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| Current events as they relate to the physical and human characteristics of places and regions | Assessment 6, Assessment 7 |  |  |  |
| Assessment 7 |  |  |  |  |

Unpacked ILOs: **Red** text is the cognitive level, **Green** is the content included above. Sub-standards are given their own content spot on the chart.

1) The student will **compare and contrast** the **distribution**, **growth rates**, and **characteristics of human population** in terms of **settlement patterns** and **the location of natural and capital resources**.
   Bloom’s Cognitive Level: Analysis - In order to compare and contrast, students will need to break down the different areas of the content into their base features. From there, students will need to use their reasoning and logical thinking skills to determine where the material is different and similar.

2) The student will **analyze** past and present trends in human migration and cultural interaction as they are influenced by **social**, **economic**, **political**, and **environmental factors**.
   Bloom’s Cognitive Level: Analysis - Analysis – Students will view the aspects of human migration and cultural interaction through four specific lenses: social, economic, political, and environmental factors. Students will need to use analytical skills to see how each lens has a different impact on migration and interaction.

3) The student will **identify** types of natural, human, and capital resources and **explain their significance** by:
   a. **showing** their influence on **patterns of economic activity and land use**.
   b. **evaluating** perspectives and consequences regarding the use of resources.
Bloom’s Cognitive Level: Knowledge, Comprehension, and Evaluation - Students must use their memorization skills to identify types of resources. This basic memorization is Bloom’s lowest level. However, student’s will then take that knowledge and show the influence resources have of economic activity and land use. This is the student showing that he/she understands the material at a deeper level. Finally, students “judge” perspectives and consequences regarding use of resources, determining the strengths and weaknesses of those differing perspectives. This is evaluation.

4) The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth’s surface by
   a. explaining and analyzing reasons for the creation of different political divisions.
Bloom’s Cognitive Level: Comprehension and Analysis - Students will first explain the reasons for creation of different political divisions, meaning that they understand the material enough to put it in their own words. This is comprehension. They must then look at the individual forces of conflict and cooperation, and analyze the reasons they just explained. They must also analyze ways different forms of cooperation are used to solve various problems. This means breaking down the problems and addressing the aspects and characteristics of the dispute, which is a form of analysis.

5) The student will analyze the patterns of urban development by
   a. applying the concepts of site and situation to major cities in each region.
   b. explaining how the functions of towns and cities have changed over time.
   c. describing the unique influence of urban areas and some challenges they face.
Bloom’s Cognitive Level: Comprehension, Application, and Analysis - Students must be able to explain the functions of towns and cities (as well as how they have changed), and they must be able to describe the influences of urban areas. These both require a student to have an understanding of the basic material, thus being Comprehension. Students must also use concepts and apply them to specific situations (in this case, cities). This meets Application. Finally, students must use all of these individual skills to analyze patterns of urban development, thus finishing of the objective with analysis.

6) The student will apply geography to interpret the past, understand the present, and plan for the future by
   a. using geographic knowledge, skills, and perspectives to analyze problems and make decisions.
   b. relating current events to the physical and human characteristics of places and regions.
Bloom’s Cognitive Level: Comprehension, Application, Analysis, Evaluation, and Synthesizing – Students will need to be able to have an understanding of their own environment (past, present, and expected future). They must then use this knowledge and, through application of geography skills, create plans for the future, as well as make decisions about which solutions to current problems might be more successful. Students also need to analyze current events to determine what aspects of geography have had an impact on the way the event happened.

Lesson Plans
Assessment 1
Create a Culture: Students will work in small group to develop a culture based on an environment (including resources, geographical features, etc) that the teacher provides. Students can develop clothing, traditions, food, housing, and other cultural developments based on the environment surrounding them. Students will create a poster that visually assists in explaining their culture when they present their results to the classroom; each key concept will be briefly addressed and explained to insure that students understand how the concept is applied. The teacher should provide written feedback to assure This culture will be the foundation for two other assignments during the unit.
Assessment 2
Comparing Population Trends: Using Laptop computers, students will go to the CIA World Fact Book and look up statistics and trends to help them identify why their population rates are what they are. Students will examine Zimbabwe, the United States, China, Haiti, and Bulgaria. Students will identify the following characteristics in each major country:
- Population growth rate
- Male/female distribution (under “sex rate”)
- Age Distribution (under Age structure)
- Infant mortality rate
- Urban/rural distribution (under Urbanization)
- GDP (official exchange rate) – Under Economy
- Ethnicities (List the top three Ethnicities)
- Language (List the major languages)
- Religion (List the major religions)
- Education (under Education Expenditures)
Further, all of these should be viewed through the whole of the “global community.” The CIA World Fact Book usually ranks the country in each section out 193. Therefore, students should make sure to note where the country ranks out of all the countries in the world.

Assessment 3
Migration Reflection: Prior to this class, students will do research on where their ancestors (or alternately, a friend’s ancestors) came from. They will question why their ancestors desired, or were forced, to come to America. After doing this research, and learning about migration in class, students will write a brief analysis of migration factors, using their research and what they’ve learned in class to help them describe push/pull factors, American trends in immigration, and the impact of migration. For students who still cannot find a person to use in the immigration analysis, Mr. Geroe and Mr. Ambler can serve as surrogates to explain the complicated immigration history of their own ancestors (Serbian and Irish). Students will use this information to write a reflection on Immigration.

Assessment 4
Create a City: Students will begin class with quick concept formations (similarly to the Create a Culture lesson) on the functions, impact, and consequences of urbanization and cities. Students will also learn about how cities came to be, with a brief review on the development of city states, and the influence they had. After this is done, students will get back into their civilization groups. Based on their previous environmental descriptions, students will receive a map. Students will have to decide on a place for their city in their area, based on the principles of site and situation. They will need to take into account, and note in their design, natural hazards (volcanoes, rivers, etc) that might be a problem, as well as vegetation issues (how do they build over forest). Students will then determine how their resources will impact their transportation, technological growth, etc. Students will also design other city resources, including

Assessment 5
Create a Culture - Cooperation: Students will return to their culture/city groups and participate in cooperation with other class-created cultures in order to benefit their own people. Students will understand the importance of trade, of unions, of military treaties, and of political divisions. Students will then be able to relate what they’ve learned to real-life unions, such as the EU and NATO. After they have studied how cooperation heals political divisions and can benefit cultures working together, students will form pacts, alliances, and treaties with the common goal of aiding their people. Students will use the experience to learn about the many reasons unions and alliances are formed, Students must remember that the goal is not to be selfless for other countries; they must always have the benefit of their own people in mind, or risk inner-turmoil and division.
Assessment 6
Inquiry Lesson Paper – Students will write a five-paragraph paper explaining why we have political conflict. Students will participate in a modified inquiry lesson to determine why we have political division. Students will first determine the reasons for political division within their own neighborhood by questioning why they have a rivalry with another local school. They will then investigate political division within the country as a whole by looking at the difference between red states and blue states. Finally, students will read summaries of the history of major conflicts in Cyprus, Sudan, and Kashmir. Based on those histories, students will write an essay (started in class, finished at home) about political division and its causes.

Assessment 7
Students will participate in a Socratic Seminar after learning about Irish-British history and watching part of a documentary on “The Troubles” Northern Ireland. Students will examine how two opposing extreme views have similar characteristics and habits. They also will also reflect on whether violence and terrorism is ever acceptable, and whether their can ever be peace in a region like Northern Ireland. Though they will not be assessed in terms of a paper, they will assessed based on the evaluation they contribute to the classroom.

Discussion
Obviously, I tie my assessment throughout the course of the unit very closely to the lessons themselves. You’ll also see that I am not a big fan of “quizzes”; they may work for some teachers. I’m not one of them. I prefer my students to use what limited time they have at higher orders of thinking. You’ll also notice that I often don’t even bother attempting to assess lower-order thinking skills in the course of a lesson plan. My philosophy is that is a student can accurately shows analysis, synthesis, or evaluation of content, then it is safe to assume they have comprehension of the material. Therefore, I worry less about my unit being accurate in terms of hitting every single standard exactly at its cognitive level. Rather, I demand the lesson reach the appropriate cognitive level or higher. There is one section where I’ll admit a glaring weakness; how cities have changed over time. Though this is discussed in a lecture prior to the “Create a City” lesson, it isn’t really assessed until the exam. This is a weakness I am quite aware of. However, the review on the day before the test can serve as some formative assessment to make sure that students at least see whether or not they understand this before preparing to study for the test.

Ultimately, the Assessments cover a wide range of skills, mostly because they demand students use the highest of their cognitive capabilities. Three of the lessons/assessments require students to use synthesis to create (cultures, cities, and alliances). The others are inquiry-based, or seminars. These requires students to answer questions; questions that will require them to analyze and evaluate. Students will have to break down large concepts to give logical reasons for their opinion. They’ll have to compare and contrast different regions and countries, and draw conclusions based on their observations. Assessment is designed to be very different from the final test, but still develop those skills that will be essential when actually taking the test.