

# Course/Program Change Approval

## Section 1: Overview

Date of Request:

Name(s) of Requestor: Andrew Hodges

Position of Requestor: Director of Teaching and Learning

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## Detailed Summary of Proposal: 8th Grade World Geography

## Section 2: Learning Plan

### Detailed Course Description (registration guide summary):

In this class, we will explore the world around us by studying people, places, and environments across the globe. Together, we'll look at how geography connects to history, culture, government, and economics. You'll learn to use maps, data, and current events to understand real-world issues like migration, human rights, global conflicts, and the environment. Our focus isn't just on memorizing maps and capitals—it's about asking questions, making connections, and thinking like geographers. You'll practice skills like:

- Reading and interpreting maps, charts, and graphs
- Using evidence to support claims about global issues
- Collaborating with classmates on projects and discussions
- Applying geography to understand today's world

### Course Structure (number of terms, course meeting frequency, length, etc.):

1 year for 1 class period per day

<b>Course Understandings</b> <i>"Big Ideas" for the course</i>	<b>Essential Questions</b> <i>Break down understandings, Engage students in content. Basis for formative assessment.</i>	<b>Specific Knowledge &amp; Skills</b> <i>Instructional curriculum, how the students will engage in the learning and show their knowledge.</i>
<b>Spatial Perspective:</b> Geographers use tools and data to identify patterns and organize the world into regions.	How does where we live influence how we live? How do maps tell different "stories" about a place?	Interpret physical and political maps; analyze GIS data; identify the <b>Five Themes of Geography</b> in specific regions.
<b>Human-Environment Interaction:</b> Human survival and development depend on adapting to and modifying the physical environment.	How do humans balance economic needs with environmental preservation? What happens when resources become scarce?	Analyze the impact of irrigation, deforestation, and urban sprawl; evaluate sustainability efforts in diverse biomes.

<p><b>Cultural Diffusion &amp; Interconnectedness:</b> Globalization facilitates the movement of ideas, people, and goods, creating a more linked world.</p>	<p>Why do people move? How does the "Global North" differ from the "Global South" in terms of development?</p>	<p>Identify push and pull factors of migration; define cultural traits and analyze how they spread through trade and technology.</p>
<p><b>Regional Identity:</b> Physical features, historical events, and shared beliefs create unique identities for global regions.</p>	<p>What makes a region unique? How do historical legacies (like colonialism) shape a region's current status?</p>	<p>Compare and contrast the economic systems (Market vs. Command); identify major landforms and climate zones across continents.</p>

**Unit Breakdown:**

Unit	Unit Description	Anchor Standard & Benchmark (2021 MN MDE)
<p><b>1. The Essentials of Geography</b></p>	<p>Foundational skills in cartography, GIS, and the "spatial way of thinking."</p>	<p><b>8.3.13.1:</b> Apply geographic tools... and geographic inquiry to solve spatial problems.</p> <p><b>8.3.13.2:</b> Use geospatial technologies to examine relationships between locations.</p>
<p><b>2. North America</b></p>	<p>Physical/human characteristics of the US and Canada, focusing on urban patterns and resource use.</p>	<p><b>8.3.14.1:</b> Differentiate physical regions from human regions.</p> <p><b>8.3.15.2:</b> Analyze the impact of human settlement on the environment.</p>
<p><b>3. Central America &amp; The Caribbean</b></p>	<p>Impact of colonialism, tourism, and climate vulnerability on small island states.</p>	<p><b>8.3.14.2:</b> Explain how regions are defined by cultural, political, or</p>

		<p>economic characteristics.</p> <p><b>8.5.24.1:</b> (Ethnic Studies) Analyze how power/privilege affect various groups.</p>
<b>4. South America</b>	The Amazon ecosystem, Andean cultures, and the impact of deforestation.	<p><b>8.3.18.1:</b> Evaluate how human actions modify the physical environment.</p> <p><b>8.3.16.1:</b> Analyze how the distribution of natural resources affects the economy.</p>
<b>5. Europe</b>	The European Union, supranationalism, and the challenges of an aging population.	<p><b>8.3.15.1:</b> Analyze patterns of movement and interconnectedness within systems.</p> <p><b>8.1.10.1:</b> (Civics) Explain how international organizations influence global issues.</p>
<b>6. Russia &amp; the Eurasia Republics</b>	Transition from Soviet systems to market economies and the geopolitics of energy.	<p><b>8.3.14.3:</b> Describe how physical features and human characteristics create regional identity.</p> <p><b>8.2.11.1:</b> (Economics) Explain how trade impacts different regions.</p>

<p><b>7. Africa South of the Sahara</b></p>	<p>Resource management, rapid urbanization, and the legacy of the Berlin Conference.</p>	<p><b>8.3.15.3:</b> Explain how historical events (e.g., colonialism) shaped modern spatial patterns.</p> <p><b>8.3.17.1:</b> Investigate how sense of place is impacted by cultural perspectives.</p>
<p><b>8. Southwest Asia &amp; North Africa</b></p>	<p>Water scarcity, the role of petroleum, and religious/cultural hearths.</p>	<p><b>8.3.16.2:</b> Evaluate how the scarcity of resources leads to conflict or cooperation.</p> <p><b>8.3.17.2:</b> Analyze how different groups view and use the same environment.</p>
<p><b>9. South Asia</b></p>	<p>Monsoon agriculture, population density, and the growth of the technology sector.</p>	<p><b>8.3.15.4:</b> Analyze the impact of population growth and migration on human systems.</p> <p><b>8.3.18.2:</b> Describe how physical systems (climate/monsoons) affect human activities.</p>
<p><b>10. East Asia</b></p>	<p>Economic powerhouses, manufacturing global supply chains, and environmental sustainability.</p>	<p><b>8.2.12.1:</b> (Economics) Analyze the role of globalization in regional economies.</p> <p><b>8.3.18.3:</b> Evaluate strategies for managing sustainable development.</p>

<p><b>11. Southeast Asia</b></p>	<p>Maritime trade routes, archipelagic geography, and the impact of the Ring of Fire.</p>	<p><b>8.3.13.3:</b> Use maps to explain the relationship between physical and human systems.</p> <p><b>8.4.21.1:</b> (History) Analyze how cultural interactions influenced regional change.</p>
<p><b>12. Australia, Pacific &amp; Antarctica</b></p>	<p>Isolation, Indigenous land rights, and the localized impact of rising sea levels.</p>	<p><b>8.3.17.3:</b> Analyze how Indigenous perspectives shape the understanding of the land.</p> <p><b>8.3.18.4:</b> Evaluate the impact of global climate change on specific regions.</p>

**Instructional Materials that support course outcomes:** *In detail, please list instructional materials that will be used as part of this course.*

Title	Author(s)	Estimated Cost
<p><i>World Cultures and Geography Survey, 3rd K12 Explore</i></p>	<p><i>National Geographic/Cengage</i></p>	<p><i>90 Textbooks - \$134.00 ea (\$12,060)</i></p> <p><i>~\$25/Student online access (\$7625)</i></p> <p><i>\$230/teacher edition (comped)</i></p>

**Total Cost: \$19,685**

**Are there any recurring or long-term budget commitments for this proposal?**

*Possibly, we will analyze the use of the online materials after 1 year to determine if we continue to use them.*

**Section 3: Impact Analysis (for new courses only)**

**What has been the history, process, and needs analysis regarding this request?**

**How will this request impact your subject area or other departments across the school community?**

How will this request benefit or otherwise impact learners?

**Section 4: Approval**

<b>Reviewed by: Signed by each after approval</b>
<b>Department Head</b>
<b>Principal</b>
<b>Director of Teaching and Learning</b>