**Unit # 3 Topic: SW Asia – Human Geography**

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| **Standard SS7G5** - **Locate selected features in Southwest Asia (Middle East).** a. Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, and Red Sea. b. Locate on a world and regional political-physical map: Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, Gaza Strip, and West Bank. **Standard SS7G7** - **SS7G7 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East).** a. Describe how the deserts and rivers of Southwest Asia (Middle East) impact trade and affect where people live. **Standard SS7G6** - **Explain the impact of environmental issues across Southwest Asia (Middle East).** a. Explain how water pollution and the unequal access to water impacts irrigation and drinking water. **Standard SS7G8** - **Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).** a. Explain the differences between an ethnic group and a religious group. b. Describe the diversity of religions within Southwest Asian (Middle Eastern) ethnic groups (e.g., Arabs, Persians, and Kurds). c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.  |
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| **Key TERMS the students will KNOW:** | **The CONCEPTS/SKILLS students will DO:** |
| **Physical Features:** Euphrates River, Jordan River, Tigris RiverSuez Canal, Persian Gulf, Strait of HormuzArabian Sea, Red Sea**Political/Countries:**Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey***Political Areas:*** Gaza Strip, West Bankwater pollution, irrigation, drinking water***Cultural/Human Geography:***ethnic group, religious groupEthnic Groups: Arabs, Persians, KurdsReligious Groups: Judaism, Islam, Christianity | Locate on a world & regional geo-political mapExplain impactAnalyze culture* *Explain differences*
* *Describe diversity*
* *Compare/contrast religions*
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| **How will students demonstrate standard mastery? How will I measure proficiency?**Common assessment including selected response and constructed response. Assessment will be DOK scaffolded and rubric scored. |

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| **What learning experiences will develop knowledge mastery?****Resources:** Khan Academy Video: <https://www.youtube.com/watch?v=Gg6ju-lHCwU>  | **What learning experiences will develop conceptual mastery?** |
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| **Does this unit need to be broken into mini-units? What will the mini-units be?** 1 – Demonstrate ability to locate physical and political geography in relation to other features.2 – Explain impact of geographical features on human geography.3 – Analyze human geography through cultural components (religion, ethnic diversity)**What assessments will measure learning after each mini-unit?** 1 – Map quiz (100 x 1)2 – Multiple choice and constructed response quiz (100 x 1)3 – Thinking Maps quiz (100 x1)**Will there be a final summative unit that brings it together? If so, what?**Multiple choice and constructed response test (100 x 3) |