Geography

Unit 1: Geospatial Skills

Compelling Question:	*How does thinking like a geographer help us better understand and solve problems in our world?*
About Unit 1:	This unit asks students to explore how geographers use maps, spatial thinking, and geospatial technologies to understand the world. Students learn to read and interpret maps by examining their key components (TODALS), evaluate the purpose and use of different types of maps, apply the Five Themes of Geography to analyze places and human-environment interactions, and develop foundational geographer skills. Through an introduction to Geographic Information Systems (GIS) and ArcGIS, students investigate how spatial data is collected, analyzed, and used to solve real-world problems and make informed decisions about communities, environments, and global issues.

2021 MN Social Studies Geography Anchor Standards

Geospatial Skills and Inquiry	Places and Regions	Human Systems	Human-Environment Interaction	Culture
9.3.13 Apply geographic tools, including geospatial technologies, and geographic inquiry to solve spatial problems.	**9.3.13** Describe places and regions, explaining how they are influenced by power structures.	**9.3.15** Analyze patterns of movement and interconnectedness within and between cultural, economic, and political systems from local to global scale.	**9.3.16** Evaluate the relationship between humans and the environment, including climate change.	**9.3.17** Investigate how a sense of place is impacted by different cultural perspectives.

Benchmark Implementation (Daily Lessons)

DAY #	Supporting Questions	Benchmark	Task
1	*Do your assumptions of the world match the realities?*	• 9.3.13.1 - Create tables, graphs, charts, diagrams, and various kinds of maps using geospatial	• Introduction to Course Slides ○ Daily Review Questions in Notebook

		technologies to depict the geographic implications of current world events or to solve geographic problems.	○ Make Table Tents with Name and Theme Questions ● If the World were a Village Activity ○ Worksheet ○ Student Info Sheet
2		● 9.3.13.1 - Create tables, graphs, charts, diagrams, and various kinds of maps using geospatial technologies to depict the geographic implications of current world events or to solve geographic problems.	● Where in the World?! ○ Map Review
3	*How do people's wants and needs from around the world differ?*	● 9.3.13.2 - Use geospatial technologies and cultural perspectives to engage in the geographic process (ask, acquire, analyze, answer, act) to solve spatial problems and plan for the future.	● Dollar Street Global Income Comparison Assignment ○ Website Link ○ Assignment/Website How to Video
4	*What are the tools modern geographers use?*	● 9.3.13.1 - Create tables, graphs, charts, diagrams, and various kinds of maps using geospatial technologies to depict the geographic implications of current world events or to solve geographic problems.	● Intro to Geography Notes (page 1 of note sheet; Slides 1-10) ○ Note sheet link
5	*How can geographic skills and tools be used to understand and/or solve issues?*	● 9.3.13.1 - Create tables, graphs, charts, diagrams, and various kinds of maps using geospatial technologies to depict the geographic implications of current	● Map Skills Challenge Game! ○ Materials Needed: Blank pieces of paper and colored markers ● Finish Introduction to Geog. Notes (Map Skills notes) ○ Use updated links: ■ What is GIS?

		world events or to solve geographic problems.	■ Advancing Trends in GIS
6	*What are the features of GIS?*	• 9.3.13.1 - Create tables, graphs, charts, diagrams, and various kinds of maps using geospatial technologies to depict the geographic implications of current world events or to solve geographic problems.	• Logging into ArcGIS • ArcGIS 3x3 Activity (Otus Assessments) ○ Walk through the first activity with them (students can work ahead if they want) ○ ArcGIS Key ○ Add Explore Extension on Living Atlas instead of measuring tools
7	*How does the map projection impact your understanding of a place?*	• 9.3.13.2 - Use geospatial technologies and cultural perspectives to engage in the geographic process (ask, acquire, analyze, answer, act) to solve spatial problems and plan for the future.	• Why Maps Matter Notes (map projections) ○ Fill-In-The-Blank Note Sheet • Map Projection Matching Challenge (Gallery Walk) • Review Blooket!
8	*What types of maps exist and how are they helpful?*	• 9.3.13.1 - Create tables, graphs, charts, diagrams, and various kinds of maps using geospatial technologies to depict the geographic implications of current world events or to solve geographic problems.	• Types of Maps Jigsaw
9	*How does the layout of a city impact the efficiency and growth of an area?*	• 9.3.15.4 - Analyze the factors that influence the growth and spatial distribution of cities in the United States and the world.	• Geography of Cities Notes ○ Fill-in-blanks notes
10	*How does the layout of a city impact the efficiency and growth of an area?*	• 9.3.15.4 - Analyze the factors that influence the growth and spatial distribution of cities in the United States and the world.	• Geography of Cities Review Assignment (ArcGIS)

11	*How can you use geospatial technologies to address a need in Big Lake, MN?*	• 9.3.13.2 - Use geospatial technologies and cultural perspectives to engage in the geographic process (ask, acquire, analyze, answer, act) to solve spatial problems and plan for the future.	• Big Lake City Planning Mini Project
			  ○ Project Overview
			  ○ Student Document

12	*How can you use geospatial technologies to address a need in Big Lake, MN?*	• 9.3.13.2 - Use geospatial technologies and cultural perspectives to engage in the geographic process (ask, acquire, analyze, answer, act) to solve spatial problems and plan for the future.	• Continue Big Lake City Planning Mini Project
13	*How can you use geospatial technologies to address a need in Big Lake, MN?*	• 9.3.13.2 - Use geospatial technologies and cultural perspectives to engage in the geographic process (ask, acquire, analyze, answer, act) to solve spatial problems and plan for the future.	• Finish Big Lake City Planning Mini Project
14			• Review Unit 1
15			• Unit 1 Assessment

Unit 2: Population	
Compelling Question:	*How do population patterns shape the opportunities and challenges societies face?*

About Unit 2:	This unit asks students to explore how geographers study human populations and the ways population patterns shape societies around the world. Students investigate the field of demography by examining how population is measured and the factors that influence population growth and decline. Through the Demographic Transition Model and the analysis of population pyramids, students learn to interpret population data and identify patterns and trends across different countries. By applying these concepts through case studies, students evaluate how population characteristics influence economic development, resource use, public policy, and quality of life, and use geographic evidence to make connections between population trends and contemporary global issues.			
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Benchmark Implementation (Daily Lessons)

DAY #	Supporting Questions	Benchmarks	Tasks
1	What is demography?	● 9.3.15.2 - Compare and contrast the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables in major world regions.	● What is Population? Presentation ○ Fill in the blank notes

2	*How do population pyramids provide clues to population issues?*	• 9.3.15.2 - Compare and contrast the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables in major world regions.	• Review Population Terms
			• Population Pyramid Notes/Activity
			  ○ Population Pyramid Fill-in-the-blank Notes
			  ○ Population Pyramid Notes
			  ○ Add ideas from HERE

3	*What are examples of factors that influence population?*	• 9.3.15.2 - Compare and contrast the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables in major world regions.	• Finish Population Pyramid Notes/Activity
			• Population Party Activity
			  ○ Student note document
			  ○ People Profiles (x30)
			  ○ Teacher Slides

4	*What are examples of population issues throughout the world?*	• 9.3.15.2 - Compare and contrast the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables in major world regions.	• Review Population
			• Population Case Studies Stations Activity
			  ○ Stations Slides
			  ○ Student Packet
			• Extension Option: Population & Health Map Analysis

5	*What are examples of population issues throughout the world?*	• 9.3.15.2 - Compare and contrast the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables in major world regions.	• Finish Population Case Studies Stations Activity
			  ○ Stations Slides
			  ○ Student Packet
			• Extension Option: Population & Health Map Analysis

6	*What population factors cause some countries to be at an advantage?*	• 9.3.15.2 - Compare and contrast the population characteristics of places at a range of scales using	• Unfair Race Activity & Debrief Discussion

		population pyramids, birth and death rates, and other key demographic variables in major world regions.	
7		● 9.3.15.2 - Compare and contrast the population characteristics of places at a range of scales using population pyramids, birth and death rates, and other key demographic variables in major world regions.	● Review Population ○ Review Kahoot ○ Quizlet Link ○ Blooket
8			● Population Summative Assessment

Unit 3: Culture	
Compelling Question:	*What can the study of culture teach us about the world and our place in it?*
About Unit 3:	This unit asks students to explore how culture shapes the way people live, interact, and view the world, and how cultures change over time through movement, interaction, and the exchange of ideas. Students investigate the components of culture, the processes and impacts of cultural diffusion, and the spatial distribution of ethnic groups within the United States. They also examine the unique characteristics of cultures in countries around the world, using geographic thinking to understand how place, migration, and human-environment interactions influence cultural diversity. Throughout the unit, students are expected to make connections between patterns of culture and cultural change and the ways these continue to shape communities and global interactions today.
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Benchmark Implementation (Daily Lessons)

DAY #	Supporting Questions	Benchmarks	Tasks

1	*How do geographers create labels for places?*	• 9.3.14.2- Identify the primary factors influencing the regional pattern of economic activities from a local to a global perspective.	• How Minnesotan Are You "Quiz"
			  ○ "How Minnesotan Are You" survey
			• Regions Notes
			  ○ Google Slides Link (notes start on slide 15)
			  ○ Student Note Sheet
			• Regions Review Sheet (page 1 only)

2	*How does our own culture impact how we view others?*	• 9.3.15.6 - Explain the spread of culture using the concept of diffusion and diffusion models.	• Nacirema Article (print packets)
			  ○ Slides
			  ○ Reflection ½ sheet
			  ○ Absent Assignment (send link via email and have them share it with you when they are done)

3	*What is culture and how is it learned?*	• 9.3.15.6 - Explain the spread of culture using the concept of diffusion and diffusion models.	• Wrap up Nacirema
			• Culture Notes
			  ○ Google Slides Link
			  ○ Fill-in-the-blanks link

4	*What is the culture of Big Lake High School?*	• 9.3.15.6 - Explain the spread of culture using the concept of diffusion and diffusion models.	• Culture of BLHS Assignment
5	*How does culture vary by region?*	• 9.3.15.6 - Explain the spread of culture using the concept of diffusion and diffusion models.	• Review Kahoot! • Start God's Must Be Crazy Video Clips ○ Worksheet
6	*How can conflict arise when there are differences in culture?*	• 9.3.15.6 - Explain the spread of culture using the concept of diffusion and diffusion models.	• Finish Video Clips • GOD'S MUST BE CRAZY REVIEW

7	*What is cultural diffusion?*	• 9.3.15.6 - Explain the spread of culture using the concept of diffusion and diffusion models.	• Culture Change Notes
			  ○ Google Slides Link
			  ○ Fill in the blank note sheet
			• Cultural Diffusion Case Study: McDonald's Activity

	What factors cause culture to change?	• 9.3.15.6 - Explain the spread of culture using the concept of diffusion and diffusion models.	• Finish Culture Change Notes • Review Game

8	*How does the introduction of popular culture impact folk culture?*	• 9.3.15.6 - Explain the spread of culture using the concept of diffusion and diffusion models.	• Folk vs. Popular Culture Notes & Activity
			  ○ Candy Culture Simulation Link (**CLICK HERE** when prompted in class!)
			  ○ Folk vs. Popular Culture Notes Link
			  ○ Fill-in-the-Blank Notes Link

9	*How does culture shape the way of life for different countries around the world?*	• 9.3.15.6 - Explain the spread of culture using the concept of diffusion and diffusion models.	• Introduce Culture Project
			  ○ Introduce Country Project
			  ■ Have country cards ready! (remove Palestine and Taiwan)
			  ○ Pass out Culture of a Country Assignment
			  ○ (Use same countries as One-Pager)

10	*How does the diffusion of culture connect countries around the world?*	• 9.3.15.6 - Explain the spread of culture using the concept of diffusion and diffusion models.	• Continue Culture Project ○ Post Cheat Sheet • Hand out Unit 3 Review Guide
11	*What features connect many countries in the world and what makes countries unique?*	• 9.3.15.6 - Explain the spread of culture using the concept of diffusion and diffusion models.	• Country Meet & Greet Activity ○ Absent for the activity? **CLICK HERE** to view some completed profiles to use to complete the Meet & Greet Chart
12			• Review Unit 3
13			• Unit 3 Summative Assessment

Unit 4: Migration

Compelling Question:	*How does migration shape people, places, and societies?*
About Unit 4:	This unit asks students to explore how the movement of people has shaped communities, cultures, and places throughout history and continues to influence the world today. Students investigate the causes of migration by examining push and pull factors, analyze historical migration patterns within the United States, and explore global migration case studies to understand the geographic, economic, political, and environmental forces that drive human movement.

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technologies, and geographic inquiry to solve spatial problems.	influenced by power structures.	and political systems from local to global scale.		

Benchmark Implementation (Daily Lessons)			
DAY #	**Supporting Questions**	**Benchmarks**	**Tasks**
1	*What causes people to leave their home?*	● 9.3.15.3 - Explain migration patterns, including forced migration and displacement, in the modern era at a range of scales from local to global.	● Introduction to Migration: ○ Migration Principles ○ Migration Distribution (regional vs intraregional) ○ Types of Migration (Immigration vs. Emigration) ● Case Study: Laos ● White Board Group Reflection
2	*How can the environment of a place motivate migration?*	● 9.3.15.3 - Explain migration patterns, including forced migration and displacement, in the modern era at a range of scales from local to global.	● Causes of Migration ⟶ Push Factors vs. Pull Factors: Environmental & Economic Reasons ● Case Study: Hurricane Katrina and Sahel Region of Africa (Environmental) ● Case Study: India and UAE (Economic)
3	*How can a government encourage and discourage migration?*	● 9.4.21.15 Explain the difference between an immigrant and a refugee. Describe various immigrant, migrant and refugee groups, focusing on Hmong, Somali, Indian, Ethiopian and Latinx people who have come to the United States. Examine different responses to immigration and the growing diversity of the United States.	● Causes of Migration ⟶ Push Factors vs. Pull Factors: Political ● Case Study: Native Americans ● Case Study: Sudan

		• 9.3.17.4 - Evaluate the impact of spatial decisions on policies affecting historically marginalized communities of color and Indigenous nationals, and take action to affect policy.	
4	*What reasons did people have to migrate to the United States throughout history?*	• 9.4.20.6: Investigate and interpret multiple primary sources about global migration and refugees from 1900 to the present. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.	• Review Game • Push and Pull Factors of Migration Stations: Case Studies → Syria, Somalia, India, Ethiopia, and Latin America (Resource)

5	*How does migration help and hurt the countries of origin and final destination countries?*	• 9.3.15.3 - Explain migration patterns, including forced migration and displacement, in the modern era at a range of scales from local to global.	• Impacts of Migration
			  ○ Economic - Remittances, Brain Drain, and Brain Gain
			  ○ Political
			  ○ Cultural
			• I am a Migrant Assignment
			  ○ Website
			  ○ Document

6	*How have the migration patterns of the United States changed throughout history?*	• 9.3.17.1 - Investigate one's multiple identities based on location, place, culture and in relation to others	• Migration Patterns of the United States Map Comparison
7	*What is an ethnic enclave and how does it impact the culture of a place?*	• 9.3.17.2 - Analyze how their sense of place has changed over time and how people are reclaiming their sense of place.	• Ethnic Enclaves Advertisement Project

8	*What is an ethnic enclave and how does it impact the culture of a place?*	• 9.3.17.1 - Investigate one's multiple identities based on location, place, culture and in relation to others	• Finish Project
9	*What is an ethnic enclave and how does it impact the culture of a place?*	• 9.3.17.1 - Investigate one's multiple identities based on location, place, culture and in relation to others	• Ethnic Enclaves Advertisement Galley Walk
10			• Review Unit 4
11			• Unit 4 Summative Assessment

Unit 5: Political and Urban Geography				
Compelling Question:	*How do cities and political boundaries influence opportunities and challenges for people?*			
About Unit 5:	This unit asks students to explore how people organize and govern places, and how political decisions and urban development shape the lives of individuals and communities. Students investigate the structure and functions of cities by examining city layouts, urban models, and patterns of economic activity. They also explore the foundations of political geography, including the shapes of states, the creation of political boundaries, and the ways borders influence identity, conflict, cooperation, and access to resources. Through the study of genocide as a case study, students examine how political power, territorial boundaries, and human geography can contribute to both conflict and human rights violations.			
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Benchmark Implementation (Daily Lessons)			
DAY #	**Supporting Questions**	**Benchmarks**	**Tasks**
1	*How do states organize and control their territory, and how has this changed over time?*	● 9.3.15.7 - Describe the effects of sovereignty, nationalism, and supranationalism on the establishment of political boundaries and economic activities.	● Mapping Challenge → how many countries can you label ● States & Sovereignty ○ State ○ Sovereignty ○ Federal vs. Unitary State ○ Evolution of States
2	*What influences how boundaries are drawn and how do the shapes of states impact them?*	● 9.3.15.7 - Describe the effects of sovereignty, nationalism, and supranationalism on the establishment of political boundaries and economic activities.	● Shapes of States/Types of Boundaries
3	*What factors are considered when drawing a border?*	● 9.3.15.7 - Describe the effects of sovereignty, nationalism, and supranationalism on the establishment of political boundaries and economic activities.	● Create a Border Activity
4	*How can the drawing of boundaries cause conflict?*	● 9.3.15.7 - Describe the effects of sovereignty, nationalism, and supranationalism on the establishment of political boundaries and economic activities.	● Territorial Disputes ● Case Study: 8 Hotly Disputed Territories of the World

5	*How did imperialism and colonization impact the countries that were involved both in the past and today?*	● 9.3.15.8. - Analyze the impact of colonialism, from multiple perspectives, on the emergence of independent states and the tensions of political units that do not correspond to the nationalities or ethnicities of the people living within them.	● Imperialism and Colonialism Notes ● Case Study: Mapping Africa's History of Imperialism
6	*What is the difference between race and ethnicity and how have ideas about race and ethnicity shaped people's opportunities and experiences in society?*	● 9.3.17.3 - Explain the social construction of race and how it was used to oppress people of color. Assess how social policies and economic forces offer privilege or systemic oppressions for racial/ethnic groups related to accessing social, political, economic, and spatial opportunities.	● Race and Ethnicity Notes ○ Fill in the blanks
7	*What is the difference between race, ethnicity, and nationality, and why do these categories matter?*	● 9.3.17.3 - Explain the social construction of race and how it was used to oppress people of color. Assess how social policies and economic forces offer privilege or systemic oppressions for racial/ethnic groups related to accessing social, political, economic, and spatial opportunities.	● M&M Activity ○ Slides with instructions ○ Diagram/Game Board ● Race, Ethnicity and Nationality Blooket
8	*How do societies evolve from having different classifications for groups of people to carrying out a genocide? How did this play out during the Holocaust?*	● *9.4.21.6: Describe and evaluate different responses to the Holocaust, and other genocides and human rights violations.*	● 10 Stages of Genocide Notes ○ Fill in the blank notes ○ Slides
9	*What events in the history of Rwanda led to the Rwandan Genocide?*	● *9.4.21.6: Describe and evaluate different responses to the Holocaust, and other genocides and human rights violations.*	● Review the 10 Stages of Genocide (last 2 slides of the 10 Stages Notes Slides) or Kahoot! (last minute added some Rwanda review fyi) ● Background of Rwanda Assignment ○ **CLICK HERE** to access the reading

10-12	*How can you observe the 10 stages of genocide play out in the years, months and days leading up to the Rwandan genocide?*	● *9.4.21.6: Describe and evaluate different responses to the Holocaust, and other genocides and human rights violations.*	● Hotel Rwanda Clips ○ Click Here for a digital copy of the video guide ○ Introduction to Hotel Rwanda Slides ○ Talking points guide (Teacher use)
13	*Why are genocides so difficult to stop once the stages have begun and why is denial always the final stage?*	● *9.4.21.6: Describe and evaluate different responses to the Holocaust, and other genocides and human rights violations.*	● Continue Hotel Rwanda ● Debrief Discussion & Questions ○ Printable ○ 30 years after Rwanda Article
14	*Where are genocidal conflicts more prevalent and what factors make that so?*	● *9.4.21.6: Describe and evaluate different responses to the Holocaust, and other genocides and human rights violations.*	● Global Genocides Assignment (post link to map on Otus)
15			● Unit 5 Review Day
16			● Unit 5 Assessment

Unit 6: Land Use	
Compelling Question:	*How does agriculture shape the way people live and use the Earth's resources and how do the choices people make about resources shape the world?*
About Unit 6:	This unit asks students to explore how people use Earth's natural resources and how those choices shape societies, economies, and the environment. Students investigate the distribution and use of natural resources, compare renewable and nonrenewable resources, examine different sources of energy, and analyze patterns of resource consumption around the world. They will also compare agricultural practices in more developed countries (MDCs) and less developed countries (LDCs) Through geographic inquiry, students explore how

	resource availability, technology, and economic development influence sustainability and the challenges of meeting the needs of a growing global population.

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Benchmark Implementation (Daily Lessons)

DAY #	Supporting Questions	Benchmarks	Tasks

1	*Where are Energy Resources Going? What is the future of energy resources?*	• 9.3.14.2: Identify the primary factors influencing the regional pattern of economic activities from a local to a global perspective.	• Land Use Introduction Notes
			  ○ Energy Supply and Demand
			  ○ Where are Energy Resources Going?
			  ○ What is the future of energy resources?

2	*How does where you live affect what you eat?*	• 9.3.14.3: Describe patterns of production and consumption of agricultural commodities that are traded among nations.	• How Geography Impacts Population Spark Activity → Where is it Grown Exploration
			  ○ Handout
			• Food & Agriculture Mapping Activity
			  ○ Handout

3	*How has agriculture become more global?*	• 9.3.14.3: Describe patterns of production and consumption of	• Food & Agriculture Mapping Activity

		agricultural commodities that are traded among nations.	
4	*How does geography influence what commodities are produced in certain areas of the world?*	• 9.3.14.3: Describe patterns of production and consumption of agricultural commodities that are traded among nations.	• Review Game
5	*How do political factors shape production of chocolate in Cote d'Ivoire?*	• 9.3.15.5. - Analyze how global capital and technologies were used to shape the global wealth distribution and the legacies of subordinate and dominant powers that have existed in the world for the last seventy years.	• Cote d'Ivoire Case Study
6	*How do environmental, political and cultural factors shape production of chocolate in Cote d'Ivoire?*	• 9.3.14.1: Apply geographic models to explain the location of economic activities, land use patterns and resources from local to a global perspective. Critique these models to investigate (understand) how they were influenced by power or analyze the models through a critical lens.	• Cote d'Ivoire Chocolate Exploration Activity
7	*How do humans influence the use of resources?*	• 9.3.16.2: Analyze patterns of production and consumption of energy and the impact it has on climate change.	• Protecting Resources Notes ○ How are resources depleted? ○ How can they be protected?
8	*What are food deserts and how can digital maps and resources be used to identify them and work to eliminate them?*	• 9.3.14.2: Identify the primary factors influencing the regional pattern of economic activities from a local to a global perspective.	• Food Deserts Story Map Activity → A Twin Cities Case Study ○ Story Map
9	*What are food deserts and how can digital maps and resources*	• 9.3.14.2: Identify the primary factors influencing the regional pattern of	• Food Deserts Story Map Activity → A Twin Cities Case Study

	be used to identify them and work to eliminate them?	economic activities from a local to a global perspective.	○ Story Map
10	*What climate issues are prominent in the world today and what solutions are available?*	● 9.4.22.5: Examine multiple strategies used by the environmental movement of the 20th and 21st centuries. Identify individuals and groups today who are building on that legacy.	● Why Do Climate Issues Exist? ○ Patterns of Land Disuse ○ Pollution Policies throughout History ● Attempts at Solutions
11	*What are important land use issues in the world today and what should people understand about these issues?*	● 9.3.16.2: Analyze patterns of production and consumption of energy and the impact it has on climate change.	● Land Use Issue PSA Project ○ Topic Selection & Research Day
12	*What historical factors have shaped land use issues in our world and how can understanding the past help us find solutions?*	● 9.4.22.6: Draw on historical examples to propose a solution to a pressing global issue.	● Finish Research - Teacher Checkpoint 1
13	*What factors continue to precipitate various land use issues?*	● 9.3.16.2: Analyze patterns of production and consumption of energy and the impact it has on climate change.	● Poster Work Day 1
14	*How can the past be used to find effective solutions to solve land use issues?*	● 9.4.22.6: Draw on historical examples to propose a solution to a pressing global issue.	● Poster Work Day 2 - Teacher Checkpoint 2
15	*What similarities and differences exist between various land use issues?*	● 9.3.16.2: Analyze patterns of production and consumption of energy and the impact it has on climate change.	● Gallery Walk
16			● Review Unit 6
17			● Unit 6 Summative Assessment