Content Area	Social Studies		Grade Level	High School
Course Name/Course Code	Geography			

Standard	Grade Level Expectations (GLE)	GLE Code
1. History	2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time	SS09-GR.HS-S.1-GLE.2
2. Geography	1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions	SS09-GR.HS-S.2-GLE.1
	2. Explain and interpret geographic variables that influence the interaction of people, places, and environments	SS09-GR.HS-S.2-GLE.2
	3. The interconnected nature of the world, its people and places	SS09-GR.HS-S.2-GLE.3
3. Economics	1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources	SS09-GR.HS-S.3-GLE.1
	2. Economic policies impact markets	SS09-GR.HS-S.3-GLE.2
	3. Government and competition impact markets	SS09-GR.HS-S.3-GLE.3
4. Civics	2. Purposes of and limitations on the foundations, structures and functions of government	SS09-GR.HS-S.4-GLE.2
	3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government	SS09-GR.HS-S.4-GLE.3

Colorado 21st Century Skills
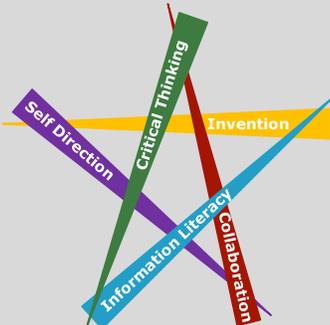
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

Reading & Writing Standards for Literacy in History/Social Studies 6 - 12

Reading Standards
- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

Writing Standards
- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Thinking Like a Geographer	3 - 5 weeks	1
Who's Earth Is It … Anyway?	5 - 6 weeks	2
Are We There Yet?	5 - 6 weeks	3
Globalization: Promise or Peril?	5 - 6 weeks	4

Unit Title	Thinking Like a Geographer		Length of Unit	3-5 weeks	
Focusing Lens(es)	Spatial Understanding	**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.HS-S.2-GLE.1 SS09-GR.HS-S.2-GLE.2	SS09-GR.HS-S.3-GLE.1 SS09-GR.HS-S.4-GLE.3	
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	**Grades 9-10** CCSS.RH.9-10.4 CCSS.RH.9-10.6 CCSS.RH.9-10.9	**Grades 11-12** CCSS.RH.11-12.4 CCSS.RH.11-12.6 CCSS.RH.11-12.9	**CCSS Writing Standards for Literacy in History/ Social Studies 9-12**	**Grades 9-10** CCSS.WHST.9-10.2 CCSS.WHST.9-10.4 CCSS.WHST.9-10.7 CCSS.WHST.9-10.8	**Grades 11-12** CCSS.WHST.11-12.2 CCSS.WHST.11-12.4 CCSS.WHST.11-12.7 CCSS.WHST.11-12.8
Inquiry Questions (Engaging- Debatable):	• How does spatial understanding improve the quality of one's life? (SS09-GR.HS-S.2-GLE.2-EO.a; N.1) • How has the geospatial revolution changed our understanding of the world? • Can visual representations be misleading? (SS09-GR.HS-S.2-GLE.1-EO.a,b)				
Unit Strands	Geography, Economics, Civics				
Foundational Geographic Concepts	Hypothesis, physical/human/natural resources, social/political/national boundaries, cultural spaces, human interactions, absolute and relative location, maps, visual/geographic representations, resource distribution, sustainability				
Concepts	Visual/geographic representations (maps, mental maps, graphs, tables, charts, thematic maps), spatial thinking, civic participation, quality of life, geographic data, geospatial tools/technology(ies), region, place, boundary(ies), allocation, national identity, physical/human systems, culture, ethical implications, population density, public policy, community, identity, location, migration				

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.2-EO.a,c)	How have maps illustrated the increase in population density and the interdependence of human and natural resources?	How can geographic tools help shape political policy for the fair and equitable allocation of global resources? (SS09-GR.HS-S.3-GLE.1-EO.a)
Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illustrate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)	How have maps documented changing political/national boundaries (e.g. the breakup of the Soviet Union)?	How do maps document political, cultural and/or social priorities? How have cartographers' views of the world changed over time?

Geographic representations and geospatial technologies inform the investigation and analysis of geographic questions and spatial understanding of place, location, and region (SS09-GR.HS-S.2-GLE.1-EO.a)	What types of maps and geographic technologies are used by geographers to analyze and interpret the places, locations, and regions of the world? (SS09-GR.HS-S.2-GLE.1-EO.b) What type s of maps and geographic technologies are used by geographers to analyze and interpret social, political, and cultural factors	How does analyzing geographic data create, develop, and change our perception/perspective of the places, locations, and regions of the world?
Geographic data (demographics) and information on topics such quality of life, civic participation, and resource usage can inform policy decisions and individual actions (SS09-GR.HS-S.2-GLE.1-EO.a) and (SS09-GR.HS-S.4-GLE.3-EO.a)	What geographic data and information might a city use to plan a community?	How could demographic data be used unethically? What geographic data should be used to support quality of life decisions?
Changing perceptions reshape mental maps of people, places, regions, and environment (SS09-GR.HS-S.2-GLE.1-EO.a,b)	How has the war in Afghanistan changed our perception of the people and culture of the Middle East (Southwest Asia)? How do regions form and change?	What events shape our mental maps of people, places, and regions? What are the ethical implications of people mapping and mapping people?
Spatial thinkers realize that community identity is formed and changed through the interaction of physical and human systems (SS09-GR.HS-S.2-GLE.2-EO.e)	How did the formation of the European Union change national identity in Europe?	How might we better observe, analyze, and visualize a changing world?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• Geographic tools are used to place world events and study human activities over time (SS09-GR.HS-S.2-GLE.1-RA.1) • Geospatial technologies (e.g. GIS, GPS, etc.) are used to gather, graph, analyze, and communicate geographic data and information to inform decisions (SS09-GR.HS-S.2-GLE.1-RA.3,4) • Spatial thinking supports the study of geographic questions (SS09-GR.HS-S.2-GLE.1-N.1,2) • The advantages of using multiple geographic representations to answer geographic questions (e.g. maps, globes, graphs, diagrams, etc.) (SS09-GR.HS-S.2-GLE.1-EO.c) • The appropriate and ethical uses of geospatial data (e.g. the use of a tracking device on cell phones) • Human and physical characteristics of place, location, and region • Changes to places, locations, and regions are a result of political conflict, human migration, climate changes, and/or new knowledge and ideas	• Gather data make inferences and draw conclusions (SS09-GR.HS-S.2-GLE.1-RA.4) • Create and interpret graphs, tables, charts, and maps (SS09-GR.HS-S.2-GLE.1-EO.b) • Locate physical and human features and evaluate their implications for society (SS09-GR.HS-S.2-GLE.1-EO.d) • Use technology to solve geographic problems (SS09-GR.HS-S.2-GLE.1-N.2) • Use multiple geographic representations to create and answer geographic questions (SS09-GR.HS-S.2-GLE.1-EO.d; N.1,2) • Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resources use (SS09-GR.HS-S.2-GLE.2-EO.d)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Geographic technologies are used to gather data which is then interpreted and used to solve problems in physical and human systems.*
Academic Vocabulary:	Culture, region, place, sustainability, allocation, physical/human systems, resources, community, location, migration
Technical Vocabulary:	Visual/geographic representations (maps, mental maps, graphs, tables, charts, thematic maps), spatial thinking/understanding, civic participation, quality of life, geographic data, geospatial tools/technology(ies), national identity, ethical implications, social/political/cultural boundaries, population density, public policy, human/physical characteristics

Unit Title	Who's Earth Is It . . . Anyway?		Length of Unit	5 weeks	
Focusing Lens(es)	Sustainability	**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.HS-S.2-GLE.1 SS09-GR.HS-S.2-GLE.2 SS09-GR.HS-S.2-GLE.3		SS09-GR.HS-S.3-GLE.1 SS09-GR.HS-S.4-GLE.2 SS09-GR.HS-S.4-GLE.3
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	**Grades 9-10** CCSS.RH.9-10.7 CCSS.RH.9-10.9	**Grades 11-12** CCSS.RH.11-12.7 CCSS.RH.11-12.9	**CCSS Writing Standards for Literacy in History/ Social Studies 9-12**	**Grades 9-10** CCSS.WHST.9-10.1 CCSS.WHST.9-10.6 CCSS.WHST.9-10.7 CCSS.WHST.9-10.8	**Grades 11-12** CCSS.WHST.11-12.1 CCSS.WHST.11-12.6 CCSS.WHST.11-12.7 CCSS.WHST.11-12.8
Inquiry Questions (Engaging- Debatable):	- What is the appropriate balance between sustainability and economic development? - Should communities limit their populations based upon available resources and environmental limitations? - Should governments restrict where people live based on environmental factors? (SS09-GR.HS-S.2-GLE.2-EO.c) and (SS09-GR.HS-S.4-GLE.2-EO.c) - What should people do to prepare for natural disasters?				
Unit Strands	Geography, Economics, Civics				
Foundational Geographic Concepts	Hypothesis, physical/human/natural resources, social/political/national boundaries, cultural spaces, human interactions, absolute and relative location, maps, visual/geographic representations, resource distribution, sustainability				
Concepts	Human/natural resources, allocation, geographic tools, interdependence, policy, environment, opportunity cost, deforestation, conservation, economic development/policy, population density, natural disasters, social/political/national boundaries, foreign policy, physical resources/boundaries/environment, natural hazards, societal values, national, international, community				

Generalizations **My students will Understand that…**	**Guiding Questions**	
	Factual	**Conceptual**
Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.2-EO.a,c)	How have maps illustrated the increase in population density and the interdependence of human and natural resources?	How can geographic tools help us determine the fair and equitable allocation of global resources? (SS09-GR.HS-S.3-GLE.1-EO.a)

Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)	How have maps documented changing political/national boundaries? (e.g. the breakup of the Soviet Union)	How do maps document political, cultural and/or social priorities? How have cartographers' views of the world changed over time?
Information and changing perceptions and values of places and environment influence personal actions and sustainability (SS09-GR.HS-S.2-GLE.2-EO.e,f)	What are some key factors of sustainability? What conservation strategies can you do at home to help sustain the environment?	How do social class and individual perceptions affect the definition of sustainability?
Humans can adapt to and alter the environment which may bring about prosperity to some places but may also create environmental dilemmas for others (SS09-GR.HS-S.2-GLE.2-EO.b,c)	How do ski resorts in Colorado mountain towns impact both the physical environment and community?	How does where you live affect how you live?
Geographic tools and data reveal interactions between society and environment which may shape policy decisions and inform programs for resource use (SS09-GR.HS-S.2-GLE.1-EO.d) and (SS09-GR.HS-S.2-GLE.2-EO.a)	How do experts use geographical tools and technology to track storms? How do communities use geographic tools to prepare for natural disasters? (SS09-GR.HS-S.2-GLE.2-EO.a)	What kinds of data should drive environmental policy decisions?
Availability and access to natural and human resources necessitate economic choices/decisions which incur opportunity costs (SS09-GR.HS-S.3-GLE.1-EO.b)	How is the sustainability of Colorado's forests threatened by beetle kill? What is the opportunity cost for losing access to Colorado's forests?	What is the opportunity cost of deforestation?
The increasingly interdependent nature of human existence as well as the persistent reality of uneven distribution of resources can create conflict and facilitate cooperation (SS09-GR.HS-S.2-GLE.3-EO.a,b)	How does a dependence on oil affect U.S. foreign policy in the Middle East? (SS09-GR.HS-S.4-GLE.3-EO.d)	In what ways does the uneven distribution of resources limit economic and political opportunities?

Critical Content: My students will **Know**…	Key Skills: My students will be able to **(Do)**…
• The definition of sustainability and how an individual's actions influence sustainability (SS09-GR.HS-S.2-GLE.2-EO.f) • How to apply geography skills to help investigate issues and justify possible resolutions involving people, places, and environments (SS09-GR.HS-S.2-GLE.2-EO.a) • Technology can support invention and influence how humans modify the environment in both positive and negative ways (SS09-GR.HS-S.2-GLE.2-RA.2) • The issues affecting the appropriate balance between sustainability and economic development (SS09-GR.HS-S.2-GLE.2-EO.c) and (SS09-GR.HS-S.3-GLE.1-EO.a,c) • The location of resources, physical boundaries, and natural hazards that affect human interaction such as water rights (SS09-GR.HS-S.2-GLE.1-RA.2) • The physical environment is modified by human activities, societal values, and natural resource use (SS09-GR.HS-S.2-GLE.2-N.2)	• Gather data, interpret, and draw conclusions maps, graphs, tables, and charts (SS09-GR.HS-S.2-GLE.2-EO.a) • Identify, evaluate, and communicate strategies to respond to constraints places on human systems by the physical environment (SS09-GR.HS-S.2-GLE.2-EO.b) • Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resources use (SS09-GR.HS-S.2-GLE.2-EO.d)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*The sustainability of human and natural resources is managed through a society's response to its environmental constraints.*
Academic Vocabulary:	Interdependence, resources, location, place, society, environment, physical resources/boundaries/environment, sustainability, natural disasters, deforestation, natural hazards
Technical Vocabulary:	Cultural spaces, human interactions, maps, visual/geographic representations, geographic tools, economic development/policy, opportunity cost, population, population density, allocation, social/political/national boundaries, human/natural resources, foreign policy, Middle East, cartographer, societal values, national, international, community

Unit Title	Are We There Yet?		Length of Unit	5 weeks	
Focusing Lens(es)	Movement	**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.HS-S.1-GLE.2 SS09-GR.HS-S.2-GLE.1 SS09-GR.HS-S.2-GLE.2		SS09-GR.HS-S.2-GLE.3 SS09-GR.HS-S.3-GLE.1 SS09-GR.HS-S.3-GLE.2
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	**Grades 9-10** CCSS.RH.9-10.3 CCSS.RH.9-10.6	**Grades 11-12** CCSS.RH.11-12.3 CCSS.RH.11-12.6 .	**CCSS Writing Standards for Literacy in History/ Social Studies 9-12**	**Grades 9-10** CCSS.WHST.9-10.2 CCSS.WHST.9-10.6 CCSS.WHST.9-10.7 CCSS.WHST.9-10.8	**Grades 11-12** CCSS.WHST.11-12.2 CCSS.WHST.11-12.6 CCSS.WHST.11-12.7 CCSS.WHST.11-12.8
Inquiry Questions (Engaging- Debatable):	• Does the movement of people, goods and ideas need to be regulated? • What predictions can be made about human migration patterns? (SS09-GR.HS-S.2-GLE.3-EO.f) • Why do people move from place to place?				
Unit Strands	History, Geography, Economics				
Foundational Geographic Concepts	Hypothesis, physical/human/natural resources, social/political/national boundaries, cultural spaces, human interactions, absolute and relative location, maps, visual/geographic representations, resource distribution, sustainability				
Concepts	Movement, human settlement, migration, cultural diffusion, population density, human and natural resources, cultural/physical landscape, colonization, allocation, density, deforestation, spatial/human distribution, migration, region, exploration, population, nationals, cartographer, place, location, goods, entrepreneur(ial)				

Generalizations My students will **Understand** that…	**Guiding Questions**	
	Factual	**Conceptual**
Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.1-EO.a,c)	How have maps illustrated the increase in population density and the interdependence of human and natural resources?	How can geographic tools help us determine the fair and equitable allocation of global resources? (SS09-GR.HS-S.2-GLE.1-EO.a)
Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)	How have maps documented changing political/national boundaries (e.g. the breakup of the Soviet Union)?	How do maps document political, cultural and/or social priorities? How have cartographers' views of the world changed over time?

Historical, environmental, economic, and political factors influence the movement and distribution of people, which may have both positive and negative consequences (SS09-GR.HS-S.1-GLE.2-EO.a,b,c,d) and (SS09-GR.HS-S.2-GLE.2-EO.e)	What are the economic factors that have affected the migration of labor in and out of Mexico? (SS09-GR.HS-S.3-GLE.2-EO.e)	How can entrepreneurial ideas promote the movement and distribution of goods, while balancing their positive and negative consequences? (SS09-GR.HS-S.3-GLE.1-IQ.4)
The migration of people/goods/ideas reshapes the cultural and physical landscape of places, locations, and regions, potentially creating situations of tension and conflict (SS09-GR.HS-S.2-GLE.3-EO.c,d,f)	How does the migration of Mexican nationals change the U.S. culture?	How can migrating cultures negotiate their differences to reduce potential tensions and conflict? How is the movement of people, goods, and ideas transforming the world? (SS09-GR.HS-S.3-GLE.1-N.2)
Spatial distribution of resources determines patterns of human settlement and trade (SS09-GR.HS-S.2-GLE.3-EO.e)	What are the implications of modifying the physical environment (e.g. deforestation?)	How can the quest for resources through exploration, colonization, and human settlement affect regions and cultures?

Critical Content: My students will **Know**…	**Key Skills:** My students will be able to **(Do)**…
• The diffusion of people/goods/ideas affects daily lives, communities, enriches cultures, creates new opportunities but also creates tensions/potential conflicts (e.g. the spread of disease, democratic ideals) (SS09-GR.HS-S.2-GLE.3-EO.c; RA.1,2) • Patterns of distribution and arrangements of settlements and how they are affected by the diffusion of human activities (SS09-GR.HS-S.2-GLE.3-EO.e) • The historical, environmental, economic, and political factors that influence the (re) distribution of people, goods, and ideas (e.g. natural hazards, jobs, transportation, routes, etc.) (SS09-GR.HS-S.1-GLE.2-EO.a,b,c,d) and (SS09-GR.HS-S.3-GLE.1-EO.a; RA.1)	• Organize movement data into graphic representations (SS09-GR.HS-S.2-GLE.1-EO.a) • Analyze patterns of distribution of settlements and human activities(SS09-GR.HS-S.2-GLE.3-EO.e) • Analyze factors that influence human movement (SS09-GR.HS-S.2-GLE.3-EO.e) • Make predictions and draw conclusions about the impact of cultural diffusion (SS09-GR.HS-S.2-GLE.3-EO.f)

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*The movement of goods, ideas, and people is fostered by economic interdependence and aided by technology.*
Academic Vocabulary:	Movement, influence, culture, physical landscape, goods and services, historical/environmental/economic/political factors, migration, entrepreneurial, exploration, region
Technical Vocabulary:	Migration, cultural diffusion, human and natural resources, colonization, allocation, population density, visual/graphic representations, nationals, migration, spatial/human distribution

Unit Title	Interdependence: Globalization		Length of Unit	5 weeks	
Focusing Lens(es)	Relationships	**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.HS-S.1-GLE.2 SS09-GR.HS-S.2-GLE.1 SS09-GR.HS-S.2-GLE.3 SS09-GR.HS-S.3-GLE.1 SS09-GR.HS-S.4-GLE.3		
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	**Grades 9-10** CCSS.RH.9-10.2 CCSS.RH.9-10.4 CCSS.RH.9-10.6 CCSS.RH.9-10.8 CCSS.RH.9-10.9	**Grades 11-12** CCSS.RH.11-12.2 CCSS.RH.11-12.4 CCSS.RH.11-12.6 CCSS.RH.11-12.8 CCSS.RH.11-12.9	**CCSS Writing Standards for Literacy in History/ Social Studies 9-12**	**Grades 9-10** CCSS.WHST.9-10.1 CCSS.WHST.9-10.6 CCSS.WHST.9-10.7 CCSS.WHST.9-10.8 CCSS.WHST.9-10.9 CCSS.WHST.9-10.10	**Grades 11-12** CCSS.WHST.11-12.1 CCSS.WHST.11-12.6 CCSS.WHST.11-12.7 CCSS.WHST.11-12.8 CCSS.WHST.11-12.9 CCSS.WHST.11-12.10
Inquiry Questions (Engaging- Debatable):	- Why do some people oppose globalization, and why are some people in favor of it? (SS09-GR.HS-S.2-GLE.3-EO.b; RA.1) - How can Americans be conscientious consumers in a global world? - Is globalization a path to a brighter future? - Why do countries view global issues from different perspectives (SS09-GR.HS-S.4-GLE.3-IQ.1)				
Unit Strands	History, Geography, Economics, Civics				
Foundational Geographic Concepts	Hypothesis, physical/human/natural resources, social/political/national boundaries, cultural spaces, human interactions, absolute and relative location, maps, visual/geographic representations, resource distribution, sustainability				
Concepts	Globalization, interdependence/interconnectedness, conflict and cooperation, geographic tools, unity and diversity, policy, consumer, population, international alliances, distribution of resources				

Generalizations My students will **Understand** that…	Guiding Questions	
	Factual	**Conceptual**
Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.1-EO.a,c)	How have maps illustrated the increase in population density and the interdependence of human and natural resources?	How can geographic tools help us determine the fair and equitable allocation of global resources? (SS09-GR.HS-S.3-GLE.1-EO.a)

Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)	How have maps documented changing political/national boundaries (e.g. the breakup of the Soviet Union)?	How do maps document political, cultural and/or social priorities? How have cartographers views of the world changed over time?
International inter-dependency for both human and natural resources increases exponentially with the escalating pace of globalization (SS09-GR.HS-S.2-GLE.3-EO.b)	How are consumers more connected to the world, due to globalization? What are three specific things that we can do to maximize the potential of globalization while minimizing its harmful effects?	How does increasing globalization influence the interaction of people on Earth? (SS09-GR.HS-S.2-GLE.3-IQ.1) How does globalization impact our lives today and in the future?
Globalization and an increasingly interdependent world provides myriad opportunities for both conflict and cooperation among nations (SS09-GR.HS-S.2-GLE.3-EO.d)	How does the uneven distribution of resources impact the United States' relationship with Saudi Arabia? (SS09-GR.HS-S.2-GLE.3-EO.a) How does the uneven distribution of resources impact the United States' relationship with Egypt?	How do cooperation and conflict influence the division and control of the social, economic, and political spaces on Earth? (SS09-GR.HS-S.2-GLE.3-IQ.2)
Increased interdependence among nations may require individual countries to reevaluate their beliefs/definitions of national unity and may test their ability to accommodate diverse populations (SS09-GR.HS-S.1-GLE.2-EO.d)	How has the culture of China changed through increased interaction with the world?	How is a nation's unity challenged by globalization?
Economic, political and cultural interconnections between nations result from the processes of globalization (SS09-GR.HS-S.2-GLE.3-EO.b) and (SS09-GR.HS-S.3-GLE.1-IQ.2,4; RA.1,3)	How has globalization impacted the United States' Gross National Product?	What are the economic effects of globalization? (SS09-GR.HS-S.2-GLE.1-EO.b,d) and (SS09-GR.HS-S.3-GLE.1-IQ.2,4; RA.1,3)

Critical Content: My students will Know…	Key Skills: My students will be able to (Do)…
• National identity is transformed through globalization • Globalization as the process of increased interconnectedness among countries in the areas of economics, politics, and culture • The world is geographically interconnected, affecting daily life in ways such as the spread of disease, global impact of modern technology, and the impact of cultural diffusion (SS09-GR.HS-S.2-GLE.3-RA.1) • Countries and organizations collaborate to address global issues (e.g., the UN and emergency aid) to manage national and international need and alliances	• Gather data, interpret, and draw conclusions maps, graphs, tables, and charts (SS09-GR.HS-S.2-GLE.1-EO.a) • Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resources use (SS09-GR.HS-S.2-GLE.2-EO.d) • Describe and analyze patterns of globalization • Compare and contrast responses to globalization • Predict future patterns of international alliances

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Globalization transforms national identity and international relationships.*
Academic Vocabulary:	Patterns, relationships, unity and diversity, international, interdependence/interconnectedness, global, technology, culture, policy, conflict and cooperation, globalization
Technical Vocabulary:	Geographic tools, national identity, international alliances, trade, goods, services, physical environment, cultural diffusion, consumer, Gross National Product (GNP), cartographer, distribution of resources