations</p>	
<p style="text-align: center;"><b>Strategies/Modes (examples)</b></p> <p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p style="text-align: center;"><b>Materials/Resources (examples)</b></p> <p>Textbook, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials</p>	<p style="text-align: center;"><b>Assessments (examples)</b></p> <p>Teachers will design assessments to accommodate various learning styles which will be formative and summative. Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need. Included in each unit is an oral presentation, and the creation of a visual aid.</p>

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<b>Grade:</b>	<b>Subject:</b> Geography-Unit 4-Europe
<b>CSDE Standard</b>	<p>1-Content Knowledge-Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</p> <p>2-History/Social Studies Literacy-Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.</p>
<b>Enduring Understanding</b>	<p>Western Europe is a region of nations that were once in conflict that have recently cooperated to create economic success and political unity.</p> <p>Eastern Europe is a region of nations struggling to find their identities in a post-Soviet era.</p>
<b>Essential Questions</b>	<p>How have climate, history, and physical feature impacted culture and history in modern Europe?</p> <p>What factors have led to the economic success and political unity in Western Europe?</p> <p>How have political changes in Eastern Europe contributed to the emergence of varied cultures?</p> <p>What is the global standard of human rights, and what can the global community do to stop human rights violations?</p>
<b>Content Standard:</b>	<p>1.4-Demonstrate an understanding of geographical space &amp; place.</p> <p>1.5-Describe the interaction of humans and the environments.</p> <p>1.13-Understand the characteristics of and interactions among culture, social systems, and institutions</p> <p>2.1-Access and gather information from a variety of primary &amp; secondary sources (maps, charts, graphs, images, and print materials).</p> <p>2.2-Interpret and gather information from a variety of primary &amp; secondary sources (maps, charts, graphs, images, and print materials).</p> <p>2.4-Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p> <p>2.5-Create relevant social studies materials such as maps, charts, or displays.</p>
<b>Performance Expectations (Student outcomes)</b>	<p>1.4-Analyze how geographic location and physical features have influenced national histories.</p> <p>1.5-Analyze how a specific environment has influenced historical developments in a region/nation of the world</p> <p>1.13-Analyze the impact of family, religion, gender, ethnicity, and socioeconomic status on a personal level</p> <p>2.1-Find relevant information to answer a history/social studies question.</p> <p>2.2-Use relevant evidence to justify using a source to answer a historical/social studies question.</p> <p>2.4-Ask relevant questions related to social studies/history to initiate, extend, or debate a point of view during discussion (or presentation).</p> <p>2.5-Create relevant visual social studies materials (e.g. maps, political cartoons, web pages) to support an essay or oral presentation.</p> <p>2.5-Create multipurpose visuals (e.g. graphic maps, pictographs) to present information</p>

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	<p>Teachers will select from the following Essential Social Studies Skills as appropriate for each unit:</p> <ul style="list-style-type: none"> <li>-analyzing primary source documents</li> <li>-drawing inferences from factual materials</li> <li>-comparing/contrasting in order to reach and justify a conclusion</li> <li>-determining bias and point of view in sources</li> <li>-composing an argument that has a thesis and content evidence to support that thesis</li> <li>-defending a position with content evidence</li> <li>-developing informed opinions.</li> <li>-developing map skills</li> </ul> <p>Major Content Area Topics: British Isles, Nordic nations, Central Europe, Mediterranean nations</p> <p>Common core vocabulary, essential to the understanding of this unit: fjords, political neutrality, the EU, human rights, international declaration of human rights</p> <p>Teachers will foster the following skills in students regarding questioning and posing problems: Thinking and communicating with clarity and precision, Listening with understanding and empathy, Thinking flexibly Applying past knowledge to new situations</p>		
<p style="text-align: center;"><b>Strategies/Modes (examples)</b></p> <p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p style="text-align: center;"><b>Materials/Resources (examples)</b></p> <p>Textbook, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials</p>	<p style="text-align: center;"><b>Assessments (examples)</b></p> <p>Teachers will design assessments to accommodate various learning styles which will be formative and summative. Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need. Included in each unit is an oral presentation, and the creation of a visual aid.</p>	

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<b>Grade:</b>	<b>Subject:</b> Geography-Unit 5-Asia (Russia, former Soviet Republics, the Middle East, South Asia, the Far East)
<b>CSDE Standard</b>	<p>1-Content Knowledge-Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</p> <p>2-History/Social Studies Literacy-Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.</p>
<b>Enduring Understanding</b>	<p>Asia is a vast continent that contains a variety of human and physical characteristics.</p> <p>The variety of religious beliefs causes conflict across national lines within Asia.</p>
<b>Essential Questions</b>	<p>How have the nations of the former Soviet Union have developed independently?</p> <p>How has the creation of a modern Middle East led to conflict with its tradition-rich culture?</p> <p>What has been at the root of religious conflict in India and its surrounding countries?</p> <p>How have culture and tradition led to the industrialization of China and Japan?</p>
<b>Content Standard:</b>	<p>1.4-Demonstrate an understanding of geographical space &amp; place.</p> <p>1.5-Describe the interaction of humans and the environments.</p> <p>1.13-Understand the characteristics of and interactions among culture, social systems, and institutions</p> <p>2.1-Access and gather information from a variety of primary &amp; secondary sources (maps, charts, graphs, images, and print materials).</p> <p>2.2-Interpret and gather information from a variety of primary &amp; secondary sources (maps, charts, graphs, images, and print materials).</p> <p>2.4-Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p> <p>2.5-Create relevant social studies materials such as maps, charts, or displays.</p>
<b>Performance Expectations (Student outcomes)</b>	<p>1.4-Analyze how geographic location and physical features have influenced national histories.</p> <p>1.5-Analyze how a specific environment has influenced historical developments in a region/nation of the world</p> <p>1.13-Analyze the impact of family, religion, gender, ethnicity, and socioeconomic status on a personal level</p> <p>2.1-Find relevant information to answer a history/social studies question.</p> <p>2.2-Use relevant evidence to justify using a source to answer a historical/social studies question.</p> <p>2.4-Ask relevant questions related to social studies/history to initiate, extend, or debate a point of view during discussion (or presentation).</p> <p>2.5-Create relevant visual social studies materials (e.g. maps, political cartoons, web pages) to support an essay or oral presentation.</p> <p>2.5-Create multipurpose visuals (e.g. graphic maps, pictographs) to present information</p>

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	<p>Teachers will select from the following Essential Social Studies Skills as appropriate for each unit:</p> <ul style="list-style-type: none"> <li>-analyzing primary source documents</li> <li>-drawing inferences from factual materials</li> <li>-comparing/contrasting in order to reach and justify a conclusion</li> <li>-determining bias and point of view in sources</li> <li>-composing an argument that has a thesis and content evidence to support that thesis</li> <li>-defending a position with content evidence</li> <li>-developing informed opinions.</li> <li>-developing map skills</li> </ul> <p>Major Content Area Topics: former Soviet Union, Middle East, South Asia, Gandhi, the Far East, Modern China</p> <p>Common core vocabulary, essential to the understanding of this unit: communism, Soviet, glasnost, perestroika, ethnic minority, Palestinian, OPEC, Ayatollah, non-violent resistance (passive resistance), boycott, partition, caste system, Great Leap Forward, cultural revolution, four modernizations, Dali Lama</p> <p>Teachers will foster the following skills in students regarding questioning and posing problems:          Thinking and communicating with clarity and precision, Listening with understanding and empathy, Thinking flexibly          Applying past knowledge to new situations</p>		
<p><b>Strategies/Modes (examples)</b>          Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p><b>Materials/Resources (examples)</b>          Textbook, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials</p>	<p><b>Assessments (examples)</b>          Teachers will design assessments to accommodate various learning styles which will be formative and summative.          Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need. Included in each unit is an oral presentation, and the creation of a visual aid.</p>	

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<b>Grade:</b>	<b>Subject:</b> <b>Geography-Unit 6-Africa</b>
<b>CSDE Standard</b>	<p>1-Content Knowledge-Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</p> <p>2-History/Social Studies Literacy-Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.</p>
<b>Enduring Understanding</b>	Though a home of ancient and rich cultures, Africa has been troubled by conflict among ethnic groups, races, and political parties; recently peaceful political changes have been made in several countries.
<b>Essential Questions</b>	<p>How have climate, history, and physical feature impacted human culture and settlement in Africa?</p> <p>What are the sources of political conflict that affect Africa?</p> <p>How does the way of life of the vast African cultures compare and contrast from desert, to grassland, to rainforest?</p> <p>What factors have led to widespread poverty and unstable governments in many African nations?</p>
<b>Content Standard:</b>	<p>1.4-Demonstrate an understanding of geographical space &amp; place.</p> <p>1.5-Describe the interaction of humans and the environments.</p> <p>1.13-Understand the characteristics of and interactions among culture, social systems, and institutions</p> <p>2.1-Access and gather information from a variety of primary &amp; secondary sources (maps, charts, graphs, images, and print materials).</p> <p>2.2-Interpret and gather information from a variety of primary &amp; secondary sources (maps, charts, graphs, images, and print materials).</p> <p>2.4-Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p> <p>2.5-Create relevant social studies materials such as maps, charts, or displays.</p>
<b>Performance Expectations (Student outcomes)</b>	<p>1.4-Analyze how geographic location and physical features have influenced national histories.</p> <p>1.5-Analyze how a specific environment has influenced historical developments in a region/nation of the world</p> <p>1.13-Analyze the impact of family, religion, gender, ethnicity, and socioeconomic status on a personal level</p> <p>2.1-Find relevant information to answer a history/social studies question.</p> <p>2.2-Use relevant evidence to justify using a source to answer a historical/social studies question.</p> <p>2.4-Ask relevant questions related to social studies/history to initiate, extend, or debate a point of view during discussion (or presentation).</p> <p>2.5-Create relevant visual social studies materials (e.g. maps, political cartoons, web pages) to support an essay or oral presentation.</p> <p>2.5-Create multipurpose visuals (e.g. graphic maps, pictographs) to present information</p>

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	<p>Teachers will select from the following Essential Social Studies Skills as appropriate for each unit:</p> <ul style="list-style-type: none"> <li>-analyzing primary source documents</li> <li>-drawing inferences from factual materials</li> <li>-comparing/contrasting in order to reach and justify a conclusion</li> <li>-determining bias and point of view in sources</li> <li>-composing an argument that has a thesis and content evidence to support that thesis</li> <li>-defending a position with content evidence</li> <li>-developing informed opinions.</li> <li>-developing map skills</li> </ul> <p>Major Content Area Topics: Northern Africa, Sub-Saharan Africa, Central Africa, Southern Africa</p> <p>Common core vocabulary, essential to the understanding of this unit: ANC, Darfur, refugee, apartheid, desertification, Bedouin, drought &amp; famine, Great Zimbabwe</p> <p>Teachers will foster the following skills in students regarding questioning and posing problems: Thinking and communicating with clarity and precision, Listening with understanding and empathy, Thinking flexibly Applying past knowledge to new situations</p>	
<p style="text-align: center;"><b>Strategies/Modes (examples)</b></p> <p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p style="text-align: center;"><b>Materials/Resources (examples)</b></p> <p>Textbook, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials</p>	<p style="text-align: center;"><b>Assessments (examples)</b></p> <p>Teachers will design assessments to accommodate various learning styles which will be formative and summative. Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need. Included in each unit is an oral presentation, and the creation of a visual aid.</p>

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<b>Grade:</b>	<b>Subject:</b> Geography-Unit 7-The Pacific World (Australia, Pacific Islands, Antarctica)
<b>CSDE Standard</b>	<p>1-Content Knowledge-Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world.</p> <p>2-History/Social Studies Literacy-Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.</p>
<b>Enduring Understanding</b>	<p>The Pacific World includes thousands of islands across a vast ocean; these include a variety of cultures, many of which that were influenced by European and Asian contacts.</p> <p>Antarctica is a tremendous scientific resource, though its climate and terrain have exploration difficult.</p>
<b>Essential Questions</b>	<p>How have the climate and physical features impacted human settlement and culture in Australia, the Pacific Islands, and Antarctica?</p> <p>How does Antarctica serve as a model of international cooperation?</p>
<b>Content Standard:</b>	<p>1.4-Demonstrate an understanding of geographical space &amp; place.</p> <p>1.5-Describe the interaction of humans and the environments.</p> <p>2.1-Access and gather information from a variety of primary &amp; secondary sources (maps, charts, graphs, images, and print materials).</p> <p>2.2-Interpret and gather information from a variety of primary &amp; secondary sources (maps, charts, graphs, images, and print materials).</p> <p>2.4-Demonstrate ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.</p> <p>2.5-Create relevant social studies materials such as maps, charts, or displays.</p>
<b>Performance Expectations (Student outcomes)</b>	<p>1.4-Analyze how geographic location and physical features have influenced national histories.</p> <p>1.5-Analyze how a specific environment has influenced historical developments in a region/nation of the world</p> <p>2.1-Find relevant information to answer a history/social studies question.</p> <p>2.2-Use relevant evidence to justify using a source to answer a historical/social studies question.</p> <p>2.4-Ask relevant questions related to social studies/history to initiate, extend, or debate a point of view during discussion (or presentation).</p> <p>2.5-Create relevant visual social studies materials (e.g. maps, political cartoons, web pages) to support an essay or oral presentation.</p> <p>2.5-Create multipurpose visuals (e.g. graphic maps, pictographs) to present information</p> <p>Teachers will select from the following Essential Social Studies Skills as appropriate for each unit: -analyzing primary source documents</p>

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	<ul style="list-style-type: none"> <li>-drawing inferences from factual materials</li> <li>-comparing/contrasting in order to reach and justify a conclusion</li> <li>-determining bias and point of view in sources</li> <li>-composing an argument that has a thesis and content evidence to support that thesis</li> <li>-defending a position with content evidence</li> <li>-developing informed opinions.</li> <li>-developing map skills</li> </ul> <p>Major Content Area Topics: Australia, Pacific Islands-Micronesia, Melanesia, Polynesia, Antarctica</p> <p>Common core vocabulary, essential to the understanding of this unit: Aborigine, Outback, Great Barrier Reef, Oceania, atoll, ice shelf,</p> <p>Teachers will foster the following skills in students regarding questioning and posing problems: Thinking and communicating with clarity and precision, Listening with understanding and empathy, Thinking flexibly Applying past knowledge to new situations</p>	
<p style="text-align: center;"><b>Strategies/Modes (examples)</b></p> <p>Teacher led lecture, class discussion, small group discussions, RT strategies, guided readings, film where appropriate, technology based activities, primary/secondary source analysis</p>	<p style="text-align: center;"><b>Materials/Resources (examples)</b></p> <p>Textbook, primary and secondary source documents and maps, graphic organizers, video, teacher created supplemental materials</p>	<p style="text-align: center;"><b>Assessments (examples)</b></p> <p>Teachers will design assessments to accommodate various learning styles which will be formative and summative. Free response, objective, long term projects, presentations, debates; web-quests will be used at the teacher's discretion based on student need. Included in each unit is an oral presentation, and the creation of a visual aid.</p>