Teacher's Guide to Structuring an 8th Grade Global Studies Course while Integrating the Minnesota State Standards (rev. 1)

Developed by Middle School Team Members:
Jan Hertel (Coordinator)
## Teacher's Guide to an 8th grade Global Studies course

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. Local needs may require that benchmarks be moved to other units. This is a working document that will continue to be updated.
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<td>8.3.1.1.1</td>
<td>8.3.2.3.1</td>
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<td>8.2.1.1.1</td>
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<td>8.4.1.2.1</td>
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<tr>
<td>8.1.1.1.1</td>
<td>8.3.1.1.1</td>
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### Pacing Guide

<table>
<thead>
<tr>
<th>Proposal A</th>
<th>days</th>
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<tbody>
<tr>
<td>Overview</td>
<td>10</td>
<td>Overview</td>
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<td>Australia/Oceania</td>
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<td>South &amp; Central Asia</td>
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<td>SW Asia/N. Africa</td>
<td>20 - 25</td>
<td>SW Asia/N. Africa</td>
<td>20 - 25</td>
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<tr>
<td>Sub-Sahara Africa</td>
<td>20</td>
<td>Sub-Sahara Africa</td>
<td>20</td>
</tr>
<tr>
<td>Europe/Russia</td>
<td>15 - 20</td>
<td>South &amp; Central Asia</td>
<td>10 - 15</td>
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<tr>
<td>Latin America</td>
<td>10 - 15</td>
<td>East &amp; SE Asia</td>
<td>20 - 25</td>
</tr>
<tr>
<td>US/Canada</td>
<td>10 - 15</td>
<td>Australia/Oceania</td>
<td>5 - 10</td>
</tr>
<tr>
<td>Research/theme unit</td>
<td>15-18</td>
<td>Research/theme unit</td>
<td>15 - 18</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>135 - 160</strong></td>
<td><strong>TOTAL</strong></td>
<td><strong>135 - 160</strong></td>
</tr>
<tr>
<td><strong>remaining days - local discretion</strong></td>
<td><strong>remaining days - local discretion</strong></td>
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</tbody>
</table>
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.
### Skills Benchmarks

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. This overview is meant to provide students a mental framework and skills base for their study of the world. A variety of world maps and data will be examined to give a global perspective. Students will explore how the world is categorized into various regions based on human and physical characteristics. There are 8 basic spatial questions that will be addressed throughout the overview and each region of the world.


<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>Possible Topics:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2.3.4.1</td>
<td>Identify factors which affect economic growth (percentage changes in Gross Domestic Product – GDP) and lead to a different standard of living.</td>
<td>I can identify factors which affect economic growth in different countries.</td>
</tr>
<tr>
<td>8.3.2.3.1</td>
<td>Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places.</td>
<td>I can use geographic tools to explain the distribution of physical and human characteristics of places.</td>
</tr>
<tr>
<td>8.1.1.1.1</td>
<td>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.</td>
<td>I can participate in a Civic discussion. I can demonstrate respect for opinions of people or groups who have different perspectives. I can apply inquiry and analysis skills to be a well informed citizen and participate in my country’s democratic government.</td>
</tr>
</tbody>
</table>

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**Note:**

- **8.2.3.4.1**
  - Identify factors which affect economic growth (percentage changes in Gross Domestic Product – GDP) and lead to a different standard of living.
  - I can identify factors which affect economic growth in different countries.

- **8.3.2.3.1**
  - Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places.
  - I can use geographic tools to explain the distribution of physical and human characteristics of places.

- **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.
    - I can participate in a Civic discussion.
    - I can demonstrate respect for opinions of people or groups who have different perspectives.
    - I can apply inquiry and analysis skills to be a well informed citizen and participate in my country’s democratic government.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.2.1.1.1</td>
<td>Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices. I can explain why individuals and governments make different economic choices.</td>
<td><a href="http://fffl.councilforeconed.org/documents/978-1-56183-694-9-visual-lesson-02.pdf">Paced chart</a></td>
</tr>
<tr>
<td>8.3.1.1.1</td>
<td>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 can gather and analyze geographic information from print and electronic sources. I can use geospatial technology to analyze geographic information.</td>
<td><a href="http://hdr.undp.org/en/data/map/">UN maps of human development</a></td>
</tr>
<tr>
<td>8.3.1.1.2</td>
<td>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. I can apply the 7 elements (title, orientation, date, author, legend/key, source, scale) of a map to display spatial information on a variety of maps.</td>
<td><a href="http://www.worldmapper.com">www.Worldmapper.com</a> - spatial maps for use with spatial questions, <a href="http://www.geteach.com">www.geteach.com</a> - allows you to manipulate and compare data side by side using 2 world maps, <a href="http://www.progonos.com/furuti/MapProj/Normal/TOC/cartTOC.html">http://www.progonos.com/furuti/MapProj/Normal/TOC/cartTOC.html</a> - Map projections explained, Add lines, text, symbols to base map, <a href="http://www.mygreatmaps.com">http://www.mygreatmaps.com</a></td>
</tr>
<tr>
<td>8.3.1.2.1</td>
<td>Formulate questions about topics in geography; pose possible answers: use geospatial technology to analyze problems and make decisions within a spatial context. I can ask geographic questions. I can gather, organize, and analyze information to answer questions.</td>
<td><a href="http://www.youtube.com/watch?v=poMGRbfgp38">The Geospatial Revolution Project from Penn State</a> - Geothentic <a href="http://lt.umn.edu/geothentic/">http://lt.umn.edu/geothentic/</a> - real world problems for students to solve</td>
</tr>
</tbody>
</table>
| 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. 

*I can research a topic and create a thesis statement using contemporary world history.*

*I can use both primary and secondary sources to site my findings.* | [http://chnm.gmu.edu/worldhistorysources/index.html](http://chnm.gmu.edu/worldhistorysources/index.html) |
Sample unit

This sample unit shows how the curriculum framework in this document could be used in planning instruction. Column 5 is a narrative of a possible instructional sequence. Some resources are included in this document. Many textbooks will also include lessons on these topics.

<table>
<thead>
<tr>
<th>Code</th>
<th>Benchmarks</th>
<th>Possible Topics:</th>
<th>Resources:</th>
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<tbody>
<tr>
<td>8.3.3.5.4</td>
<td>Describe the locations of human populations and the cultural characteristics of Southwest Asia and North Africa.</td>
<td></td>
<td>w overview map of Middle East conditions <a href="http://www.nytimes.com/interactive/2011/02/06/weekinreview/06marsh.html?ref=weekinreview">http://www.nytimes.com/interactive/2011/02/06/weekinreview/06marsh.html?ref=weekinreview</a></td>
</tr>
<tr>
<td>8.3.3.6.4</td>
<td>Describe how the physical and environmental features of Southwest Asia and North Africa affect human activity and settlement.</td>
<td></td>
<td>w <a href="http://environment.nationalgeographic.com/environment/freshwater/about-freshwater-initiative/#">http://environment.nationalgeographic.com/environment/freshwater/about-freshwater-initiative/#</a> , You Tube video for World Water Day <a href="http://www.youtube.com/watch?feature=player_embedded&amp;v=Xt5UGzLrqzE">http://www.youtube.com/watch?feature=player_embedded&amp;v=Xt5UGzLrqzE</a></td>
</tr>
<tr>
<td>8.3.3.8.1</td>
<td>Describe the impact of nationalist movements in the twentieth century on contemporary geopolitics in Southwest Asia and North Africa.</td>
<td></td>
<td>w <a href="http://www.npr.org/2012/01/02/144489844/timeline-the-major-events-of-the-arab-spring">http://www.npr.org/2012/01/02/144489844/timeline-the-major-events-of-the-arab-spring</a></td>
</tr>
<tr>
<td>8.3.3.10.5</td>
<td>Describe how the distribution and development of</td>
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<tr>
<td>8.4.3.14.7</td>
<td>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)</td>
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<tr>
<td>8.1.5.13.1</td>
<td>Explain how different types of governments reflect historically and culturally specific understandings of the relationships between the individual, government and society.</td>
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<tr>
<td>8.4.3.14.5</td>
<td>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)</td>
<td></td>
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</tr>
<tr>
<td>8.4.3.14.3</td>
<td>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)</td>
<td></td>
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</tr>
<tr>
<td>8.4.3.14.6</td>
<td>Describe how movements and social conditions have affected the lives of women in different parts of the world.</td>
<td></td>
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</tr>
</tbody>
</table>

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.”
10. 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)
| 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. | w http://debategraph.org/ , w http://www.procon.org/ |
### Beginning of the year - What is Geography?

<table>
<thead>
<tr>
<th>Video Title</th>
<th>YouTube URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Human Geog.</td>
<td><a href="https://www.youtube.com/watch?v=rkoUBtfrykw">https://www.youtube.com/watch?v=rkoUBtfrykw</a></td>
</tr>
<tr>
<td>NGS - What is Geo-Literacy?</td>
<td><a href="https://www.youtube.com/watch?v=Pb8yenSogzE">https://www.youtube.com/watch?v=Pb8yenSogzE</a></td>
</tr>
<tr>
<td>NGS - Why is Geo-Literacy Important?</td>
<td><a href="https://www.youtube.com/watch?v=sTUG13RCz9A">https://www.youtube.com/watch?v=sTUG13RCz9A</a></td>
</tr>
<tr>
<td>Geography Matters</td>
<td><a href="https://www.youtube.com/watch?v=JyhSHDGg-cw">https://www.youtube.com/watch?v=JyhSHDGg-cw</a></td>
</tr>
<tr>
<td>Geobee - what is geography?</td>
<td><a href="http://www.youtube.com/watch?v=ri0_iyFni4">http://www.youtube.com/watch?v=ri0_iyFni4</a></td>
</tr>
<tr>
<td>Ode to Earth-Baba Yetu (Human Planet trailer)</td>
<td><a href="http://www.youtube.com/watch?v=r6qi393Z7L8">http://www.youtube.com/watch?v=r6qi393Z7L8</a></td>
</tr>
<tr>
<td>We are all connected (cool side by side comparison) from WWF</td>
<td><a href="http://www.youtube.com/watch?v=JsVlKFU63i4">http://www.youtube.com/watch?v=JsVlKFU63i4</a></td>
</tr>
</tbody>
</table>
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.

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<tr>
<th>Code</th>
<th>Benchmarks</th>
<th>Possible Topics:</th>
<th>Resources:</th>
</tr>
</thead>
</table>
| 8.3.3.5.1 | Describe the locations of human populations and the cultural characteristics of the United States and Canada.  
I can show how settlement patterns of human population affect the cultural characteristic of the United States and Canada. | Location & Populations, Migration  
US - Canada border  
http://www.youtube.com/watch?v=qMkYI1A7mgw&list=TLVx_l8m2n8Anetl8UuIY5WEUClaU51xNY | http://www.forbes.com/special-report/2011/migration.html (Interactive Map showing migrations between counties.  Junior Scholastic immigration timeline  
| 8.3.3.6.1 | Describe how the physical and environmental features of the United States and Canada affect human activity and settlement.  
I can show how settlement patterns of human population affect the physical characteristics of the United States and Canada. | Climate, landforms, distribution of resources, waterways, ecosystems  
http://www.youtube.com/watch?v=YQrTIC7T-rmw intro to Canada  
w Food Atlas of the US  
w your ecological footprint  
http://www.myfootprint.org/  
w http://education.nationalgeographic.com/archive/xpeditions/lessons/16/q912/web.html?ar_a=1  
w http://www.populationeducation.org/index.php?option=com_content&task=view&i |
| 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 can describe how industrialization and trade are connected between the U.S., Canada, and Mexico. |

| 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 can explain the impact of resources on manufacturing regions in the U.S. and Canada by outsourcing. |


| w | NPR What America Sells to the World http://www.npr.org/blogs/money/2012/03/14/148460268/what-america-sells-to-the-world?sc=fb&cc=fp |

| w | affluenza http://www.pbs.org/kcts/affluenza/treat/tguide/tguide.html |


<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>8.1.5.12.1</strong> (see also: Europe/Russia)</td>
<td>Explain why governments belong to different types of economic alliances and international and regional organizations. I can explain why governments belong to different types of economic alliances &amp; international &amp; 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.</td>
<td>United Nations, World Trade Organization, Arab League, African Union, European Union, North Atlantic Treaty Organization, Organization of American States, Asia Pacific</td>
</tr>
<tr>
<td><strong>8.4.1.2.1</strong></td>
<td>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. I can research a topic and create a thesis statement using contemporary world history. I can use both primary and secondary sources to site my findings.</td>
<td>Geothentic is a Univ. of Minnesota project where students solve real world problems in locating a hospital, avian flu, climate change, and more. <a href="http://lt.umn.edu/geothentic/">http://lt.umn.edu/geothentic/</a></td>
</tr>
<tr>
<td><strong>8.3.2.3.1</strong></td>
<td>Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places. I can use geographic tools to explain the distribution of physical and human characteristics of places.</td>
<td>Map shows phone and SMS connections within the US <a href="http://senseable.mit.edu/csa/interact.html">http://senseable.mit.edu/csa/interact.html</a></td>
</tr>
<tr>
<td><strong>8.1.1.1.1</strong></td>
<td>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.</td>
<td>Election 2012 <a href="http://www.uselectionatlas.org">www.uselectionatlas.org</a>, <a href="http://www.livingroomcandidate.org">www.livingroomcandidate.org</a>, e</td>
</tr>
<tr>
<td>I can participate in a Civic discussion.</td>
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<tr>
<td>I can demonstrate respect for opinions of</td>
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<tr>
<td>people or groups who have different</td>
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<tr>
<td>perspectives.</td>
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<tr>
<td>I can apply inquiry and analysis skills to</td>
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<td>be a well informed citizen and participate</td>
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<td>in my country’s democratic government.</td>
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</tr>
</tbody>
</table>

| w  | http://debategraph.org/, pro and con on many issues |
| w  | http://www.globalissues.org/ |
| w  | http://wwcsd.net/~widrigr/PersuasiveWriting.htm |
| w  | http://www.procon.org/ |
### 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.

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<tbody>
<tr>
<td>8.3.3.5.2</td>
<td>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. <em>I can show how past and present settlement patterns of human population affect the cultural characteristics of Latin America.</em></td>
<td>Mexico City (site of former Aztec Capital), Brasilia (20th century planned city)</td>
<td><a href="http://peoplemov.in/#f_ZW">Unique look at country to country migration</a></td>
</tr>
<tr>
<td>8.3.3.6.2</td>
<td>Describe how the physical and environmental features of Latin America affect human activity and settlement. <em>I can show how settlement patterns of human population affect the physical characteristic of Latin America.</em></td>
<td>Where to people in Brazil live?, Andes Mts, (elevation zones &amp; how it effects climate, growing seasons, etc.)</td>
<td><a href="http://wahlclassroom.blogspot.com/2012/12/the-four-zones-of-andes-mountains.html">4 zones of andes mountains</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.sln.org.uk/geography/schools/blythebridge/GCSERevisionPopulationD&amp;D.htm">brazil population distribution</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="http://upload.wikimedia.org/wikipedia/commons/6/64/ARCHELLA_E_Thery_Img_06.png">map</a></td>
</tr>
<tr>
<td>8.3.3.10.3</td>
<td>Describe the changing role of Latin America in global trade networks. <em>I can describe how industrialization and trade are connected between Latin America and the world.</em></td>
<td>Emergence of Brazilian economy (sugarcane-energy), Venezuela (OPEC member)</td>
<td></td>
</tr>
<tr>
<td>8.4.3.14.8</td>
<td>Describe how groups are reviving and</td>
<td>Focus Globalization (Lesson 6: The</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Resource</td>
<td>URL</td>
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</tr>
<tr>
<td>8.3.2.3.1</td>
<td>Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.1.1.1.1</td>
<td>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. - <em>I can participate in a Civic discussion.</em> - <em>I can demonstrate respect for opinions of people or groups who have different</em></td>
<td><a href="http://debategraph.org/">debate</a>, <a href="http://www.procon.org/">http://www.procon.org/</a></td>
<td><a href="http://wwcsd.net/~widigr/PersuasiveWriting.htm">http://wwcsd.net/~widigr/PersuasiveWriting.htm</a></td>
</tr>
</tbody>
</table>
| Perspectives.  
- I can apply inquiry and analysis skills to be a well informed citizen and participate in my country's democratic government. |  |

| 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 can gather and analyze geographic information from print and electronic sources. I can use geospatial technology to analyze geographic information. |  
|  |  | UN maps of human development  
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.

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</thead>
</table>
| 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 can show how migration patterns and the aging population affect the cultural characteristics of Europe* | Demographic transition, Migrations from N. African nations & Middle East to Western European Nations | w: Population Reference Bureau: http://www.census.gov/population/international/data/idb/informationGateway.php, http://populationpyramid.net/  
  v: http://www.youtube.com/watch?v=IOZmqlWqur4 International migration  
  w: http://www.nytimes.com/ref/world/20070622_CAPEVERDE_GRAPHIC.html  
  w: http://geographyiseasy.wordpress.com/2013/02/05/population-change-in-europe-in-2010/  
  w: http://www.irinnews.org/photo/details/20131111238370/migration-routes-into-europe  
  v: http://www.youtube.com/watch?v=Tuz6jyxRGSg population pyramids and demographic transition |
| 8.3.3.6.3 | Describe how the physical and environmental features of Europe and Russia affect human activity and settlement.                                                  |                                                                                | v: for fun - Northern Lights http://www.youtube.com/watch?v=xI_qG0DuuMU  
   w: Look at Danube River and settlement http://education.nationalgeographic.com/education/lesson/conflict-danube/?ar_a=1 |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Video/Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Settlement patterns of human population affect the physical characteristics of Europe.</td>
<td>I can show how settlement patterns of human population affect the physical characteristics of Europe.</td>
<td><a href="http://www.youtube.com/watch?v=XjVwA1UKBzA">http://www.youtube.com/watch?v=XjVwA1UKBzA</a></td>
</tr>
<tr>
<td>8.3.3.10.4</td>
<td>Describe the role of Europe in the global economy today. I can describe the role of Europe in the global economy today.</td>
<td>v <a href="http://www.youtube.com/watch?v=U-1R634vpRQ">http://www.youtube.com/watch?v=U-1R634vpRQ</a> shrinking Aral Sea</td>
</tr>
<tr>
<td>8.4.3.13.2</td>
<td>Explain the major differences in the political and economic ideologies and values of the Western democracies and the Soviet bloc. (The World After World War II: 1950-1989) I can compare and contrast politics, economies, and western democracies and the Soviet bloc.</td>
<td>v <a href="http://www.youtube.com/watch?v=fK1MwhEDjHg">http://www.youtube.com/watch?v=fK1MwhEDjHg</a> Berlin Wall falls - NBC</td>
</tr>
<tr>
<td>8.4.3.13.3</td>
<td>Describe political challenges and struggles of newly independent countries during the Cold War era. (The World After World War II: 1950-1989) I can compare and contrast the struggles of newly independent countries during the Cold War Era.</td>
<td>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.</td>
</tr>
<tr>
<td>8.1.5.12.1 (see also: U.S./Canada)</td>
<td>Explain why governments belong to different types of economic alliances and international and regional organizations. - I can explain why governments belong to different types of economic alliances &amp; international &amp; regional organizations.</td>
<td>United Nations, World Trade Organization, Arab League, African Union, European Union, North Atlantic Treaty Organization, Organization of American States, Asia Pacific</td>
</tr>
<tr>
<td>- I can explain the purpose of international political and economic institutions</td>
<td></td>
<td></td>
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<tr>
<td>--------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.2.3.4.1 (see also: overview, sub-Saharan Afr.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify factors which affect economic growth (percentage changes in Gross Domestic Product – GDP) and lead to a different standard of living. I can identify factors which affect economic growth in different countries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.4.3.13.1 (see also: sub-Saharan Afr, Latin America)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze connections between revolutions, independence movements and social transformations during the Cold War era. (The World After World War II: 1950-1989) I can explain how revolutions and independence movements changed societies during the Cold War Era.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

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<tbody>
<tr>
<td>8.3.3.5.4</td>
<td>Describe the locations of human populations and the cultural characteristics of Southwest Asia and North Africa.</td>
<td>I can show how settlement patterns of human population affect the cultural characteristic of North Africa and Southwest Asia.</td>
<td></td>
<td><a href="http://www.nytimes.com/interactive/2011/02/06/weekinreview/06marsh.html?ref=weekinreview">overview map of Middle East conditions</a></td>
</tr>
<tr>
<td>8.3.3.6.4</td>
<td>Describe how the physical and environmental features of Southwest Asia and North Africa affect human activity and settlement.</td>
<td>I can show how settlement patterns of human population affect the physical characteristics and environmental features of North Africa and Southwest Asia.</td>
<td></td>
<td><a href="http://www.youtube.com/watch?v=2pXuAw1bSQ0">Our Thirsty World</a> <a href="http://www.youtube.com/watch?v=4PTtcDdgagE">It Starts With One Drop</a> <a href="http://www.youtube.com/watch?v=Xt5UGzLrqzE">Water Changes Everything</a> <a href="http://www.youtube.com/watch?v=4PTtcDdgagE">World Water Day</a> <a href="http://environment.nationalgeographic.com/environment/freshwater/about-freshwater-initiative/#">Freshwater initiative from NGS</a></td>
</tr>
<tr>
<td>8.3.3.8.1</td>
<td>Describe the impact of nationalist movements in the twentieth century on contemporary geopolitics in Southwest Asia and North Africa.</td>
<td>I can describe how conflict and cooperation among people influence</td>
<td></td>
<td><a href="http://www.archives.gov/education/lessons/us-israel/">us recognition of israel</a> <a href="http://www.pbs.org/pov/promises/">Arab/Israeli conflict through the</a></td>
</tr>
</tbody>
</table>
the Earth’s surface.

**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.

I can describe how the distributions of oil and water resources influence the economy and societies of Southwest Asia and North Africa.

- [Syria](http://www.youtube.com/watch?v=Y58njT2oXfE) animated explanation of Palestine/Israel conflict

**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.

I can describe how the distributions 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 political movements. (The New Global Era: 1989 to Present)

I can describe how current media affect cultural identity and social/political movements.

- [social media and Arab spring](http://fyb.umd.edu/2012/journalism-resources/today/arab-spring/)

**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.

I can explain how different...
| 8.4.3.14.5 (see also: Cen & S Asia, E & SE Asia, Sub-Saharan 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 can evaluate the state of human rights around the world. |
|---|---|
| **w** | Human Rights Watch  
http://www.hrw.org/ |
| **w** | UofM Center for Human Rights  
http://www1.umn.edu/humanrts/center/default.html  
(including "This is My Home" curriculum) |
| **w** | United Nations Population Fund  
http://www.unfpa.org/issues/ |
| **w** | Asian Human Rights Commission  
http://www.humanrights.asia/ |
| **w** | Breaking the Silence  
http://www.breakingthesilence.org.il/ |
| **w** | Education program on children's rights  
http://worldschildrensprize.org/page.html#&panel1-2 |
| **w** | India Togetter  
www.indiatoggether.org/humanrights |
| **w** | In Google Earth under the Global Awareness Layer--choose The Elders: Every Human has Rights. This allows you to view issues around the world. |
| **w** | unicef children's rights  
| **w** | children with disabilities  
| **w** | Amnesty International  
http://amnesty.org/ case studies, research, news; searchable by country |
| **w** | Citizens for Global Solutions  
http://globalsolutions.org/human-rights |
| **v** | http://globalsolutions.org/multimedia |
| **w** | Education program on children's rights  
http://worldschildrensprize.org/page.html#&panel1-2 |
| **w** | India Togetter  
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http://amnesty.org/ case studies, research, news; searchable by country |
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| **w** | Amnesty International  
http://amnesty.org/ case studies, research, news; searchable by country |
| **w** | Citizens for Global Solutions  
http://globalsolutions.org/human-rights |
| **v** | http://globalsolutions.org/multimedia |
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| **w** | India Togetter  
www.indiatoggether.org/humanrights |
| **w** | In Google Earth under the Global Awareness Layer--choose The Elders: Every Human has Rights. This allows you to view issues around the world. |
| **w** | unicef children's rights  
| **w** | children with disabilities  
| **w** | Amnesty International  
http://amnesty.org/ case studies, research, news; searchable by country |
| **w** | Citizens for Global Solutions  
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| **v** | http://globalsolutions.org/multimedia |
| **w** | Education program on children's rights  
http://worldschildrensprize.org/page.html#&panel1-2 |
| **w** | India Togetter  
www.indiatoggether.org/humanrights |
| 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 can explain how women’s rights have changed around the world in the present era. | w | http://www.pewresearch.org/fact-tank/2014/01/08/what-is-appropriate-attire-for-women-in-muslim-countries/women’s attire | w | women’s rights http://www.globalissues.org/article/166/womens-rights | w | umoja kenya http://www.nytimes.com/learning/teachers/lessons/20041208wednesday.html |
| | | v | http://www.imdb.com/title/tt2258858/ Wadjda trailer - Saudi girl and bike | | |
| 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. 
- I can participate in a civic discussion. 
- I can demonstrate respect for opinions of people or groups who have different perspectives. 
- I can apply inquiry and analysis skills to be a well informed citizen and participate in my country’s democratic government. | w | debate http://debategraph.org/ | w | http://www.procon.org/ | w | http://wwcsd.net/~widrigr/PersuasiveWriting.htm |
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<td>8.3.3.5.6</td>
<td>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. <em>can show the reasons for different settlement patterns and how they affect future population growth of South Asia and Central Asia.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.3.3.6.6</td>
<td>Describe how the physical and environmental features of South Asia and Central Asia affect human activity and settlement. <em>I can show how the human population affect the physical characteristics and environmental features of South Asia and Central Asia.</em></td>
<td></td>
<td><img src="http://www.youtube.com/watch?v=U-R634vpRQ&amp;feature=related" alt="video" />, Aral Sea</td>
</tr>
<tr>
<td>8.3.3.10.7</td>
<td>Analyze the role of comparative advantage in the rise of the Indian market economy in the global economic system. <em>I can analyze how comparative advantage has impacted the rise in the Indian market economy on the global economic system</em></td>
<td></td>
<td><img src="http://www.youtube.com/watch?v=FQ1O9NlnugE" alt="video" />, <img src="http://www.pbs.org/now/shows/425/" alt="video" title="india rising" /></td>
</tr>
<tr>
<td>8.4.3.14.2</td>
<td>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:</td>
<td></td>
<td><img src="http://en.wikipedia.org/wiki/List_of_diasporas" alt="list" />, ![letters](letters from the diaspora)</td>
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<tr>
<td>w</td>
<td>Garifuna diaspora (banana corporations caused)</td>
<td><a href="http://www.stanford.edu/group/arts/honduras/teacher/migrationteacher.html">http://www.stanford.edu/group/arts/honduras/teacher/migrationteacher.html</a></td>
<td></td>
</tr>
<tr>
<td>w</td>
<td></td>
<td><a href="http://movingpeoplechangingplaces.org/locations.html">http://movingpeoplechangingplaces.org/locations.html</a></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>8.2.5.12.1 (see also: S &amp; SE Asia)</th>
<th>Explain why trade is mutually beneficial to countries; define and apply absolute and comparative advantage with respect to international trade. I can use international trade information to show how countries around the world benefit from trade.</th>
<th>International trade game - advanced level - <a href="http://www.imf.org/external/np/exr/center/students/trade/traders.aspx?u=DD60F25B">http://www.imf.org/external/np/exr/center/students/trade/traders.aspx?u=DD60F25B</a></th>
</tr>
</thead>
</table>

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<tr>
<th>8.4.3.14.3 (see also: S &amp; Cen. Asia, Middle East, E &amp; SE Asia)</th>
<th>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 can describe different religions around the world</th>
<th>Dalit caste girls in India <a href="http://www.theglobeandmail.com/news/world/breaking-caste/">http://www.theglobeandmail.com/news/world/breaking-caste/</a></th>
</tr>
</thead>
</table>

| 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 can evaluate the state of human rights around the world. | See resources under Africa South of the Sahara or SW Asia/N. Africa units |
| 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 can gather and analyze geographic information from print and electronic sources. I can use geospatial technology to analyze geographic information.* | w | UN maps of human development 
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<tr>
<td>8.3.3.5.7</td>
<td>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. I can show settlement patterns of human population affect the cultural characteristics of Africa south of the Sahara since 1945.</td>
<td></td>
<td>w PBS on race including activity on sorting people <a href="http://www.pbs.org/race/002_SortingPeople/002_00-home.htm">http://www.pbs.org/race/002_SortingPeople/002_00-home.htm</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>w <a href="http://www.inourvillage.org/index.html">http://www.inourvillage.org/index.html</a></td>
<td>w <a href="http://www.foreignpolicy.com/articles/2012/06/11/africa_takes_off_by_g_paschal_zachary?page=0,0">http://www.foreignpolicy.com/articles/2012/06/11/africa_takes_off_by_g_paschal_zachary?page=0,0</a></td>
</tr>
<tr>
<td>8.3.3.6.7</td>
<td>Describe how the physical and environmental features of Africa South of the Sahara affect human activity and settlement. I can show how the human population affect the physical characteristics and environmental features of Africa south of the Sahara</td>
<td>- article about Africa’s economic growth, Freshwater initiative from NGS, YouTube video for World Water Day</td>
<td>w <a href="http://environment.nationalgeographic.com/environment/freshwater/about-freshwater-initiative/">http://environment.nationalgeographic.com/environment/freshwater/about-freshwater-initiative/</a></td>
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<td>v <a href="http://www.youtube.com/watch?v=2pXuAw1bSQo">http://www.youtube.com/watch?v=2pXuAw1bSQo</a></td>
<td>v <a href="http://www.youtube.com/watch?v=Xt5UGzLrqzE">http://www.youtube.com/watch?v=Xt5UGzLrqzE</a></td>
</tr>
<tr>
<td>8.3.3.7.1</td>
<td>Describe independence and nationalist movements in Sub-Saharan Africa and Asia, (see also:</td>
<td></td>
<td>w life without taps simulation game <a href="http://www.bridgesglobal.org.uk/documents/LWTOnline.pdf">http://www.bridgesglobal.org.uk/documents/LWTOnline.pdf</a></td>
</tr>
<tr>
<td>(see also:</td>
<td></td>
<td>v <a href="http://www.youtube.com/watch?v=2pXuAw1bSQo">http://www.youtube.com/watch?v=2pXuAw1bSQo</a></td>
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<td></td>
</tr>
<tr>
<td>SW Asia/NAfr</td>
<td>including India's independence movement. I can describe the independence and nationalist movements of Sub-Saharan Africa, Asia, and India.</td>
<td></td>
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</tr>
<tr>
<td>8.4.3.14.8 (See also Latin America)</td>
<td>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 can explain how groups are reviving and maintaining their traditional cultures and identities in a world of increasing globalization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.2.3.4.1 (see also: Overview, Eur/Russia)</td>
<td>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 can identify factors which affect economic growth in different countries.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.3.1.1.1</td>
<td>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 can gather and analyze geographic information from print and electronic sources. I can use geospatial technology to analyze geographic information.</td>
<td></td>
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</tr>
<tr>
<td>8.4.3.14.5 (see also: Cen. &amp; S.)</td>
<td>Assess the state of human rights around the world as described in the 1948 Universal Declaration of Human Rights. (The New</td>
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<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>w</td>
<td>Lost Boys of Sudan several short videos <a href="http://education.nationalgeographic.com/education/topics/lost-boys/?ar_a=1">http://education.nationalgeographic.com/education/topics/lost-boys/?ar_a=1</a></td>
</tr>
<tr>
<td>w</td>
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<tr>
<td>w</td>
<td><a href="http://www.gapminder.org">http://www.gapminder.org</a></td>
</tr>
<tr>
<td>w</td>
<td>Human Rights Watch</td>
</tr>
<tr>
<td>Asia, E and SE Asia, SW Asia, and N. Afr</td>
<td><strong>Global Era: 1989 to Present</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>I can evaluate the state of human rights around the world.</strong></td>
<td><strong><a href="http://www.hrw.org/">http://www.hrw.org/</a></strong></td>
</tr>
</tbody>
</table>
| **UofM Center for Human Rights**  
[http://www1.umn.edu/humanrts/center/default.html](http://www1.umn.edu/humanrts/center/default.html)  
(including “This is My Home” curriculum) | **UNICEF children’s rights**  
| **United Nations Population Fund**  
| **Asian Human Rights Commission**  
[http://www.humanrights.asia/](http://www.humanrights.asia/) | **Amnesty International**  
[http://amnesty.org/](http://amnesty.org/)  
(case studies, research, news; searchable by country) |
| **Breaking the Silence**  
[http://www.breakingthesilence.org.il/](http://www.breakingthesilence.org.il/) | **Citizens for Global Solutions**  
| **Education program on children’s rights**  
[http://worldschildprize.org/page.html#&panel1-2](http://worldschildprize.org/page.html#&panel1-2) | **http://globalsolutions.org/multimedia** |
| **India Together**  
| **Free the Children**  
[www.iglhrc.org/cgi-bin/iowa/home/index.html](http://www.iglhrc.org/cgi-bin/iowa/home/index.html) |
| **Know Child Labor**  

| 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 can explain how revolutions and independence movements changed societies during the Cold War Era.* |

| 8.3.2.3.1 | **Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places.**  
*I can use geographic tools to explain the distribution of physical and human*** | **teacher info on wide variety of topics dealing with Africa** |
| characteristics of places. |  | http://www.africa.upenn.edu/About_African/ww_dev.html |
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.

<table>
<thead>
<tr>
<th>Code</th>
<th><strong>Benchmarks</strong></th>
<th><strong>Student Friendly Language</strong></th>
<th><strong>Possible Topics:</strong></th>
<th><strong>Resources:</strong></th>
</tr>
</thead>
</table>
| 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.  
| 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 region’s population, economy and culture.  
I can show how settlement patterns of human population affect the cultural characteristics of East Asia and Southeast Asia. |                                                                  |                     | NGS - world reaches 7 billion  
http://www.youtube.com/watch?v=sc4HxPxNrZ0&feature=player_embedded  
NGS Are you Typical?  
http://www.youtube.com/watch?v=4B2xOvKFFz4&feature=relmfu  
http://ngm.nationalgeographic.com/7-billion  
http://www.youtube.com/watch?v=VcSX4ytEfcE excellent re: population growth  
http://ed.ted.com/lessons/how-pandemics-spread |**N** **V**                                                                 |
| 8.3.3.6.5  | Describe how the physical and environmental features of East Asia and Southeast Asia affect human activity and settlement.  
I can show how the settlement patterns of human population affect the physical characteristics and environmental features of |                                                                  |                     | ABC video - quake and tsunami 2011  
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.3.3.10.6</td>
<td>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. <strong>I can identify the characteristics of China’s market economy and the impact it has on the United States.</strong></td>
<td><a href="http://freevideocoding.com/flyplayer.swf?file=http://flash.vx.roo.com/streamingVX/63056/1458/20110311_japan_wave_successions_sky_1000k.mp4&amp;autostart=true">Video</a></td>
</tr>
<tr>
<td>8.2.3.4.2</td>
<td>Identify characteristics of command, mixed, and market-based (capitalist) economies; classify the economic systems of countries in a given region. <strong>I can explain the different characteristics of economic systems around the world.</strong></td>
<td><a href="http://www.econedlink.org/lessons/index.php?lid=322&amp;type=educator">Comparative economic systems</a></td>
</tr>
<tr>
<td>8.2.1.1.1</td>
<td>Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices. <strong>I can explain why individuals and governments make different economic choices.</strong></td>
<td><a href="http://fffl.councilforfed.org/documents/978-1-56183-694-9-visual-lesson-02.pdf">Paced chart</a></td>
</tr>
</tbody>
</table>

**East Asia and Southeast Asia.**
<table>
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<tbody>
<tr>
<td>8.4.3.14.4</td>
<td>Analyze how Pacific Rim countries have achieved economic growth in recent decades. (The New Global Era: 1989 to Present) <em>I can analyze how the Pacific Rim countries have grown economically from 1989 to the present.</em></td>
<td>how East Asia became an economic power lesson <a href="http://www.indiana.edu/~easc/outreach/documents/teamsvol2/how_east_asia_became_an_economic_power.pdf">http://www.indiana.edu/~easc/outreach/documents/teamsvol2/how_east_asia_became_an_economic_power.pdf</a></td>
</tr>
<tr>
<td>8.3.1.1.1</td>
<td>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. <em>I can gather and analyze geographic information from print and electronic sources.</em> <em>I can use geospatial technology to analyze geographic information.</em></td>
<td>UN maps of human development <a href="http://hdr.undp.org/en/data/map/">http://hdr.undp.org/en/data/map/</a></td>
</tr>
<tr>
<td>8.4.3.14.5</td>
<td>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) <em>I can evaluate the state of human rights around the world.</em></td>
<td>See resources under SW Asia/N. Africa or sub-Saharan Africa units</td>
</tr>
</tbody>
</table>
| 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.  
*I can research a topic and create a thesis statement using contemporary world history.*  
*I can use both primary and secondary sources to site my findings.* | Geothentic is a Univ. of Minnesota project where students solve real world problems in locating a hospital, avian flu, climate change, and more. |
Australia/Oceania

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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Benchmarks</th>
<th>Possible Topics:</th>
<th>Resources:</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.3.3.5.8</td>
<td>Describe the locations of human populations and the cultural characteristics of Australia/Oceania. I can show how settlement patterns of human population affect the cultural characteristics of Australia/Oceania.</td>
<td></td>
<td>v Time lapse video of New Zealand <a href="http://vimeo.com/43799611">http://vimeo.com/43799611</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>w Many Nations One People (Australia) <a href="http://www.abc.net.au/schoolstv/nations/">http://www.abc.net.au/schoolstv/nations/</a></td>
</tr>
</tbody>
</table>

| 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 can show how human population affects the physical characteristics and environmental features of Australia/Oceania. |                                                                                               | w [www.go4thesummit.com](http://www.go4thesummit.com) : - sustainability [http://www.reefcheckaustralia.org/files/documents/83/teacher_facilitation_and_information_guide.pdf](http://www.reefcheckaustralia.org/files/documents/83/teacher_facilitation_and_information_guide.pdf) |
|            |                                                       |                                                                                   | v [http://www.youtube.com/watch?v=tdMCAV6Yd0Y](http://www.youtube.com/watch?v=tdMCAV6Yd0Y) NZ haka video |
| 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 can gather and analyze geographic information from print and electronic sources.*  
- *I can use geospatial technology to analyze geographic information.* |
|-----------|--------------------------------------------------------------------------------------------------|
|           | http://www.youtube.com/watch?v=XCbPFHu3OOc  
http://www.youtube.com/watch?v=qHIDGESGh5c |
### General Resources

<table>
<thead>
<tr>
<th>Resources:</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://www.educationalsimulations.com/index.php">http://www.educationalsimulations.com/index.php</a></td>
<td>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.</td>
</tr>
<tr>
<td><a href="http://www.econdata.net/">http://www.econdata.net/</a></td>
<td>400 links to socioeconomic data sources and a top-ten list of sites.</td>
</tr>
<tr>
<td><a href="http://www.overlapmaps.com">www.overlapmaps.com</a></td>
<td>Overlay countries and physical features for size comparison</td>
</tr>
<tr>
<td><a href="http://www.scoop.it/t/geography-education">http://www.scoop.it/t/geography-education</a></td>
<td>Frequent updates on topics of interest in Geography</td>
</tr>
<tr>
<td><a href="http://education.nationalgeographic.com/education/?ar_a=1">http://education.nationalgeographic.com/education/?ar_a=1</a></td>
<td>Numerous teacher resources from National Geographic</td>
</tr>
<tr>
<td><a href="http://www.newseum.org/todaysfrontpages/flash/">http://www.newseum.org/todaysfrontpages/flash/</a></td>
<td>Front pages of newspapers from around the world</td>
</tr>
<tr>
<td><a href="http://newspapermap.com/#slat=64.92354174306501&amp;slong=37.265625&amp;zoom=2">http://newspapermap.com/#slat=64.92354174306501&amp;slong=37.265625&amp;zoom=2</a></td>
<td>Newspapers around the world</td>
</tr>
<tr>
<td><a href="http://www.kmifactbook.org/">http://www.kmifactbook.org/</a></td>
<td>All the info in the CIA Factbook put on Google Earth in file that can be saved</td>
</tr>
<tr>
<td><a href="http://www-personal.umich.edu/~mejn/cartograms/">http://www-personal.umich.edu/~mejn/cartograms/</a></td>
<td>World Cartograms</td>
</tr>
</tbody>
</table>
### Bell Ringers/Class Warm-ups

<table>
<thead>
<tr>
<th>Activity</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tour the World (like Tour the States)</td>
<td><a href="http://www.youtube.com/watch?v=LZFF8EuaGjM&amp;feature=c4-overview-vl&amp;list=PLC3904635EF7A6175&amp;noredirect=1">http://www.youtube.com/watch?v=LZFF8EuaGjM&amp;feature=c4-overview-vl&amp;list=PLC3904635EF7A6175&amp;noredirect=1</a></td>
</tr>
<tr>
<td>McArabia commercial</td>
<td><a href="http://www.youtube.com/watch?v=6sUY6xHGepe">http://www.youtube.com/watch?v=6sUY6xHGepe</a></td>
</tr>
<tr>
<td>Whopper “virgins”</td>
<td><a href="http://www.youtube.com/watch?v=02Wl2auPUL4">http://www.youtube.com/watch?v=02Wl2auPUL4</a></td>
</tr>
<tr>
<td>“Where the Hell is Matt?” videos</td>
<td><a href="http://www.wherethehellismatt.com/">http://www.wherethehellismatt.com/</a></td>
</tr>
<tr>
<td>air traffic in 24 hours</td>
<td><a href="http://www.youtube.com/watch?v=o4g930pm8Ms">http://www.youtube.com/watch?v=o4g930pm8Ms</a></td>
</tr>
<tr>
<td>world clock</td>
<td><a href="http://www.peterrussell.com/Odds/WorldClock.php">http://www.peterrussell.com/Odds/WorldClock.php</a></td>
</tr>
<tr>
<td>Earth from Above - beautiful pictures!</td>
<td><a href="http://www.yannarthusbertrand.org/en/home">http://www.yannarthusbertrand.org/en/home</a></td>
</tr>
<tr>
<td>All global flights, live and past 24 hours</td>
<td><a href="http://www.theguardian.com/world/ng-interactive/2014/aviation-100-years">http://www.theguardian.com/world/ng-interactive/2014/aviation-100-years</a></td>
</tr>
<tr>
<td>40 photos - birds eye view</td>
<td><a href="http://pixtale.net/2013/12/how-our-world-would-look-if-you-were-a-bird/">http://pixtale.net/2013/12/how-our-world-would-look-if-you-were-a-bird/</a></td>
</tr>
<tr>
<td>Breathing Earth</td>
<td><a href="http://newswatch.nationalgeographic.com/2013/08/14/mesmerizing-gifs-of-breathing-earth/">http://newswatch.nationalgeographic.com/2013/08/14/mesmerizing-gifs-of-breathing-earth/</a></td>
</tr>
</tbody>
</table>