



GRADE 6 WORLD CULTURES & GEOGRAPHY

CURRICULUM

CARLISLE AREA SCHOOL DISTRICT

DATE OF BOARD APPROVAL: September 21, 2023

COURSE OVERVIEW

Title:	Grade 6 World Cultures & Geography
Grade Level:	Grade 6
Level:	N/A
Length:	Full Year
Duration:	60 Minute Periods
Frequency:	Five Classes per Week
Pre-Requisites:	None
Credit:	N/A
Description:	<p>In 6th grade, students study people, places, and societies of our contemporary world. These societies include Canada, the United States, Mexico, Central America, Caribbean Islands, South America, and Europe. Students learn about the influence of individuals and groups on historical and contemporary events in those societies and identify the locations and geographic characteristics of various societies. Students identify different ways of organizing economic and governmental systems. The concepts of limited and unlimited government are introduced, and students describe the nature of citizenship in various societies. Students compare institutions common to all societies such as government, education, and religious institutions. Students explain how the level of technology affects the development of various societies and identify different points of view about events. A deliberate emphasis on English Language Arts (ELA) skills are explicitly and purposefully used as part of the instruction throughout the course.</p>

COURSE TIMELINE

UNIT	TITLE	KEY CONCEPTS	DURATION (DAYS)
1	Reading Non-Fiction/Informational Text in Social Studies	<ul style="list-style-type: none"> • Text structures • Central idea and supporting details • Text features 	5 Days and Ongoing
2	Five Themes of Geography	<ul style="list-style-type: none"> • Location • Place • Regions • Human-environmental interaction • Movement 	20 Days and Ongoing
3	Global Concepts	<ul style="list-style-type: none"> • Geographer's tools • Physical geography • Climate regions • Human and cultural geography • Government and economic institutions 	20 Days
4	United States and Canada	<ul style="list-style-type: none"> • Physical features • Natural resources • History • Government • Economics • Culture 	40 Days
5	Europe	<ul style="list-style-type: none"> • Physical features • Natural resources • History • Government • Economics • Culture 	45 Days

6	Mexico, Central America, and Caribbean	<ul style="list-style-type: none"> • Physical features • Natural resources • History • Government • Economics • Culture 	23 Days
7	South America	<ul style="list-style-type: none"> • Physical features • Natural resources • History • Government • Economics • Culture 	22 Days
8	Research	<ul style="list-style-type: none"> • Types of sources • Questions to focus research • Notetaking skills • Plagiarism • Research-based writing 	Ongoing

DISCIPLINARY SKILLS and PRACTICES

DISCIPLINARY SKILLS/PRACTICE	DESCRIPTION
Asking Geographic Questions	Students will identify examples of geographic questions from a list of both geographic and nongeographic questions, questions that help explain the importance of the features or location of places, and will describe how geographic questions seek information about the organization of human or physical features in space.
Acquiring Geographic Information	Students will describe the characteristics of a place using observed and collected data, analyze data examples to determine whether or not it is geographic, and identify and describe the characteristic information required for a map to be accurate and helpful.
Organizing Geographic Information	Students will construct a map using points to represent the locations of collected data, construct a graph to display the changes in demographics, and construct a data table with represented values and a map to display the values represented.
Analyzing Geographic Information	Students will construct a graph representing geographic information from a data table to identify trends, analyze various maps to identify relationships or similarities between countries or regions based on the data represented, and analyze the relationships and patterns between political boundary lines and features on maps to describe possible trends.
Answering Geographic Questions	Students will describe how maps can display geographic information to help answer questions, and describe how multimedia tools can be used to present answers to geographic questions.

CONNECTING THEMES AND ENDURING UNDERSTANDINGS FOR SOCIAL STUDIES

Students should be able to demonstrate understanding of selected themes (depending on the course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout the courses. Enduring understandings transcend specific units, courses, increase student understanding, and retention of knowledge.

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.

Location: The student will understand that location affects a society's economy, culture, and development.

Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.

Production, Distribution, Consumption: The student will understand that the location, customs, beliefs, and laws of the society affect the production, distribution, and consumption of goods/services produced by the society.

Time, Change, Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of that society.

Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain. (Economics)

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.

UNIT 1

Unit Title	Reading Non-Fiction/Informational Text in Social Studies (Ongoing Unit)		
Unit Description	This unit contains skills that will be taught, revisited, and reinforced throughout the year. The learning centers on important skills needed to read and understand informational text.		
Unit Assessment	Formative and summative assessments to include key concepts and understanding of unit essential questions.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do I read and understand informational text? 2-3 Days	<input type="checkbox"/> Define text structures. <input type="checkbox"/> Recognize/identify text structures using various text samples. <input type="checkbox"/> Describe why a writer chooses a particular text structure.	Concepts: descriptive text structure, compare/contrast text structure, problem/solution text structure, cause/effect text structure, sequence/chronological text structure	CC.8.5.6-8.C Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). CC.8.5.6-8.F Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

<p>How do writers communicate important information using various text structures?</p> <p>Ongoing</p>	<p><input type="checkbox"/> Recognize/identify text structures using content-specific text throughout the year.</p> <p><input type="checkbox"/> Describe/explain why a writer would choose a particular text structure for content-specific text throughout the year.</p>	<p>Concepts: descriptive text structure, compare/contrast text structure, problem/solution text structure, cause/effect text structure, sequence/chronological text structure</p>	<p>CC.8.5.6-8.E Describe how a text presents information (e.g., sequentially, comparatively, causally). Distinguish among fact, opinion, and reasoned judgment in a text.</p>
<p>How do I identify central ideas and details in informational text?</p> <p>2-3 Days</p>	<p><input type="checkbox"/> Define “central idea” and “detail.”</p> <p><input type="checkbox"/> Identify main ideas and details in sample texts.</p>	<p>Vocabulary: central idea, detail</p>	<p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
<p>How do I identify central ideas and details in informational text?</p> <p>Ongoing</p>	<p><input type="checkbox"/> Identify central ideas and details in content-specific texts.</p>	<p>Vocabulary: central idea, detail</p>	<p>CC.8.5.6-8.B Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
<p>How does the writer use the parts of a text to share information?</p> <p>2-3 Days</p>	<p><input type="checkbox"/> Identify the parts of a text.</p> <p><input type="checkbox"/> Describe each part of a text and its purpose.</p>	<p>Concepts: table of contents, index, paragraphs, glossary, headings, bold words/italics, pictures/graphics, captions, diagrams, vocabulary</p>	<p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p>

<p>How does the writer use the parts of a text to share information?</p> <p>Ongoing</p>	<p><input type="checkbox"/> Find and research content-specific topics based on knowledge of reading a text.</p>	<p>Concepts: table of contents, index, paragraphs, glossary, headings, bold words/italics, pictures/graphics, captions, diagrams, vocabulary</p>	<p>CC.1.2.3.G Use information gained from text features to demonstrate understanding of a text.</p>
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UNIT 2

Unit Title	Five Themes of Geography		
Unit Description	Students will examine the Five Themes of Geography (location, place, movement, human environment interaction, and region). They will use the mapping terms and skills of geographers to assist in understanding people, places, and environments of the past and present.		
Unit Assessment	Formative and summative assessments to include key concepts and understanding of unit essential questions.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
When is it appropriate to use absolute versus relative location? 2 Days and Ongoing	<input type="checkbox"/> Explain the difference between relative and absolute location. <input type="checkbox"/> Give examples of relative and absolute location. <input type="checkbox"/> Given relative and absolute location clues, find a location.	Concepts: five themes of geography Vocabulary: location, absolute location, relative location	7.1.6.A Describe how common geographic tools are used to organize and interpret information about people, places, and environment. 7.1.6.B Describe and locate places and regions as defined by physical and human features.
What makes a place different from other places? 2 Days and Ongoing	<input type="checkbox"/> Explain the difference between place and location. <input type="checkbox"/> Recognize the differences between physical and human features. <input type="checkbox"/> Describe a place by its physical and/or human features.	Concepts: place, physical features, human features	7.2.6.A Describe the characteristics of places and regions.

<p>How are regions determined and what makes them similar and/or different?</p> <p>2 Days and Ongoing</p>	<p><input type="checkbox"/> Explain the difference between region and place.</p> <p><input type="checkbox"/> Identify and describe a region using specific characteristics.</p> <p><input type="checkbox"/> Classify a region’s characteristics as either cultural or physical.</p>	<p>Concepts: cultural characteristics, physical characteristics</p> <p>Vocabulary: region</p>	<p>7.2.6.A Describe the characteristics of places and regions.</p>
<p>How do humans use, adapt to, and change the environment?</p> <p>2 Days and Ongoing</p>	<p><input type="checkbox"/> Evaluate how humans use their environment.</p> <p><input type="checkbox"/> Compare and contrast how humans adapt to their environment.</p> <p><input type="checkbox"/> Analyze how humans have positively or negatively changed their environment.</p>	<p>Concepts: human and environmental interactions, use vs. adapt vs. change</p>	<p>7.3.6.A Describe the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.</p>
<p>How do people, goods, and ideas move globally?</p> <p>2 Days and Ongoing</p>	<p><input type="checkbox"/> Identify the different methods of moving people, goods and ideas.</p> <p><input type="checkbox"/> Evaluate the benefits and costs of moving people or goods using different methods.</p> <p><input type="checkbox"/> Discuss how the exchange of ideas and globalization have impacted one another.</p>	<p>Concepts: methods of movement (train, ship, airplane, etc.)</p> <p>Vocabulary: movement, goods, globalization</p>	<p>6.2.6.D Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.</p> <p>6.4.6.D Explain how transportation communication networks, and technology contribute to economic interdependence.</p>

UNIT 3

Unit Title	Global Concepts		
Unit Description	In this unit, students will develop the map literacy skills necessary to analyze the characteristics of various regions in depth. Learners will understand how to use and differentiate between types of maps and other geographic representations, the physical characteristics of places and develop a geographic understanding of the earth. While students in this introductory unit will spend time working with recall of information, they will move to basic reasoning levels when they are asked to interpret map projections, compare and contrast regions and explain relationships between locations. Finally, students will move into complex reasoning when they cite evidence to support their conclusions about map projections, the implementation of mapping technologies, and evaluation of maps.		
Unit Assessment	Formative and summative assessments to include key concepts and understanding of unit essential questions.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
What tools do geographers use to help them study and analyze Earth's people and places? 4 Days	<input type="checkbox"/> Identify, describe, and/or use tools utilized by geographers.	Vocabulary: latitude and longitude, compass rose, key/legend, map scale, title	7.1.6.A Describe how common geographic tools are used to organize and interpret information about people, places, and environment.

<p>How are all living things dependent upon their surroundings?</p> <p>4 Days</p>	<p><input type="checkbox"/> Identify different landforms and bodies of water.</p> <p><input type="checkbox"/> Discuss the difference between renewable and nonrenewable resources.</p> <p><input type="checkbox"/> Explain how climate influences the physical and human characteristics of a place.</p>	<p>Concepts: gulf, sea, desert, canyon, plateau, plain, isthmus, peninsula, mountain, island (optional: bay, valley)</p> <p>Vocabulary: renewable/non-renewable resources, climate</p>	<p>7.2.6.B Describe the physical processes that shape patterns on Earth’s surface.</p>
<p>How do geographers study the ways people are distributed globally?</p> <p>2 Days</p>	<p><input type="checkbox"/> Understand that people need to live near resources.</p> <p><input type="checkbox"/> Understand that people migrate for different reasons.</p> <p><input type="checkbox"/> Explain how population changes over time.</p>	<p>Concepts: natural resources, push and pull factors, population density</p> <p>Vocabulary: immigrants, immigration, migration, population</p>	<p>7.3.6.A Describe the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.</p>
<p>How and why are groups of people culturally similar and different?</p> <p>6 Days</p>	<p><input type="checkbox"/> Define culture.</p> <p><input type="checkbox"/> Understand aspects of each of the eight traits of culture.</p> <p><input type="checkbox"/> Identify cultural influences found in one’s own community.</p>	<p>Concepts: eight traits: social groups, language, religion, economy, daily life, history, arts, government</p> <p>Vocabulary: culture</p>	<p>8.4.6.C Explain how continuity and change have impacted world history – belief systems, commerce and industry, technology, politics and government, physical and human geography, and social organizations.</p>

<p>How do people respond when unlimited wants are constrained by limited resources?</p> <p>2 Days</p>	<p><input type="checkbox"/> Recognize and explain the three types of economic systems.</p> <p><input type="checkbox"/> Apply the forces of supply and demand to real world situations.</p> <p><input type="checkbox"/> Use economic statistical terms to compare and contrast economies.</p>	<p>Concepts: supply, demand, scarcity, market</p> <p>Vocabulary: command, shortage, surplus</p>	<p>6.1.6.A Explain how limited resources and unlimited wants cause scarcity.</p> <p>6.2.6.A Describe the interaction of consumers and producers of goods and services in the state and national economy.</p> <p>6.2.6.B Explain why and how market competition takes place.</p> <p>6.2.6.D Describe how prices influence both buyers and sellers and explain why prices may vary for similar products.</p> <p>6.2.6.G Examine how various economic systems address the three basic questions – What to produce? How? For whom?</p>
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<p>How are governments organized and what purpose do they serve?</p> <p>2 Days</p>	<p><input type="checkbox"/> Explain the functions of government.</p> <p><input type="checkbox"/> Compare and contrast the different types of government.</p>	<p>Concepts: dictatorship, democracy, monarchy</p>	<p>6.3.6.A Examine government’s role in providing public goods and services.</p> <p>6.3.6.B Describe the impact of government involvement in state and national economic activities.</p> <p>8.4.6.C Explain how continuity and change have impacted world history – beliefs systems, commerce and industry, technology, politics and government, physical and human geography, and social organizations.</p>
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UNIT 4

Unit Title	United States and Canada		
Unit Description	Students will study the United States and Canada. Students will explore the effects of physical geography on the region as well as major elements of culture. Students will explore current issues facing the regions.		
Unit Assessment	Formative and summative assessments to include key concepts and understanding of unit essential questions.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do physical features influence how and where people live? 3-4 Days	<input type="checkbox"/> Compare and contrast the physical features of the United States and Canada and how they impact the people who live there. <input type="checkbox"/> Analyze population centers and how climate impacts where people are distributed in the United States and Canada.	Locations: Appalachian Mountains, Canadian shield, Hudson Bay, Great Plains, Rocky Mountains, Sierra Nevada, Mount Denali, Grand Canyon, Hawaiian Islands, Great Lakes, Mississippi River, St. Lawrence River, Atlantic Ocean, Pacific Ocean, Arctic Ocean, Gulf of Mexico Vocabulary: megalopolis	7.1.6.B Describe and locate places and regions as defined by physical and human features. 7.4.6.A Describe and explain the effects of the physical systems on people within regions. 7.2.6.A Describe the characteristics of places and regions.

<p>How are the United States and Canada impacted by the resources available?</p> <p>3-4 Days</p>	<p><input type="checkbox"/> List natural resources found within various regions and how they influence human-environment interactions.</p>	<p>Content: fossil fuel (oil, natural gas, coal), agricultural areas, minerals (iron, gold, uranium, etc.), fishing, timber</p>	<p>7.3.6.A Describe the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.</p> <p>6.1.6.B Compare ways that people meet their needs with how they meet their wants.</p>
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<p>How did the history of the United States and Canada lead to the countries we know today?</p> <p>15 Days</p>	<p><input type="checkbox"/> Compare and contrast Canadian and American colonies during the Revolutionary War.</p> <p><input type="checkbox"/> Compare the independence movement and constitution of Canada and the United States.</p> <p><input type="checkbox"/> Describe the United States and Canada's relationship in recent history.</p>	<p>Content: French and Indian War, American Revolution, Canadian Independence: 1931 Statute of Westminster and 1982 Canadian constitution (Canada Act), United States and Canada War on Terror</p>	<p>8.4.6.A Explain the social, political, cultural, and economic contributions of individuals and groups to world history.</p> <p>8.4.6.C Explain how continuity and change have impacted world history – beliefs systems, commerce and industry, technology, politics and government, physical and human geography, and social organizations.</p> <p>8.4.6.D Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.</p>
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<p>How do the governments of the United States of America and Canada differ and how does this affect their citizens?</p> <p>4 Days</p>	<p><input type="checkbox"/> Compare and contrast the governments of the United States and Canada.</p>	<p>Content: United States - representative democracy, Bill of Rights, The Constitution; Canada – Parliament, Prime Minister, Governor general</p>	<p>6.3.6.A Examine government’s role in providing public goods and services.</p> <p>8.4.6.C Explain how continuity and change have impacted world history – beliefs systems, commerce and industry, technology, politics and government, physical and human geography, and social organizations.</p>
<p>How do economies of the United States and Canada differ and how does this affect their citizens?</p> <p>3 Days</p>	<p><input type="checkbox"/> Compare and contrast the economies of the United States and Canada.</p>	<p>Concepts: advantages/disadvantages of economic systems</p>	<p>6.5.9 Define wealth and describe its distribution within and among the political divisions of the United States.</p> <p>6.5.12 Compare distribution of wealth across nations.</p> <p>6.3.6.B Describe the impact of government involvement in state and national economic activities.</p>

<p>What are the similarities and differences in the culture and lifestyle of the United States and Canada?</p> <p>Ongoing</p>	<p><input type="checkbox"/> Apply the eight traits of culture to the United States and Canada.</p> <p><input type="checkbox"/> Apply the five themes of geography to the United States and Canada.</p>	<p>Concepts: Eight traits of culture (especially daily life, art, social groups, government, religion, language); five themes of geography – location, place, region, movement, human environment interaction</p>	<p>8.4.6.C Explain how continuity and change have impacted world history – belief systems, commerce and industry, technology, politics and government, physical and human geography, and social organizations.</p>
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UNIT 5

Unit Title	Europe		
Unit Description	Students will study the countries of Europe. Students will explore the effects of physical geography on the region as well as major elements of culture. Students will explore current issues facing the regions.		
Unit Assessment	Formative and summative assessments to include key concepts and understanding of unit essential questions.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do the physical features in Europe affect their population, the economy and relationships throughout the world? 5 Days	<input type="checkbox"/> Evaluate the impact of Europe’s landforms and waterways on where and how Europeans live. <input type="checkbox"/> Explain the importance of air and ocean currents on Europe’s climate.	<p>Locations: Geographical features: Ural Mountains, Alps, European Plain, Iberian Peninsula, English Channel, Mediterranean Sea, Black Sea, Danube River, Rhine River, North Sea</p> <p>Concepts: navigable river, wind patterns, water current, trans-Atlantic current</p> <p>Vocabulary: landlocked, pass, peninsula, island, plain</p>	<p>7.1.6.B Describe and locate places and regions as defined by physical and human features.</p> <p>7.4.6.A Describe and explain the effects of the physical systems on people within regions.</p> <p>7.2.6.A Describe the characteristics of places and regions.</p>

<p>How have Europe's natural resources evolved over time?</p> <p>2-3 Days</p>	<p><input type="checkbox"/> Explain how the waterways and fertile soils are important resources in Europe.</p> <p><input type="checkbox"/> Analyze the impact and how ease of access to fossil fuels changed Europe's economy.</p> <p><input type="checkbox"/> Examine Europe's response to environmental issues and how environmental issues relate back to natural resources.</p>	<p>Content: fertile soil, waterways (fish, travel, etc.), coal, petroleum, natural gas, hydroelectric power, wind energy</p>	<p>7.3.6.A Describe the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.</p> <p>7.4.6.A Describe and explain the effects of the physical systems on people within regions.</p> <p>7.4.6.B Describe and explain the effects of people on the physical systems within regions.</p>
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<p>How did historical events impact the political landscape of Europe?</p> <p>20 Days</p>	<p><input type="checkbox"/> Explain how ancient conflicts impact modern culture and geography.</p> <p><input type="checkbox"/> Compare how historical events changed the landscape of Europe.</p>	<p>Content: ancient civilizations – Greek, Roman, Medieval; major international conflicts - World War I, World War II, Cold War</p>	<p>8.4.6.A Explain the social, political, cultural, and economic contributions of individuals and groups to world history.</p> <p>8.4.6.C Explain how continuity and change have impacted world history – beliefs systems, commerce and industry, technology, politics and government, physical and human geography, and social organizations.</p> <p>8.4.6.D Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.</p>
<p>What are the costs and benefits of European Unification (EU)?</p> <p>5 Days</p>	<p><input type="checkbox"/> Analyze the costs and benefits of EU membership.</p>	<p>Concepts: European Union</p> <p>Vocabulary: currency, Euro</p>	<p>6.3.6.D Explain the benefits of international trade.</p>

<p>How diverse are the countries in Europe and how does that impact their inhabitants?</p> <p>How has immigration continued to change Europe?</p> <p>Ongoing</p>	<p><input type="checkbox"/> Apply the eight traits of culture to the different countries in Europe.</p> <p><input type="checkbox"/> Apply the five themes of geography to Europe.</p>	<p>Concepts: eight traits (especially daily life, art, social groups, government, religion, language); five themes of geography (location, region, place, movement, human-environment interaction)</p>	<p>7.3.6.A Describe the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.</p> <p>8.4.6.C Explain how continuity and change have impacted world history – beliefs systems, commerce and industry, technology, politics and government, physical and human geography, and social organizations.</p>
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UNIT 6

Unit Title	Mexico, Central America, and Caribbean		
Unit Description	Students will study Mexico, Central America, and the Caribbean. Students will explore the effects of physical geography on the region as well as major elements of culture. Students will explore current issues facing the regions.		
Unit Assessment	Formative and summative assessments to include key concepts and understanding of unit essential questions.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do the physical features of the region affect their population? 5 Days	<input type="checkbox"/> Identify and locate major physical features of the region. <input type="checkbox"/> Interpret the impact of Mexico, Central America, and the Caribbean’s physical features on the cultures.	Locations: Gulf of Mexico, Caribbean Sea, Pacific Ocean, Panama Canal, Gulf of California, Sierra Madre, Occidental/Oriental, Yucatan Peninsula Vocabulary: archipelago	7.1.6.B Describe and locate places and regions as defined by physical and human features. 7.4.6.A Describe and explain the effects of the physical systems on people within regions. 7.2.6.A Describe the characteristics of places and regions.

<p>How do the resources of different regions impact their economies?</p> <p>5 Days</p>	<p><input type="checkbox"/> Identify important natural resources for each region and how they influence human-environmental interaction.</p>	<p>Content: oil, mining</p> <p>Vocabulary: cash crops (tropical fruits, sugar)</p>	<p>7.3.6.A Describe the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.</p>
<p>How did colonization change ancient civilizations in this region?</p> <p>11 Days</p>	<p><input type="checkbox"/> Compare and contrast the Aztec and Mayan Civilizations.</p> <p><input type="checkbox"/> Analyze the effect of European colonization on the people of the region.</p>	<p>Content: Aztec, Maya, Spaniards</p> <p>Vocabulary: colonization</p>	<p>8.4.6.A Explain the social, political, cultural, and economic contributions of individuals and groups to world history.</p> <p>8.4.6.C Explain how continuity and change have impacted world history – beliefs systems, commerce and industry, technology, politics and government, physical and human geography, and social organizations.</p> <p>8.4.6.D Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.</p>

<p>How has each region established a cultural identity?</p> <p>Ongoing</p>	<p><input type="checkbox"/> Apply the eight traits of culture to Mexico and the different countries in Central America and the Caribbean.</p> <p><input type="checkbox"/> Apply the five themes of geography to Mesoamerica.</p>	<p>Concepts: Eight traits of culture (especially daily life, government, art, social groups, religion, language); five themes of geography (location, region, place, movement, human-environment interaction)</p>	<p>8.4.6.C Explain how continuity and change have impacted world history – belief systems, commerce and industry, technology, politics and government, physical and human geography, and social organizations.</p>
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UNIT 7

Unit Title	South America		
Unit Description	Students will study South America. Students will explore the effects of physical geography on the region as well as major elements of culture. Students will explore current issues facing the region.		
Unit Assessment	Formative and summative assessments to include key concepts and understanding of unit essential questions.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How do the physical features in South America affect their population? 3 Days	<input type="checkbox"/> Identify and locate major physical features of the region. <input type="checkbox"/> Interpret the impact of South America’s physical features on the cultures.	Locations: Amazon River, Amazon Rainforest, Andes Mountains, Pampas, Atacama Desert, Patagonia, Galapagos Islands, Cape Horn	7.1.6.B Describe and locate places and regions as defined by physical and human features. 7.4.6.A Describe and explain the effects of the physical systems on people within regions. 7.2.6.A Describe the characteristics of places and regions.

<p>How do you balance the developing economic needs of a country with environmental concerns?</p> <p>5 Days</p>	<p><input type="checkbox"/> Explain how the Amazon Rainforest is an important resource of biodiversity.</p> <p><input type="checkbox"/> Analyze why economic development threatens the Amazon Rainforest.</p>	<p>Locations: Amazon Rainforest</p> <p>Vocabulary: biodiversity, deforestation</p>	<p>7.3.6.A Describe the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.</p>
<p>How did colonization from different cultures affect the people of South America?</p> <p>10 Days</p>	<p><input type="checkbox"/> Describe the key features of the Incan Empire.</p> <p><input type="checkbox"/> Explain why some countries were colonized by the Spanish and others by the Portuguese.</p> <p><input type="checkbox"/> Compare and contrast the colonization of South America by the Spanish and Portuguese.</p>	<p>Content: Incas, Spanish vs. Portuguese conquest</p>	<p>8.4.6.A – Explain the social, political, cultural, and economic contributions of individuals and groups to world history.</p> <p>8.4.6.C Explain how continuity and change have impacted world history – beliefs systems, commerce and industry, technology, politics and government, physical and human geography, and social organizations.</p> <p>8.4.6.D Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.</p>

<p>How has each region in South America established a cultural identity?</p> <p>Ongoing</p>	<p><input type="checkbox"/> Apply the eight traits of culture to the different countries in South America.</p> <p><input type="checkbox"/> Apply the five themes of geography to South America.</p>	<p>Concepts: Eight traits of culture (especially daily life, government, art, social groups, religion, language); five themes of geography (location, region, place, movement, human-environment interaction)</p>	<p>8.4.6.C Explain how continuity and change have impacted world history – belief systems, commerce and industry, technology, politics and government, physical and human geography, and social organizations.</p>
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UNIT 8

Unit Title	Research		
Unit Description	Students will learn the research process, and then use research findings to communicate information.		
Unit Assessment	Formative and summative assessments to include key concepts and understanding of unit essential questions.		
Essential Question	Learning Goals	Content and Vocabulary	Standards
How can primary and secondary sources be used in research? Ongoing	<input type="checkbox"/> Differentiate between primary and secondary sources. <input type="checkbox"/> Analyze the relationship between a primary and secondary source on the same subject.	Vocabulary: primary source, secondary source	CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

<p>How do I paraphrase information?</p> <p>Ongoing</p>	<p><input type="checkbox"/> Apply strategies for paraphrasing in their writing.</p>	<p>Vocabulary: paraphrase</p>	<p>C.8.6.6-8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.6-8.D With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>CC.8.6.6-8.E Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>
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			<p>CC.8.6.6-8.F Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.8.6.6-8.H Draw evidence from informational texts to support analysis reflection, and research.</p>
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<p>How do I avoid plagiarism in my writing?</p> <p>Ongoing</p>	<p><input type="checkbox"/> Demonstrate understanding of plagiarism.</p> <p><input type="checkbox"/> Explain how to cite information.</p> <p><input type="checkbox"/> Create a works cited page.</p>	<p>Concepts: works cited page</p> <p>Vocabulary: cite, plagiarism</p>	<p>CC.8.6.6-8.G Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>CC.8.6.6-8.H Draw evidence from informational texts to support analysis reflection, and research.</p>
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ACCOMMODATIONS AND MODIFICATIONS

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student’s I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content

- Occasional need for one-to-one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)