**Title of Unit**: Solving Global Issues  
**Grade Level**: 10  
**Curriculum Area**: Human Geography  
**Time Frame**: 15 class periods—Day 1

**Developed By**: Crystal Nelson

### Identify Desired Results

#### Content Standards

The student will understand the regional distribution of human population at local to global scales and its patterns of change.

The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.

#### Understandings

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<thead>
<tr>
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<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographers use geographic information to explain and predict population patterns.</td>
<td>How do geographers use demographics to learn about a population?</td>
</tr>
<tr>
<td>Population changes over time.</td>
<td>How do geographers interpret and predict future population patterns?</td>
</tr>
<tr>
<td>Geographers use geographic information to explain and predict systems and patterns.</td>
<td>Where do people live?</td>
</tr>
<tr>
<td></td>
<td>How do geographers use geographic information to interpret and predict present and future systems and patterns?</td>
</tr>
<tr>
<td></td>
<td>What do the terms <em>population</em> and <em>progress</em> mean?</td>
</tr>
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<td></td>
<td>What are the expectations for a Knowledge to Action project that meets standards?</td>
</tr>
</tbody>
</table>

#### Knowledge

**Students will know…**

- The regional distribution of human population at local to global scales.
- Patterns of change.
- Patterns of human population density and movement

#### Skills

**Students will be able to…**

- SWBAT develop meaningful personal connections to the theme of *Population* and *Progress*.
- SWBAT explain the expectations for a Knowledge to Action project by analyzing student exemplars.
- SWBAT rank their interest in various *Population* and *Progress* sub-themes.

### Learning Plan

**Performance Task Description**
### Goal
Introduce the new unit (Solving Global Issues) and this year’s Knowledge to Action project theme (population/progress)

#### Opening:
**Thinking Question**: If you could solve any world problem, what would it be?

Teacher will ask for a few student volunteers to share their answers.

**Introduction: Unit Preview**
*World Savvy Festival (2016) video clip (2 minutes)*

[https://vimeo.com/169734658](https://vimeo.com/169734658)

Teacher will explain to students the basis of the next unit, *Solving Global Issues*.

Teacher will show students exemplars of student projects (Stop the Hate & Spread the Hope, Urbanization & Gentrification at North HS, Syrian Refugee Crisis Website & Video Clip, Anti-food waste, Rapping the Climate).


#### Problem Solving: What would you do scenarios
In groups of 3-5, students will be given a problem solving scenario to discuss. The prompt will ask students to express their reactions through movement. The various areas of the room have signs up with several possible actions to be taken based on each situation. After hearing the scenarios, students will go to the area of the room that holds the sign representing their course of action. Students will have time to talk among
their group about why they choose that specific action. Next, the group should elect a spokesperson to share back their thoughts with the rest of the class. If time, the different groups respond to some of the points that were made by the other groups (ie. Group 1 ask a question to group 3 after they finish explaining their reasoning).

Exploring the Project Theme: Population and Progress

Brainstorm Activity: Word Association
Students will be asked what the terms population and progress mean, why these terms are important now, and what interests students about these terms. Students will brainstorm/ generate their ideas on a sheet of poster paper. Ideas include drawing a picture, writing a list, or creating a mind map.

Simulation: 5-6 student volunteers will simulate Where’s My Chair? This will be a shortened version of the popular children’s game, music chairs. As chairs are removed, the teacher will demonstrate the concept of the world’s growing population, shrinking of space, and shortage of resources. The purpose of this activity is to demonstrate the use of the term population. This short activity will segway into the topic of overpopulation. Students have already learned this topic in the previous unit.

Natural Increase Map:
Students will analyze a Natural Increase world choropleth map. Students will be asked to identify countries/regions with the highest and lowest rates of natural increase.

Video Clip: 7 Billion (National Geographic----5 minutes)
http://www.youtube.com/watch?v=sc4HxPxNrZ0

Evolution Activity: Students will explore the term progress by playing a special version of Rock, Paper, Scissors. Everyone starts out as a prehistoric fish, walking around bent over making fish-fin movements with their hands. When a prehistoric fish finds another person who is also a prehistoric fish, they play Rock, Paper, Scissors with one another. The winner will progress to a primate, and walk around taller, but still slightly slouched, making monkey noises. The loser will continue as a prehistoric fish, which is at the lowest level of development. When two primates find each other, they will be able to compete with one another and the winner will become a modern day human, while the loser will turn back into a prehistoric fish. The humans will walk as tall and straight as they can. Once a human has won his/her final matchup, they may choose to exit the game or may continue to try their luck. Play the game until only a few students are still primates. Teacher will explain to students that this was a warm-up activity to prepare them to explore the idea of progress. Historically, we have evolved and progressed from prehistoric fish, to primates, to the modern day humans we are today. As a class, the teacher will ask students to brainstorm about what progress can mean. Students will then answer a series of discussion questions about the activity.

Activity: Population and Progress Poem Poster (15 min)
Students should break back into groups of no larger than 4 per group, with one poster or piece of butcher paper per group. Student groups should each write POPULATION and PROGRESS on the tops of the poster. Together, they will then create a poem using each letter of population and progress as the start of their word or sentence. The poem can be about anything they think relates to population and progress.

- I.e. P – people everywhere, O – overrun cities, P – Poor are forgotten, U – Underfed

Reflection: Population and Progress sub-themes (10 min)
The teacher will introduce and explain what sub-themes students may want to focus on for their projects this year, giving brief descriptions of how the theme relates to the class and their subject matter. Students will be given a sub-themes interest sheet, where students will mark (rank) their top three theme interests. These sheets should be collected and reviewed by the teacher at the end of class to help place students in groups for the Knowledge to Action project, based on interest.

Examining the language used by American presidential candidates, students identified an increase in hateful rhetoric and behavior, specifically targeting Muslims and Latinos. The students have launched a campaign designed to share their experiences as immigrants. Through their stories, they want to help others who hold misperceptions and bias against immigrants to develop understanding and empathy.
The Urban Scholars team researched the realities of urbanization and created a documentary focusing a critical spotlight on the process of gentrification at the local, national and international levels. Especially as it relates to impoverished people of color in North Minneapolis, Minnesota. The documentary aims to educate viewers about the negative aspects of urbanization, which is often deemed progressive and necessary despite the results on existing populations.
This spoken word performance highlighted the challenge presented to urban communities by climate change and its impact on food production and distribution. The specific focus of the study and performance revolved around local responses in Minneapolis, MN to alleviating stress on food distribution. Community gardens combined with food recycling efforts were interwoven through this live

English Language Learners, and recent immigrants themselves, looked at the causes of the Syrian conflict, the experience of migrants fleeing the violence, and the worldwide response to the crisis. This website was built to educate others on the issue and use authentic language to express their personal feelings, and deep understanding of how these global issues impact local communities.

“What Would You Do?”
Scenarios

**Scenario 1:** As part of an after-school tech club, you’ve been partnering with the administration on a project that will make your school the most tech advanced school in the state! Every student will have access to the best technology -- which would make learning more fun and engaging for everyone in your school! However, when you share your proposal with the school board, you learn that in order for this project to move forward, they would have to cut funding to other after-school programs, which would mean over half of the programs would be canceled entirely! What do you do?

1) Move ahead with the project -- your club wouldn’t be affected by the cuts and the technology would benefit everyone anyways
2) Talk to the administration to see if there are parts of your project you can cut while still leaving funding for the other after-school programs
3) Halt the project entirely --- having a high tech school isn’t fair, or worth it, if other after school programs have to suffer
4) Take a poll of your school - see what other students value, what their priorities are, and have the survey results help make your decision

**Scenario 2:** You’re excited because a new superstore just opened up in your neighborhood and they sell all your favorite brands for really cheap! But as you’re walking over to the superstore, you run into a friend who tells you not to go. They explain that the superstore has put a lot of smaller local stores out of business, and uses scarce resources in other parts of the world to make their products so affordable here. What would you do?

1) Go to the superstore anyways -- it’s cheap and easy!
2) Only shop at the superstore every now and then
3) Go home, get on the internet, and do some of your own research about the superstore so you can decide for yourself what to do
4) Never shop at that superstore or any other superstore again!
Scenario 3: A terrible natural disaster just hit the neighboring town. Thousands of people lost their homes and now many of them have temporarily moved to your city, which means the number of students in your school has doubled! With so many students, the halls are hot and cramped, classes are overflowing, and there aren’t enough desks, books, or lockers. What would you do?

1) Start a petition to get the new students out of your school – there are too many of them and it shouldn’t be your responsibility, or your school’s, to take care of them  
2) Tolerate the increase of students – it stinks, but what can you do about it?
3) Offer to share your locker with one of the new students 
4) Work with your school administration to start a ‘school supply sharing’ program to help the new students get the materials they need for classes

Discussion Questions

- What was going through your minds as you made these decisions?

- How many of you would have changed your answers if:
  - Your favorite sport would be cut in scenario 1?
  - Your parent lost a job because of the superstore coming into town in scenario 2?
  - You found out that there were children your age working for very low pay to make cheap products for scenario 2?
  - Natural resources from your favorite local park were used to make everything at the super store so cheap in scenario 2?
  - The students were displaced by civil war rather than a natural disaster? Or YOU were displaced for some reason in scenario 3?

- What did these scenarios connected to the ideas of population or progress?
“Where’s my seat?” Discussion Questions

- What did this game make you realize about population? About the amount of space we have in the World?
- How did it feel to be denied a space?
- How did it feel to deny someone else? How did you feel? Anxious? Competitive? Sympathetic? Did you feel you were on a team?
- What would have happened if you had just let the person sit in a chair?
- If there is enough for everyone why not make sure everyone has enough? Where do you think this happens in the real world?
- What is an obstacle? How are we sometimes each other’s obstacles? How are we sometimes each other’s support? What are some things you do to overcome obstacles?

“Evolution” Discussion Questions

- What do you think progress can mean after this activity?

- How did you progress from a prehistoric fish into a primate? What changed?
  - Have students think about some of the physical changes such as opposable thumbs and walking on land.

- How did you progress from being a primate into a modern day human?
  - Have students consider intellectual changes in addition to physical ones – our ability to speak, write, build complex structures; the formation of culture, art, and our progressive understanding of science.

- What do you think the next step in progress would be from modern day humans to humans living 100 years from now?
  - Let’s think about variety of ways people can progress, and the different opinions of what progression means—do you think the next step in progress for humans would be technological advances? Curing global hunger? An elimination of war? The population of other planets?

Population and Progress Themes:

- **Economics** (e.g., wealth distribution, inequality, employment)
  What are some of the historical reasons and root causes of wealth inequality? How are the world’s resources distributed differently to people, across a city or across the globe? How are economic and social ideas of progress connected?

- **Environment**
  (e.g., sustainability, climate change, limited resources)
  What are some of the main causes of global climate change? What are potential solutions to these challenges?

- **Food and water** (e.g., GMOs, equity and access)
  What is the difference between food security and food sovereignty? Why are corporate GMOs being resisted by people all over the world?

- **Human & civil rights**
  (e.g., basic needs, quality of life, social movements)
  What is the Universal Declaration of Human Rights and why was it created? Who gets to be “Human” and therefore protected by it? How are people globally fighting for self-determination?

- **Global health** (e.g., health care, diseases, aging)
  What are different health indicators? What are healthcare facilities like in my community and in other parts of the world?

- **Housing and population density**
  (e.g., urbanization, sustainable development)
  What is the ongoing history of people moving from rural areas to urban centers? How does the growth of cities affect the environment and people’s well-being? What are essential elements for healthy and humane housing?

- **Human development** (e.g., education, measuring progress, happiness)
  What is progress and does it have a relationship to happiness? What does happiness mean to me and others?

- **Human migration**
  (e.g., population movements, immigration policies, imperialism)
  What factors contribute to populations migrating to a new place? What are different forms of imperialism?

- **Innovation** (e.g., inventions, unintended consequences, GDP)
  What kinds of innovations are helpful or hurtful to the Earth’s populations?

Title of Unit | Solving Global Issues
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Curriculum Area | Human Geography
Grade Level | 10
Time Frame | 15 class periods
Developed By | Crystal Nelson

**Identify Desired Results**

**Content Standards**
The student will understand the regional distribution of human population at local to global scales and its patterns of change.

The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.

**Understandings**

**Essential Questions**

<table>
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<tr>
<th>Overarching Understanding</th>
<th>What are the global issues or challenges that you care about or see in your community?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How is your global issue connected to population and progress?</td>
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<tr>
<td></td>
<td>What are the global and local contexts of your issue?</td>
</tr>
<tr>
<td></td>
<td>How does your global issue impact you?</td>
</tr>
</tbody>
</table>

**Knowledge**

Students will know...

- The regional distribution of human population at local to global scales.
- Patterns of human population density, movement, and change.
- How issues or challenges are connected to population and progress.
- The impacts of population issues on a personal, local, and global scale.

**Skills**

Students will be able to...

- SWBAT choose a population issue for the Knowledge to Action project
- SWBAT complete an Issues Decision Chart to explain the local and global contexts of multiple population issues.
- SWBAT connect an issue to the theme of *Population and Progress.*
Learning Plan

Performance Task Description

| Goal | Groups to choose a population issue for the Knowledge to Action project |

Opening:
Teacher briefly reviews the focus of the new unit, Solving Global Issues. Teacher reminds students that the previous day they were asked to rank their interest in the top three population and progress sub-themes. Explain that these rankings were used to create small groups for the Knowledge to Action project. Break students into their groups of 3-5 students.

Mini Lesson:
Teacher will show students a visual representation of what the Knowledge to Action design process will look like. Teacher will emphasize that the project will be very student-driven, problem/challenge-based, and will require students to follow a Design Thinking approach to learning. Teacher will show students a short video clip to emphasize these points.

https://www.youtube.com/watch?v=a7sEoEvT8l8&feature=youtu.be (01:50)

Teacher will show students the Knowledge to Action project design process on the board. Teacher will explain how groups will be in the “choose an issue” stage today, but will slowly progress through the design process (empathize, define, brainstorm, build/test prototype, next steps, ect).

Students will be shown the link to the Google Doc that each team will use during the design process. The Google Doc contains various formative assessments and links that groups will use throughout the unit.

https://docs.google.com/document/d/1ALOo1LNJqaUwtgyzKeQAoJNeJ6xRf58LIppWa-cS7QY/edit#
Small Group Work:

1. Google Doc Setup
Using ipads or computers, groups will set up their Google Doc. Teacher will email the Google Doc to each group. Groups should then:
   - Save a copy of the Google Doc after renaming the file
   - Scroll through the Google Doc and ensure that all group members know how to navigate, make changes, etc
   - Fill out the About My Team section
   - View the Team Research Folder for adding links to resources used throughout the project

2. Complete the Choose an Issue section in the Google Doc
Before students can begin the design steps, they must choose an issue to focus on. Here they will brainstorm different population global issues or challenges they see in the community and then choose one for the project.
   - Students will click on the resources links (the Sustainable Development goals website and List of global Issues) for ideas
   - Students will double-click on the post-it notes to type and add to an issue
   - Groups will be expected to complete a minimum of five post-it notes

3. Complete the Issue Design Chart in the Google Doc
Groups will choose up to five of the issues from the previous activity (Choose an Issue) to complete the Issue Design Chart
   - For each issue groups will brainstorm reasons why they should and should not choose that specific issue
   - For each issue groups will identify the global and local contexts
   - For each issue groups will explain its connection to the theme population and progress

4. Narrowing the list
Groups will use their answers from the previous activity (Issue Design Chart) to narrow down their list of potential project topics.
   - Groups should choose one population issue to focus on for the Knowledge to Action project. This issue should be important both locally and globally, and have a narrow focus.

Closing/Reflection:
Groups will reflect upon the impact that their issue has on them by recording (in the Google Doc) what they already know about the issue, how it impacts them specifically, and what questions they have about their chosen issue.

Welcome to the Knowledge to Action (K2A) project design process!

K2A is a multi-step process for you to learn about an issue you care about, research potential solutions and devise an action plan to create positive change.

Choose an issue

Empathize

Define

Test

Build

Prototype

Next Steps

Choose an issue you care about for your change project.

Learn from people who are impacted by your issue to understand it better.

Use your new understanding of your issue to define the specific focus for your project.

Make a plan to implement your project, share it with others, and/or enter the World Savvy Festival!

Come up with lots of ideas, choose one to create a draft or "prototype" of, and test it with people impacted by the issue. Repeat this cycle until you have a solution you are happy with.

TIP You should start at the first step, but you can always come back and change your work on each step as you learn new things!

About my team

Choose an Issue

Design Step 1: Empathize

Design Step 2: Define

Design Step 3: Brainstorm

Design Step 4: Build Prototype

Design Step 5: Test Prototype

Next Steps


Reprinted with permission
Google Doc: Setup

ABOUT MY TEAM

TIP
To Get Started, first make a copy: File > Make a copy > Create a title, including your team name. Then share with your teacher and team members by using the Share button at top right and add them under the People box. Make sure you set it so they “Can edit”.

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<table>
<thead>
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<th>Team Name:</th>
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Resources to help you get started

- This Youtube video gives you a big picture view of what Design Thinking is and why we use it.

Adapted from World Savvy (2017). WSC Launch Workshop.
Google Doc: Choose an Issue Brainstorm

Adapted from World Savvy (2017). WSC Launch Workshop.
### Question 2: Use the Issue Decision Chart here to explore several of the issues you listed for Question 1:

<table>
<thead>
<tr>
<th>Issue</th>
<th>Why choose this topic</th>
<th>Why not choose this topic</th>
<th>Global Context*</th>
<th>Local Context*</th>
<th>Connection to theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of locally grown, fresh food.</td>
<td>This is important to our families. This issue impacts health and environment, and we care about both of those. We know someone working on this in our community who may be able to help us.</td>
<td>Growing food takes time, space, knowhow, and resources. We don’t know much about this yet, so we’ll need help and need to do a lot of research.</td>
<td>Importing food stresses the environment globally, impacts people’s work and lives, and can make it harder for communities to make it through challenges.</td>
<td>We have little access to fresh fruits and vegetables in our community, most is shipped in after many days of sitting and travel.</td>
<td>Access to locally grown food is lower in cities with large population densities. Food deserts are common in urban areas.</td>
</tr>
</tbody>
</table>

**TIP:** Context includes the situation or circumstances of an event, problem or issue along with the people, culture and place.

### Question 3: Using the Issue Decision Chart above, choose one issue to focus on for your project and name it here:

**TIP:** Choose an issue that is important locally and globally, and make it as specific as you can. For example, instead of “Hunger” choose something more specific like “Food Deserts”. You will come back to your chosen issue and make it more specific in step 2: Define.

Adapted from World Savvy (2017). WSC Launch Workshop.
Google Doc: Closing/ Reflection

**Question 4:** Reflect on your own about how the issue you chose for Question 3 does or doesn’t impact you. Do this in your own notebook or journal. Come back to your group and work together to answer these questions. You only have to share what you are comfortable sharing from your personal reflection.

<table>
<thead>
<tr>
<th>What do you know about this issue already?</th>
<th>How does this issue impact you?</th>
<th>What questions do you have about your chosen issue? Write as many questions as possible. There are no “bad” questions!</th>
</tr>
</thead>
</table>

**TIP**

As you reflect on what you already know about your chosen issue, add resources you already have about the issue to the Team Research Folder so you can use these resources later.

Adapted from World Savvy (2017). WSC Launch Workshop.
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**Identify Desired Results**

### Content Standards

The student will understand the regional distribution of human population at local to global scales and its patterns of change.

The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.

### Understandings

**Overarching Understanding**

- Geographers use geographic information to explain and predict population patterns.
- Population changes over time.

### Essential Questions

- What is empathy?
- Who is most impacted by the population issue you are trying to solve?

### Knowledge

**Students will know...**

- How to empathize with the people who are most impacted by the population issue they are trying to solve.

### Skills

**Students will be able to...**

- SWBAT identify the stakeholders in the chosen population issue
- SWBAT write questions to interview stakeholders
- SWBAT identify the stakeholder’s perspective and proposed solutions to the chosen population issue by means of interview or youth media

### Learning Plan

**Performance Task Description**
<table>
<thead>
<tr>
<th><strong>Goal</strong></th>
<th>Identify stakeholders and their perspectives in the chosen population issue</th>
</tr>
</thead>
</table>

**Opening:**
Teacher will propose the question “what is empathy?” Students will brainstorm adjectives that come to mind and create a definition of *empathy* as a class.

**Small Group Work:**
Build empathy by completing the Stakeholders Chart in the Google Doc
- Groups should visit the resources provided (in the Google Doc) to explore tips for building empathy and interviewing
- Groups should record a minimum of four stakeholders who are most impacted by their chosen issue. Groups that are struggling should use the empathy map (below) to organize their thoughts

https://docs.google.com/document/d/10fD Gh72pSlKoe7gDn7YBF1YMvh-I9Vq vZ0WE-LDFyFY/edit

- For each stakeholder identified, groups should create at least one question that they would like to ask the stakeholder about the issue.
- Groups will determine how they would like to complete the remainder of the Stakeholder Chart. They can choose to either conduct interviews outside of school, or use youth media to learn about stakeholder’s perspective. Interviews are ideal (face-to-face in the community or video outlets such as Skype or Facetime.) Groups who are unable to talk with people impacted by their issue can choose to use the internet to complete the assignment. Students will be given a list of multimedia resources to pose survey questions and/or find global stories that further student’s knowledge of the impacts of their population issue (video interviews, documentaries, podcasts, photography, poetry, etc)

https://docs.google.com/document/d/11a L3kzXiv_n wtOAij3eFY65qO majt8LtAu_moXfuWb0/edit

Students will be responsible for completing the interviews or using the multimedia resources before the next class meeting. The teacher will remind student groups to discuss their plan for completion.

Google Doc: Stakeholders Chart

**DESIGN STEP 1: EMPATHIZE**

**WHY?** “Empathize” means build an understanding of how other people think and feel. The design process starts by empathizing with the people who are most impacted by the issue you are trying to solve, because that helps you create better solutions!

**Resources to help you Build Empathy**
- This handout gives you tips for how to interview to build empathy.
- Use the Empathy Map tool to better understand your stakeholders.
- Use these Tips to Build Empathy with your Global Stakeholders around the world.
- The User Camera Study Guide tells you how to use a camera to learn about stakeholders (from Stanford d.school).
- Here’s a school video showing more about How to Interview and one on How NOT to Interview.

**Question 1:** Use this table to record what you learn about the people who are impacted by your chosen issue (also called “stakeholders”).

<table>
<thead>
<tr>
<th>Stakeholder (someone impacted by your chosen issue)</th>
<th>What questions would you like to ask them?</th>
<th>Perspective (point of view) on Issue: How does the issue affect them? Are they for or against solving the issue? Include quotes and stories.</th>
<th>Dealing with the Issue: How might they want to solve the issue? What are potential positive or negative results?</th>
<th>How did you find out about their experience?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visitors to Fairbanks Park</td>
<td>What do you think when you see trash in the park? What do you do with your trash when you are at the park? Do you ever recycle any of it? Why or why not? What would have to change for you to recycle? What else could we do to solve the problem?</td>
<td>About 1 interviewed said “I don’t care” but most are for solving the issue. Some come to the park less if there is trash everywhere, which could mean river health. One said “I am afraid to swim or fish in the river when it looks polluted”. Most live near the drink water that comes from the river and may have health problems if it is polluted.</td>
<td>Some wanted the city to clean it up, but that would cost the city money that would have to come from somewhere else, like schools. Some said more bins. The bins have to be easy to find and see. These will also cost money and someone has to empty them.</td>
<td>Asked survey questions to different people at the park during the weekend.</td>
</tr>
</tbody>
</table>

**Question 2:** What are some stories you heard about your chosen issue that helped you understand the stakeholders’ experiences?

**Question 3:** Think back on all you experienced in this step, and answer the questions below:

- **What new and important things did you learn about your chosen issue?** (Your “insights”)
- **What new questions do you have about your chosen issue after this step?** Write as many questions as possible. There are no “bad” questions!

Adapted from World Savvy (2017). WSC Launch Workshop.
Google Doc: Empathy Map

Use this **EMPATHY MAP** to help you organize your thoughts and build a better understanding of your issue stakeholders (people who are impacted by the issue).

**TIP**
To Get Started, first rename this document (Click the File menu, then “Rename”). Be sure to include your team name in the file name. Then use the Share button at top right and add your teacher and teammates under the People box. Make sure you set it so they “Can edit”.

<table>
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<tr>
<th>Team Members:</th>
<th>Team Name:</th>
<th>The Problem you are focusing on:</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**SAY**
What are some quotes or words your stakeholders said?
- 
- 
- 

**DO**
What actions or behaviors did you notice your stakeholders do?
- 
- 
- 

**THINK**
What might your stakeholder be thinking? What does this tell you about their beliefs?
- 
- 
- 

**FEEL**
What might your stakeholders be feeling?
- 
- 
- 

**NEEDS:**
What are some human emotional or physical needs your stakeholder has? For example, you might see that your stakeholder needs to be able to get home safely, or your stakeholder needs to be able to find healthy food near where they live, etc.
- 
- 
- 

**INSIGHTS:**
What new and important things did you learn from this that might help you design a good solution?
- 
- 
- 

Adapted from World Savvy (2017). WSC Launch Workshop.
Google Doc: Empathy Resources

**TIPS TO BUILD EMPATHY with your Global Stakeholders**

1. **It’s** best if you can talk directly with people impacted by your issue around the world. To talk to someone in another country and/or in another community (this includes people and groups who have immigrated or migrated to your community from another country). Note to students: You must discuss and plan with your teacher the following:
   - Which people and organizations is it appropriate to contact
   - The best way to contact people and organizations (i.e. letter, e-mail, phone, etc.)

2. Find multi-media sources capturing those facing the issue in their own words or reflections (this includes interviews, documentaries, podcasts, photography, poetry, fiction etc.)

3. When you can’t talk directly with people from around the world impacted by your issue, you can still learn about their experience through the power of the internet! Check out these sites for global stories on different issues:

| Voices of Youth | www.voicesofyouth.org | Blogs and stories from youth around the world. Use the tags to narrow by topic or location. |
| Taking it Global Youth Media | www.tigweb.org/youth-media/ | Find blogs, art, videos on various issues from youth around the world. |
| Youtube & Vimeo | Youtube.com Vimeo.com | Use online video libraries to find stories from around the world. |
| World Press | worldpress.org | Find news from around the world by region, so you can learn about an issue from the perspective of other countries. |

Adapted from World Savvy (2017). WSC Launch Workshop.
**Identify Desired Results**

**Content Standards**
The student will understand the regional distribution of human population at local to global scales and its patterns of change.

The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.

**Understanding**

<table>
<thead>
<tr>
<th>Overarching Understanding</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographers use geographic information to explain and predict population patterns.</td>
<td>What are the root causes of your chosen population issue?</td>
</tr>
<tr>
<td>Population changes over time.</td>
<td>What are the results of your chosen population issue?</td>
</tr>
</tbody>
</table>

**Knowledge**

Students will know...

How to use new understanding of the chosen population issue to define the specific focus of the project.

**Skills**

Students will be able to...

- SWBAT research the root causes of the chosen population issue
- SWBAT research the results of the chosen population issue

**Learning Plan**

**Performance Task Description**

**Goal**
Research causes and results of a population issue

**Opening:**
Teacher will ask for feedback on the stakeholder interviews. Student volunteers will briefly share their experiences, stories, insights, and new questions that they have now that the interviews are complete.

**Mini Lesson:**
Teacher will explain the goal of today’s class: Researching causes and results of the group’s population issue. The teacher will remind students of the differences between cause and result, and show students an example of the Problem Tree groups will be working on.

Teacher will discuss with students the expectations for research. Teacher will remind students of the following:
- Evaluating appropriateness of research material
- Academic honesty

**Small Group Work: Problem Tree**
Students groups will conduct research on their population issue to complete the Problem Tree assignment. Students will be expected to identify at least five root causes of the problem, and five results of the problem.

Students will record the resources they used in the Research Folder (located in the Google Doc).

This research activity will likely not be finished today. Students will be given another class day to conduct the research and finish the Problem Tree assignment.

**Closing:**
Students will take 3-4 minutes to discuss their findings with their group. Groups will need to confirm that they do not have duplicate causes/results, and set an action-plan for tomorrow’s class period.

Example Problem Tree

Adapted from World Savvy (2017). WSC Launch Workshop.
Adapted from World Savvy (2017). WSC Launch Workshop.
**TEAM RESEARCH FOLDER**

*Add links here to resources and research you used, and any other files for your project:*

- 
- 
- 
- 
- 
- 
- 
- 
- 
- 

Adapted from World Savvy (2017). WSC Launch Workshop.
Title of Unit: Solving Global Issues
Grade Level: 10
Curriculum Area: Human Geography
Time Frame: 15 class periods ----Day 5

Identify Desired Results

Content Standards
The student will understand the regional distribution of human population at local to global scales and its patterns of change.

The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.

Understandings

<table>
<thead>
<tr>
<th>Overarching Understanding</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographers use geographic information to explain and predict population patterns.</td>
<td>What are the root causes and results of your chosen population issue?</td>
</tr>
<tr>
<td>Population changes over time.</td>
<td>What is your group’s <em>design question</em>?</td>
</tr>
</tbody>
</table>

Knowledge

Students will know...

Skills

Students will be able to...

| How to use new understanding of the chosen population issue to define the specific focus of the project. | • SWBAT research the root causes of the chosen population issue |
| | • SWBAT research the results of the chosen population issue |
| | • SWBAT construct a design question |

Learning Plan

Performance Task Description

Goal
Finish researching causes and results of a population issue
Construct a design question

Opening:
Teacher will demonstrate what an appropriate *design question* is.

A good design question starts with “How might we...” and includes specific stakeholder, location, and behavior.

Teacher will provide examples:
“How might we reduce the fertilizer runoff from farmers who farm on Otter Creek?”
“How might we get more park visitors to recycle their trash at Fairbanks Park?”
**Small Group Work:**

1. **Problem Tree**
   Students groups will finish conducting research on their population issue to complete the Problem Tree assignment (Appendix D). This was started in the last class period. Students will be expected to identify at least five root causes of the problem, and five results of the problem. Students will record the resources they used in the Research Folder (located in the Google Doc).

2. **Design Question Creation**
   Student groups will use their research from the Problem Tree assignment to construct a design question. As modeled by the teacher (in the opening), design questions should start with “How might we...” and include specific stakeholder, location, and behavior.

**Closing:**
Students will take 3-4 minutes to discuss new questions they have about their population issue and the Knowledge to Action project.

Google Doc: Design Question Creation

**Question 2:** Think about what you learned from your stakeholders in the previous step, and what you’ve learned about your topic. What might you say is the real issue you are trying to solve?

**Question 3 - Create Design Question:** Now, take that real issue, and turn it into a design question.

**TIP**
To create a design question, create a question that starts with “How might we...” and includes specific stakeholder, location, and behavior. For example: “How might we reduce the fertilizer runoff from farmers who farm on Otter Creek?” or “How might we get more park visitors to recycle their trash at Fairbanks Park?” See more tips and examples here.

**Our Design Question:**
How might we ________________________________________________________?

**Question 4:** Think back on all you experienced in this step, and answer the questions below, listing as many new questions as possible:

What new questions do you have about the issue you have chosen?  What new questions do you have about your project?

Adapted from World Savvy (2017). WSC Launch Workshop.
<table>
<thead>
<tr>
<th>Title of Unit</th>
<th>Solving Global Issues</th>
<th>Grade Level</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Area</td>
<td>Human Geography</td>
<td>Time Frame</td>
<td>15 class periods ----Day 6</td>
</tr>
<tr>
<td>Developed By</td>
<td>Crystal Nelson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Identify Desired Results

### Content Standards

The student will understand the regional distribution of human population at local to global scales and its patterns of change.

The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.

### Understandings

<table>
<thead>
<tr>
<th>Overarching Understanding</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographers use geographic information to explain and predict population patterns. Population changes over time.</td>
<td>What are possible solutions to my group’s design question? Which solutions best address root causes, feasibility, sustainability, and innovation?</td>
</tr>
</tbody>
</table>

### Knowledge

Students will know...

- How to evaluate the feasibility and sustainability of potential solutions to a population problem

### Skills

Students will be able to...

- SWBAT brainstorm at least ten potential solutions to their population issue
- SWBAT complete the Brainstorm Chart that explains the root causes of the issue, its feasibility, sustainability, and how innovative the solution is.
### Learning Plan

<table>
<thead>
<tr>
<th>Performance Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal</strong></td>
</tr>
</tbody>
</table>

**Opening:**
Student groups will quickly share their *design question* with the class.

The teacher will explain the main of objective of today’s class: Brainstorming possible solutions to the population issue. If necessary, the teacher may review brainstorming strategies by showing the short video clip below:

[https://vimeo.com/14074022](https://vimeo.com/14074022)

The teacher will direct students to a variety of resources to help groups brainstorm (located in the Google Doc). Resources include the World Savvy Project Gallery, Do Something youth action website, Project Directory from Generation Schools Network, Causes.com website, Youth Service America project examples, and generationOn projects by topic.

**Small Group Work:**
1. **Solution Brainstorm**
   Students groups will complete the Solution Brainstorm activity in the Google Doc. Students will be expected to list a minimum of ten potential solutions to their population issue. At this time, students should not worry too much about the probability of enacting these solutions. Students should visit any of the resources (described above) for assistance.

2. **Brainstorm Chart**
   Student groups will choose three of their favorite solutions (from the previous Solution Brainstorm activity) to complete the Brainstorm Chart assignment. Groups will need to record how well each solution addresses the root causes of the issue (from the previous day’s Problem Tree), its feasibility, sustainability, and how innovative the solution is.

**Closing:**
Students will take 2-3 minutes to discuss new questions they have about their population issue and the Knowledge to Action project.

Google Doc: Solution Brainstorm

**DESIGN STEP 3: BRAINSTORM**

*WHY?* In this step you will brainstorm or “ideate” as many possible solutions as you can, including improbable or radical ideas. Don’t worry about narrowing down your ideas - that comes later!

**Question 1:** Focus on the design question you created in the last step, and begin to brainstorm or “ideate” possible solutions. The most important thing here is to come up with as many possible solutions as you can!

**TIPS**
- Go for improbable or radical ideas without worrying right now if they are things you can do. Improbable ideas often lead to the best solutions!
- After you test your first prototype, you can come back to this step and add more, new ideas!

---

**Resources to help you Brainstorm**
- Here’s a video about [how to have a great brainstorm](#)
- [World Savvy Project Gallery](#)
- [Do Something](#) has examples of youth action
- [Project Directory](#) from Generation Schools network.
- [Causes.com](#)
- [Youth Service America](#) shows project examples by issue and SDG.
- [generationOn](#) example projects by topic

Adapted from World Savvy (2017). WSC Launch Workshop.
Google Doc: Brainstorm Chart

<table>
<thead>
<tr>
<th>Possible Solution</th>
<th>How well does this solution make sense when you look back at your Problem Tree? Does it address root causes?</th>
<th>How Feasible is this possible solution? How realistic and possible is it? Is it affordable? (Positives &amp; negatives)</th>
<th>How Sustainable over time is this possible solution? How easily can your solution be replicated/continued by others? (Positives &amp; negatives)</th>
<th>How Innovative is this possible solution? How new, unique, and creative is it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a volunteer “recycling captain” at Falmouth Park</td>
<td>This helps with the causes of people not recycling that are people forgetting or not knowing how. It doesn’t address the root causes that have to do with why there are so many disposable things people use. It only helps with recycling at the park.</td>
<td>Someone will have to find and train all the volunteers. It will take a lot of time. We can’t have volunteers everywhere all the time, so some trash will be missed. There are no materials to buy, though.</td>
<td>It would take a lot of work to keep this idea working, because we would need volunteers all the time. It probably wouldn’t work for very long. It could be easily copied for other parks, though.</td>
<td>No one has tried this at this park before, as far as we know. It is not our most creative idea.</td>
</tr>
</tbody>
</table>

Question 3: Track your new questions here. Asking questions helps us learn!

<table>
<thead>
<tr>
<th>What new questions do you have about your chosen issue after this step?</th>
<th>What new questions do you have about your project after this step?</th>
</tr>
</thead>
</table>

Adapted from World Savvy (2017). WSC Launch Workshop.
Title of Unit | Solving Global Issues | Grade Level | 10
---|---|---|---
Curriculum Area | Human Geography | Time Frame | 15 class periods ----Day 7
Developed By | Crystal Nelson

Identify Desired Results

Content Standards
The student will understand the regional distribution of human population at local to global scales and its patterns of change.

The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overarching Understanding</strong></td>
<td>What method(s) should be used to create a prototype of our proposed solution to a population issue?</td>
</tr>
<tr>
<td>Geographers use geographic information to explain and predict population patterns.</td>
<td>How can I revise my prototype to strengthen its potential to solve a population issue?</td>
</tr>
<tr>
<td>Population changes over time.</td>
<td></td>
</tr>
</tbody>
</table>

Knowledge
Students will know...

Skills
Students will be able to...

- SWBAT create 1-2 prototypes of a proposed solution to a population issue
- SWBAT seek feedback from stakeholders and/or community members on their prototype
- SWBAT reflect upon the feedback received on their prototype, and make revisions if necessary

Learning Plan

Performance Task Description
Goal | Create and receive feedback on a prototype of the group’s proposed solution
Opening:
The teacher will demonstrate to students how to design a prototype of a Knowledge to Action project. Potential prototypes include, but aren’t limited to drawings, diagrams, websites, videos, etc.

Small Group Work:
1. Create prototype
Students groups will complete the Create Prototype activity in the Google Doc. Students will be expected to create a minimum of one prototype, but may choose to create multiple in the design process. The prototypes will be tested with stakeholders (preferred) or other groups.

2. Prototype Feedback
Student groups will decide who to share their solution prototype with. Ideally, students will share it with a stakeholder in the issue. If this is not feasible, students will share with community members or other student groups to receive feedback on their prototype(s). Groups must have a minimum of two people give them feedback. Record the details of this feedback in the Prototype Feedback section of the Google Doc.

3. Prototype Reflection
Student groups should discuss the feedback they received from stakeholders/ other groups. Complete the Prototype Reflection section in the Google Doc. Be sure to note the strengths and weaknesses of your solution prototype and any revisions that will be needed.

Closing:
Students will take 2-3 minutes to discuss new questions they have about their population issue and the Knowledge to Action project.

Google Doc: How to Make a Prototype

**HOW TO MAKE A PROTOTYPE**

You create a “prototype” or model of a solution so that you can test it with people who are impacted by the problem. So all you need for a prototype is something that allows you to share and test your idea with stakeholders.

Your prototype could be... **a drawing or diagram** like these students at King’s School in New Zealand are making.

Your prototype could be... **a full-size object made of found objects.**

*Watch this video* from Design Squad Global of kids making prototypes of a grocery cart to pull with a bike.

Your prototype could be... **made of wood, cardboard, and glue**

The possibilities are endless! You could make your prototype out of... **clay, building blocks, pipe cleaners, a website, a video...**

Adapted from World Savvy (2017). WSC Launch Workshop.
**PROBLEM-BASED LEARNING: CLOSING THE GAP IN SUMMER SCHOOL**

Google Doc: Building a Prototype

---

### DESIGN STEP 4: BUILD PROTOTYPE

**WHY?** In this design process you create a “prototype” or model of a solution so you can test it with people who are impacted by your chosen issue in the next step. Making a better solution by testing your rough draft ideas with people before finishing your project is what this process is all about! You can do this step as many times as you need to to get a solution you are happy with.

#### Resources to help you Build a Prototype
- [How to make a prototype](#) (including sample prototypes)

### Create Prototype 1:
Choose your favorite idea from the Brainstorm step, and create a prototype or model so that you can test it with stakeholders. Post your prototype below.

**TIPS**
- Your prototype could be a cardboard model, a drawing or diagram, a written description, a piece of art, or any other way you can show your idea to someone else. For more ideas, and examples see [How to make a prototype](#).
- To post your prototype below, you can type it in if it is in writing, add a link to another document or video, add a photograph of your prototype ([Insert menu -> Image]), etc.

Prototype 1:

---

### Create More Prototypes:
The design process works best in cycles, when you learn from your test and make your solution better. If you come back to this step again after your test, post your new prototype(s) below. Go through these steps as many times as you want to, until you are happy with your solution.

Prototype 2:

---

Adapted from World Savvy (2017). WSC Launch Workshop.
Google Doc: Prototype Feedback

**DESIGN STEP 5: PROTOTYPE FEEDBACK**

**WHY?** Sharing your draft of your solution with people who are impacted by the issue will help you learn more about your chosen issue, and give you ideas for how to make your solution better before you finish it.

**Question 1** - What do you hope to learn about your chosen issue and your prototype by showing it to people who are impacted by the issue?

**Question 2:** Use this table to design your test.

<table>
<thead>
<tr>
<th>Tip</th>
</tr>
</thead>
</table>
| - See Tips for testing your prototype for ideas of how you can test your prototype.  
| - See your stakeholders chart on the Empathize step for ideas of people to test your prototype with.  
| - You should test with more than one type of stakeholder, to get different perspectives. Fill out a different row below for each stakeholder.  
| - When you create new prototypes, you can use the same test, or add new test ideas below. |

<table>
<thead>
<tr>
<th>Tester name</th>
<th>How was this prototype tested? Include when, where, &amp; how.</th>
<th>Feedback from tester—Be specific!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Now do your test! Add notes, videos, etc. from your test here:

**Question 3** - Reflect on your test of your prototype. Think back on what happened in your test with your stakeholders. Write some answers in all four boxes below:

- **+** Things I like about our model solution
- **Δ** Things I didn’t like about our model solution
- **?** Most important feedback from testers
- **💡** New Ideas for our solution: Are revisions needed?

Adapted from World Savvy (2017). WSC Launch Workshop.
### Identify Desired Results

**Content Standards**

The student will understand the regional distribution of human population at local to global scales and its patterns of change.

The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overarching Understanding</strong></td>
<td></td>
</tr>
<tr>
<td>Geographers use geographic information to explain and predict population patterns.</td>
<td>What is my plan of action for K2A project goals, timeline, and resources?</td>
</tr>
<tr>
<td>Population changes over time.</td>
<td>Which project category will I use to share my project and present my research and solutions?</td>
</tr>
<tr>
<td></td>
<td>What are the requirements for a Knowledge to Action project that is beginning, developing, accomplished, and exemplary?</td>
</tr>
</tbody>
</table>

**Knowledge**

Students will know...

- How to create action an action plan that specifies Knowledge to Action project goals, time, and necessary resources

- The requirements for a Knowledge to Action project that is beginning, developing, accomplished, and exemplary.

**Skills**

Students will be able to...

- SWBAT notate proposed evidence for each standard of the Knowledge to Action rubric
- SWBAT choose a Knowledge to Action project category
- SWBAT complete the Implement your Project sheet

### Performance Task Description

| Goal | Create a plan of action or the Knowledge to Action project |
Opening:
The teacher will show student groups the rubric for the Knowledge to Action project. The teacher will explain that the project is summative and share expectations and deadlines. The teacher will also share the list of project categories (formats) to choose from.

Small Group Work:
1. Student groups will choose one project category (format) from the Knowledge to Action project list. Groups may choose from visual art, performing art, website creation, exhibit, documentary, film, or Savvy Talk. Groups will discuss which format they will share their projects and present their research and solutions in.

2. Next Steps
Students groups will complete the short Next Steps portion of the Google Doc. This section will require groups to record their project name and provide a description of their project.

3. Notating the Rubric
Students groups will be given a student-friendly copy of the Knowledge to Action rubric. This version contains space for groups to notate their understanding of each rubric requirement. Before starting the project, student groups need to record their proposed evidence for each requirement.

4. Implement Project
Student groups will complete the Implement Your Project sheet in the Google Doc. This document will require students to describe their project action plan, project goals, resources, and budget. Most importantly, groups will need to create a timeline that identifies the project tasks that need to be complete (per the rubric), who is responsible for completing the task, and the date/time in which this will be done. This portion of the Implement Your Project sheet should be done collaboratively.

Closing:
Students will take 2-3 minutes to review their action plan for the Knowledge to Action project. The next class meeting will be the first day of project design.


Knowledge to Action Project Rubric (Student-Friendly Version)
Team Name: 

School: 

### A. Content

#### A1. Understanding of Annual Theme

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little to no connection made between topic &amp; theme</td>
<td>Some connections made between topic &amp; theme</td>
<td>Several connections made between topic &amp; theme</td>
<td>Topic &amp; theme are clearly connected throughout project</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Describe how your topic relates to the theme of Population and Progress:

#### A2. Presentation of Multiple Perspectives

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>One perspective is presented, no analysis of other perspectives</td>
<td>Two perspectives are presented, little analysis of differences between perspectives</td>
<td>Several perspectives are presented, some analysis of differences between perspectives</td>
<td>Many perspectives are presented &amp; thoroughly analyzed</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Describe at least three different points of view on your topic. For each group, include a sentence that describes WHO they are, WHAT they think and WHY they think it.

#### A3. Connections to Historical & Current Events
### A4. Global Context & Complexity

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issues discussed</td>
<td>Issues discussed in isolation with little to no historical context or</td>
<td>Some context for present situation is provided &amp; a few connections are</td>
<td>Context for present situation is mostly clear &amp; several connections are</td>
<td>Context for present situation is clear &amp; thoroughly connected to</td>
</tr>
<tr>
<td></td>
<td>connections to current events</td>
<td>made between historical &amp; current events</td>
<td>made between historical &amp; current events</td>
<td>historical &amp; current events</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Briefly describe the history of your topic. When did it first become an issue? How did it develop or change over time?

Describe how your issue connects to other issues or events happening around the world.

### A5. Comprehensive & Realistic Solutions
<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>No solutions proposed OR</td>
<td></td>
<td></td>
<td></td>
<td>Proposed solutions are comprehensive (local, regional, &amp; global) &amp; all supported by evidence of feasibility</td>
</tr>
<tr>
<td>solutions are not</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>supported by evidence</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

How does your solution address the local level?

How does your solution address the regional level?

How does your solution address the global level?

What information did you find that makes your solution seem like it will work?

A. Content Subtotal

B. Skills
### B1. Collaboration

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Some evidence of disrespect &amp; unfair distribution of work. No feedback</td>
<td>Some evidence of disrespect OR unfair distribution of work.</td>
<td>Students show respect for one another; work is</td>
<td>Students show respect &amp; support for one another; work is distributed</td>
</tr>
<tr>
<td></td>
<td>sought about ideas.</td>
<td>Little feedback sought about ideas.</td>
<td>distributed fairly; some feedback sought about</td>
<td>fairly; feedback incorporated into project.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ideas.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**How well did your team work together? OR if you worked alone, how did other people contribute to your project?**

### B2. Communication

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Most ideas &amp; concepts are confusing &amp; poorly thought out</td>
<td>Many ideas &amp; concepts are confusing or not thought out</td>
<td>Most ideas &amp; concepts are well-thought out &amp;</td>
<td>All ideas &amp; concepts are well thought-out &amp; explained</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>explained</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

**Provide an outline of your presentation to show the order of ideas. Do they make sense in the way they are connected?**

### B3. Critical, Creative & Comparative Thinking

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Existing ideas are presented with little or no analysis or original thought</td>
<td>Existing ideas are compared &amp; contrasted; some connections to students’ original thought</td>
<td>Existing ideas are analyzed; several connections made to students’ original thought</td>
<td>Existing ideas are synthesized, many connections made to students’ original thought</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
List the main ideas you learned about in your research related to your issue:

What are the solutions that others have come up with to solve this problem?

How are your solutions different?

<table>
<thead>
<tr>
<th>B. Skills Subtotal</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Final Presentation</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C1. Quality</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project is unfinished &amp; has significant mistakes &amp; missing elements.</td>
<td>Project is finished but has several mistakes or missing elements.</td>
<td>Project is finished &amp; has few mistakes or missing elements.</td>
<td>Project is complete &amp; has no mistakes or missing elements.</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Have at least one person outside of your team review your project to check for any missing elements or mistakes, including:
- Spelling or grammar issues
- Memorized lines
- Smooth transitions
- Technological issues
C2. Clarity

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pace or layout of information is hard to follow or unclear</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Have at least one person outside of your team (can be the same person as above) review your project to be sure they can follow your ideas.

Name of reviewer:

Did you make any changes based on their review?

C3. Creativity

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project lacks originality or creativity; does not engage audience; direct replication of traditional format.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Completely original & highly creative; engages audience with artistic integration, uniqueness & rarity of offerings.
What makes your project creative, unique and engaging?

C. Presentation Subtotal

D. Bibliography

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>No bibliography</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Bibliography contains 5 sources or less; not representative of diverse sources</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>Contains at least 10 sources from several different mediums &amp; perspectives</td>
</tr>
<tr>
<td>Contains at least 10 sources from several different mediums &amp; perspectives</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>Contains 15-20 sources from many different mediums &amp; perspectives</td>
</tr>
</tbody>
</table>

Review your bibliography: List the number of sources you have in each of the following categories:

- Book
- Video
- Newspaper
- Magazine
- Website
- Academic paper or study

- Interview
- Other

How did you determine the credibility of your sources?

D. Bibliography Subtotal
## E. Knowledge-to-Action (K2A) Project

### E1. Rationale

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>K2A not supported by evidence of need or feasibility.</td>
<td>Limited evidence of need &amp; feasibility of K2A.</td>
<td>Reasons for K2A are clear &amp; mostly supported by evidence of need &amp; feasibility.</td>
<td>Reasons for K2A are clear, compelling &amp; supported by strong evidence of need &amp; feasibility.</td>
</tr>
</tbody>
</table>

1 | 2 | 3 | 4

**Why is your action project needed?**

**What makes it realistic and doable?**

### E2. Goals & Measures of Success

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals &amp; measures of success are missing or very limited.</td>
<td>Some goals or measures are unclear or unrelated to proposed action.</td>
<td>Most goals are specific, measureable &amp; realistic.</td>
<td>All goals are specific, measureable &amp; realistic</td>
</tr>
</tbody>
</table>

1 | 2 | 3 | 4

**List each project goal and what you would use to measure it (how would you know that you achieved the goal?).**
### D3. Creativity

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea lacks originality or creativity; direct replication of traditional action.</td>
<td>Idea shows originality or creativity; close replication traditional action.</td>
<td>Idea shows originality &amp; creativity; creative adaptation of traditional action.</td>
<td>Completely original &amp; highly creative; goes above &amp; beyond traditional action.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

How is your project different from what others have tried in the past?

Adapted from World Savvy (2017). WSC Launch Workshop.
Knowledge to Action Project Categories

Student teams will be sharing their projects which will present their research and solutions in one of the following formats:

<table>
<thead>
<tr>
<th>Project Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Art</strong></td>
<td>2D, 3D, or multimedia piece of work that showcases the students’ interpretation of their chosen topic.</td>
</tr>
<tr>
<td><strong>Performing Art</strong></td>
<td>Creative presentation of student’s research and solutions that engages the audience but is also rooted in strong research.</td>
</tr>
<tr>
<td><strong>Website</strong></td>
<td>A visual representation of research and solutions that will be displayed online to be evaluated by a panel of judges.</td>
</tr>
<tr>
<td><strong>Exhibit</strong></td>
<td>A visual representation of research, solutions and action plan in the forms of a trifold poster, printed poster, game, or interactive creation.</td>
</tr>
<tr>
<td><strong>Documentary</strong></td>
<td>A video that uses audio and visual evidence such as photographs, maps, film clips, images, narration, and interviews summarizing student’s research and solutions.</td>
</tr>
<tr>
<td><strong>Film</strong></td>
<td>A video that uses audio and visual evidence through creative means. Examples include: mockumentary, stop motion, animation, etc.</td>
</tr>
<tr>
<td><strong>Savvy Talks</strong></td>
<td>Formal presentation which includes presentation technology such as Keynote, Powerpoint, Prezi, etc.</td>
</tr>
</tbody>
</table>

Next Steps

**WHY?** After you go through the Brainstorm, Prototype, and Test stages as many times as you need to reach a solution you are happy with, there are a few different things you can do with your project, including bringing it to life for real!

Now that you’ve completed your project design, describe your project:

<table>
<thead>
<tr>
<th>Project Name:</th>
<th>Project Description:</th>
</tr>
</thead>
</table>

**Files:** Add here links to any final files you have about your final project outcomes (website, document, or video links). You can also paste photos here:

- 

There are several things you can do with your project now that you’ve completed the Design Cycle. Click a topic to jump to that section:

- [Implement Your Project](#)
- [Share Your Project](#)
- [Enter Your Project in the World Savvy Festival](#)
- [Apply for a Scholarship to Fund Your Project](#)

---

**Implement Your Project**

**Step 1 - Create Action Plan:** Describe your plan to address this issue in four sentences (your prototype)

**Step 2 - Project Goals:** Describe what you hope to accomplish with this plan

**Step 3: Timeline**

<table>
<thead>
<tr>
<th>What? What will be done</th>
<th>When? When will it be completed</th>
<th>Who? Who is responsible for completing this</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Step 4 - Resources

*What resources do you need to implement your plan? Describe what is necessary to take your plan into action. This may include a few different kinds of support, including financial, human, material, etc.*

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Cost per unit</th>
<th>Quantity</th>
<th>Total Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seedlings</td>
<td>To be planted on school gardening day</td>
<td>$3 per plant</td>
<td>20 plants</td>
<td>$60</td>
</tr>
</tbody>
</table>

### Step 5 - Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>Cost per unit</th>
<th>Quantity</th>
<th>Total Cost</th>
</tr>
</thead>
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</tr>
</tbody>
</table>

**TOTAL BUDGET**
<table>
<thead>
<tr>
<th><strong>Title of Unit</strong></th>
<th>Solving Global Issues</th>
<th><strong>Grade Level</strong></th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum Area</strong></td>
<td>Human Geography</td>
<td><strong>Time Frame</strong></td>
<td>15 class periods ----Day 9</td>
</tr>
<tr>
<td><strong>Developed By</strong></td>
<td>Crystal Nelson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Identify Desired Results

### Content Standards

The student will understand the regional distribution of human population at local to global scales and its patterns of change.

The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.

### Understandings

<table>
<thead>
<tr>
<th><strong>Overarching Understanding</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographers use geographic information to explain and predict population patterns.</td>
</tr>
<tr>
<td>Population changes over time.</td>
</tr>
</tbody>
</table>

### Essential Questions

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Which project tasks need to be completed today to stay on pace with the group’s timeline?</td>
<td></td>
</tr>
</tbody>
</table>

### Knowledge

**Students will know…**

How to follow an action plan that specifies Knowledge to Action project goals, time, and necessary resources

The requirements for a Knowledge to Action project that is beginning, developing, accomplished, and exemplary.

### Skills

**Students will be able to…**

- SWBAT design a Knowledge to Action project according to a rubric

## Learning Plan

### Performance Task Description

**Goal**

Begin creating a Knowledge to Action project following a rubric
Opening:
Student groups will look at yesterday’s project action plan. Together, students will review their timeline of project tasks and who is responsible for them. As this is the first day of project design, groups should make adjustments to this timeline as needed. There will be aspects of the project that will need to be completed individually, while other parts will be collaborative. Each group member will quickly share what it is they are (specifically) doing during today’s class period.

Small Group Work:
Student groups will begin creating their Knowledge to Action project, per the rubric that was given out the previous day. Groups will be either creating visual art, performing art, designing a website, exhibit, documentary, film, or Savvy Talk.

Students will need to record their resources used in creating their project in the Research Folder (located in the Google Doc).

Closing:
Students will take 2-3 minutes to review their action plan for the Knowledge to Action project. If any proposed deadlines for tasks were not met, groups will discuss why and revise their timeline.

Adapted from World Savvy (2017). WSC Launch Workshop.
<table>
<thead>
<tr>
<th>Title of Unit</th>
<th>Solving Global Issues</th>
<th>Grade Level</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Area</td>
<td>Human Geography</td>
<td>Time Frame</td>
<td>15 class periods ----Day 10</td>
</tr>
<tr>
<td>Developed By</td>
<td>Crystal Nelson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Identify Desired Results

#### Content Standards

The student will understand the regional distribution of human population at local to global scales and its patterns of change.

The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.

#### Understandings

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<tr>
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<th>Essential Questions</th>
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<tbody>
<tr>
<td>Geographers use geographic information to explain and predict population patterns.</td>
<td>Which project tasks need to be completed today to stay on pace with the group’s timeline?</td>
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<tr>
<td>Population changes over time.</td>
<td></td>
</tr>
</tbody>
</table>

#### Knowledge

<table>
<thead>
<tr>
<th>Students will know...</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to follow an action plan that specifies Knowledge to Action project goals, time, and necessary resources</td>
</tr>
<tr>
<td>The requirements for a Knowledge to Action project that is beginning, developing, accomplished, and exemplary.</td>
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</tbody>
</table>

#### Skills

<table>
<thead>
<tr>
<th>Students will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• SWBAT design a Knowledge to Action project according to a rubric</td>
</tr>
</tbody>
</table>

### Learning Plan

#### Performance Task Description

| Goal | Continue creating a Knowledge to Action project following a rubric |
Opening:
Student groups will look at yesterday’s project action plan. Together, students will review their timeline of project tasks and who is responsible for them. If tasks were not finished by the designated time/date, groups should make adjustments to this timeline as needed. There will be aspects of the project that will need to be completed individually, while other parts will be collaborative. Each group member will quickly share what it is they are (specifically) doing during today’s class period.

Small Group Work:
Student groups will continue creating their Knowledge to Action project, per the rubric. Groups will be either creating visual art, performing art, designing a website, exhibit, documentary, film, or Savvy Talk. Students will have access to a variety of technology including ipads, computers, internet, printers, etc.

Students will need to record their resources used in creating their project in the Research Folder (located in the Google Doc).

Closing:
Students will take 2-3 minutes to review their action plan for the Knowledge to Action project. If any proposed deadlines for tasks were not met, groups will discuss why and revise their timeline.

<table>
<thead>
<tr>
<th>Title of Unit</th>
<th>Solving Global Issues</th>
<th>Grade Level</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Area</td>
<td>Human Geography</td>
<td>Time Frame</td>
<td>15 class periods ----Day 11</td>
</tr>
<tr>
<td>Developed By</td>
<td>Crystal Nelson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Identify Desired Results**

**Content Standards**

The student will understand the regional distribution of human population at local to global scales and its patterns of change.

The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.

<table>
<thead>
<tr>
<th>Understandings</th>
<th>Essential Questions</th>
</tr>
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<tbody>
<tr>
<td>Overarching Understanding</td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know...</td>
<td>Students will be able to...</td>
</tr>
<tr>
<td>How to follow an action plan that specifies Knowledge to Action project goals, time, and necessary resources</td>
<td>• SWBAT design a Knowledge to Action project according to a rubric</td>
</tr>
<tr>
<td>The requirements for a Knowledge to Action project that is beginning, developing, accomplished, and exemplary.</td>
<td></td>
</tr>
</tbody>
</table>

**Learning Plan**

**Performance Task Description**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Continue creating a Knowledge to Action project following a rubric</th>
</tr>
</thead>
</table>
Opening:
Student groups will look at yesterday’s project action plan. Together, students will review their timeline of project tasks and who is responsible for them. If tasks were not finished by the designated time/date, groups should make adjustments to this timeline as needed. There will be aspects of the project that will need to be completed individually, while other parts will be collaborative. Each group member will quickly share what it is they are (specifically) doing during today’s class period.

Small Group Work:
Student groups will continue creating their Knowledge to Action project, per the rubric. Groups will be either creating visual art, performing art, designing a website, exhibit, documentary, film, or Savvy Talk. Students will have access to a variety of technology including ipads, computers, internet, printers, etc;

Students will need to record their resources used in creating their project in the Research Folder (located in the Google Doc).

Closing:
Students will take 2-3 minutes to review their action plan for the Knowledge to Action project. If any proposed deadlines for tasks were not met, groups will discuss why and revise their timeline.

### Identify Desired Results

#### Content Standards

The student will understand the regional distribution of human population at local to global scales and its patterns of change.

The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.

#### Understandings

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<td></td>
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</tbody>
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#### Knowledge

**Students will know...**

- How to follow an action plan that specifies Knowledge to Action project goals, time, and necessary resources

**Skills**

- **SWBAT** design a Knowledge to Action project according to a rubric

**Students will be able to...**

- The requirements for a Knowledge to Action project that is beginning, developing, accomplished, and exemplary.

### Learning Plan

#### Performance Task Description

| Goal | Continue creating a Knowledge to Action project following a rubric |
**Opening:**
Student groups will look at their project action plan. Together, students will review their timeline of project tasks and who is responsible for them. If tasks were not finished by the designated time/date, groups should make adjustments to this timeline as needed. There will be aspects of the project that will need to be completed individually, while other parts will be collaborative. Each group member will quickly share what it is they are (specifically) doing during today’s class period.

**Small Group Work:**
Student groups will continue creating their Knowledge to Action project, per the rubric. Groups will be either creating visual art, performing art, designing a website, exhibit, documentary, film, or Savvy Talk. Students will have access to a variety of technology including ipads, computers, internet, printers, etc.

Students will need to record their resources used in creating their project in the Research Folder (located in the Google Doc).

The teacher will meet briefly with individual groups as a check in on their project progress.

**Closing:**
Students will take 2-3 minutes to review their action plan for the Knowledge to Action project. If any proposed deadlines for tasks were not met, groups will discuss why and revise their timeline.

**Title of Unit** | Solving Global Issues | **Grade Level** | 10  
---|---|---|---  
**Curriculum Area** | Human Geography | **Time Frame** | 15 class periods ----Day 13  
**Developed By** | Crystal Nelson |  

### Identify Desired Results

#### Content Standards

The student will understand the regional distribution of human population at local to global scales and its patterns of change.

The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.

### Understandings

<table>
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<tr>
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<tr>
<td>Geographers use geographic information to explain and predict population patterns.</td>
<td>Which project tasks need to be completed today to stay on pace with the group’s timeline?</td>
</tr>
<tr>
<td>Population changes over time.</td>
<td></td>
</tr>
</tbody>
</table>

### Knowledge

Students will know...

How to follow an action plan that specifies Knowledge to Action project goals, time, and necessary resources

The requirements for a Knowledge to Action project that is beginning, developing, accomplished, and exemplary.

### Skills

Students will be able to...

- SWBAT design a Knowledge to Action project according to a rubric

### Learning Plan

#### Performance Task Description

**Goal** | Continue creating a Knowledge to Action project following a rubric
Opening:
The teacher will remind students that the deadline for completing the Knowledge to Action project is nearing. Groups will be instructed to look closely at their project action plan. Together, students will review their timeline of project tasks and who is responsible for them. If tasks were not finished by the designated time/date, groups should make adjustments to this timeline as needed. There will be aspects of the project that will need to be completed individually, while other parts will be collaborative. Each group member will quickly share what it is they are (specifically) doing during today's class period.

Small Group Work:
Student groups will continue creating their Knowledge to Action project, per the rubric. Groups will be either creating visual art, performing art, designing a website, exhibit, documentary, film, or Savvy Talk. Students will have access to a variety of technology including ipads, computers, internet, printers, etc;.

Students will need to record their resources used in creating their project in the Research Folder (located in the Google Doc).

Closing:
Students will take 2-3 minutes to review their action plan for the Knowledge to Action project. If any proposed deadlines for tasks were not met, groups will discuss why and revise their timeline.

**Title of Unit** | Solving Global Issues |
---|---|
**Curriculum Area** | Human Geography |
**Grade Level** | 10 |
**Time Frame** | 15 class periods ---- Day 14 |
**Developed By** | Crystal Nelson |

## Identify Desired Results

### Content Standards

The student will understand the regional distribution of human population at local to global scales and its patterns of change.

The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.

### Understandings

<table>
<thead>
<tr>
<th>Essential Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>What revisions need to be made to my Knowledge to Action project to meet the requirements of the rubric?</td>
</tr>
<tr>
<td>What is my plan for sharing the project with the judges at the school festival?</td>
</tr>
</tbody>
</table>

### Knowledge

**Students will know...**

The requirements for a Knowledge to Action project that is beginning, developing, accomplished, and exemplary.

How to revise portions of the project that do not meet rubric expectations.

To predict what festival judges may ask them about their project.

### Skills

**Students will be able to...**

- SWBAT make revisions to their Knowledge to Action project according to a rubric and peer feedback
- SWBAT prepare for judge’s questions at the upcoming festival

### Learning Plan

#### Performance Task Description

**Goal**

Finalize the Knowledge to Action project and prepare for the school festival.
**Opening:**
The teacher will remind students that the school festival for the Knowledge to Action project is during the next class meeting. The teacher will explain that the purpose of today’s class period is to finish the project (if needed) and prepare for the school project festival. An overview of the festival will be given to students.

**Small Group Work:**
1. **Finalizing the Project**
   Student groups will discuss their Knowledge to Action project status. If the project is not complete at this time, the group needs to discuss a specific plan for finishing the project before the festival.

   Student groups will need to revisit the student-friendly rubric they were given at the beginning of the project. In the “Final Presentation” section, groups will need to find one person from outside of their group to check for any missing elements, or mistakes, including:
   - Spelling or grammar issues
   - Memorized lines
   - Smooth transitions
   - Technological issues

   Groups should make any necessary changes as noted their peer reviewer.

2. **Submit the project**
   Depending on the format of the project, groups will need to submit their project to the teacher. Groups who chose the website, documentary, film, or Savvy Talk formats will submit their projects to their teacher electronically. Visual arts and exhibits can turn their projects in physically. Performing art students will need to have their props and other materials in the classroom, ready for the festival.

3. **Judge Prep**
   Student groups will prepare for the festival by generating three questions that they think judge’s may ask them about their project at the festival. Groups should discuss and record their answers to these potential questions. Groups should also generate a list of at least three interesting facts about their project. Groups need discuss who and how their project will be shared at the festival.

4. **Self-review sheets**
   Students will self-assess their learning throughout the unit by completing a self-review sheet.

**Closing:**
Students will take 2-3 minutes to discuss any final details of the project for tomorrow’s school festival.

Google Doc: Project Feedback

**PROJECT FEEDBACK**

*WHY*? Sharing your solution with people who are impacted by the issue will help you learn more about your chosen issue, and give you ideas for how to make your solution better before you finish it.

<table>
<thead>
<tr>
<th>Peer Reviewer’s Name</th>
<th>Feedback --- Be specific!</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from World Savvy (2017). WSC Launch Workshop.
Self Evaluation

Your Name __________________________________________________________

Team Name__________________________________________________________

Project Evaluation Form

Self Evaluation

Instructions: Evaluate YOUR OWN contributions to the Knowledge to Action Project

0=Did nothing   1= Poor   3=Average   5=Above Average/Excellent contribution

Did YOU take an active role in planning & creating ideas?               0  1  3  5
How would you rate your student’s contribution to the team? “pulling weight” 0  1  3  5
How reliable were you?                                                   0  1  3  5
How well did you cooperate with the group?                              0  1  3  5
How would you rate your quality of your work?                           0  1  3  5

Total ______

What were your specific tasks/ roles?

Do you think that your group members would want to work with you on future projects? Explain.

What was the most challenging part of the project?

Did your group do its best work? Explain.
**Title of Unit**  | Solving Global Issues  
---|---
**Curriculum Area**  | Human Geography  
**Developed By**  | Crystal Nelson  
**Grade Level**  | 10  
**Time Frame**  | 15 class periods ----Day 15

### Identify Desired Results

**Content Standards**
The student will understand the regional distribution of human population at local to global scales and its patterns of change.

The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.

<table>
<thead>
<tr>
<th><strong>Understandings</strong></th>
<th><strong>Essential Questions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overarching Understanding</strong></td>
<td></td>
</tr>
</tbody>
</table>
Geographers use geographic information to explain and predict population patterns.  
Population changes over time. | How can I share my project with festival judges in a way that presents research and solutions to a population issue? |

<table>
<thead>
<tr>
<th><strong>Knowledge</strong></th>
<th><strong>Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will know...</td>
<td>Students will be able to...</td>
</tr>
</tbody>
</table>
| The requirements for a Knowledge to Action project that is beginning, developing, accomplished, and exemplary. | • SWBAT share their Knowledge to Action project at the school festival  
• SWBAT present their research and solutions to festival judges |

### Learning Plan

**Performance Task Description**

| **Goal** | Share/present the Knowledge to Action project at the school festival |
Student groups will share/present their Knowledge to Action project at the school festival. School staff and community members will be present, and act as festival judges. Student groups will be expected to present their project research and solutions in one of the following formats: visual art, performing art, website, exhibit, documentary, film, or Savvy Talk. Judges will give students feedback on their project at the festival.

Knowledge to Action projects will be scored (summatively) based on the rubric.

Group winners of the festival will be invited to participate in the Twin Cities World Savvy festival and apply for a scholarship to fund their project. Materials for this can be found in the Google Doc.

Summative Rubric

Team Name:  
Session:  
School:  
Division:  
Judge Name:  
Judge Team:  

<table>
<thead>
<tr>
<th>A. Content</th>
<th>Scoring Use Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Understanding of Annual Theme</td>
<td></td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Developing</strong></td>
</tr>
<tr>
<td>Little to no connection made between topic &amp; theme</td>
<td>Some connections made between topic &amp; theme</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

| A2. Presentation of Multiple Perspectives | |
| **Beginning** | **Developing** | **Accomplished** | **Exemplary** |
| One perspective is presented, no analysis of other perspectives | Two perspectives are presented, little analysis of differences between perspectives | Several perspectives are presented, some analysis of differences between perspectives | Many perspectives are presented & thoroughly analyzed |
| 1 | 2 | 3 | 4 |

| A3. Connections to Historical & Current Events | |
| **Beginning** | **Developing** | **Accomplished** | **Exemplary** |
| Issues discussed in isolation with little to no historical context or connections to current events | Some context for present situation is provided & a few connections are made between historical & current events | Context for present situation is mostly clear & several connections are made between historical & current events | Context for present situation is clear & thoroughly connected to historical & current events |
| 1 | 2 | 3 | 4 |

| A4. Global Context & Complexity | |
| **Beginning** | **Developing** | **Accomplished** | **Exemplary** |
| Little understanding of global context; oversimplified analysis | Some understanding global context; somewhat simplified analysis | Firm understanding of global context; some evidence of nuanced thinking | Strong & nuanced understanding of global context & complexity of issue |
A. Content Subtotal /20

B. Skills /12

B1. Collaboration

B2. Communication

B3. Critical, Creative & Comparative Thinking
### C. Final Presentation

<table>
<thead>
<tr>
<th></th>
<th>Savvy Talk</th>
<th>Exhibit</th>
<th>Performance</th>
<th>Website</th>
<th>2D/3D Art</th>
<th>Film/Documentary/Video</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1. Quality</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project is unfinished &amp; has significant mistakes &amp; missing elements.</td>
<td></td>
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<td></td>
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<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C2. Clarity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pace or layout of information is hard to follow or unclear</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C3. Creativity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project lacks originality or creativity; does not engage audience; direct replication of traditional format.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C. Presentation Subtotal** /12

### D. Bibliography

<table>
<thead>
<tr>
<th></th>
<th>Savvy Talk</th>
<th>Exhibit</th>
<th>Performance</th>
<th>Website</th>
<th>2D/3D Art</th>
<th>Film/Documentary/Video</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No bibliography</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**D. Bibliography Subtotal** /4
## E. Knowledge-to-Action (K2A) Project

### E1. Rationale

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>K2A not supported by evidence of need or feasibility.</td>
<td></td>
<td>Limited evidence of need &amp; feasibility of K2A.</td>
<td>Reasons for K2A are clear &amp; mostly supported by evidence of need &amp; feasibility.</td>
<td>Reasons for K2A are clear, compelling &amp; supported by strong evidence of need &amp; feasibility.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### E2. Goals & Measures of Success

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals &amp; measures of success are missing or very limited.</td>
<td></td>
<td>Some goals or measures are unclear or unrelated to proposed action.</td>
<td>Most goals are specific, measureable &amp; realistic.</td>
<td>All goals are specific, measureable &amp; realistic</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### D3. Creativity

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea lacks originality or creativity; direct replication of traditional action.</td>
<td></td>
<td>Idea shows originality or creativity; close replication traditional action.</td>
<td>Idea shows originally &amp; creatively; creative adaptation of traditional action.</td>
<td>Completely original &amp; highly creative; goes above &amp; beyond traditional action.</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### E. K2A Subtotal

**/12**

Judge Comments:

Adapted from World Savvy (2017). WSC Launch Workshop.
APPLY FOR A SCHOLARSHIP TO FUND YOUR PROJECT

You may apply for a scholarship of up to $500 to implement your project. If you receive a scholarship from World Savvy to implement your K2A plan, you are responsible for the following:

1. Spending all funds on your K2A. You may end up using funds in a different way than you expect, which is fine, but all must be spent on your K2A.
2. Provide all receipts to World Savvy when you have completed purchases.
3. Return any unused funds to World Savvy.
4. Write a blog post for the World Savvy website at the end of your K2A, explaining the process and project.

### Step 1: To apply for funds to implement your project, make sure you have completed these parts of this document:

- The [About My Team](#) section
- The [Project Name and Description](#) in the Next Steps section
- All parts of the [Implement Your Project](#) section

### Step 2: How much would you like to apply for? Enter amount (up to $500): $____
(Note, you are not guaranteed to receive that much if you win. You should only request the amount you need to complete the project.)

If your budget exceeds $500, explain how you plan to raise the remainder of the funds:

### Step 3: To Submit Your Entry, ask your teacher. (Teachers, share this document with your World Savvy representative and let them know the team is applying for the project funding scholarship.)

Adapted from World Savvy (2017). WSC Launch Workshop.
# Unit Pacing Calendar

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
</table>
| **Introduction of Project**  
- Show project exemplars from other schools  
- Discuss this year’s WS Festival theme  
- Student topic interest form | **Choose an Issue**  
- Post it activity  
- Issue decision chart | **Building Empathy**  
- Stakeholders chart | **Problem Tree**  
(Day 1)  
- Students conduct research to complete problem tree (Q1) | **Problem Tree**  
(Day 2)  
- Finish research for problem tree  
- Q2, 3, 4 |

<table>
<thead>
<tr>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
</tr>
</thead>
</table>
| **Step #3: Brainstorm**  
- Brainstorm bubbles (Q1)  
- Brainstorm chart (Q2)  
- Track new questions (Q3) | **Step #4: Solution Prototype**  
- Create prototype shortened version (Outline/ draft/sketch of solution)  
- Prototype feedback & reflection  
- Make revisions as necessary | **Implementation Planning**  
- Implement your Project sheet (steps 1-5)  
- Pick K2A project format  
- Explain how solution connects to the theme | **Plan of Action**  
- Chose project format  
- Rubric analysis and notation  
- Implement Project sheet | **Design Project**  
- Project work time  
- Continuous work on bibliography |

<table>
<thead>
<tr>
<th>Day 11</th>
<th>Day 12</th>
<th>Day 13</th>
<th>Day 14</th>
<th>Day 15</th>
</tr>
</thead>
</table>
| **Design Project**  
- Project work time  
- Continuous work on bibliography | **Design Project**  
- Project work time  
- Continuous work on bibliography | **Design Project**  
- Project work time  
- Continuous work on bibliography | **Festival Prep**  
- Festival expectations  
- Judges questions  
- Review connection to theme  
- Peer review sheets  
- Review how to submit project to teacher | **School Festival**  
- Students share their projects with school staff & community members (present research & solutions)  
- Projects are judged by school staff & community members using the summative rubric |

Created by Crystal Nelson
List of Assessments

<table>
<thead>
<tr>
<th>Formative Assessment</th>
<th>Summative Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Choose an Issue</strong> (Q 1-4)</td>
<td><strong>Knowledge to Action (K2A) Project</strong></td>
</tr>
<tr>
<td>- Global issue brainstorm</td>
<td>- Presentation of research and solutions at school festival using one of the following formats: Visual art, performing art, website, exhibit, documentary, film, or Savvy Talk</td>
</tr>
<tr>
<td>- Issue design chart</td>
<td></td>
</tr>
</tbody>
</table>

| **Building Empathy** (Q1-3) | |
| - Stakeholders Chart | |

| **Defining Problems** (Q1-4) | |
| - Problem tree | |
| - Design question creation | |

| **Brainstorm** (Q1-3) | |
| - Solution brainstorm | |
| - Brainstorm chart | |

| **Prototype** | |
| - Create prototype sheet | |
| - Prototype feedback | |
| - Prototype reflection and revisions | |

| **Implementation Planning** | |
| - Notating the rubric | |
| - Implement your Project sheet | |

| **Festival Preparation** | |
| - Evaluation sheets (self and/or peer) | |
| - Judging prep sheet | |
**Knowledge to Action (K2A) project design process**

K2A is a multi-step process for you to learn about an issue you care about, research potential solutions and devise an action plan to create positive change.

Choose an issue

Learn from people who are impacted by your issue to understand it better.

Empathize

Use your new understanding of your issue to define the specific focus for your project.

Define

Brainstorm

Come up with lots of ideas, choose one to create a draft or “prototype” of, and test it with people impacted by the issue. Repeat this cycle until you have a solution you are happy with.

Build Prototype

Next Steps

Make a plan to implement your project, share it with others, and/or enter the World Savvy Festival!

Adapted from World Savvy Classroom Program (2017)
District Human Geography Standards

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>10th</th>
<th>Content Area</th>
<th>Human Geography- Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard(s) and/or benchmarks</strong></td>
<td><strong>Concepts</strong></td>
<td><strong>Skills (Bloom’s level)</strong></td>
<td></td>
</tr>
<tr>
<td>The student will use maps, globes, geographic information systems (GIS), and other databases to answer geographic questions at a variety of scales from local to global.</td>
<td>Geographic Information-data, maps, models, globes</td>
<td>Use, Infer, Draw conclusions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geographic questions</td>
<td>Ask and answer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scale-local to global</td>
<td>Analyze</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>10th</th>
<th>Content Area</th>
<th>Human Geography- Population</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard(s) and/or benchmarks</strong></td>
<td><strong>Concepts</strong></td>
<td><strong>Skills (Bloom’s level)</strong></td>
<td></td>
</tr>
<tr>
<td>The student will understand the regional distribution of human population at local to global scales and its patterns of change.</td>
<td>The regional distribution of human population at local to global scales. Patterns of change. Patterns of human population density and movement</td>
<td>Analyze</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interpret</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sort and Analyze</td>
<td></td>
</tr>
<tr>
<td>The student will use maps, globes, geographic information systems, and other databases to answer geographic questions at a variety of scales from local to global.</td>
<td>Geographic Information-data, maps, models, globes</td>
<td>Use, Infer, Draw conclusions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geographic questions</td>
<td>Ask and answer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scale-local to global</td>
<td>Analyze</td>
<td></td>
</tr>
<tr>
<td>Standard(s) and/or benchmarks</td>
<td>Concepts</td>
<td>Skills (Bloom’s level)</td>
<td></td>
</tr>
<tr>
<td>------------------------------</td>
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<td>-----------------------</td>
<td></td>
</tr>
<tr>
<td>The student will use regions and the interaction among them to analyze the present patterns of economic activity in the United States and around the world at various scales.</td>
<td>Agriculture as an economic activity&lt;br&gt;Impact of technological changes on regional agricultural patterns&lt;br&gt;Land use patterns&lt;br&gt;Agricultural commodities&lt;br&gt;Consumption and production</td>
<td>Analyze&lt;br&gt;Describe&lt;br&gt;Analyze&lt;br&gt;Make conclusions&lt;br&gt;Describe</td>
<td></td>
</tr>
<tr>
<td>Students will demonstrate the ability to use geographic information from a variety of sources to determine feasible locations for economic activities.</td>
<td>Geographic information&lt;br&gt;Economic activities</td>
<td>Demonstrate (upgrade to analyze and make inferences)&lt;br&gt;Determine</td>
<td></td>
</tr>
</tbody>
</table>

Grade Level: 10th<br>Content Area: Human Geography - Agriculture
### Grade Level 10  
Content Area: Human Geography - Land Use and Natural Resources

<table>
<thead>
<tr>
<th>Standard(s) and/or benchmarks</th>
<th>Concepts</th>
<th>Skills (Bloom’s level)</th>
</tr>
</thead>
</table>
| The student will use regions and interaction among them to analyze the present patterns of economic activity in the U.S. and around the world at various scales. Students will describe patterns of consumption and production of fossil fuels that are traded among nations. | Patterns of economic activity  
Energy sources – renewable and non-renewable  
Patterns of consumption and production  
Human-environment interaction | Describe and Analyze |

<table>
<thead>
<tr>
<th>Concepts</th>
<th>Skills (Bloom’s level)</th>
</tr>
</thead>
</table>
| Change  
Human use of environmental resources  
Advantages and drawbacks | Analyze |

### Grade Level 10th  
Content Area: Human Geography - Industry and Economic Development

<table>
<thead>
<tr>
<th>Standard(s) and/or benchmarks</th>
<th>Concepts</th>
<th>Skills (Bloom’s level)</th>
</tr>
</thead>
</table>
| The student will use regions and the interaction among them to analyze the present patterns of economic activity in the United States and around the world at various scales. The impact of transportation and communication systems has on the development of regions. | Regions and the interaction among them to analyze patterns of economic activity in the U.S. and around the world at various scales  
The impact of transportation and communication systems has on the development of regions. | Apply  
Explain  
Analyze  
Demonstrate |
<table>
<thead>
<tr>
<th>Grade Level</th>
<th>10th</th>
<th>Content Area</th>
<th>Human Geography - Political</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard(s) and/or benchmarks</strong></td>
<td><strong>Concepts</strong></td>
<td><strong>Skills (Bloom’s level)</strong></td>
<td></td>
</tr>
<tr>
<td>The student will explain how the regionalization of space into political units affects human behavior.</td>
<td>Regionalization of space</td>
<td>Explain and Analyze</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Political units</td>
<td>Evaluate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conflicts</td>
<td>Understand and Analyze</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Patterns of colonialism and its legacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Nationalism</td>
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<td>Sovereignty</td>
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<table>
<thead>
<tr>
<th>Grade Level</th>
<th>10th</th>
<th>Content Area</th>
<th>Human Geography - Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard(s) and/or benchmarks</strong></td>
<td><strong>Concepts</strong></td>
<td><strong>Skills (Bloom’s level)</strong></td>
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<tr>
<td>The student will describe and provide examples of the primary factors behind the regional patterns of culture groups in the United States and the world.</td>
<td>Culture groups</td>
<td>Describe and Analyze</td>
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<td></td>
<td>Location patterns</td>
<td>Analyze</td>
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<td>Regional distribution</td>
<td>Interpret</td>
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<td>Diffusion</td>
<td>Describe and analyze</td>
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<td>Patterns of change</td>
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Grade Level 10th Content Area  Human Geography- Urban Geography

<table>
<thead>
<tr>
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<th>Concepts</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The student will analyze the patterns of location, functions, structure, and characteristics of local to global settlement patterns and the processes that affect the location of cities.</td>
<td>Location of cities Purpose of cities Urbanization and suburbanization Urban models</td>
<td>Analyze (identify &amp; describe) Compare/contrast Explain Apply</td>
</tr>
</tbody>
</table>