

Unit Name: Core Concepts Part 4: Human- Environment Interaction (Pearson – myWorld Geography)
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UNIT

Subject:	Social Studies/Geography	Country: USA
Course/Grade:	myWorld Geography/5th	State/Group: NJ
School:	Dr. Joyanne D. Miller School	

UNIT SUMMARY

Students will demonstrate the following enduring understandings:

- People rely on the environment to fulfill a variety of needs, including food, shelter, and energy.
- Environment and economic needs can both determine how people choose to use land.
- As people use the environment to meet their needs, their actions can have negative effects.

UNIT RESOURCES

Pearson myWorld Geography Teacher Edition

Section 1: Environment and Resources T42-T43

Section 2: Land Use T44-T45

Section 3: People's Impact on the Environment T46-T47

Pearson myWorld Geography Student Textbook

Read Making a Difference p.46-47

Read Core Concepts 4.1 Environment and Resources p.48-49

4.2 Land Use p.50-51

4.3 People's Impact on the Environment p.52-53

Answer Assessment Questions, p. 54-55 includes Document Based Questions

Pearson myWorld Geography Student Journal

Core Concepts 4.1, 4.2, 4.3 Word Wise and Sum It Up, p. 21-24

Pearson myWorld Geography Exam View Test Bank CD-Rom

Pearson myWorld Geography Assessment Handbook

Pearson myWorld Geography Unit ProGuide

Pearson myWorld Geography Activity Kit

Pearson myWorld Geography Essential Question Posters

Pearson my World Geography Wall Maps

Internet Resource Links:

<http://my.worldgeography.com>

Student Center and Teacher Center

On Assignment

Visual Glossary

Active Atlas

Data Discovery

Time Line

Culture Close-up

Self Test

Success Tracker

21st Century Learning Online Tutor

STAGE ONE

GOALS AND STANDARDS

Standard State: NJ

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

ENDURING UNDERSTANDINGS

1. People rely on the environment to fulfill a variety of needs, including food, shelter, and energy.
2. Environment and economic needs can both determine how people choose to use land.
3. As people use the environment to meet their needs, their actions can have negative effects.

ESSENTIAL QUESTIONS

1. What are some ways we can reduce waste and pollution on a worldwide scale?
2. Is the land in your community being used properly?
3. What resources do you use in your daily life that do not come from your area?

KNOWLEDGE AND SKILLS

Core Concepts 4.1 Environment and Resources- Students will recognize the difference between renewable and nonrenewable natural resources.

Core Concepts 4.1 Environment and Resources- Students will explain the importance and future scarcity of energy sources.

Core Concepts 4.2 Land Use- Students will examine ways in which environment and culture affect land use.

Core Concepts 4.2 Land Use- Students will investigate how colonization and modern technology have changed the way people use land.

Core Concepts 4.3 People's Impact on the Environment –Students will analyze the link between human activity and environmental problems.

Core Concepts 4.3 People's Impact on the Environment –Students will identify ways to reduce people's harmful impact on the environment.

STAGE TWO

ASSESSMENT DATA/PERFORMANCE TASKS

Students may write their responses to the Assessment questions in their notebooks and complete Word Wise in their Journals for each lesson. Check answers in their notebooks and Student Journal for understanding of the Key Ideas, Key Terms, and objectives.

Core Concepts Part 4 Tools of Geography Test B

Student Journal: Part 4 Activity: Sum It Up – Students may use what they have learned to answer 4 questions about the lesson.

Core Concepts Part 4 Tools of Geography Success Tracker Online Formative Assessment includes Document Based Questions

OTHER EVIDENCE

- Student completion of myWorld Activity Support
 - * Section 1: Environment and Resources – What Did You Do Last Weekend
 - * Section 2: Land Use – Ready to Settle
 - * Section 3: People's Impact on the Environment – Disappearing Forest

- Student completion of *Word Wise* in their *Student Journals*
 - * Core Concepts 4.1: Word Wise For each question below, write an answer that shows understanding of the boldfaced key term.
 - * Core Concepts 4.2: Word Wise Follow a model to make a world map.
 - * Core Concepts 4.3: Word Wise Complete sentences using information from the section.

- 21st Century Learning-Evaluate Websites: Find three different websites that generate maps. Compare the sites and rank each according to the following criteria:
 - *clarity and appearance of maps
 - * option to create directions for drivers or walkers
 - * ability to locate addresses from incomplete information

- Success Tracker Online Formative Assessment: Administer Part 4 tests and remediate understanding

STAGE THREE

LEARNING ACTIVITIES

Title: Human Environment and Interaction

Students may explore myworldgeography.com *Visual Glossary* to deepen their understanding of the following Key Terms found in Part 4 of the Core Concepts Handbook. Through the *Visual Glossary* students will read descriptions and view illustrations of Key Terms, listen to audio explanations of Key Terms and watch animations of complex concepts.

- Biodiversity
- Colonization
- Deforestation
- Fossil Fuel
- Industrialization
- Natural Resource
- Nonrenewable Resource
- Pollution
- Renewable Resource
- Spillover
- Suburb

Students may read and discuss *Making a Difference*

Students may name which part of their local environment they think needs the most protection. Students will explain what they fear is happening to these areas and who or what they think is causing the locations harm. Students will discuss how local, state, or federal organizations might either be working to improve a damaged aspect of the environment or attempting to protect the resources with laws and regulations.

Students may go online to myworldgeography.com Student Center or GIS.com - *Geographic Information System* (GIS) maps to virtually examine every region.

Students may go online to <http://ph.infoplease.com/> to further explore Key Terms and issues introduced through the Core Concepts Handbook

Students may go online to myworldgeography.com Student Center Self Test to assess their own knowledge of Key Ideas and Key Terms

Title: Core Concepts 4.1 Environment and Resources

Students will read and discuss *Environment and Resources*.

myWorld Activity 4.1: What Did You Do Last Weekend? As a class, list the activities students participated in the previous weekend. Then have volunteers circle the activities that involved natural resources, such as water for cooking or petroleum for driving. Have other volunteers put a checkmark next to any of the activities that used nonrenewable resources. Discuss with the students what they would have done if the nonrenewable resources they used no longer existed. Have students complete *Activity Support: Reflection*.

Students may complete Core Concepts 4.1 *Word Wise*: Write and answer to show understanding of boldfaced key terms.

Students may write their answers to Core Concepts Lesson 4.1 Assessment Questions in their notebooks. Check notebook answers for understanding.

Title: Core Concepts 4.2 Land Use

Students will read and discuss *Land Use*

myWorld Activity 4.2: Ready to Settle - Tell students that they will role-play explorers who have just discovered an unpopulated island. Have them write a letter home explaining why the island would be an ideal place for people to settle. Students should mention the presence of natural resources and how people might settle and use the land. Have students use *Activity Support: Letter* to complete the activity.

Students may complete Core Concepts 4.2 *Word Wise*: Use a model to make a word map.

Students will write their answers to Core Concepts Lesson 4.2 Assessment Questions in their notebooks. Check notebook answers for understanding.

Title: Core Concepts 4.3 People's Impact on the Environment

Students will read and discuss *People's Impact on the Environment*.

myWorld Activity 4.3: Disappearing Forest – Ask the entire class to stand up. Tell them they are trees in a forest. You will make a sound (such as ringing a bell) to signify that a new family has moved to the neighborhood and needs to build a home. Each time you make the sound, two students should sit down in their chairs to symbolize trees to cut down for housing. Continue until all the students are house. Have the students complete *Activity Support: Reflection* after they complete the activity.

Students will complete Core Concepts 4.3 *Word Wise*: Complete sentences using information from the section.

Students will write their answers to Core Concepts Lesson 4.3 Assessment Questions in their notebooks. Check notebook answers for understanding.