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A Required Geography Unit for Social Studies Education

By: Emalee Hauck

A professional project submitted to Western Oregon University

In partial fulfillment of the requirements for the degree of:

Master of Education Program

June 2022



**WE, THE UNDERSIGNED MEMBERS OF THE GRADUATE FACULTY OF
WESTERN OREGON UNIVERSITY HAVE EXAMINED THE ENCLOSED**

- Thesis
- Professional Project

Titled:

A Required Geography Unit in Social Studies

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Candidate for the degree of : MSED: Curriculum and Instruction

*and hereby certify that in our opinion it is worthy of acceptance as partial fulfillment
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Chapter 1: Project Introduction

Throughout my short teaching career, students have struggled showing me where North America and other continents are on a map. However, I'll have a small portion of students tell me where Poland, China, and the Death Valley are on a large scale map. This is due to additional interest, ability to remember maps, and possible large amounts of travel as a child. As a Global Studies teacher that has watched students go through my class for two years and have minimal to no knowledge of basic physical and cultural geography and environmental history. I am taking up this project because as I have taught, discussed, and had students go into physical and cultural geography as 10th graders there is a large gap of knowledge that they need from their elementary, middle, and high school years.

Geography is not something that a 5th and 8th grade teacher can take on and then be left for high school to finish off. Geography is a subject that is needed and is lightly implemented into K-12th Social Studies curriculum. In Kindergarten students start going over where they live, their neighborhood and town and expand out as they go through elementary school and finally reach the entirety of the United states in 5th grade. Students then expand to North America and pieces of the rest of the world as they go through 6th and 7th grade, and finally expand to world geography in 8th grade. An examination of state curriculums across the United States shows that there are only a few states that require a geography class to graduate. Some of those states include Minnesota, Mississippi, Utah, and Virginia. Oregon is not one of those states. After 8th grade, students have a gap year in their Social Sciences leaving them time to lose much of the geographical knowledge that any 8th grade Social Science teacher has given them. Once students enter 10th grade they should be able to know the basic physical geography of the world and acknowledge the difference between world cultures.

This project will introduce a required 10th grade Social Studies geography unit that will apply geography specific standards to assist students in being successful in Social Studies content and courses that will assist them in graduating. My role is to promote the importance of the knowledge of geography and advocate for its inclusion in social studies education. It is impacting students that are struggling with understanding global physical and cultural geography. The context for this project is that lower secondary students need an expansive understanding of geography to know locations and how the world works. It's not just about knowing where Africa or North Korea is. It's about knowing the people, the cultures, and the climate. It's important aspects such as why Kansas has tornadoes, why India has Monsoons, and why Antarctica is uninhabitable for people on a long term basis.

This project is important to me because students should know where they live, their community, county, state, country, and world. It is important for students to understand the world around them and to be able to know where they are in comparison to everywhere else. Many students do not know that Asia is actually to the west of the United States, students believe they must travel to Europe, and then travel to Asia. In all actuality, they just need to fly west from a major airport. Students especially in the small rural town that I work in do not have much knowledge of outside culture. They know people around the world have different cultural backgrounds but not in any specific way. This is important because geography brings students closer to the world they live in. It gives them knowledge that they will use later in life, and it provides them with the opportunities to feel confident when they leave areas like Brookings, Oregon.

When I taught about Indigenous populations last year, students were shown a video about Aboriginal Australians in which one section addressed the Aboriginal diet. They are

hunters and gatherers who use anything that they know is safe and available. Sea turtles are one of those safe and available food sources. My students were in awe and a little disgusted when they learned that the sea turtle was made into a soup for the village. It specifically states in the video that Aboriginal Australians use every part of an animal after they consume it. For instance the shell of the sea turtle becomes a large bowl. Fur of other animals becomes clothing or other garments. This gave students a new viewpoint of the world around them and how people hunt, eat, and live within other cultures and environments. Students learned that Aboriginal Australians have education, ethics, and values that just fit their own definition. Their education focused primarily on the outside environment and being with nature. Their values and ethics went towards family, and community. With this students also learned the cultural geography of Australia, its similarity in imperialism with America and just how similar and different the two countries are in the modern world. Just from my unit, I could see the change that took place in my classroom from researching and learning about other cultures. This certain experience being one of many.

My understanding of Social Studies content and standards has evolved during this project, I have changed, adapted, and advanced my own skills and teaching strategies as well. Below are the M.S.Ed. learning outcomes that have been achieved in different ways.

1. Effectively use advanced content knowledge and educational technologies.
2. Analyze data and evidence to support learning and engage in change.
3. Apply learning theories and research in education in a variety of contexts.
4. Demonstrate professional growth, dispositions and leadership appropriate to their field in education.

These learning outcomes are matched through the research, analysis and expansion of knowledge acquired from this project. I effectively advanced my content knowledge through addressing the many geography specific standards and how they are implemented and used with classroom instruction. I have analyzed and changed specific standards that are taught throughout a World History or Global Studies class and transitioned them to a required unit.

The Oregon Social Studies curriculum specifically labels geography standards that seem to be forgotten or narrowly achieved from the lack of knowledge that students are displaying in physical geography assessments at the beginning of the year. Along with physical geography, students struggle with explaining cultural differences and have shown a lack of understanding of the term culture. Many of the standards start small and become detailed and specific as students continue their education. The following displays the High School Social Studies standards, specifically those that are labeled as geography.

HS.40 Use technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics at multiple scales.

HS.41 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

HS.42 Use geographic data to analyze the interconnectedness of physical and human regional systems (such as a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities.

HS.43 Analyze the reciprocal nature of how historical events and spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

HS.44 Analyze the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

HS.45 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

HS.46 Assess how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade, land use, and issues of sustainability.

HS.47 Explain how political and economic power dynamics throughout time have influenced cultural identity and environmental characteristics of various places and regions.

HS.48 Analyze how humans have used technology to modify the physical environment (e.g., dams, tractors, housing types, and transportation systems).

HS.49 Assess the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

HS.50 Determine the influence of long-term climate change and variability on human migration, settlement patterns, resource use, and land uses at local-to-global scales.

HS.51 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

HS.52 Identify and analyze how map-making, zoning, and other policy decisions create social, political, and economic realities for various population groups.

HS.53 Explain how power and privilege influence where people live and how they interact with their environment at the intergroup and institutional levels and how they have been affected.

These standards expand on the cultural, physical, and environmental geography/History that is involved within the subject of geography. Even with an expansion of knowledge through a K-12 curriculum, students are struggling with Geography. To address this problem it is essential that students are able to engage in a multi-lesson unit that teaches them specifically in geography standards that completely expand their knowledge in maps, physical geography, culture, and environmental history. Once students leave middle school (6th-8th grade) they are to acquire knowledge of the western and eastern hemispheres, along with an expansion in their knowledge of culture in 8th grade. Coming into their second year of high school (10th grade) students are enrolled into a Global Studies/ World History course. This class goes into past world events, culture, and leads them to US History. However, even with geography standards being involved within the social studies standards, geography education is skimmed over. Students will go into a month-long unit that provides three project-based lessons in the following topics, world maps, world culture, and environmental history. The standards that will be specifically implemented for the unit is the following,

HS.40 Use technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics at multiple scales.

HS.41 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

HS.46 Assess how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade, land use, and issues of sustainability.

HS.48 Analyze how humans have used technology to modify the physical environment (e.g., dams, tractors, housing types, and transportation systems).

HS.50 Determine the influence of long-term climate change and variability on human migration, settlement patterns, resource use, and land uses at local-to-global scales.

This project will be implemented through a variety of discussion and division of state standards. As a Global Studies teacher, I have taught students the basics of geography and culture within my classroom. While the basic foundations of geography are important this means that the students are missing the breadth and depth of content because of the need to teach or reteach the basics. Building a required 10th grade geography curriculum will allow teachers the opportunity to expand the subject of geography and give students an in-depth course of both geography and World History/Global Studies. It will also give students the bridge of knowledge that is needed after transitioning from a complete Social Science course into specialized courses that are required for graduation.

Chapter 2: Literature Review

Introduction

Geography is almost always tied together with Social Science when it comes to the curriculum that is laid out. However, geography if not placed within Social Studies classes would deteriorate more than it already has. Geography is seen as a section of many social studies courses and becomes lumped into world history, US history, government, and economic courses. There are instances where geography courses are seen as electives or as part of other History classes that serve as electives. According to the Washington State Board of Education (n.d.) it is deemed that students are to complete one credit in US history and government, a half credit in contemporary world history, geography, and problems, a half credit in civics, and another full credit in a social studies elective. Students can take the other half credit of the world history, geography, and problems course to assist in supplementing the elective requirement. Forming a complete geography course would provide students with the opportunity to build a strong foundation of knowledge when it comes to 21st century skills and knowledge of the changing world around them. However changing Common Core State Standards curriculum requirements for students is a difficult feat. If geography is going to grow it needs to be done with what is available within current Social Studies education. Building up geography education using the current Social Studies standards allows teachers to expand the geography content that they are teaching with new concepts and outlooks. Creating a mandatory unit that covers cultural and physical geography basics such as knowledge of world maps, specifically location of countries, oceans, and continents and understanding of cultural differences around the world.

This unit will assist students in creating a 21st century global perspective of specific geographical topics.

Having an effective and established curriculum for geography education can assist teachers in creating a foundation for teaching a productive and informative unit, while also assisting students in learning geography. This is something that is difficult in many states. Many teachers' knowledge of geography education is limited because it is such a small piece of social studies content. It is immersed within the curriculum instead of being a stand alone course that requires teachers to have specific knowledge. In educator preparation programs, such as that of WOU, there are requirements to be a content level teacher. To become a Social Science teacher an individual must complete several collegiate courses in a variety of social science topics. For instance, Western Oregon University requires students who are looking to graduate with a degree in education with a social science emphasis to have coursework that includes two economic courses, a minimum of two geography courses, two specific US history courses, one government course, four classes, split between two other topic areas of social science such as psychology and sociology, and an additional four history, geography, or other social science courses in one focus area. This means that if a social science teacher decides she wants to focus on history, she will take the additional four courses as history classes. However, if an individual wants to focus more on geography they would take four additional geography classes. Social science teachers have a wide range of expertise, however, if a social science teacher only needs a minimum of two geography classes during their education, her understanding of geography may not be at a level of expertise to teach the subject. Creating a unit that provides teachers with the foundations of geography content will assist them and the students with 21st century skills and perspectives

of geography and will enhance the foundations that students will learn in historical, economic, and government lessons.

Research indicates many educators and geographers are currently wanting to institute small curriculum changes and professional development opportunities. For instance, Downs (2016) discusses the need for geography teachers to collaborate with geospatial technologies to develop programs that educate students on how to use technology to assist them in learning geographical information. These curriculum changes assist in creating concepts on how to teach effectively for students who are not interested in the topic of geography while also enhancing 21st century skills. Within the research that was found, the specific themes that are recurring in the articles that I have used are the changes or building of curriculum, key concepts, and lessons, the development of enhancing geography education with 21st century skills and technology, and the professional development that goes into assisting teachers in teaching the curriculum and concepts that will best suit today's students.

Methodology

Finding the research articles for my project was through two different platforms, Google Scholar and the Hamersly library, which assisted in taking me to sources that provided research journals or articles. While using these platforms I used specific words to assist in finding research that I was looking for. Specifically I used the terms geography education, teaching geography, technology and geography, geography curriculum, and geography and 21st century skills. Each phrase aided in the research that I was trying to find, the only one that was slightly smaller in terms of results was "technology and geography". Otherwise with these terms, I was able to find eighteen sources that had promise in assisting in the ideas of building a unit that geared students in using 21st century skills, while also building a global perspective in

geography education. With these eighteen, eleven created recurring themes of information that went into teaching modern geography. The articles that were excluded went into primary school education, distance learning, and was specifically linked with other countries curriculum changes that had little or no correlation to the United States geography curriculum and standards.

Key Concepts and Curriculum

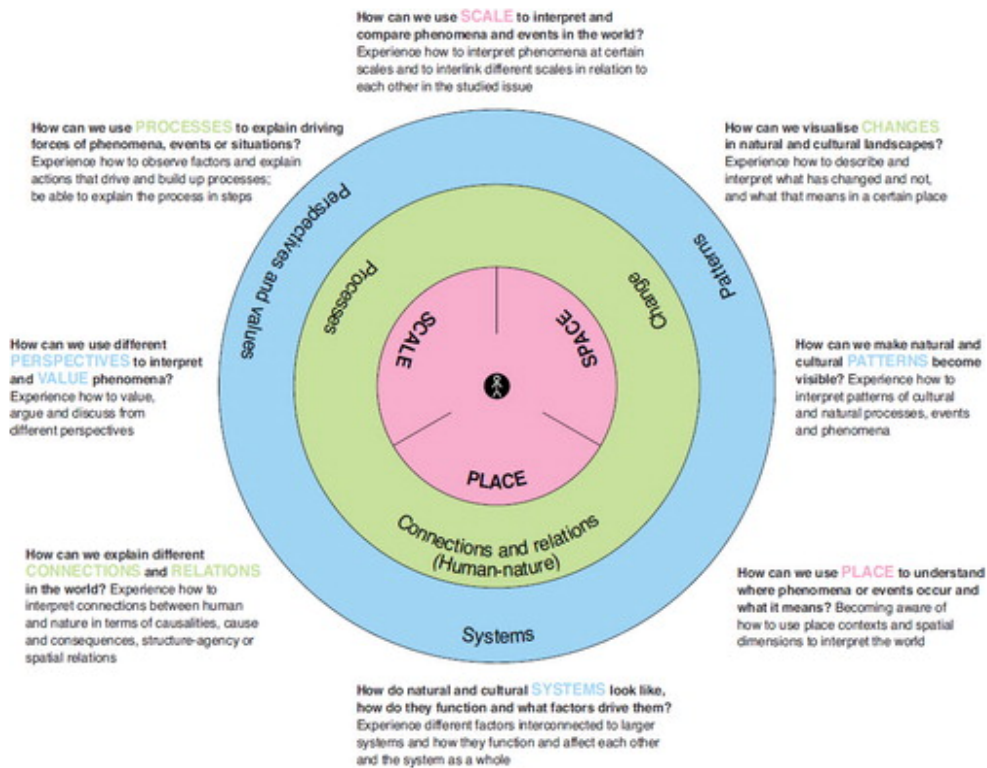
Geography curriculum has become outdated and general in its delivery. Within three decades, educators have fought to change the status of curriculum in the United States (Downs, 2015). Even with the multiple years of trying to revolutionize geography within the school system, there is little to show for it. However, we are not alone. In Germany, geography education is one of least researched fields (Bagoly-Smio, 2017). Standish (2020) states that “the research from Germany indicates geography curriculum needs to change if we do not want another generation of students to leave their schooling with an outdated perspective of the world” (p. 135). Geography education should have a global perspective that consists of information from multiple views. Standish (2020) discusses the need to develop a geography curriculum that provides students with the knowledge of higher income and lower income countries. This would ensure that geography is displayed in a global perspective and not from developed and higher income specific countries. With change comes multiple ideas and perspectives on what can be added into the curriculum. Some ideas provide full-lesson concepts, while others provide brief frameworks of what should be taught. Paulus & Nolan (2021) discusses the need to develop specific subject matter from educators and geographers for the best outcome in creating relevant geography lessons, while also trying to involve curriculum at the upper primary and lower secondary levels. It has been demonstrated that students who have geography education starting in 5th or 6th grades have a better foundation of concepts, knowledge, and vocabulary that is

linked with secondary geography curriculum (Paulus & Nolan, 2021). However, the idea of geography education reaching younger students is not the only curriculum change that is wanted at lower grade levels. According to Rutherford (2020) the K-12 curriculum needs a stronger foundation that defines the essence of geography education and identifies “high-value” lessons. Geography education, in general, can and should recognize the traditional approaches that have been used, and instead of starting over, enhance the processes or concepts of the traditional curriculum to establish one that is beneficial for students (Rutherford, 2020). Standish (2020) discusses the contrasting idea of leaving the outdated framework that goes into teaching the development of the world. Standish (2020) goes into the teaching of the terms “developed” and “developing” and the need to change the old misconceptions of the developing world. In this change students would look at the development of the world in the past several decades and see the progress and development of people and countries, specifically changes in living conditions and life opportunities (Standish 2020). Simple changes such as renewing how properly labeling other countries within their own development can enhance students’ understanding of living around the world, and what aspects fall into different countries.

With general ideas of curriculum there were some specific concepts and curriculum that were introduced in the research from different studies and seminars. Specifically in Sweden (Jankell, Sandahl, and Orbring 2021) there are directives within their syllabus that discuss the content that is taught along with what abilities students will walk away with. To enhance these skills, many educators took part in pulling “big ideas” of Geography education to create a geographical framework. The concepts that were developed were Place, Space, Time, and Scale. These contained multiple definitions that placed their involvement within geography. Next, the objects of geography were decided, which displayed what students would be looking at. This

involved the changes, processes, connections, and relations that the concepts had on the world. Lastly, the outcomes were listed as the following; systems, patterns, and perspectives, and values. These were how the students were to present what they have learned from Place, Space, Scale, and Time (Jankell, Sandahl, and Orbring 2021). The layers of student learning are displayed in Figure 1.

Figure 1 (Jankell, Sandahl, and Orbring, 2021)



Another specific curriculum change that was discussed was the concept of geospatial technologies and its opportunity to redirect the complete trajectory of geography education (Downs 2016). Downs (2016) subsequently goes into the idea of how geography can receive a

complete radical change within how students understand the geographical world. Geospatial technologies assist in generating large quantities of accurate and real-time digital data, locations, and characteristics of places and people based on GPS systems. This type of change within geography and technology gives teachers and students access to high volumes of information about the world around them. Students are able to find specific information in terms of locations, places, spatial dimensions, activities of places, demographics, and so much more (Downs 2016). Students can receive a different outlook on geography and leave school with 21st century knowledge and skills in geospatial understanding.

Even with broad ideas of curriculum changes, the number of concepts, and detailed frameworks that are being developed right now hold a piecemeal change (Downs 2016) that could bring a positive change to geography education. Downs (2016) explains the difference between systemic and piecemeal change. In his explanation he discusses that the biggest aspect is scale. Although the topics, technology, and concepts are being transitioned in geography the entire systemic framework is not being changed. This means that what is being implemented throughout different states and countries are piecemeal changes. Although a complete systemic change is needed, the change that is possible right now is considerably small. Starting with small frameworks, and piecing together curriculum can change the foundations of geographical knowledge that students can leave school with.

21st Century Learning and Skills

There are many ideas of what 21st century skills are. In broad educational terms, 21st century skills and knowledge are bases that a student should graduate with in the 21st century. In terms of today's employment, these skills can include communication, creativity, having a growth mindset, critical thinking, and collaboration. These skills are what future employers are

looking for, so teaching students to acquire these skills with content delivery is a form of curriculum development that is occurring in social studies education. When it comes to building geography education, 21st century skills are being used as a basis for general skills. These skills can help teachers relate students' employability and geography's social and economic importance together by designing a content curriculum that relates to students (Whalley, Saunders, Lewis, Buenemann, & Sutton 2011).

When educators are developing 21st century curriculum, it is important to realize that we are doing students a disservice by supporting or just slightly enhancing early 20th century curriculum (Bustin 2011). Even if it is done creatively, the past curriculum does not have the same population, technology, and advancements that are within the 21st century. Geography's success in education will depend on how successfully it speaks and connects to young people (Bustin 2011). Bringing the younger generations into an environment that gives them the opportunity to build 21st century skills, while also enticing them to build their knowledge of geographical ideas and concepts, will give them a new outlook on the subject and the world. Research shows that "changing the status and nature of geography education is, therefore, both an exercise in disciplinary self preservation and a response to the needs of 21st century citizens" (Downs, 2016). Creating a curriculum that benefits students and teachers is a need in Geography education. However, creating a curriculum that surrounds the skills of the 21st century, while also providing in-depth knowledge of the modern world will not only build a generation of students and young people that are equipped for employment and citizenship, it will also give them a global perspective of what is around them.

With 21st century geography education, students can form global perspectives that widen their views on the world around them. The US National Council for the Social Studies (NCSS, 2013) states, “Global education focuses on the interrelated nature of conditions, issues, trends, processes, and events while intentional education emphasizes specific world regions, problems, and cultures.” Global perspectives relate to geography concepts and perspectives that display world views, and different perspectives of culture, and ways of living (Klein et al., 2013). Standish (2020) also goes into the different perspectives of living and how geography curriculum should enhance its lessons and concepts on the development of differential income among countries and step away from the westernized narratives that have neglected to show progress. Providing real time knowledge and research of the world displays ideas and knowledge of the 21st century. In reference to Standish (2020), providing real time knowledge and research of the development of the world displays ideas and knowledge of the 21st century, while also providing a foundation for building an understanding of sustainability.

Whalley et al. (2011) states that providing information of change and challenges within today’s climate, ultimately displays 21st century learning through the needs of modern education. One specific topic that has been brought into 21st century knowledge is sustainability. Meadows (2020) states that “geography has an increasingly important role to play in developing the knowledge and the skills to equip future generations with the tools to adapt to and mitigate potentially catastrophic global environment change”. Integrating 21st century skills and knowledge is also integrating current issues and ideas of the environment and world that we live in. Students would be researching modern society and what has adapted to it and the changes that have occurred from our advancements in society. Some issues that could be brought into geography education would include the climate crisis, awareness of the changes and

understanding what can slow the process of our current environmental issues. Twenty-first century education brings modern issues and society to the forefront of knowledge, allowing students' skills to be up to date to display the ideas and issues of the current generation.

Professional Development

With changes in curriculum, there are aspects that teachers need to be aware of before they begin teaching. According to Rueschhoff and Palma (2021), few pre-service teachers receive significant geography instruction and coursework before they teach the subject. This affects the entire system. Teachers need more instruction and professional development when it comes to geography. Teacher quality reflects three types of knowledge, subject matter content knowledge, pedagogical content knowledge, and curricular knowledge (Rueschhoff & Palma 2021) This comes from teachers knowing the content knowledge that students are needing to learn, and efficiently steering students to understand the content that matches the standards and skills that are needed. Rueschhoff and Palma (2021) state that teachers who were involved with geographical training at workshops, conferences, and independent learning were associated with higher levels of student achievement in geography content.

Professional development can assist teachers in providing successful geography education to students. However, to have an effective training program teachers should have access to instructional materials that are designed as learning tools (Rutherford 2015). This will provide teachers with the right support in providing 21st century learning and proper geographical content. Jankell et al. (2021) discusses the seminars that teachers took part in to build an effective geography curriculum in Sweden. Teachers attended seminars with a goal to “organize concepts to energize and sharpen geography teaching” (Jankell, Sandahl, and Orbring

2021 pg.67). Once teachers used the model they came together one more time to ensure the model matched the content and skills of the curriculum.

With the need for professional development in geography education, pre-service teachers also need more training and education in teaching geography with 21st century skills. Downs (2016) discusses the transitional generation of teachers who are significantly less comfortable with digital technology than their students. This is because as generations of students come into school they have had larger amounts of technology implemented into their daily lives. With the need for additional training in geography education, there is also a need for additional training in technology and the software that is needed to be updated in public schools.

Professional development and training is a large part of the expansion of the Geography curriculum because of the 21st century skills that are being implemented with the content. Also for the building of the geography curriculum that best suits students learning in small doses. This comes from the understanding that geography education is within social studies classes such as Global Studies, World History, Local History, and US History. If there is a geography course it is an elective that only reaches small amounts of the student population. Creating an effective curriculum that supports real life skills are the goals of 21st century geography education. Achieving this goal will take training and professional development for veteran, early career, and pre-service teachers.

Conclusion

The literature that has been reviewed goes into three themes of geography education. It gives insight on the curriculum that needs to be developed, changed, and built for successful geography education. The review goes into the movement of 21st century skills in correlation with modern content. These skills will provide students with employable abilities while also

giving them a strategic insight on their geographical knowledge. The literature assisted in showing the specific ideas of professional development and training that teachers are in need of if geography education is trying to advance.

The content that is within these themes assists in displaying the change that is needed in geography education and the importance of required education. Although the change that is needed is systemic, the chance of a large statewide change is too politicized, and would most likely take something else out. For geography education to thrive in any capacity as of right now, small changes must take place. This is done through curriculum builds from educators and geographers. Implementation of 21st century skills, and addition of teacher training and professional development for social studies educators. Geography education takes place within social studies classrooms and without even a small insight into the curriculum, students are going to lose a sense of the world around them. Development of the curriculum, skills, and professional development are the steps in creating proper geography education.

Chapter 3: Methods

I teach in the Brookings-Harbor School District in Brookings, Oregon. Within our district we use the Oregon Social Studies standards that display the curriculum requirements for all Social Studies courses. Along with the state standards, we use the International Society for Technology in Education (ISTE) Standards for students. ISTE Standards are created to assist students in adapting to the ever evolving technological landscape of society. Using ISTE standards in conjunction with Social Studies standards provides students with a modern 21st century learning experience. Students are taking content and using it with skills that could assist them later in life. The unit that I have built is inspired by the project-based learning model that is used within my own Social Studies Department. We use larger projects to build students' research skills and content knowledge, as well as connect it with technological displays or media. Within the Social Studies classes that are taught at Brookings-Harbor High School, students are building podcasts, digital maps, infographics, screencasts, and news broadcasts . This unit is built with five projects that give detailed information in three different areas. The project descriptions start with the standards, objectives, and background information of the content that students will be learning. Secondly, the project description goes into the role of the student within their project, the method of learning, and an explanation of the display and information that students are expected to find. Lastly the description gives a grading rubric, general time frame, materials needed, and a teacher and student day-to-day explanation of the project.

Standards

To start the unit, there are five geography standards, three ISTE standards, and three Literacy standards that were chosen to assist in teaching students geography. The following standards are listed below.

Oregon state standards:

HS.40 Use technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics at multiple scales.

HS.41 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

HS.46 Assess how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade, land use, and issues of sustainability.

HS.48 Analyze how humans have used technology to modify the physical environment (e.g., dams, tractors, housing types, and transportation systems)

HS.50 Determine the influence of long-term climate change and variability on human migration, settlement patterns, resource use, and land uses at local-to-global scales.

ISTE Standards:

1.3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

1.6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

1.4 Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Literacy Standards:

CCSS.ELA-LITERACY.RH.9-10.1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.6

Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.9

Compare and contrast treatments of the same topic in several primary and secondary sources.

Learning Objectives

Once the standards were chosen, the objectives were laid out to fit into the curriculum, ISTE, and literacy standards. The objectives were built using Bloom's taxonomy action verbs. All of the objectives bounce between the level of remembering, analyzing, understanding, and creating. This assists in establishing skills that students will use with the ISTE and literacy standards. The learning objectives that are connected with each standard are listed below.

HS. 40 Learning Objectives

- Students will understand the difference of culture around the world

- Students will research and analyze detailed information that pertains to the culture of six countries.
- Students will create a visual map display that presents information about specific cultural aspects of 6 different countries.

HS. 41 Learning Objectives

- Students will analyze the political, cultural, and economic dynamics between Russia and Ukraine.
- Students will create a display that explains the cultural, economics, and political changes of Russia and Ukraine's relationship within the past 500 years.

HS. 46 Learning Objectives

- Students will analyze the changes of the environment within the fertile crescent throughout history.
- Students will analyze the cultural changes among civilizations within the fertile crescent.
- Students will create a presentation that describes the timeline of environmental and cultural changes of the fertile crescent.

HS. 48 Learning Objectives

- Students will understand the different human-made technologies that have modified the physical environment.
- Students will analyze specific technological aspects that have been built by humans to modify the physical environment.
- Students will explain the changes and impact that the technology has had on the physical environment.

HS. 50 Learning Objectives

- Students will analyze and understand the influence of climate change on migration and environmental changes.
- Students will describe the impacts of climate change on migration and environmental changes on local and global scales.

Deciding the topics of the projects became quite difficult for some of the standards. H.S. 40 and H.S. 48 were standards that required easy thought to create a project. The project for standard H.S. 40 has students building a virtual road trip using Google Earth and explaining cultural and environmental characteristics through a presentation with the Google application. HS. 48 has students choosing a human made piece of technology that has modified the physical environment and completing research about that technology. Once students have their research complete, they are going to create a podcast episode discussing their findings. However, when it came to HS. 41, HS. 46, and HS. 50, the topics did not come so easily.

While I built the projects, I conferred with one of my colleagues, Gregory Scott (American Government teacher), about the content that would be viable for the standards. We discussed multiple topics for specific standards. Some of the topics that were discussed were the Ukraine and Russia conflict, specifically the relationship of land between the two countries. The Russia and Ukraine conflict seemed to fit into two of the standards when discussing what content could be applied to each standard. HS. 41 has students looking at political, cultural, and economic dynamics, while HS. 46 has students looking at environmental and cultural characteristics that influence trade, land use, and sustainability. Looking at the geographical changes that have occurred throughout history between Ukraine and Russia would assist students in understanding these standards. Although the Russia and Ukraine conflict fits into many of the geography standards, I decided to have it as the focus for only one project. This way, students

are receiving a larger variety of topics in their research. The other learning topics to be discussed are migration movements, and climate crisis. These other topics are included within two of the other lessons that I focused more on research and reporting.

Building the project descriptions and timelines were similar in style. After I found the standards and learning objectives, I would piece together a project that assisted the students in successfully completing and showing their knowledge about the standards. When building each project description, I pulled the standard, and paired the learning objectives to the project. Then I would explain the background information of the project. This goes into the important information that students need about the topic before they start their research. This is the information that the teacher will also go into before students start their research. After writing out the background information, I give the student a role within the project. In most projects, students are demonstrating their learning through different means. Throughout all of the projects, the students take on the following roles: international research reporter, news team, podcast host, and historian. The role of the project gives the students an opportunity to place their research into a field of study and imagine their time with the project as a job to complete. Once students know their role, they now need to know the content of the report. This is where students are seeing how their knowledge will expand through the objectives and standards that are laid out at the beginning of the project. Once students have the basis described to them, they now are given the details of how they will demonstrate their learning.

Going into the demonstration of learning or the method of reporting is describing what the students are building with the information that they find. This section of the project description will build in terms of their project. Within the five projects, students are building a Google Earth presentation, an online or paper-based timeline and poster, a podcast episode, a

presentation, and a news broadcast/article. When it comes to the demonstration of learning, the decision does bounce off of the standard and objective. Students may have literacy standards that require them to form an argument or write informatively. The ISTE standards that are paired may require them to build something online, or pull resources. Students will use this section more than others since it lists out all of the requirements for building their project. I adapted this section appropriately for 10th graders by forming it into a checklist for them to use as they find their information and piece their project together. Once students have the method of reporting their project, all that is left for them to go through is the rubric.

Every project has a similar rubric in that there are four levels of showing knowledge and skills. The levels that are written within the rubric for grading are “A” which is approaching the next grade level, “B” which is above grade level, “C” or at grade level, “D” or “F” or below grade level. These four levels give different benchmarks for what students have displayed within their knowledge on the three standards, and the learning objectives. The three concepts that I would grade on were the following: locating relevant information with relevant resources, demonstration of the depth of knowledge within the content, the students' informative or argumentative writing, and how they use the information and resources. Once students have the rubric they are ready to start the project. The following project description in Figure 2 and 3 is the original template that I have used while teaching my Global Studies classes at Brookings Harbor High School. The template displays what I normally give to students, however, I have made some changes to the format for this project.

Figure 2: Original project description template

[Name of Class--1]

[Name of Teacher--2]

[Title of Unit--3]

Background:--4

[Provide whatever background facts are important for setting up the project.]

Role:--5

[Give students a role: Investigative reporter? Expert in some field? Teacher?]

Work Product/Content of Report:--6

[Describe what students should know and/or do. This is where the elements of the standard appear, and the student's work product should track the requirements of the standard(s). Remember, you will have, at a minimum, a content standard plus a Common Core Literacy standard/or a Technology standard, plus a social science analysis standard. The elements of all applicable standards should be a part of the students' required work product.]

Method of Reporting/Demonstrating learning:--7

[Describe how students will demonstrate their learning. Will they write? Do slides? Podcast? Screen cast? Will you offer alternatives and allow them to choose, or will all students demonstrate learning in the same manner? Tie the method of demonstrating the learning to a standard as follows:

- writing/slides: argumentative or informative (Common Core Literacy standards)
- screencast, podcast, movie (ISTE standards plus informative from Common Core Literacy)
- speech (English Language Arts standards)]

Standards: What should students know and/or be able to do?--8

[Content standard—Geography, Historical Knowledge, Economics and Financial Literacy, Historical Thinking; choose one or two but generally not more than two.]

[Common Core Literacy for the Social Sciences—reading comprehension? Writing argumentative? Writing informative? Choose one if students are using reading and/or writing skills to present their learning.]

[Technology standard—ISTE technology Empowered learner? Knowledge Constructor? Creative Communicator? Use these standards if students are presenting their learning using technology like a screencast or podcast.

Figure 3 cont. original project description template

Combine with the informative writing Common Core Literacy standard. In other words, use the Common Core Literacy standard to guide what information students must have in their screencasts or podcasts.]

Rubric [Address what students should know and/or be able to do from the applicable standards. Only include the content knowledge or skills that you are assessing]--9

"A" or at or approaching the next grade level	"B" or above grade level	"C" or at the expected grade level	"D" or "F" or below the expected grade level
Use a word like "excellent" to describe the work product.	Use a word like "strong" to describe the work product.	Use a word like "some" to describe the work product.	

The changes that have been made to this template include the location of the standards and addition to the learning objectives. I decided to place the standards at the top of the project description along with the learning objectives. Along with location change of specific categories of the project description, I have also added specific information for teachers underneath the full project description to give a list of materials, the time frame of the project, the formative and summative assessments, and a teacher and student timeline of the day to day activities and progress. The materials go into the online and physical items that students and the teacher will need access to during this project. The time frame is split between two different school schedules to show the difference of time needed for ninety minute classes and fifty-five minute classes. The assessments are listed for specific days, many of the formative assessments are also check-ins to see the students progress and understand any confusion that the students may have

with the project. The last assessment is always a reflection on the project that can be placed with the students final assessment which is the completed project. Lastly, the teacher and student timeline discusses the progression that the teacher needs to make each day along with assisting the students in their progress each day. This section can always be elongated if needed depending on the level of students and the need for background knowledge and understanding. If teachers and students are in need of additional support or work time during these projects, teachers can use additional class time to assist students with their learning throughout the project.

In conclusion the goal of this project is to build a unit that teaches students about geography. This unit goes into five geography standards from the Oregon Social Studies standards and assists in students learning about relevant physical, environmental, and cultural geography. Students not only build their knowledge in geography with this unit, but they also build their 21st century skills (ISTE standards) and their comprehension, research, and writing skills (literacy standards). I can expand this unit to encompass an entire class with more of the Oregon Social Studies standards that are geared towards geography. However, I would like to do so with my Social Studies department in the hope that we could build a geography elective for our high school students.

Chapter 4: Professional Project

In this chapter there are five project descriptions that use the Oregon Social Science standards, the ISTE Standards and the Literacy standards. Each project description gives a detailed overview of the content that students will be researching and learning. The project descriptions have distinct sections that go into the following: standards, learning objectives, background information, student role, and method of reporting. These sections assist the student in understanding the information and expectations of their work. Next, the project description moves into resources such as the grading rubric, the materials needed, the general timeframe, assessments, and a day-to-day student and teacher timeline. The timeline discusses the progress and activities that should be completed daily from both the teacher point of view and the students point of view.

Global Studies

Project 1: Google Earth Road Trip

Standards:

HS.40 Use technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics at multiple scales.

ISTE Standard: Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Literacy Standard: CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Learning Objectives:

Students will understand the difference of culture around the world

Students will research and analyze detailed information that pertains to the culture of six countries.

Students will create a visual map display that presents information about specific cultural aspects of 6 different countries.

Background:

Knowing and understanding cultures around the world is critical to understanding the diverse world that students currently live in. Researching culture is a way to experience the information of other countries within their religion, education system, values, ideologies, population, family dynamics, language, and dialects. Although these aspects are not the full definition of any culture, they can be the basis for understanding. Along with understanding cultural aspects of another country, understanding their environment is another critical piece of information. Knowing biological diversity, food production, resource depletion, and average temperatures can show the basics of a country's background of providing for its population and the environmental changes that have occurred through its population and usage.

Student Role:

Students will act as an international research reporter. Students will choose 6 countries from each continent excluding Antarctica. Students will find information based on cultural and environmental aspects of specific countries that they are “traveling” to.

Work Product/Content of Report:

Students will demonstrate their knowledge and understanding the difference of cultural and environmental aspects of different countries around the world . Students will display their knowledge through descriptions of . Students will conduct research to find reliable resources that assist their argument and back their reasoning.

Method of Reporting/Demonstrating learning:

Students will create a Google Earth presentation . Before building the presentation take use the questions below to find the information of each of the six countries that you are “traveling” to. Fill out the note-taking guide to keep track of your information and resources. Once all of your information is found, start building your presentation through Google Earth.

The presentation must include:

- Cultural aspects
 - What are the most practiced religions within the country? Create a table or list displaying the population of each religion that is practiced within the country.
 - What kind of education System and values are held within the country? What types of education are offered within the country? How long does one stay within the school system?
 - What are the family dynamics within the country? Identify average family size, living situations, and marriage laws.
 - What is the current population? Break down the population by age to see the dynamic of generations within the population.
 - What type of government is within the country? How successful has the government been with supporting its economy, and population?

- What are the common ideologies of the population?
- List out the common language and dialects of the country.

- Environmental aspects
 - What is the biological diversity of the country?
 - What does food production look like within that country? Do they have to ship in some of or most of their goods, or are they able to supply themselves with specific goods?
 - What is the average surface temperature within the year?
 - What types of resource depletion is the country experiencing? How are they responding to it?

- Visual aspects
 - Find an image that represents each country to display with each pinpoint of that location.

Rubric

“A” or at or approaching the next grade level	“B” or above grade level	“C” or at the expected grade level	“D” or “F” or below the expected grade level
The presentation demonstrates an excellent mastery of locating relevant resources and information.	The presentation demonstrates a strong mastery of locating relevant resources and information.	The presentation demonstrates some mastery of locating relevant resources and information.	One or more is missing from the report; The report fails to demonstrate mastery locating relevant resources and information.
The understanding and knowledge displayed on the cultural and environmental aspects of the six countries is demonstrated with excellent depth.	The understanding and knowledge displayed on the cultural and environmental aspects of the six countries is demonstrated with strong depth.	The understanding and knowledge displayed on the cultural and environmental aspects of the six countries is demonstrated with some depth.	The understanding of the cultural and environmental aspects of the six countries is below grade level depth
The informative information that is displayed is deeply supported with excellent resources	The informative information that is displayed is deeply supported with strong resources	The informative information that is displayed is supported with some resources	The information is inconsistent and not supported by resources or missing from the overall presentation.

<p>Materials: Teacher: Google Earth tutorial, Project outline, Project example, projector, Teacher computer, and Note-taking guide</p> <p>Students: Chromebooks, Chromebook chargers, Google Earth access, and internet access</p>
<p>Time Frame: Six days for 90 minute periods Ten days for 55 minute periods</p>
<p>Assessment(s) Day 1: Exit Ticket (Formative assessment) Day 2: Formative Assessment student research understanding Day 3: Exit Ticket (Student progress and Questions) Day 4: Quick Assessments: How students feel about their project based on the five finger rating. (1, not good, 3, Okay, and 5, good) Day 6: Student Reflection after all presentations</p>

Teacher day-to-day timeline	Student day-to-day timeline
<p>Day 1: The teacher will hand out the project description to students and explain each section, making sure to answer any questions and clarify any confusion. The teacher will instruct students to choose the six countries (one from each continent excluding Antarctica) that they are going to research. Then students will start answering the research questions for each country based on the cultural and environmental aspects. The teacher will instruct students to use the note-taking guide that is in the google classroom (or printed document) to record their information.</p> <p>Day 2: The teacher will give an example of the project for students to view. The teacher will give the presentation of their own “Google Earth Roadtrip”. The teacher will instruct students to continue their research and note-taking guide through the rest of class. The teacher will walk the class and answer any questions.</p> <p>Day 3: Teacher will give an introduction to</p>	<p>Day 1: The student will be given the project description. The student will listen to the instructions of the project given by the teacher and ask any clarifying questions. The students will choose one country from each of the following continents.</p> <ul style="list-style-type: none"> - North America - South America - Africa - Asia - Europe - Australia (Oceania) <p>The students will use the questions that are under the “demonstration of the learning” section of the project description. The students will answer questions that go into cultural and environmental aspects of the country. The student will put their researched information within their note-taking guide that will be assigned to them through google classroom (or paper).</p> <p>Day 2: The students will watch an example presentation of the teachers “Google Earth</p>

Google Earth and how to build the presentation. The teacher will conduct the “I Do, We do, and You do” method. The teacher will show how to create a pinpoint location on google earth and add information and pictures to the pin. Next the teacher will have the students choose the location, the teacher will pin it, the teacher will then have the students give one to two facts based on the cultural and environmental aspects of the location and place the information in the pin. The teacher will instruct the students to start their “Roadtrip” with their first location that they are researching and place that pin on google earth and add the information they have so far into the pin. The teacher will roam the classroom to answer any questions and assist students in completing their first pinpoint of their “roadtrip”.

The teacher will instruct students to finish their research and start building their presentation after they have all completed the first pin.

Day 4: The teacher will have the students write a check-in journal on the following prompt: “How is your project going? What do you have left to accomplish? What is your plan to finish your project by day 6?”

The teacher will instruct the students to continue building their projects. The teacher will state that research should be almost done or completed by the end of today. The teacher will roam the classroom to answer any questions and offer support.

Day 5: The teacher will instruct students that they will have forty five minutes to finish building their project.

After forty-five minutes, the teacher is going to instruct students to get with a partner and go through their presentations with each other. The peers are going to listen to each other's projects and give feedback based on the project checklist under the demonstration of learning section of the project description.

Day 6: Teacher will introduce how students are going to give their presentations and

Roadtrip” to get an understanding of what their own will look like.

Once the example is complete, the students will ask any clarifying questions. The students will use the rest of the class period to continue their research about their 6 countries.

Day 3: The students will watch the tutorial on Google earth. The students will watch the teacher create a pinpoint location, then the students will assist in choosing a location and finding the information to place in the presentation section, lastly the students will use one of their own locations to build their first pinpoint of their roadtrip. Students will ask any clarifying questions as they build their first pinpoint of their own road trip. After all of the students have shown their understanding by showing their first pinpoint, the teacher will instruct them to finish up their research and continue to build their “Google Earth Road Trip.”

Day 4: The students will receive a check-in prompt on the board, “How is your project going? What do you have left to accomplish? What is your plan to finish your project by day 6?” Students will answer the questions and turn in their journal prompts. Students will continue to complete their projects.

Day 5: The students will work on finishing their projects in the first half of class. Students will need to complete or almost complete their roadtrip presentations. In the second half of class students will be instructed to partner up with a peer near them. If there are an odd number of students, have one group of three. The students will swap their chromebooks and go through each other's road trip. The peers will give each other feedback based on the questions and content checklist that are under the demonstration of learning in the project description. Students will take the feedback to see if they need to add anything to their presentations.

Day 6: Students will present their projects to the class through the teacher computer and

<p>display their “road trips” to the class. Students will then share with the class, the teacher will instruct students to ask clarifying questions after each presentation. At the end of class the students will have ten minutes to write a reflection about how their project went, and how they believe they did on their project, and explain any changes they would make. The reflection will be posted as an assignment in the google classroom.</p>	<p>projector. Students will listen to and watch each of their peers' presentations and ask questions and provide comments to the students road trip. Once every student has presented, students will be given a reflection prompt on the board. Students will answer the reflection prompt that is attached in their google classroom and turn it in stating how they felt about completing the project and what changes they would make next time.</p>
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Global Studies

Project 2: Ukraine and Russia

Standards:

HS.41 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

ISTE Standard: Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Literary Standard: CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Learning Objectives:

Students will analyze the political, cultural, and economic dynamics between Russia and Ukraine.

Students will explain the cultural, economic, and political changes of Russia and Ukraine and how that has affected their relationship over the last 230 years by creating a visual display illustrating the topic.

Background:

Ukraine and Russia have a detailed and long history. Currently there is a conflict between the two based on 20th century fallouts and the independence of Ukraine. In the first few months of 2022 the world witnessed many countries, and companies restricting their relationship with Russia because of their invasion of Ukraine. Understanding this current event involves understanding the complete history of Russia and Ukraine. The two countries go back hundreds of years because of their shared boundary. Pulling the history to understand the present will show a complete timeline of the relationship between Russia and Ukraine.

Student Role:

Students will act as a historian researching the dynamics of Ukraine's and Russia's relationship.

Work Product/Content of Report:

Students will create a detailed and informative timeline and poster of the relationship between Ukraine and Russia from the 1790's to 2022. Students will explore and analyze the cultural, economic, and political dynamics and changes of the two countries throughout history.

Method of Reporting/Demonstrating learning:

Students will write a letter to President Biden displaying their opinion and reasoning of the evacuation from Afghanistan. Students will also display their research and understanding of the event as they discuss their point of view.

Start of Research guide should include:

- Research of each time frame, that answers the questions under the Timeline/Poster "Method of Reporting" (Listed Below)
- A list of resources from each group member
 - Each time frame should have 3 to 5 resources that they have pulled information from.

The Timeline/Poster must include:

- A section for each Timeframe
 - 1790-1839
 - 1840-1899
 - 1900-1949
 - 1950-1999
 - 2000-2022
- Information on the following research questions for each time frame
 - What events occurred between Russia and Ukraine?
 - What cultural aspects were within the Ukraine and Russian population? Did they share any cultural similarities?
 - What were the political dynamics between the two countries? Were there any issues? Were the two countries united or allies?
 - What was the economic relationship between Russia and Ukraine? Were their economies connected in any way?
 - Were there any political, economic, or cultural changes because of the dynamics between Russia and Ukraine?
- Two to three visuals per time frame that represent the relationship between Russia and Ukraine.
- A map displaying the relationship and boundaries between Russia and Ukraine for each time frame.

Rubric

“A” or at or approaching the next grade level	“B” or above grade level	“C” or at the expected grade level	“D” or “F” or below the expected grade level
<p>The poster demonstrates an excellent mastery of locating relevant resources.</p> <p>The understanding and knowledge displayed on the cultural, economic, and political dynamics of Ukraine and Russia is demonstrated with excellent depth.</p> <p>The explanation of the relationship between Russia and Ukraine that is displayed is deeply supported with excellent resources</p>	<p>The poster demonstrates a strong mastery of locating relevant resources.</p> <p>The understanding and knowledge displayed on the cultural, economic, and political dynamics of Ukraine and Russia is demonstrated with strong depth.</p> <p>The explanation of the relationship between Russia and Ukraine that is displayed using strong reliable resources.</p>	<p>The poster demonstrates some mastery of locating relevant resources.</p> <p>The understanding and knowledge displayed on the cultural, economic, and political dynamics of Ukraine and Russia is demonstrated with some depth.</p> <p>The explanation of the relationship between Russia and Ukraine that is displayed is accurately supported using some reliable resources</p>	<p>One or more is missing from the report; The poster fails to demonstrate mastery locating relevant resources.</p> <p>The understanding and knowledge displayed on the cultural, economic, and political dynamics of Ukraine and Russia is below grade level depth</p> <p>The explanation of the relationship between Russia and Ukraine that is inconsistent and not supported by resources or missing from the overall poster.</p>

<p>Materials: Teacher: Computer, projector, Poster paper, pencils, markers colored pencils, glue sticks, printer, google classroom internet access, Gallery-Walk Guide, Reflection Prompt, exit ticket prompt</p> <p>Student: Chromebook, google classroom, internet access, pencils, Canva</p>
<p>Time Frame: 90 minute classes: 5 days 55 minute classes: 8 days</p>
<p>Assessment(s): Day 1: Warm-up/Pre-assessment activity Day 3: Exit Ticket Day 4: Check-in Progress</p>

Day 5: Reflection

Teacher day-to-day timeline	Student day-to-day timeline
<p>Day 1: The teacher will instruct students to open their chromebooks and go to the google classroom. The teacher will instruct the students to answer the warm-up question posted in the google classroom. “What are the current events between Russia and Ukraine? What is your understanding of the conflict between the two countries?”</p> <p>The teacher will give students five minutes to answer the questions.</p> <p>The teacher will encourage students to then share their responses after repeating the question to the class.</p> <p>After the responses, the teacher will go into the project description. The teacher will explain each section of the project and answer any clarifying questions that the students may have.</p> <p>The teacher will instruct students to then form their groups of 5. (The groups can be changed in size depending on class size, the research time frames will need to be adjusted for smaller groups) The teacher will instruct the groups to decide which student is going to go into which time frame.</p> <p>After the groups are set up and each student has a time frame, the teacher will instruct the groups to assign one group member to copy the “start of research” guide that is located in the google classroom and share it with every group member. Each student will claim a section of the document to place their research in.</p> <p>The teacher will instruct students to start their research based on the research questions in the project description. The teacher will remind the students to find information within their own time frame.</p>	<p>Day 1: The students will open their chromebooks and go to the google classroom. The students will answer the warm-up question posted in the google classroom. “What are the current events between Russia and Ukraine? What is your understanding of the conflict between the two countries?”</p> <p>Students will have five minutes to answer the questions.</p> <p>After students will share their responses after the teacher repeats the question to the class.</p> <p>After the responses, the students will listen to the project description. The students will ask any clarifying questions that they may have. The students will form their groups of 5. The groups will decide which students are going to go into which time frame.</p> <p>After the groups are set up and each student has a time frame, one group member will copy the “start of research” guide that is located in the google classroom and share it with every group member. Each student will claim a section of the document to place their research in.</p> <p>Students will start their research based on the research questions in the project description. Students will be reminded to find information within their own time frame.</p> <p>Day 2: Students will begin class with the teacher displaying an example of the poster/timeline between two different countries. This will include similar information that students are finding between Russia and Ukraine but will not contain the same countries. Students will ask any clarifying questions that they may have. The groups will continue their research from yesterday.</p>

Day 2: The teacher will begin class with displaying an example of the poster/timeline between two different countries. This will include similar information that students are finding between Russia and Ukraine but will not contain the same countries. The teacher will answer any clarifying questions that students may have.

The teacher will instruct the groups to continue their research from yesterday. The teacher will conclude class by having the students each complete a sticky note exit ticket giving a brief description of what they have learned about the relationship and dynamics between Russia and Ukraine within their time frame. The teacher will instruct students to put them onto the board before they leave class.

Day 3: The teacher will instruct students to spend the first half of class finishing their research of their time frame.

After 45 minutes, the teacher will have the students of each group read another one of their group members notes and research and give feedback on whether they are missing any information or if they should expand on any of their findings.

The teacher will instruct students to make any necessary changes and to start building their poster and timeline either on paper or through Canva.

The teacher will conclude class with a progress check-in. The students will write a brief summary of how the project is going individually and with their group. The teacher will collect them at the end of class.

Day 4: The teacher will instruct students on what needs to go onto their poster and timeline before instructing them to build their poster on paper or through Canva and to ensure that their work is complete by the end of class or before they come to class tomorrow.

The students will conclude class by completing a sticky note exit ticket. Students will be giving a brief description of what they have learned about the relationship and dynamics between Russia and Ukraine within their time frame. The students will put them onto the board before they leave class.

Day 3: The students will spend the first half of class finishing their research of their time frame.

After 45 minutes, the students of each group will read another one of their group members notes and research and give feedback on whether they are missing any information or if they should expand on any of their findings. Students will make any necessary changes and start building their poster and timeline either on paper or through Canva.

The students will conclude class with a progress check-in. The students will write a brief summary of how the project is going individually and with their group. The teacher will collect them at the end of class.

Day 4: The students will listen to the instructions of the teacher on what needs to go onto their poster and timeline

The students will build their poster on paper or through Canva. Students will be reminded to complete their poster by the end of class or before the beginning of class tomorrow.

Day 5: The students will prep their poster to be hung on the wall and for those that created online posters will print them out. Students will then put their poster up around the room in a convenient spot.

Once all posters are up, students will receive a Gallery Walk Guide. Students will spend the next twenty to thirty minutes taking notes on every time frame that is on the posters except for the one that they completed. Students will have time to read through their peers' posters and take notes of the relationship and dynamics of Ukraine and Russia from the last

<p>Day 5: The teacher will instruct the students to prepare their poster to be hung on the wall and for the students that created online posters to print them out. The teacher will instruct students to put their poster up around the room in a convenient spot.</p> <p>Once all posters are up, the teacher will hand out a Gallery Walk Guide to each student. The teacher will instruct students to spend the next twenty to thirty minutes taking notes on every time frame that is on the posters except for the one that they completed. Students will have time to read through their peers' posters and take notes of the relationship and dynamics of Ukraine and Russia from the last 230 years.</p> <p>Once students have finished the gallery walk, they will find their seats. The teacher will instruct the students to complete the project reflection in the google classroom. The reflection will have students explaining how they felt they did on the project and how the group all together did on the project and explain any changes that they would make for next time. The teacher will collect the Gallery Walk Guides before the end of class and remind the students to turn in the reflections.</p>	<p>230 years.</p> <p>Once students have finished the gallery walk, they will find their seats. The students will complete the project reflection in the google classroom. The reflection will have students explaining how they felt they did on the project and how the group all together did on the project and explain any changes that they would make for next time. The teacher will collect the Gallery Walk Guides before the end of class and remind the students to turn in the reflections.</p>
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Global Studies

Project 3: The Fertile Crescent

Standards:

HS.46 Assess how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade, land use, and issues of sustainability.

ISTE Standard: Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Literacy Standard: CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Learning Objectives:

Students will analyze the changes of the environment and the land usage within the fertile crescent throughout history.

Students will analyze the cultural changes among civilizations within the fertile crescent.

Students will create a presentation that describes the timeline of environmental and cultural changes of the fertile crescent.

Background:

The fertile crescent was once called the “cradle of civilization”. It had unusually fertile soil and was home to many technological advancements and civilizations. Throughout history the fertile crescent has been home to many civilizations that held different and similar cultural beliefs, and advanced farming. However in the recent century the fertile crescent is no more. The soil has dried up and the water that supplies the land has been used for other purposes. The changes of the fertile crescent shows the change in patterns of civilizations and land use.

Student Role:

Students will act as a historian explaining the environmental, cultural, land usage changes of the fertile crescent.

Work Product/Content of Report:

Students will build a presentation through Prezi or Canva that displays the changes of the culture, environment, and land usage within the Fertile Crescent throughout

Method of Reporting/Demonstrating learning:

Students will work in partners to create a presentation with the following information.

- Civilizations and Culture
 - Include a timeline of the different civilizations that lived within the fertile crescent.
 - Include a brief description of each civilization
 - Include their cultural beliefs and values such as religion, government, family dynamics, jobs, values, social norms, and language
 - The expansion of trade through the civilizations
- Environmental Changes and Land Usage
 - Create a timeline explaining the land usage within the fertile crescent from the beginning of farming and to present day.
 - Explain the environmental changes that took place within the fertile crescent, specifically within the last 100 years.
 - Explain the current state of the fertile crescent.
 - Explain how the fertile crescent went from being the “cradle of civilization” to the desert it is today.
- Provide a minimum of five visuals that represent the fertile crescent.
- Provide a works cited page

Rubric

“A” or at or approaching the next grade level	“B” or above grade level	“C” or at the expected grade level	“D” or “F” or below the expected grade level
<p>The presentation demonstrates an excellent mastery of locating relevant resources.</p> <p>The understanding and knowledge displayed on the environmental, cultural, land usage changes of the fertile crescent is demonstrated with excellent depth.</p> <p>The understanding of the current state of the fertile crescent that is displayed is deeply supported with excellent resources.</p>	<p>The presentation demonstrates a strong mastery of locating relevant resources.</p> <p>The understanding and knowledge displayed on the environmental, cultural, land usage changes of the fertile crescent is demonstrated with strong depth.</p> <p>The understanding of the current state of the fertile crescent that is displayed is accurately supported using strong reliable resources.</p>	<p>The presentation demonstrates some mastery of locating relevant resources.</p> <p>The understanding and knowledge displayed on the environmental, cultural, land usage changes of the fertile crescent is demonstrated with some depth.</p> <p>The understanding of the current state of the fertile crescent that is displayed is accurately supported using some reliable resources.</p>	<p>One or more is missing from the report; The presentation fails to demonstrate mastery locating relevant resources.</p> <p>The understanding and knowledge displayed on the environmental, cultural, land usage changes of the fertile crescent is below grade level depth</p> <p>The understanding of the current state of the fertile crescent is inconsistent and not supported by resources or missing from the overall presentation.</p>

<p>Materials: Teacher: Computer, Prezi, Canva, Warm-up prompt, Formative assessment prompt, Check-in prompt, Reflection Prompt, Grade check form, Project example, google classroom</p> <p>Student: Chromebook, Prezi, Canva, Internet access, google classroom</p>
<p>Time Frame 90 minute classes: 5 days 55 minute classes: 8 days</p>
<p>Assessment(s) Day 1: Pre-assessment Warm up Day 2: Exit Ticket Day 3: Progress Check-in</p>

Day 5: Reflection

Teacher day-to-day timeline	Student day-to-day timeline
<p>Day 1: Day 1: The teacher will instruct students to open their chromebooks and go to the google classroom. The teacher will instruct the students to answer the warm-up question posted in the google classroom. “What is the fertile crescent?” “If you are unsure, take a guess.”</p> <p>The teacher will give students five minutes to answer the questions.</p> <p>The teacher will encourage students to then share their responses after repeating the question to the class.</p> <p>After the responses, the teacher will go into the project description. The teacher will explain each section of the project and answer any clarifying questions that the students may have.</p> <p>The teacher will assign students a partner to work with for the project. Once the students are adjusted and seated with their partners the teacher will instruct the groups to start their research based on the “Demonstration of Learning”.</p> <p>Day 2: The teacher will share a project example with the class. The teacher will share the information of another piece of land. The teacher will answer any clarifying questions that the students may have about building their project.</p> <p>The teacher will instruct the students to use the rest of the class period to continue their research.</p> <p>To conclude class the teacher will project the following prompt on the board. “What important aspects have you learned about the fertile crescent?” The teacher will instruct students to answer the question that is in the google classroom and submit their answers before they leave class.</p> <p>Day 3: The teacher will ask the class which</p>	<p>Day 1: Day 1: The students will open their chromebooks and go to the google classroom. The students will answer the warm-up question posted in the google classroom. “What is the fertile crescent?” “If you are unsure, take a guess.”</p> <p>The students will have five minutes to answer the questions.</p> <p>The students will be encouraged to share their responses after repeating the question to the class.</p> <p>After the responses, the students will listen to the project description. The students will ask any clarifying questions after the teacher explains each section of the project.</p> <p>Students will be assigned a partner to work with for the project. Once the students are adjusted and seated with their partners they will start their research based on the “Demonstration of Learning”.</p> <p>Day 2: Students will watch the project example from the teacher. The students will ask any clarifying questions about building their project.</p> <p>The students will use the rest of the class period to continue their research.</p> <p>To conclude class the students will answer the prompt on the board. “What important aspects have you learned about the fertile crescent?” The students will answer the question in the google classroom and submit their answers before they leave class.</p> <p>Day 3: The students will be asked if they want to use Canva or Prezi for their presentations. Whichever students want to use Canva, will be shown a tutorial on how to create a presentation on Canva. Once the Canva tutorial is done, the teacher will give a Prezi tutorial for the students that want to use Prezi.</p> <p>The students will conclude their research and</p>

groups will want to use Canva or Prezi for their presentations. Whichever students want to use Canva, will be shown a tutorial on how to create a presentation on Canva. Once the Canva tutorial is done, the teacher will give a Prezi tutorial for the students that want to use Prezi.

The teacher will instruct students to conclude their research and start building their presentations once their tutorial is done.

To conclude class the teacher will give each partner a sticky-note. The teacher will instruct students to write their project progress and the remaining work they needed to accomplish.

Day 4: The teacher will instruct the students to finish their presentations and turn them in to the google classroom once they are finished. The teacher will check-in with the groups throughout the class period.

Day 5: The teacher will instruct students that they will be doing presentations with specific groups. The teacher will pull three groups together at a time. (depending on class size, there should be 4 to 5 large groups that each make up 3 sets of partners. The teacher will pass out grade check sheets. The partners will share their presentations with the peers placed within their larger groups.

The other two sets of partners will then score their peers using the rubric from the project description. The peers watching the presentation will explain their scoring on the grade check sheet before moving on. Each peer should have two sets of scores on their grade check sheet to show the two presentations they watched.

Once the three sets of partners have shared their presentations with the peers in their larger group they will flip their grade check sheet over and complete the reflection prompt about their own project. "Explain how you think you did on your project? Explain how you and your partner completed the project and if you would make any changes after your presentation."

start building their presentations once their tutorial is done.

To conclude class the students will give each partner a sticky-note. The students will write their project progress and the remaining work they need to accomplish.

Day 4: The students will finish their presentations and turn them into the google classroom once they are finished.

Day 5: The students will be completing presentations with specific groups. The teacher will pull three groups together at a time. (depending on class size, there should be 4 to 5 large groups that each make up 3 sets of partners. The students will receive grade check sheets. The sets of partners will share their presentations with the peers placed within their larger groups.

The other two sets of partners will then score their peers using the rubric from the project description. The peers watching the presentation will explain their scoring on the grade check sheet before moving on. Each peer should have two sets of scores on their grade check sheet to show the two presentations they watched.

Once the three sets of partners have shared their presentations with the peers in their larger group they will flip their grade check sheet over and complete the reflection prompt about their own project. "Explain how you think you did on your project? Explain how you and your partner completed the project and if you would make any changes after your presentation."

After the students finish their reflections they will turn them in to the teacher.

After the students finish their reflections the teacher will collect their grade check sheets.	
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Global Studies

Project 4: Podcast Series

Standards:

HS.48 Analyze how humans have used technology to modify the physical environment (e.g., dams, tractors, housing types, and transportation systems).

ISTE Standard: Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Literacy Standard: CCSS.ELA-LITERACY.RH.9-10.1 - Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Learning Objectives:

Students will understand the different human-made modifications that have been made to the physical environment.

Students will analyze specific technological aspects that have been built by humans to modify the physical environment.

Students will explain the changes and impact that the technology has had on the physical environment.

Background:

For many years human civilization has changed its physical environment to best suit their needs. This has been seen by the damming of streams and rivers, clearing of land for agriculture use, building factories and power plants for production and energy, and so much more. Humans have continued the development of technology that has modified the environment. Dams are made through steel and concrete instead of wood, power plants range in types of power, and transportation has changed the landscape of mountains and plains. As human civilization industrialized, the amount of technology that has affected the physical environment has increased tremendously and will most likely continue.

Student Role:

Students will act as a host of a podcast series that discusses the impacts of technology on the physical environment. Each student will go into a different technology that has made a modification to the environment. Students will research their topic and record a podcast episode

Work Product/Content of Report:

Students will demonstrate their knowledge and understanding of the human-made technology that has impacted the physical environment by displaying a well written and researched script

that will be turned into a podcast episode. The student will display full understanding of the history of the technology and the impact it has had on the environment. The students will also explain the current usage of the technology and the ideas of what the environment would look like if the technology was removed and no longer in use.

Method of Reporting/Demonstrating learning:

Students will write a script for their specific technological aspect that modified the physical environment. Students will also complete their recording of their script to create a podcast episode that reaches to a minimum of five minutes and concludes before a maximum of ten minutes.

The script must include:

- An introduction to the host and the name of their podcast episode.
- A Summary of what the podcast is going to be about.
- The history of the technology that the student is researching.
 - When the technology was first introduced and developed.
 - The first build of the technology and the slow or drastic increase of the technology being built after.
 - The changes that have been made to the technology.
- The impacts of the technology on the physical environment.
 - What has to be done to build the technology?
 - How is the physical environment affected by the technology as it is being used or still stands.
- What would happen if the technology was removed from the physical environment?
- A brief description of the current standings of the technology and its usage by the population.
- A Thank you to their listeners and an outro.
- A list of references at the bottom of the page.

Students will record their podcast with their script, students can move information around as they see fit, but most include the introduction first and the outro last. Students will need to have teacher approval of their script before starting their podcast recording.

Rubric

“A” or at or approaching the next grade level	“B” or above grade level	“C” or at the expected grade level	“D” or “F” or below the expected grade level
The script and podcast episode demonstrates an excellent mastery of locating relevant	The script and podcast episode demonstrates a strong mastery of locating relevant	The script and podcast episode demonstrates some mastery of locating relevant resources and information.	One or more is missing from the report; The script and podcast fails to demonstrate

resources and information. The understanding and knowledge displayed on the technology that has modified and affected the physical environment is demonstrated with excellent depth. The opinion that is displayed on how the piece of technology has affected the physical environment is deeply supported with excellent resources	resources and information. The understanding and knowledge displayed on the technology that has modified and affected the physical environment is demonstrated with strong depth. The opinion that is displayed on how the piece of technology has affected the physical environment is deeply supported with strong resources	The understanding and knowledge displayed on the technology that has modified and affected the physical environment is demonstrated with some depth. The opinion that is displayed on how the piece of technology has affected the physical environment is deeply supported with accurate resources	mastery locating relevant resources. The understanding of the technology that has modified and affected the physical environment is below grade level depth The opinion that is displayed on how the piece of technology has affected the physical environment is inconsistent and not supported by resources or missing from the overall script and podcast.
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<p>Materials: Teacher: Project outline, Project example, projector, Teacher computer</p> <p>Students: Chromebooks, Chromebook chargers, internet access</p>
<p>Time Frame: Five days for 90 minute periods Eight days for 55 minute periods</p>
<p>Assessment(s) Day 1: Exit Ticket (Check-In) Day 2: Formative Assessment student research understanding Day 3: Exit Ticket (Student progress and Questions) Day 5: Students recording progress Day 6: Reflections on complete podcast episode Day 7: Exit ticket based on another peers podcast</p>

Teacher day-to-day timeline	Student day-to-day timeline
Day 1:	Day 1:

Teacher will introduce a new unit to students. Teacher will start with an introductory activity: Warm up Question.

- On Google classroom the teacher will post the following question. "Name a piece of technology that has impacted the environment."
Teacher will instruct students to open their chromebooks and go to the google classroom once the bell rings. Teacher will instruct students to complete the warm-up question. Teacher will give students three minutes to answer the question in the google classroom.
- After three minutes the teacher will invite students to share their answers with the class. During this time the teacher will write the technologies on the board as students share.
- Teacher will eventually have a list on the board.

Teacher will introduce the new project that will be assigned. Teachers will share the project description.

Teacher will instruct students to choose their project topic and start researching the questions under the demonstration of learning.

Day 2:

The teacher will show an example of a podcast script and have the students listen to a podcast episode that they created.

The teacher will encourage students to continue their research and build their information.

Day 3:

The teacher will introduce a template for students to build their scripts. Teacher will instruct students to continue research and try to finish by the end of the day finding information.

Students will start writing their scripts.

Day 4:

Students will prepare their chromebook and go to the google classroom when the bell rings.

Students will complete the "Warm up question"

- On Google classroom the students will find the following question. "Name a piece of technology that has impacted the environment."
- Students will complete the warm-up question.
- Students will have three minutes to answer the question in the google classroom.
- After three minutes students will be invited to share their answers with the class. During this time the teacher will write the technologies on the board as students share.

Students will have the project description shared with them from the teacher. Students will listen to directions of the project.

Students will begin their research on the questions that are listed on the demonstration of learning.

Day 2:

The students will observe an example of a podcast script from the teacher. Students will listen to the podcast example that the teacher has for them.

After going through the project examples, students will continue their research of their technology.

Day 3:

Students will receive a template to build their scripts. Students will finish their research and start writing their podcast script.

Day 4:

Students will be introduced to the recording

<p>The teacher will introduce the recording website for students to build their podcast and record it.</p> <p>The teacher will instruct students to continue their script and start recording in the recording spaces that have been identified in the library.</p> <p>Day 5: Teacher will introduce the project work day. Students should finish their scripts today and be recording today or tomorrow. Each student will have an opportunity to record during class.</p> <p>Day 6: Students will finish recording today and compile their episode to spotify. The teacher will instruct students to send their podcasts to the teacher before the end of the day.</p> <p>Day 7: Introduce “Podcast walk” Students will choose five podcast episodes to listen to and answer specific questions on their podcast information guide. Students will also write a reflection on what they learned and how these technologies have all affected the environment.</p>	<p>website, and will watch a tutorial on how to record their podcast.</p> <p>Students will write their script for their episode. If students finish writing their scripts they can start recording in specified recording spaces by the teacher.</p> <p>Day 5: Students will listen to the brief instructions of the day’s work and will have the day to complete their scripts and get them approved by the teacher. The students who have their approval will start recording their scripts using the website.</p> <p>Day 6: Students will be instructed to complete the recording today. Students who have recorded the previous day will finish up their small amounts of edits if needed, and/or they will send the podcast episode to the teacher.</p> <p>Day 7: Students will listen to the instructions of the podcast walk. Students will go into the podcast series that has been put together by the teacher from the students submitted episodes. Students will listen to five of their peers podcasts and complete a podcast information guide. Students will turn in the completed guide.</p> <p>Once students are done listening to the podcasts and complete the information guide, they will complete the reflection that is posted in the google classroom. Students will reflect on what they have learned and how the technologies have all affected the environment in different or similar ways.</p>
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Global Studies

Project 5: Climate Change News Articles

Standards:

HS.50 Determine the influence of long-term climate change and variability on human migration, settlement patterns, resource use, and land uses at local-to-global scales.

ISTE Standard: Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Literacy Standard: CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.

Learning Objectives:

Students will analyze and understand the influence of climate change on migration and environmental changes.

Students will describe the impacts of climate change on migration and environmental changes on local and global scales.

Background:

Climate change has had an impact on many things around the globe such as causing intense droughts, heat waves, rising sea levels, and melting glaciers. The environmental changes that occur from climate change can be drastic. These changes can alter the livelihood and communities of animals and humans. With intense environmental changes comes movement, or migration. Climate change has influenced migration throughout time for people, communities, and animals. The environmental changes and migration are two impacts of climate change that pair together in different ways.

Student Role:

Students will act as a news team to research the influence and impacts of climate change on migration and environmental changes. Students will either be labeled as a writer, videographer, or newscaster.

Work Product/Content of Report:

Students will create a well written news article and supporting video story that describes the research that has been done to show the influence and impact of climate change on migration and environmental changes. Students will build their knowledge through provided sources and then conduct their own research to support the sources that are given in class.

Method of Reporting/Demonstrating learning:

Students will be creating a two to three page article that describes the research that has been done on the influence and impact of climate change on environmental changes and migration. Each student will have a role within a group of three students.

All students within the group will read a different article about climate change and migration, and climate change and environmental changes. Each group member will share their given source with their group. Secondly all group members will find one additional source that will assist them in building their news story. All research and notes will be placed in one document for the group to use as a whole. Lastly, each group member will have one of the following jobs.

Writer: The writer will pull the information from their own research and the rest of the group's research to write the two to three page article. The writer will also peer edit the Newscasters script before recording to ensure the information matches the article.

Videographer: The videographer will record and edit the video story that will support the article. The videographer will also peer edit the article before the final changes are made and the article is submitted.

Newscaster: The newscaster will write the script for the video story and be the news reporter that is giving the story on video. The newscaster will also peer edit the edited and put together video story before it is submitted to ensure there are no errors or editing jobs.

The research document must include:

- Each student will have notes on the following.
 - Their assigned reading and the information on Climate change and its influence and impact on Migration and environmental changes.
 - Supporting and/or opposing evidence from students' research sources.

The article must include:

- An introduction paragraph discussing the topic within the article.
- Three to five paragraphs that discuss the following
 - Climate Change and its influence and impact on Migration
 - Climate change and its influence and impact on environmental changes
 - Quotes and references to the students assigned readings
 - Quotes and references from the research article and journals that students found.
 - A conclusion of the article
 - Work Cited

The script must include:

- An introduction to the news channel.
- An introduction of the newscaster
- A summary of what the story is about. (Two to four sentences.)
- A well written two to three paragraph story about climate changes influence and impact on migration and environmental changes.
- A simple outro.

The video must include

- An introduction to the news channel and newscaster.
- A brief description about what the newscaster is going to talk about.
- A one to two minute story that assists the article in its research on climate change and its impact and influence on migration and environmental changes.
- An outro.

Rubric

“A” or at or approaching the next grade level	“B” or above grade level	“C” or at the expected grade level	“D” or “F” or below the expected grade level
<p>The research guide demonstrates an excellent mastery of locating relevant resources.</p> <p>The understanding and knowledge displayed on climate change and its influence and impact on migration and environmental changes is demonstrated with excellent depth within the article.</p> <p>The video displays supporting information on climate change and its influence and impact on migration and environmental changes with excellent resources</p>	<p>The research guide demonstrates a strong mastery of locating relevant resources.</p> <p>The understanding and knowledge displayed on climate change and its influence and impact on migration and environmental changes is demonstrated with strong depth.</p> <p>The video displays supporting information on climate change and its influence and impact on migration and environmental changes with strong reliable resources.</p>	<p>The research guide demonstrates some mastery of locating relevant resources.</p> <p>The understanding and knowledge displayed on climate change and its influence and impact on migration and environmental changes is demonstrated with some depth.</p> <p>The video displays some supporting information on climate change and its influence and impact on migration and environmental changes with some reliable resources</p>	<p>One or more is missing from the report; The research guide fails to demonstrate mastery locating relevant resources.</p> <p>The understanding and knowledge displayed on climate change and its influence and impact on migration and environmental changes is below grade level depth</p> <p>The video displays inconsistent information on climate change and its influence and impact on migration and environmental changes and is not supported by resources or is missing the video all together</p>

<p>Materials: Teacher - Computer, projector, School video cameras, google classroom, Climate change and migration readings, climate change and environmental changes readings project example pre-assessment question formative assessment prompts</p> <p>Student: Chromebook, google classroom, pencil, Online research document,</p> <p>Time Frame: 90 Minute Class Periods: 7 days 55 Minute Class Periods: 11 to 12 days</p>

Assessment(s):

Day 1: Pre-Assessment on Climate Change

Day 3: Check-in Progress

Day 5: Progress Check-in

Day 7: Reflection (Group and Individual)

Teacher day-to-day timeline	Student day-to-day timeline
<p>Day 1: The teacher will instruct the students to go to the google classroom and find the posted question, “When you hear Climate change what do you think of?” The teacher will instruct students to write in complete sentences and to take the next three to five minutes to answer the question. After students have answered the question, the teacher will encourage students to share their answers with the class. The class will go through a small discussion on what climate change is.</p> <p>After the discussion the teacher will introduce the project through the project description. The teacher will go through the project description thoroughly and answer any clarifying questions</p> <p>The teacher will have the students get into groups of three. (If there must be groups of two or four, partners would have the students both working as the videographer as well as the other two roles. Four students would need an additional role.)</p> <p>After students are in their groups, the teacher will instruct students that each peer in the group will receive a different reading that goes into Climate change and Migration or Climate change and environmental changes. The teacher will instruct the students to read through the scholarly journals and articles and take notes within the Research guide.</p> <p>The teacher will instruct one student from one group to copy the research guide into Google Docs and then share the document with their group. The research guide is broken up into three parts. Each student will have a section</p>	<p>Day 1: Students will open their chromebooks and go to the google classroom. Students will answer the questions “When you hear Climate change what do you think of?”. Students will take three to five minutes to post a response. Students will share their responses with the class prompting a small class discussion on climate change.</p> <p>After the warm-up students will listen to the project description that is presented by the teacher. The students will ask any clarifying questions to understand the project.</p> <p>The students will choose their groups of three to work in.</p> <p>Once groups are chosen, the students will be instructed that they will each receive a reading on Climate change and Migration or Climate change and environmental changes. The students will read through their assigned readings and write notes within their groups research guide.</p> <p>One peer within the groups will copy the research guide from the google classroom and share the document with the group. Each peer in the group will have a separate section of the research guide document.</p> <p>Day 2: Students will start the class with sharing their reading notes and the contents of their assigned reading. The groups will go over the similarities of their readings and the differences.</p> <p>After the students will use the remaining time of the class to find additional resources (1 per student) to assist in the information they read about. Students will try to find an article</p>

to write notes about their reading, and sections to add to the research with their own findings.

Students will use the remainder of the class to read their assigned reading and take notes-in the research guide.

Day 2: The teacher will instruct the students that today will involve sharing your findings from the reading on Climate Change and Migration and Climate Change and environmental changes. The group will share their notes and explain their reading.

After the group share the teacher will instruct students to use the class period to each find one resource, an article, journal, or reading that supports the research they have read about in terms of Climate change and its influence and impact on Migration and environmental changes.

Day 3: The teacher will share a project example displaying the article and video that the students will replicate with the information that they pull from the readings and research. The teacher will answer any clarifying questions

After the example, the teacher will instruct students to conclude their research by the end of the class and to start writing specific pieces of their projects,

Writer: Drafting the article

Newscaster: Building the script

Videographer: Deciding the location filming and finishing research.

The teacher will conclude the class by putting the following prompt on the board. "Each member of the group gives an update on how the project is coming along." Students will turn their response in to the teacher at the end of class.

Day 4: The teacher will instruct the students to continue their script writing and article drafts from yesterday. The teacher will pull the videographers over for a tutorial on the

journal or reading about Climate change and its influence and impact on Migration and environmental changes.

Day 3: Students will listen to the project example of the presentation that the teacher is sharing. Students will ask any clarifying questions of the project example.

After the example, the students will conclude their research by the end of the class and start writing specific pieces of their projects,

Writer: Drafting the article

Newscaster: Building the script

Videographer: Deciding the location filming and finishing research.

The students will conclude the class by answering the following prompt on the board. "Each member of the group gives an update on how the project is coming along." Students will turn their response in to the teacher at the end of class.

Day 4: The students will continue their script writing and article drafts from yesterday. The teacher will pull the videographers over for a tutorial on the video cameras. The videographers will practice with the video cameras and ask any clarifying questions which the teacher will answer.

Day 5: The students will complete the drafts of their articles and scripts and have the proper group role peer edit the document.

Writer peer checks the Script

Videographer peer checks the article

Once the peer check-ins are complete the students writing the specific documents will make any necessary changes and prepare to record the story and complete the article.

Filming can start if groups are ready for it.

The students will conclude the class by answering the following prompt on the board.

"Each member of the group gives an update on how the project is coming along."

Students will turn their response in to the teacher at the end of class.

video cameras. The videographers will practice with the video cameras and ask any clarifying questions which the teacher will answer.

Day 5: The teacher will instruct the students to complete the drafts of their articles and scripts and have the proper group role peer edit the document.

Writer peer checks the Script

Videographer peer checks the article

Once the peer check-ins are complete the documents will make any necessary changes and prepare to record the story and complete the article. Filming can start if groups are ready for it.

The teacher will conclude the class by putting the following prompt on the board. "Each member of the group gives an update on how the project is coming along." Students will turn their response in to the teacher at the end of class.

Day 6: The teacher will instruct students to film their stories and start piecing the video into the article to form their complete news story. Students will have the class to finish their news article.

Day 7: The teacher will instruct students to make sure all of their articles are turned in with the video stories attached. The groups will be pulled up to share their article and present their video to the class. The teacher will instruct students to ask clarifying questions after each group.

After all presentations the teacher will instruct students to discuss how their section of the project went and the changes that they would make. Lastly, the students will discuss how their group participated together during the project and list any changes that they would make for next time.

The teacher will collect the reflections at the end of class.

Day 6: The students will film their stories and start piecing the video into the article to form their complete news story. Students will have the class to finish their news article.

Day 7: The students will make sure all of their articles are turned in with the video stories attached. The groups will share their article and present their video to the class. Students can ask clarifying questions after each group.

After all presentations the students will write a reflection about their project. Students will discuss how their section of the project went and the changes that they would make. Lastly, the students will discuss how their group participated together during the project and list any changes that they would make for next time.

The students will turn-in their reflections at the end of class.

Chapter 5: Reflection

During this project I learned more about geography education, while also learning about social science education as a whole. Geography has specific content in terms of physical geography, cultural understanding, and environmental awareness. However, geography works with every aspect of social science. As much as I believe geography should still be its own social science course, this project made me realize just how important geography is to every social studies course a student takes in their education career. Having students understand the changes and connections that come from geographical relationships between countries and continents, building the knowledge of cultural understanding of people around the world, and understanding the changes that the environment has faced through natural and human-made technology and catastrophes enhances students' understanding of history. Advancing geography education is important, and building up the content delivery of geography in one course will assist students in their geography education, but it still needs to remain a key ingredient in every social science course a student takes.

The literature that I reviewed covered three distinct areas: key concepts and curriculum, 21st century learning and skills, and professional development. Although my project does not go into the specific professional development that is needed for teachers, it does explore the key concepts and 21st century learning. Throughout my project, I used different key concepts and curriculum to build the project descriptions. Specifically when it came to different areas of learning culture, physical geography, and environmental changes and history. I used base pieces of Jankell, Sandahl, and Orbring's (2021) layers of learning that go into concepts, such as place, changes, connections, and patterns. These concepts delve into understanding spatial dimensions and being aware of the context of a place, knowing changes and interpreting what that means for

a place, and knowing patterns of natural and cultural events. Lastly, the concepts explore the connections between human and nature and understanding the causes, consequences, and spatial relations of the world.

These concepts are brought into play with the different project topics within the project descriptions. Students look at different places and the ideas of spatial dimensions and the context of a place through using google earth and by building a global road trip. Along with looking at places, students find changes and patterns throughout their research of the fertile crescent. They look at the development of land and how it is no longer the “cradle of civilization” and analyze the patterns of land use and human-made issues that led the fertile crescent to its current state. Lastly, students look for the connections between technology and the physical environment and how human-made features can affect nature. Each of the projects lead toward the key concepts that were brought up in literature. Along with the curriculum, the projects include 21st century learning.

As I built the projects, I already had the link to 21st century learning because my current school district uses ISTE technology standards with the social studies content. I added an ISTE standard to each project description so students were using different technological standards that would assist them in building skills in different computer applications, and research. Students are using chromebooks daily, and adding ISTE standards along with content can build skills that students may use after high school.

As I went through the project there was one thing that surprised me. It was the lack of research that I found for geography education. I have discussed geography education many times with my colleagues and other social science educators and it is always deemed as an important subject that needs to be advanced. The research shows the same, that geography needs

an update, it needs further curriculum, and new concepts. However, over the course of research that dates back more than ten years, these ideas are still just being developed and implemented. My research shows that although geography education required change in the past and some small changes have occurred in schools, it has not occurred in a widespread way.

This project influenced my professional development by assisting my own goal to enhance my learning of geography. To meet this goal, I have been building curriculum and lessons for my own global studies classroom using the social studies standards, ISTE standards, and literacy standards. As I have built these five project descriptions, I have seen my own understanding of building relevant and fun projects for my own classroom expand. As I construct new lessons and projects, I have used a geography standard with each unit along with a history standard. I plan to continue my expansion of knowledge in geography content to hopefully fuel more exciting concepts and lessons for my classroom.

As I went through the steps of building my project there are three things that I would change if I did the project again. First, I would like to have more time to find additional resources to assist in the building of geography education concepts and expansion. I know that my research felt small and limited in time. I would continue that research to hopefully find sources that would assist in the expansion of 21st century skills within geography and building geography skills through technology. Secondly, I would use additional standards to round out a larger base of geography education. This can still be done through my own research; however, I feel the unit would be more comprehensive in terms of geography content if the following standards were added.

HS.45 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

HS.49 Assess the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

HS.53 Explain how power and privilege influence where people live and how they interact with their environment at the intergroup and institutional levels and how they have been affected.

These standards would bring additional knowledge and understanding of global resources, resource depletion, connections between countries because of specific resources, cultural and environmental aspects of specific human settlements, and how specific communities, cities, states, and countries have advantages because of the environmental aspects, and people that live there. Lastly, I would like to share this project with my five global studies classes and students completely. I shared my project descriptions with one of my global studies classes. Students skimmed through it as I scrolled through each description discussing what my project entailed. When I was done, a student asked if they were going to have any of these projects. Unfortunately since the end of the year is upon us, I shared that they would not have these particular projects but they have done similar work. At this time my students chimed in saying that they looked fun and interesting, specifically the google earth road trip. This just made me want to expand this unit with the additional standards to build further projects like the google earth road trip and the podcast series.

This project assisted in my understanding and implementation of geography standards. I was able to build projects that would assist my students' understanding and knowledge of physical and cultural geography and environmental history. Along with content knowledge, these projects allow my students to build 21st century skills and enhance their literacy skills too. This project has given me a foundation to build strong projects focused on geography standards and content.

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Appendices

Google Earth resource for presentations: pg.34

<https://earth.google.com/web/@30.1228679,-164.06637248,-4657.9789571a,4164900.46287596d,35y,357.260827h,0t,0r>

Step 1: Go to Google Earth

Step 2: Look for the left hand menu bar.

Step 3: Hover over the fifth icon on the bar and the word “projects” will be displayed. Click on the icon.

Step 4: Click “Create” and click “Create project in google drive”.

Step 5: Click “New feature”

Step 6: Click “Add placemark” Find your location and click on the country to drop the placemark. Continue with the rest of the presentation.