

Essential Standards Document

Collaborative Team: World Geography

Unit 1: Introduction to Geography

Essential Standard (# and full standard):

HGSS Standard 1 and HGSS Standard 4

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
1. How do the five themes of geography help me to analyze the world around me?	DOK 2	
2. What are the challenges of various map projections?	DOK 2	
3. How do maps tell stories?	DOK 2	
4. How can I use basic map skills to analyze maps and the world around me?	DOK 1 DOK 2	
5. How does the United Nations provide global guidance?	DOK 2 DOK 3	

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6. What major country locations are necessary for future academic success or global citizenship?	DOK 3	
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Unit 2: Regions and Place

Essential Standard (# and full standard):

HGSS Standard 1, HGSS Standard 3, HGSS Standard 4, HGSS Standard 5

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
1. How does culture diffuse and interact with each other?	DOK 1 DOK 2	
2. How does the spread of religion impact cultural interaction?	DOK 2	
3. How does the spread of language influence cultural interaction?	DOK 2 DOK 3	
4. How does agricultural impact culture?	DOK 1 DOK 2	
5. What are the similarities and differences between formal and vernacular regions?	DOK 2 DOK 3	

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6. How do formal and vernacular regions impact one's cultural identity?	DOK 3	
7. What impacts does the physical landscape have on culture?	DOK 2 DOK 3	

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Unit 3: Movement and Human Environment Interaction

Essential Standard (# and full standard):

HGSS Standard 1, HGSS Standard 2, HGSS Standard 4, HGSS Standard 5

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
1. Where and why is most of the world's population concentrated where it is?	DOK 1 DOK 2	
2. Why do people move?	DOK 2 DOK 3	
3. What impact does migration have on societies?	DOK 3 DOK 4	
4. How does economic development impact the growth and health of countries?	DOK 3	
5. How do people adapt to human and environmental circumstances? * *Specific essential questions and learning targets will be dependent on case studies.	DOK 1 – 4 *	

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Collaborative Team: Honors World Geography

Units: All

Essential Standard (# and full standard):

Writing 9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

What is the Learning Target or Essential Question? <i>In student/parent-friendly terms (i.e. "I can..."). There should be multiple targets from 1 standard. There could just be 1 essential question.</i>	What Level of Thinking Does it Involve? <i>Depth of Knowledge (DOK 1-4)</i>	How will you formatively assess this learning target or response to your essential question? <i>Provide or link to a specific formative assessment that shows how you're evaluating students' specific knowledge or skills.</i>
Students can present information, findings, and support using evidence in a clear and concise manner.	DOK 1-4	