**Unit # 6 Topic: Southern & Eastern Asia Human Geography**

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| **Standard SS7G9 - Locate selected features in Southern and Eastern Asia.**  a. Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Chang Jiang (Yangtze) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert, Taklimakan Desert, Himalayan Mountains, and Korean Peninsula.  b. Locate on a world and regional political-physical map the countries of China, India, Japan, North Korea, South Korea, and Vietnam.  **Standard SS7G11 - Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.**  a. Describe how the mountain, desert, and water features of Southern and Eastern Asia impact trade and affect where people live.  **Standard SS7G10 - Explain the impact of environmental issues across Southern and Eastern Asia.**  a. Explain the causes and effects of pollution on the Chang Jiang (Yangtze) and Ganges Rivers.  b. Explain the causes and effects of air pollution and flooding in India and China.  **Standard SS7G12 - Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.**  a. Explain the differences between an ethnic group and a religious group.  b. Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism. | |
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| **Key TERMS the students will KNOW:**  *Physical Features:* Ganges, Huang He (Yellow), Chang Jiang (Yangtze) Rivers, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert, Taklimakan Desert, Himalayan Mountains, Korean Peninsula  *Political Features:* China, India, Japan, North Korea, South Korea, Vietnam  *Geographic Impact:* trade, population distribution, pollution, air pollution, flooding  *Human Geography:* Ethnic group, Religious group, Buddhism, Hinduism, Shintoism, Confucianism | **The CONCEPTS/SKILLS students will DO:**  Locate (on world and in region, political/physical maps)  Explain the impact (cause/effect)  Analyze diversity  Explain differences, Compare/Contrast beliefs |
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| **How will students demonstrate standard mastery? How will I measure proficiency? Does this unit need to be broken into mini-units? What will the mini-units be?** | |

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| **What learning experiences will develop knowledge mastery?** | **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?**  **What assessments will measure learning after each mini-unit?**  **Will there be a final summative unit that brings it together? If so, what?** | |