

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade Six Social Studies:
World Regional Studies One
December 2020

BOE APPROVED FEBRUARY 2021

New Milford Board of Education

Wendy Faulenbach, Chairperson

Joseph Failla, Vice Chairperson

Cynthia Nabozny, Secretary

Tammy McInerney, Assistant Secretary

Pete Helmus

Brian McCauley

Eileen P. Monaghan

Olga Rella

Interim Superintendent of Schools

Ms. Nisha DiCorpo

Interim Assistant Superintendent

Ms. Catherine Calabrese

Authors of Course Guide

Daniel Savo

Ashley Kivela

New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

REVISION

Grade 6 - World Regional Studies

World Regional Studies is a two-year course for Grades 6 and 7.

Regional Units of Study

World Regional Studies includes:

- the West (using the lens of geography to examine past and present features of people and nations in different regions of the world)
- Latin America
 - Middle America and the Caribbean
 - South America
- Europe
 - Western Europe
 - Eastern Europe
- Current events

The study of the world's regions and cultures requires that students generate and research compelling questions such as:

- How does where we live affect how we live?
- How and why do places change over time?
- What are the benefits and challenges that result from globalization?
- How has competition for resources and land affected the development of various regions and/or cultures?
- How do the natural resources in a particular place affect the culture and affect that region's ability to be a part of the global community?
- What characteristics make groups of people unique?
- Why are certain places more populated than others?
- How does technology influence connections among human settlements and the diffusion of culture?
- What are human rights?

Considerations for Curriculum Development

Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines.

Social studies instructors should emphasize skills and practices that prepare students for informed and engaged participation in civil life.

Prior Knowledge:

1. It will be expected that students in elementary school will establish a fundamental understanding of geography and the use of maps and globes.
2. It will also be expected that students in elementary school will have explored America's geographic and cultural regions.
3. It will be expected that students will engage in activities that promote the development of research, reading, writing, speaking, and listening skills as part of the inquiry in the social studies classroom.

Spiraling Skills:

1. It will be expected that students in middle school will apply geographic concepts and skills to study regions of the Earth.
2. It will be expected that students in high school will apply an understanding of geography, economics, and civics to study modern world history.
3. It will be expected that elementary school, middle school, and high school students will all use local and state geography as a window into larger geographic themes.
4. It will be expected that students in elementary school, middle school, and high school will analyze a variety of viewpoints and perspectives on topics studied in the course..

Core Standards Connections to the Connecticut (CSS)

The Literacy in History/Social Studies, Science, and Technical subject standards can be accessed at CCSS.ELA-Literacy.RH.6-8, CCSS.ELA-Literacy.RH.9-10, and CCSS.ELA-Literacy.RH.11-12.

Dimension of Inquiry	Connecticut Core Standards
Developing questions and planning inquiry	R1, W7, SL1
Applying disciplinary concepts and tools	R1-10, W1, W2, W7, SL1, L1-3, L6
Evaluating sources and using evidence	R1-10, W1, W2, W7-10, SL1, L1-3
Communicating conclusions and taking informed action	R1, W1-8, SL1-6, L1-3

Source: <http://www.sde.ct.gov/sde/lib/sde/pdf/board/ssframeworks.pdf>

As stated, the Connecticut Social Studies frameworks use social studies literacy skills found in the Connecticut Core Standards; at the same time, it should be noted that the social studies frameworks were developed independently from the Connecticut Core Standards and include many skills and content connections not found in the Connecticut Core Standards. It is also important that social studies teachers use the ELA College and Career Readiness Anchor Standards, especially the anchor standards for speaking and listening and language.

[6th Grade Social Studies Pacing Guide](#)

Unit:	Unit Subtopics:	Length of Time:
Physical and Human Geography:	<ul style="list-style-type: none">• The Five Themes of Geography• Geography/Map Skills• Citizenship + Government• Economy• Culture	4-6 Weeks
Ancient Civilizations: Europe	<ul style="list-style-type: none">• Physical geography• Ancient Greece• Ancient Rome	6-8 Weeks
Modern Europe	<ul style="list-style-type: none">• Physical geography• Culture of the region• History of the region• Modern issues in the region	8-10 Weeks
Ancient Civilizations: Latin America	<ul style="list-style-type: none">• Physical geography• Ancient Mayans• Ancient Aztecs• Ancient Incas	4-6 Weeks
Modern Latin America	<ul style="list-style-type: none">• Physical geography• Culture of the region• History of the region• Modern issues in the region	6-8 Weeks

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Geographic Representations: Spatial Views of the World GEO 6–7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world. GEO 6–7. 2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p> <p>Human-Environment Interaction: Places, Regions, and Culture GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people. GEO 6-7.4: Analyze the cultural and environmental characteristics that make places both similar to and different from one another. GEO 6-7.5: Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.</p> <p>Human Population: Spatial Patterns and Movement GEO 6–7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices. GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.</p> <p>Global Interconnections GEO 6-7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. GEO 6–7.10 Explain how the relationship between the environmental characteristics of</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Develop questions and plan inquiry (R1,W7, SL1).</p> <p>Apply disciplinary concepts and tools (R1-10, W1, W2, W7, SL1, L1-3, L6).</p> <p>Evaluate sources and use evidence (R1-10, W1, W2, W7-10, SL1, L1-3).</p> <p>Communicate conclusions & take informed action (R1, W1-8, SL1-6, L1-3).</p>	
	<p><i>Meaning</i></p> <p>UNDERSTANDINGS <i>Students will understand that</i></p> <ul style="list-style-type: none"> • Maps can be used or constructed to represent data in a spatial form. • Regions are defined by changing human and physical characteristics. • The change in the importance, value and availability of resources is an important aspect of human systems. • Understanding the choices made by humans and the changes in physical systems will help us anticipate and solve the problems of the future. • Culture is connected to the physical and human characteristics of a region. • A country's economy is dependent on the physical characteristics of the land. • Rules and laws set up the relationship between a government and its citizens. • With citizenship comes roles, rights, and responsibilities. 	
	<p>Essential Questions :</p> <ol style="list-style-type: none"> 1. How do the physical and human characteristics of the world provide insight into the cultures, governments, and economic systems of different regions? 2. How do the 5 Themes of Geography provide us with a lens through which we can learn about the world? <p>Supporting/Focus Questions:</p> <ul style="list-style-type: none"> • How do latitude and longitude help us understand how we travel and read maps? • How do maps reflect a region's political, geographic, and economic characteristics? • How do the natural resources in a particular place affect the culture and affect that region's ability to be a part of the global community? • How do people in different regions use, adapt and modify their environment? • How has climate change affected the environment? • How does citizenship differ around the world? • Why are rights and responsibilities important for citizenship? 	

	Acquisition	
<p>places and the production of goods influences the world trade.</p> <p>Economics ECO 6–8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p> <p>Civic and Political Institutions CIV 6-7.1 Explain specific roles played by citizens (such as votes, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).</p> <p>Change, Continuity and Context HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region</p> <p>CT State Framework INQ 6–8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. INQ 6–8.7 Evaluate the credibility of a source by determining its relevance and intended use. INQ 6–8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. INQ 6–8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>CCSS Literacy: CCSS.ELA-Literacy.RH.6-8.1-10 CCSS.ELA-Literacy.WHST.6-8.1, 2,7-10</p>	<p>Students will know...</p> <ul style="list-style-type: none"> Physical characteristics of a region affect the cultures and spatial patterns of humans. Economy is dependent on the natural resources available and provided by the physical characteristics of the region. Political and physical maps provide insight into the role that physical features play in the creation of political boundaries. Thematic maps provide insight into climate, economic resources, and spatial patterns of humans. Citizenship differs based on the government system of a country. Citizens have specific rights and responsibilities in their society and government. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Identifying and analyzing different types of maps (i.e., political, physical, thematic, etc.) Analyzing the role that physical features play in the development of a region's culture and society. Explaining the relationship between humans and the environment. Evaluating the credibility of different resources Gathering, analyzing and creating inferences based on information from multiple sources Using maps and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. Identifying and analyzing the roles of citizens in different regions. Analyzing the ways in which cultural and environmental characteristics vary among various regions of the world. Creating presentations that synthesize the information learned through the research process.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • T • M, A • T • T • M, A • T, A 	<p>Checklist/Rubric based on CCSS, NCSS, and CT State standards:</p> <ul style="list-style-type: none"> • Historical/Information Accuracy • Interpretation & application of sources • Citation of evidence • Thorough understanding and explanation of information/content • Organization & mechanics i.e. bullet points, images to support information, definitions, etc. 	<p>Performance Task</p> <p>5 Themes of Geography Project</p> <p><i>Students will show that they really understand</i> how to use the 5 Themes of Geography to break down a region or country of the world. This will be done by gathering and synthesizing information, interpreting maps and using the content specific vocabulary acquired in the unit.</p> <p><i>Goal:</i> Your goal is to create a presentation about any location in the world. The presentation needs to include geographical, cultural, political, and environmental aspects of the location you have chosen. As you plan, use the lens of the five themes of geography, including human and physical characteristics, to guide you. Include a conclusion written at the end summarizing why the location you have chosen is the best place to visit.</p> <p><i>Role:</i> You are a Tripadvisor/Travel Agent.</p> <p><i>Audience:</i> Your target audience are Potential Clients who are planning to book a trip (your peers).</p> <p><i>Situation:</i> You will take on the role of a Tripadvisor/Travel Agent trying to sell a trip to a potential customer. You will choose a specific location around the world to research and present about.</p> <p><i>Product:</i> You will prepare a Google slide presentation, brochure or Google website which describes the location to a customer in a way that makes them want to visit. (Student choice subject to teacher approval.)</p> <p><i>Standards:</i> You will be able to demonstrate your understanding by:</p> <ul style="list-style-type: none"> • Using the lens of the five themes of geography for your project, including human and physical characteristics, to explain the region. • Gathering and evaluating sources for information. • Writing your notes in the Cornell Notes format. • Analyzing and making inferences about the information. • Using bullet points, maps, and images in your presentation to make it clear and easy to follow.

		<ul style="list-style-type: none"> Presenting your information appropriately to classmates using strong eye contact and appropriate volume of voice.
<ul style="list-style-type: none"> T, M, A T, M, A M M, A 	<ul style="list-style-type: none"> Skillful application of disciplinary tools (i.e. maps, atlases, primary sources, secondary sources, etc) used to make accurate inferences and logical predictions and draw conclusions. Selection of evidence that is sufficient, relevant, and compelling to support a claim. Thorough understanding and analysis of key tools/concepts. Accurate application of content and domain specific vocabulary . 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Inquiry-Based Lessons to answer essential and supporting questions Document-Based Questions (DBQ's) Atlas & Map Skills Entrance/Exit slips Social Studies notebook Unit vocabulary assessment Close reading of primary and secondary source documents Student self-reflection/self assessment Peer evaluations/peer feedback Assignment feedback/conferencing notes Application of disciplinary concepts and skills to current issues and events

Stage 3 – Learning Plan		
	<p>Pre-Assessment</p> <ul style="list-style-type: none"> Pre-assessment for fundamental geography knowledge and skills involving the labeling of maps and KWL charts focused on major unit concepts. Pre-assessment of students abilities to synthesize information from multiple sources to answer a critical thinking question with evidence to support the argument (DBQ). Students will use evidence to respond to the following question: How has climate change affected the environment? 	
<ul style="list-style-type: none"> T, A T, M, A T, M, A 	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> Students will learn, internalize, and correctly use unit and domain specific vocabulary. (eg. Location, Place, Region, Movement, HEI, Citizenship) Students will interpret and analyze different types of maps associated with the individual unit in order to recognize spatial patterns and geographic areas. (e.g., political map, physical map, resources map, etc.) Students will synthesize multiple sources and construct an argument on how climate change has affected the environment. Students will select and use credible sources to 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> Class discussions involving student-generated questions Student discussion based on overarching questions Notebook responses / journal entries Analysis of primary and secondary sources Research and inquiry development processes Self reflection (ie, entrance / exit slips, peer assessments, self assessments) Conferencing / Teacher-student conferences

<ul style="list-style-type: none"> • T, M • T, M, A • T, M 	<p>support their research for their final project of the unit using the Cornell Notes template (e.g., Culturegrams, Encyclopedia Britannica, primary source documents, news articles)</p> <ul style="list-style-type: none"> • Students will use specific readings and videos to analyze the roles citizens play in the government along with the importance of rights and responsibilities. • Students will identify location and characteristics of regions of the world through research, inquiry, and use of maps and globes to create a presentation (5 Themes of Geography project). 	
---	--	--

Recommended Resources

Newsela <https://newsela.com/>
 Kids Discover <https://online.kidsdiscover.com/home>
 Online databases listed at school website under LMC, such as, www.culturegrams.com, www.eb.com, www.countryreports.com
 Online video databases listed at school website under LMC, such as www.discoveryed.com, www.brainpop.com
 Online map skills - <https://online.seterra.com/en>
 Research, Presentation, and Evidence-Based Writing Rubrics - [Click Here](#)
 5 Themes of Geography project Rubric - [Click Here](#)
 Pre-Assessment DBQ - [Click Here](#)

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Geographic Representations: Spatial Views of the World GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p> <p>Human-Environment Interaction: Places, Regions, and Culture GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people. GEO 6–7.5: Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.</p> <p>Human Population: Spatial Patterns and Movement GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.</p> <p>Global Interconnections GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.</p> <p>Change, Continuity and Context HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region.</p> <p>Perspectives HIST 6–7.4 Explain how and why perspectives of people have changed over time.</p> <p>CT State Framework INQ 6–8.7 Evaluate the credibility of a source by determining its relevance and intended use.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Develop questions and plan inquiry (R1,W7, SL1).</p> <p>Apply disciplinary concepts and tools (R1-10, W1, W2, W7, SL1, L1-3, L6).</p> <p>Evaluate sources and use evidence (R1-10, W1, W2, W7-10, SL1, L1-3).</p> <p>Communicate conclusions & take informed action (R1, W1-8, SL1-6, L1-3).</p> <p>Synthesize the cultural, social, political, and economic characteristics that may define a geographic region to build a global perspective.</p>	
	<p>Meaning</p> <p><u>UNDERSTANDINGS</u> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Geography can impact the development of cultures, religions and societies in a region. • The roles of citizens in society and government can vary within a region. • Modern world governments, cultures, and societies are influenced and shaped by Europe's past. 	
	<p><u>Essential Questions :</u></p> <ol style="list-style-type: none"> 1. How did geography affect the development of ancient Greece and Rome? 2. How have Greece and Rome impacted Europe's governments, societies, and cultures? 3. How did the democracy of ancient Greece and the republic of ancient Rome influence the creation of the U.S. government and Constitution? <p><u>Supporting/Focus Questions:</u></p> <ul style="list-style-type: none"> • How did religion impact the lives and societies of ancient Greece and Rome? • Was democracy fair in ancient Athens? • How did Alexander the Great influence the world? • How did social structure differ among the city-states of ancient Greece as well as between the Roman Republic and Roman Empire? 	

<p>INQ 6–8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> <p>INQ 6–8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p> <p>INQ 6–8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>Civic and Political Institutions</p> <p>CIV 6-7.1 Explain specific roles played by citizens (such as votes, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).</p> <p>CIV 6–7.3 Compare historical and contemporary means of changing societies and promoting the common good.</p> <p>CCSS Literacy: CCSS.ELA-Literacy.RH.6-8.1-10 CCSS.ELA-Literacy.WHST.6-8.1, 2,7-10</p>		<ul style="list-style-type: none"> • How did social class create conflicts within the Roman Republic? • Why did the Roman Empire fall? • How did Roman and Greek architecture, technology, arts and science change and influence society?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How the ancient Greeks and Romans defined and provided citizenship to the people. • How geography forced Greek city-states to adapt to their environments. • How the Greeks worshipped gods and created myths in an attempt to understand the world around them. • Athens and Sparta had fundamentally different societies but were both considered part of ancient Greece as a whole due to their shared culture and religion. • Conflict between the social classes caused the Roman Republic to fail and become an Empire. • Rome became too large to control, resulting in the collapse of Roman Empire. • Greek Democracy and the Roman Republic were influential on the creation of the U.S. government. • Greek and Roman arts, sciences, technology, and architecture have influenced and changed our world. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Explaining the ways in which geography, religion, and government shaped the ancient civilizations of Europe. • Analyzing and explaining the impact both ancient Greece and Rome have had on modern society. • Gathering, analyzing and creating inferences based on information from multiple sources. • Analyze primary and secondary sources to determine key ideas and possible bias. • Writing a thesis/claim using evidence to support it.

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • M, A • T • T • M, A • T, A • T, A 	<p>Checklist/Rubrics based on CCSS, NCSS, and CT State standards:</p> <ul style="list-style-type: none"> - Historical/Information Accuracy - Interpretation & application of sources - Citation of evidence - Thorough understanding and explanation of information/content - Ability to critically analyze and ask inquiry-styled questions based on information presented by sources - Organization & mechanics i.e. bullet points, images to support information, definitions, etc. 	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand</i> how the ancient civilizations of Europe have influenced the world's governments and cultures by presenting an argument using evidence gathered and synthesized throughout the unit.</p> <p><i>Goal:</i> You will create an argument answering the following question: Which civilization influenced the modern world more, ancient Greece or ancient Rome?</p> <p><i>Role:</i> You are a Debater.</p> <p><i>Audience:</i> Your target audience are your Classmates.</p> <p><i>Situation:</i> You need to craft an argument to answer the essential question.</p> <p><i>Product:</i> You will create an evidence-based presentation: student choice of Google slides, essay, or mini-documentary.</p> <p><i>Standards:</i> You will be able to demonstrate your understanding by:</p> <ul style="list-style-type: none"> • Using the information you have learned throughout the unit to support your argument. • Using bullet points, maps, and images in your presentation to make it clear and easy to follow. • Presenting your information appropriately to classmates using strong eye contact and appropriate volume of voice.

<ul style="list-style-type: none"> • T, M, A • T, A • M • M, A 	<ul style="list-style-type: none"> • Skillful application of disciplinary tools (i.e., maps, atlases, primary sources, secondary sources, etc) used to make accurate inferences and logical predictions and draw conclusions. • Selection of evidence that is sufficient, relevant, and compelling to support a claim. • Thorough understanding and analysis of key tools/concepts. • Accurate application of content and domain specific vocabulary. 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Inquiry-Based Lessons to answer essential and supporting questions • Document-Based Questions (DBQ's) • Create your own City-State project • Atlas & map Skills • Entrance/Exit slips • Social Studies notebook • Unit vocabulary assessment • Close reading of primary and secondary source documents • Student self-reflection/self-assessment • Peer evaluations/peer feedback • Assignment feedback/conferencing notes • Application of disciplinary concepts and skills to current issues and events
--	---	--

Stage 3 – Learning Plan		
Code	Pre-Assessment	
<ul style="list-style-type: none"> • T • A 	<ul style="list-style-type: none"> • KWL or other advanced organizer (concept map and anticipation guide, etc.) • Unit Pre-assessment administered as a Common Formative Assessment by the department. The pretest will include an assessment of spatial knowledge of Western Europe and academic vocabulary. 	
<ul style="list-style-type: none"> • M, A • T, A • T • M 	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> • Students will analyze the role geography plays in the formation of Greek city-states and the Roman Republic through the examination of historical and physical maps along with content specific readings/passages. • Students will compare the social structures, governments, and education roles between Athens and Sparta through readings and charts. • Students will select and use credible sources to support their note taking and projects (e.g., Encyclopedia Britannica, Newsela, primary source documents). • Students will create their own ancient Greek city-state demonstrating their understanding of how geography impacted the development of the civilization along with the popular forms of 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Class discussions involving student-generated questions • Student discussion based on overarching questions • Notebook responses / journal entries • Research and inquiry development processes • Self reflection (i.e., entrance/ exit slips, peer assessments, self assessments) • Conferencing / Teacher-student conferences • R.A.C.E.S. concept organizers to help structure writing responses

<ul style="list-style-type: none"> • M • M, A 	<p>government, entertainment, and social structures that existed at the time.</p> <ul style="list-style-type: none"> • Students will identify the roots of Western democracy and culture in ancient Greece and Rome and evaluate their impact on the region. This will be done through the exploration of specific articles and videos. • Students will analyze major technological developments of the ancient Greeks and Romans that have influenced the creation of Western civilization and changed our lives. • Teacher will explicitly teach domain specific vocabulary. 	
---	---	--

Recommended Resources

Newsela <https://newsela.com/>
 Kids discover <https://online.kidsdiscover.com/>
 DK Findout <https://www.dkfindout.com/us/>
 Online databases listed at school website under LMC, such as, www.culturegrams.com, www.eb.com, www.countryreports.com
 World Almanac Statistical Data - [Junior Scholastic Almanac Statistics](http://www.cia.gov/library/publications/the-world-factbook/), <http://www.cia.gov/library/publications/the-world-factbook/>
 Online video databases listed at school website under LMC, such as www.discoveryed.com, www.brainpop.com
 Big History Project - <https://www.oerproject.com/>
 Inquiry-Design Model: <https://drive.google.com/drive/folders/qncb4XiOPb4jszo2iNyW7q6TRpcgAX0K?usp=sharing>
 Stanford History Education Group (SHEG) - Reading Like a Historian - <https://sheg.stanford.edu/history-lessons>
 Interactive Exploration of Ancient Greece - http://mystery-productions.com/hyper/Hypermedia_2003/Miller/AM_hypermedia/Artifact/go.htm
 Create Your Own Greek City-State Project - [Click Here](#)
 Social Studies 6th Grade Department DBQ's - [Click Here](#)
 Research, Presentation, and Evidence-Based Writing Rubrics - [Click Here](#)

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Geographic Representations: Spatial Views of the World GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p> <p>Human-Environment Interaction: Places, Regions, and Culture GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people. GEO 6-7.4: Analyze the cultural and environmental characteristics that make places both similar to and different from one another. GEO 6-7.5: Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.</p> <p>Human Population: Spatial Patterns and Movement GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.</p> <p>Global Interconnections GEO 6-7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.</p> <p>Economics ECO 6–8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Develop questions and plan inquiry (R1,W7, SL1).</p> <p>Apply disciplinary concepts and tools (R1-10, W1, W2, W7, SL1, L1-3, L6).</p> <p>Evaluate sources and use evidence (R1-10, W1, W2, W7-10, SL1, L1-3).</p> <p>Communicate conclusions & take informed action (R1, W1-8, SL1-6, L1-3).</p> <p>Synthesize the cultural, social, political, and economic characteristics that may define a geographic region to build a global perspective.</p>	
	<p>Meaning</p> <p><u>UNDERSTANDINGS:</u> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Statistical data and thematic maps provide insight into a region's physical and human characteristics. • The human and physical characteristics of a region shape and define its cultures. • Historical conflicts are rooted in the politics and geography of a region. • Political, economic, and social developments in history have influenced the modern world and changed our lives. • Current events in a region are influenced by the past. 	
	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What changes have taken place in Europe since ancient times? 2. How has Europe's past influenced and impacted its present? 3. What geographic and cultural characteristics define the subregions of Western and Eastern Europe? 4. How do the societies, geography, cultures, and governments of Europe compare to each other and the United States? 5. What are some challenges facing this region today? <p><u>Supporting/Focus Questions:</u></p> <ul style="list-style-type: none"> • How did geography impact the redevelopment of Europe after the fall of the Roman Empire? • How did the Industrial Revolution change Europe, the world and our lives? 	

<p>ECO 6–7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</p> <p>Change, Continuity and Context</p> <p>HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region</p> <p>Perspectives</p> <p>HIST 6-7.4 Explain how and why perspectives of people have changed over time.</p> <p>Civic and Political Institutions</p> <p>CIV 6-7.1 Explain specific roles played by citizens (such as votes, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).</p> <p>CIV 6–7.3 Compare historical and contemporary means of changing societies and promoting the common good.</p> <p>CT State Framework</p> <p>INQ 6–8.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.</p> <p>INQ 6–8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>INQ 6–8.7 Evaluate the credibility of a source by determining its relevance and intended use.</p> <p>INQ 6–8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> <p>INQ 6–8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How European geographic features and population patterns affect the unity and disparateness of the region. • How European societal, political, and economic structures today are a product of Europe’s past (ancient Greece and Rome, Renaissance, Industrial Revolution, Russian Revolution, World Wars, Cold War). • How the Cold War changed the course of history including the creation of the Arms and Space 	<ul style="list-style-type: none"> • Was World War 1 inevitable? Why or why not? • Why did Eastern European’s migrate to the United States during the late nineteenth and early twentieth centuries? • Why did the people of eastern Europe support the Russian Revolution and turn to Communism? • How are capitalism and communism fundamentally different government systems? What are the cause and effects of World War II? • How did the Cold War affect the development of eastern Europe? • How did the Soviet Union and the Cold War change the political, social, and economic landscape of Europe, America, and the world? • How did propaganda and political cartoons reflect people’s views of the Cold War? • How has the European Union affected the economies and citizenship of European countries? • How are current events impacting the region (land and/or people)? <p>Acquisition</p> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Evaluating the credibility of different resources. • Gathering, analyzing and creating inferences based on information from multiple sources. • Analyzing primary and secondary sources to determine key ideas and possible bias. • Writing a thesis/claim using evidence to support it. • Presenting information and arguments in a variety of formats (slides, website, brochure, mini-documentary, essay, etc.) • Analyzing and applying the ways in which
--	--	---

<p>INQ 6–8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>CCSS Literacy: CCSS.ELA-Literacy.RH.6-8.1-10 CCSS.ELA-Literacy.WHST.6-8.1, 2,7-10</p>	<p>Race.</p> <ul style="list-style-type: none"> • The critical similarities and differences between Western Europe, Eastern Europe and the United States. • How the people of Europe modify and adapt to their environments. • How the cultural aspects of Western and Eastern Europe spread beyond its borders. • How the migration of people within and beyond the region is a result of the social, political, and economic characteristics of a time period. • The cultural, social, political, and economic characteristics that define the regions of western and eastern Europe. • Current events and issues in Europe are tied to the region's past. 	<p>European societal, political, and economic structures today are a product of Europe's past.</p> <ul style="list-style-type: none"> • Evaluating the critical similarities and differences between countries.. • Analyzing the current political, economic, and societal issues a region is facing.
--	--	---

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • M, A • T • T • M, A • T, A • T, A 	<p>Checklist/Rubrics based on CCSS, NCSS, and CT State standards</p> <ul style="list-style-type: none"> • Historical/Information Accuracy • Interpretation & application of sources • Citation of evidence • Thorough understanding and explanation of information/content • Ability to critically analyze and ask inquiry-styled questions based on information presented by sources • Organization & mechanics i.e. bullet points, images to support 	<p>PERFORMANCE TASK(S):</p> <p><i>Students will show that they really understand</i> the culture, geography, government, and current events of a country in Europe by interpreting maps and statistics, using the content specific vocabulary acquired in the unit and crafting their own inquiry questions based on their research.</p> <p><i>Goal:</i> Your goal is to research a European country. In your research, you will discover the areas in which the country is succeeding and can contribute to the EU, as well as areas in which it needs help developing. As you plan, focus on the human and physical characteristics, analysis of current statistics, and current challenges. Include an analysis of the impact history has had on the region. Develop your own inquiry styled questions as you research to present to others.</p> <p><i>Role:</i> Your role is an Ambassador for the EU.</p>

	information, definitions, charts, etc.	<p><i>Audience:</i> Your audience is an EU council (classmates).</p> <p><i>Situation:</i> You are an ambassador and EU tasked with collecting updated information on a European country of your choosing. The EU is revisiting its membership and wants to know what the different countries of Europe can contribute and need help with. You are tasked with becoming an expert on the government, culture, and geography of the country along with discovering the areas in which the country is succeeding and can contribute to the EU as well as areas in which it needs help developing.</p> <p><i>Product:</i> You will create an evidence-based presentation: student choice of Google slides, essay, or mini-documentary.</p> <p><i>Standards:</i> You will be able to demonstrate your understanding by:</p> <ul style="list-style-type: none"> • Gathering and evaluating sources for information. • Writing your notes in the Cornell Notes format. • Analyzing and making inferences about the information. • Using bullet points, maps, and images in your presentation to make it clear and easy to follow. • Presenting your information appropriately to classmates using strong eye contact and appropriate volume of voice.
<ul style="list-style-type: none"> • T, M, A • T, M, A • M • M, A 	<ul style="list-style-type: none"> • Skillful application of disciplinary tools (i.e., maps, atlases, primary sources, secondary sources, databases, etc.) used to make accurate inferences and logical predictions and draw conclusions. • Selection of evidence that is sufficient, relevant, and compelling to support a claim. • Thorough understanding and analysis of key tools/concepts. • Accurate application of content and domain specific vocabulary. 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Inquiry-Based Lessons to answer essential and supporting questions • Document-Based Questions (DBQ's) • Atlas & map Skills • Entrance/exit slips • Social Studies notebook • Unit vocabulary assessment • Region map skills assessment • Close reading of primary and secondary source documents • Student self-reflection/self-assessment • Peer evaluations/peer feedback • Assignment feedback/confering notes • Application of disciplinary concepts and skills to current issues and events

Stage 3 – Learning Plan

Code <ul style="list-style-type: none"> • T • A 	Pre-Assessment <ul style="list-style-type: none"> • KWL or other advanced organizer (concept map, anticipation guide, etc) • Unit Pre-assessment administered as a Common Formative Assessment by the department. The pretest will include an assessment of spatial knowledge of Western Europe and academic vocabulary. 	
<ul style="list-style-type: none"> • M • M • T, A • M, A • M • T, A • T, A • T • M 	Summary of Key Learning Events and Instruction <ul style="list-style-type: none"> • Students will interpret and analyze different types of maps associated with the individual unit (e.g., political map, physical map, resources map, etc.). • Students will analyze statistics, such as, per capita GDP, literacy rate, life expectancy and Human Development Index by creating graphs comparing them to the rest of Europe and the United States. • Students will select and use credible sources to support their note taking and projects (e.g., Culturegrams, Encyclopedia Britannica, primary source documents, news articles). • Students will analyze current events for the region and contemporary global issues as well as actively research multiple sides of issues and draw conclusions based on evidence. • Students will analyze major technological developments of the Industrial Revolution and debate which inventions had the biggest impact on modern society • Students will compare the differences between economic and political systems by participating in class simulations and discussions. • Students will develop their own inquiry-styled questions to focus their research. • Students will synthesize and construct arguments for a variety of inquiry-driven lessons. • Students will explore the purpose, characteristics and issues related to the European Union. 	Progress Monitoring <ul style="list-style-type: none"> • Class discussions involving student-generated questions • Student discussion based on overarching questions • Notebook responses/ journal entries • Research and inquiry development processes • Self reflection (i.e., entrance/ exit slips, peer assessments, self assessments) • Conferencing/Teacher-student conferences

<ul style="list-style-type: none"> • M, A 	<ul style="list-style-type: none"> • Teacher will explicitly teach domain specific vocabulary. 	
--	---	--

Recommended Resources

Newsela <https://newsela.com/>
 Kids discover <https://online.kidsdiscover.com/>
 DK Findout <https://www.dkfindout.com/us/>
 Online databases listed at school website under LMC, such as, www.culturegrams.com, www.cb.com, www.countryreports.com
 World Almanac Statistical Data - [Junior Scholastic Almanac Statistics](http://www.junior-scholastic.com/almanac-statistics), <https://www.cia.gov/library/publications/the-world-factbook/>
 Online video databases listed at school website under LMC, such as www.discoveryst.com, www.brainpop.com
 Big History Project - <https://www.oerproject.com/>
 Inquiry-Design Model: <https://drive.google.com/drive/folders/1qncb4XiOPb4jszo2iNw7qo4Rpt4AX0K?usp=sharing>
 Stanford History Education Group (SHEG) - Reading Like a Historian - <https://sheg.stanford.edu/history-lessons>
 Online map skills - <https://online.seterra.com/en>
 Research, Presentation, and Evidence-Based Writing Rubrics - [Click Here](#)

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Geographic Representations: Spatial Views of the World GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p> <p>Human-Environment Interaction: Places, Regions, and Culture GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people. GEO 6–7.5: Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.</p> <p>Human Population: Spatial Patterns and Movement GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.</p> <p>Global Interconnections GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.</p> <p>Change, Continuity and Context HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region.</p> <p>Perspectives HIST 6–7.4 Explain how and why perspectives of people have changed over time.</p> <p>CT State Framework INQ 6–8.7 Evaluate the credibility of a source by determining its relevance and intended use.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Develop questions and plan inquiry (R1,W7, SL1).</p> <p>Apply disciplinary concepts and tools (R1-10, W1, W2, W7, SL1, L1-3, L6).</p> <p>Evaluate sources and use evidence (R1-10, W1, W2, W7-10, SL1, L1-3).</p> <p>Communicate conclusions & take informed action (R1, W1-8, SL1-6, L1-3).</p> <p>Synthesize the cultural, social, political, and economic characteristics that may define a geographic region to build a global perspective.</p>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Geography can impact the development of cultures, religions and societies in a region. • The roles of citizens in society and government can vary within a region. • Modern world governments, cultures, and societies are influenced and shaped by Latin America's past. • Relations between cultures can result in both conflict and cooperation. 	<p>Essential Questions :</p> <ol style="list-style-type: none"> 1. How did geography affect the development of the ancient civilizations in Latin America? 2. How have the Mayans, Aztecs, and Inca impacted the development of Latin America's societies and cultures, and the world? 3. How did European culture impact and influence the native and indigineous peoples of Latin America? <p>Supporting/Focus Questions:</p> <ul style="list-style-type: none"> • How did citizenship and society differ among the ancient civilizations of Latin America? • How advanced were the Mayan, Aztec, and Incan civilizations? • Did the positives of the Columbian Exchange outweigh the negatives? Why or why not?
	<i>Acquisition</i>	

<p>INQ 6–8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> <p>INQ 6–8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p> <p>INQ 6–8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>Civic and Political Institutions</p> <p>CIV 6–7.1 Explain specific roles played by citizens (such as votes, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).</p> <p>CIV 6–7.3 Compare historical and contemporary means of changing societies and promoting the common good.</p> <p>CCSS Literacy: CCSS.ELA-Literacy.RH.6-8.1-10 CCSS.ELA-Literacy.WHST.6-8.1, 2,7-10</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How the Mayans, Aztecs, and Inca defined and provided citizenship to the people. • How geography forced the ancient civilizations of Latin America to adapt to their environments. • How the Mayans, Aztecs, and Inca worshipped gods and created myths in an attempt to understand the world around them. • Architectural and technological achievements by the Mayans, Aztecs, and Inca have influenced the modern world. • European culture and citizenship was vastly different from the cultures and citizenship of the Mayans, Aztecs, and Inca. • Conflicts with the Europeans, exposure to new diseases and forced slavery caused the massive decline in native populations in Latin America. • New foods, animals, disease, and ideas were shared and spread through the Columbian Exchange. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Explaining the ways in which the culture and achievements of the ancient civilizations (Mayans, Aztecs, and Inca) shaped modern Latin America and the world. • Analyzing and explaining the impact Europe had on the shaping of Latin America. • Gathering, analyzing and creating inferences based on information from multiple sources. Analyzing primary and secondary sources to determine key ideas and possible bias. • Writing a thesis/claim using evidence to support it.
---	---	--

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • M, A • T • T • M, A • T, A • T, A 	<p>Checklist/Rubrics based on CCSS, NCSS, and CT State standards</p> <ul style="list-style-type: none"> - Historical/Information Accuracy - interpretation & application of sources - citation of evidence - Thorough understanding and explanation of information/content - Ability to critically analyze and ask inquiry-styled questions based on information presented by sources - Organization & mechanics i.e. bullet points, images to support information, definitions, etc. 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand</i> how the ancient civilizations of Latin America have influenced the religion, cultures, and societies of the region and the world by presenting an argument using evidence gathered and synthesized throughout the unit.</p> <p>Goal: You will create an argument answering the following question: Which ancient civilization had the bigger impact on the world (Mayan, Aztec, or Inca)?</p> <p>Role: Your role is as a Museum Exhibit Instructor.</p> <p>Audience: Your target audience will be Tourists (your classmates).</p> <p>Situation: You are drafting an argument to debate a question. You will put together an exhibit for a museum demonstrating the impact and influence one of the ancient civilizations of Latin America had on the world.</p> <p>Product: Your evidence-based presentation will focus on culture, religion, technological and architectural achievements. Student choice of presentation (i.e. Google slides, brochure, or mini-documentary).</p> <p>Standards: You will be able to demonstrate your understanding by:</p> <ul style="list-style-type: none"> • Using the information you have learned throughout the unit to support your argument. • Using bullet points, maps, and images in your presentation to make it clear and easy to follow. • Presenting your information appropriately to classmates using strong eye contact and appropriate volume of voice.

<ul style="list-style-type: none"> • T, M, A • T, A • M • M, A 	<ul style="list-style-type: none"> • Skillful application of disciplinary tools (i.e., maps, atlases, primary sources, secondary sources, etc) used to make accurate inferences and logical predictions and draw conclusions. • Selection of evidence that is sufficient, relevant, and compelling to support a claim. • Thorough understanding and analysis of key tools/concepts. • Accurate application of content and domain specific vocabulary. 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Inquiry-Based Lessons to answer essential and supporting questions • Document-Based Questions (DBQ's) • Atlas & map Skills • Entrance/exit slips • Social Studies notebook • Unit vocabulary assessment • Close reading of primary and secondary source documents • Student self-reflection/self-assessment • Peer evaluations/peer feedback • Assignment feedback/confering notes • Application of disciplinary concepts and skills to current issues and events
--	---	---

Stage 3 – Learning Plan		
Code	Pre-Assessment	
<ul style="list-style-type: none"> • T • A 	<ul style="list-style-type: none"> • KWL or other advanced organizer (concept map and anticipation guide, etc.) • Unit Pre-assessment administered as a Common Formative Assessment by the department. The pretest will include an assessment of spatial knowledge of Western Europe and academic vocabulary. 	
<ul style="list-style-type: none"> • M, A • T, A • M, A • M, A 	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> • Students will analyze how geography impacted the development of the Mayans, Aztecs, and Inca through the examination of historical maps and charts. • Students will analyze the positives and negative impacts of the Columbian Exchange and argue whether the positives outweigh the negatives. This will be done through the analysis and evaluation of both primary and secondary sources on the topic. • Students will identify the ways in which Europe attempted to change the cultures and societies of ancient Latin America through a mix of primary and secondary sources, readings and videos. • Students will select and use credible sources to support their note taking and research (e.g., 	<p>Progress Monitoring</p> <ul style="list-style-type: none"> • Class discussions involving student-generated questions • Student discussion based on overarching questions • Notebook responses / journal entries • Research and inquiry development processes • Self reflection (i.e., entrance/ exit slips, peer assessments, self assessments) • Confering / Teacher-student conferences • R.A.C.E.S. concept organizers to help structure writing responses

<ul style="list-style-type: none"> • M • M, A 	<p>Encyclopedia Britannica, Newsela, primary source documents).</p> <ul style="list-style-type: none"> • Students will analyze major achievements of the Mayans, Aztecs, and Inca that have influenced the and changed our lives. • Teacher will explicitly teach domain specific vocabulary. 	
---	---	--

Recommended Resources

Newsela <https://newsela.com/>
 Kids discover <https://online.kidsdiscover.com/>
 DK Findout <https://www.dkfindout.com/us/>
 Online databases listed at school website under LMC, such as, www.culturegram.com, www.eb.com, www.countryreports.com
 World Almanac Statistical Data - [Junior Scholastic Almanac Statistics](http://www.junior-scholastic.com), <https://www.ea.gov/library/publications/the-world-factbook/>
 Online video databases listed at school website under LMC, such as www.discoveryed.com, www.brainpop.com
 Big History Project - <https://www.oerproject.com/>
 Inquiry-Design Model: <https://drive.google.com/drive/folders/1qncbXIO8b4j202iNyW7q6TRpcgAX0K?usp=sharing>
 Stanford History Education Group (SHEG) - Reading Like a Historian - <http://sheg.stanford.edu/history-lessons>
 Ancient Civilizations Museum Exhibit Project - [Click Here](#)
 Social Studies 6th Grade Department DBQ's - [Click Here](#)
 Research, Presentation, and Evidence-Based Writing rubrics - [Click Here](#)

Stage 1 Desired Results

ESTABLISHED GOALS	<i>Transfer</i>	
<p>Geographic Representations: Spatial Views of the World GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p> <p>Human-Environment Interaction: Places, Regions, and Culture GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people. GEO 6-7.4: Analyze the cultural and environmental characteristics that make places both similar to and different from one another. GEO 6-7.5: Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.</p> <p>Human Population: Spatial Patterns and Movement GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.</p> <p>Global Interconnections GEO 6-7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.</p> <p>Economics ECO 6–8.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Develop questions and plan inquiry (R1,W7, SL1).</p> <p>Apply disciplinary concepts and tools (R1-10, W1,W2,W7, SL1, L1-3, L6).</p> <p>Evaluate sources and use evidence (R1-10, W1,W2,W7-10, SL1, L1-3).</p> <p>Communicate conclusions & take informed action (R1, W1-8, SL1-6, L1-3).</p> <p>Synthesize the cultural, social, political, and economic characteristics that may define a geographic region to build a global perspective.</p>	
	<p>Meaning</p> <p><u>UNDERSTANDINGS:</u> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Statistical data and thematic maps provide insight into a region's physical and human characteristics. • The human and physical characteristics of a region shape and define its cultures. • Historical conflicts are rooted in the politics and geography of a region. • Political, economic, and social developments in history have influenced the modern world and changed our lives. • Current events in a region are influenced by the past. 	
	<p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What geographic and cultural characteristics define the subregions Middle America, The Caribbean, and South America? 2. How does modern society in Latin America reflect the heritage of the ancient civilizations of the region? 3. What factors contribute to the emigration of people from Middle America and the Caribbean as well as South America to the United States? 4. How do the physical features and availability of natural resources of the region influence population patterns and ways of making a living? 5. How do the societies, geography, cultures, and governments of Latin America compare to each other, Europe, and the United States? 6. What are some challenges facing this region today? 	

<p>ECO 6–7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.</p> <p>Change, Continuity and Context</p> <p>HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region</p> <p>Perspectives</p> <p>HIST 6-7.4 Explain how and why perspectives of people have changed over time.</p> <p>Civic and Political Institutions</p> <p>CIV 6-7.1 Explain specific roles played by citizens (such as votes, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).</p> <p>CIV 6–7.3 Compare historical and contemporary means of changing societies and promoting the common good.</p> <p>CT State Framework</p> <p>INQ 6–8.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.</p> <p>INQ 6–8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>INQ 6–8.7 Evaluate the credibility of a source by determining its relevance and intended use.</p> <p>INQ 6–8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> <p>INQ 6–8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p>		<p><u>Supporting/Focus Questions:</u></p> <ul style="list-style-type: none"> • What role has the United States played in the development of Latin America? • How did the Cold War affect Latin America? • How have natural disasters affected society in Latin America? • How are current events impacting the region (land and/or people)?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How Latin America's geographic features and population patterns affect the unity and disparateness of the region as well as the lifestyle of the people who live in the region. • How Latin American societal, political, and economic structures today are a product of the region's past (Columbian Exchange, Spanish-American War, Cold War). • The critical similarities and differences between Middle America and the Caribbean, South America, and the United States. • How the people of Latin America modify and adapt to their environments. • How the cultural aspects of Latin America spread beyond its borders. • How the migration of people within and beyond the region is a result of the social, political, and economic characteristics of the region. • The cultural, social, political, and economic characteristics that define the regions of Middle America and the Caribbean, and South America. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Evaluating the credibility of different resources • Gathering, analyzing and creating inferences based on information from multiple sources. • Analyze primary and secondary sources to determine key ideas and possible bias. • Writing a thesis/claim using evidence to support it. • Presenting information and arguments in a variety of formats (slides, website, brochure, mini-documentary, essay, etc.) • Analyzing the factors that contribute to the emigration of people within Latin America as well as from Latin America to the United States. • Evaluating how the physical features and availability of natural resources in Latin America influence population patterns and ways of making a living. • Analyzing the current political, economic, and societal issues of a region.

<p>INQ 6–8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <p>CCSS Literacy: CCSS.ELA-Literacy.RH.6-8.1-10 CCSS.ELA-Literacy.WHST.6-8.1, 2,7-10</p>	<ul style="list-style-type: none"> Current events and issues in Latin America are tied to the region's past. 	
--	---	--

Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> M, A T T M, A T, A T, A 	<p>Checklist/Rubrics based on CCSS, NCSS, and CT State standards</p> <ul style="list-style-type: none"> Historical/Information Accuracy Interpretation & application of sources Citation of evidence Thorough understanding and explanation of information/content Ability to critically analyze and ask inquiry-styled questions based on information presented by sources Organization & mechanics (i.e. bullet points, images to support information, definitions, charts, etc. 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand</i> the culture, geography, government, and current events of a country in Latin America by interpreting maps and statistics, using the content specific vocabulary acquired in the unit and crafting their own inquiry questions based on their research.</p> <p>Goal: You will be researching a Latin American country and discover the areas in which the country is both succeeding and struggling. As you plan, focus on the human and physical characteristics, analysis of current statistics, and current challenges. Include an analysis of the impact history has had on the region. Develop your own inquiry styled questions as you research to present to others.</p> <p>Role: Your role is a family member.</p> <p>Audience: Your family.</p> <p>Situation: Your family is trying to decide whether they should stay where they are or move out of the country. Your task is to research a country of your choosing in Latin America focusing on the government, culture, and geography of the country as well discovering the areas in which it is doing well and succeeding or struggling and needs development. You must also learn why it is succeeding and struggling in these areas. All of this information must be compared to the United States (and Europe) so that you can make an educated decision if the overall quality of life for your family would be better staying where you are or emigrating out of the country.</p>

		<p><i>Product:</i> You will create an evidence-based presentation: student choice of Google slides, essay, or mini-documentary.</p> <p><i>Standards:</i> You will be able to demonstrate your understanding by:</p> <ul style="list-style-type: none"> • Gathering and evaluating sources for information. • Writing your notes in the Cornell Notes format. • Analyzing and making inferences about the information. • Using bullet points, maps, and images in your presentation to make it clear and easy to follow. • Presenting your information appropriately to classmates using strong eye contact and appropriate volume of voice.
<ul style="list-style-type: none"> • T, M, A • T, M, A • M • M, A 	<ul style="list-style-type: none"> • Skillful application of disciplinary tools (i.e., maps, atlases, primary sources, secondary sources, databases, etc.) used to make accurate inferences and logical predictions and draw conclusions. • Selection of evidence that is sufficient, relevant, and compelling to support a claim. • Thorough understanding and analysis of key tools/concepts. • Accurate application of content and domain specific vocabulary. 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Inquiry-Based Lessons to answer essential and supporting questions • Document-based Questions (DBQ's) • Atlas & map Skills • Entrance/Exit slip • Social Studies notebook • Unit vocabulary assessment • Region map skills assessment • Close reading of primary and secondary source documents • Student self-reflection/self-assessment • Peer evaluations/peer feedback • Assignment feedback/conferring notes • Application of disciplinary concepts and skills to current issues and events

Stage 3 – Learning Plan

Code <ul style="list-style-type: none"> • T • A 	Pre-Assessment <ul style="list-style-type: none"> • KWL or other advanced organizer (concept map, anticipation guide, etc) • Unit Pre-assessment administered as a Common Formative Assessment by the department. The pretest will include an assessment of spatial knowledge of Latin America and academic vocabulary. 	
<ul style="list-style-type: none"> • M • M • T, A • M, A • M • T, A • T • M, A • T, A 	Summary of Key Learning Events and Instruction <ul style="list-style-type: none"> • Students will interpret and analyze different types of maps associated with the individual unit. (eg. political map, physical map, resources map, etc.) • Students will analyze statistics, such as, per capita GDP, literacy rate, life expectancy and Human Development Index by creating graphs comparing them to the rest of Latin America, Europe and the United States. • Students will select and use credible sources to support their note taking and projects.(eg. Culturegrams, Encyclopedia Britannica, primary source documents, news articles) • Students will analyze the role the United States and Europe have played in the development of many countries in Latin America. Specially looking at the topics of the Cold War and Communism in the region. This will be done with multiple readings as well as DBQ. • Students will analyze current events for the region and contemporary global issues as well as actively research multiple sides of issues and draw conclusions based on evidence. • Students will analyze and evaluate how the people of Latin America use and have adapted to their environment (i.e. physical features, climate, weather, hurricanes, etc.). • Students will evaluate the reasons why a country has struggled politically, socially, or economically and construct their own solutions to problems. • Students will develop their own inquiry-styled 	Progress Monitoring <ul style="list-style-type: none"> • Class discussions involving student-generated questions • Student discussion based on overarching questions • Notebook responses/ journal entries • Research and inquiry development processes • Self reflection (ie, entrance/ exit slips, peer assessments, self assessments) • Conferencing/ Teacher-student conferences

<ul style="list-style-type: none"> • T • M, A 	<ul style="list-style-type: none"> • questions to focus their research. • Students will synthesize and construct arguments for a variety of inquiry-driven lessons. • Explicitly teach domain specific vocabulary. 	
---	---	--

Recommended Resources

Newsela <https://newsela.com/>
 Kids discover <https://online.kidsdiscover.com/>
 DK Findout <https://www.dkfindout.com/us/>
 Online databases listed at school website under LMC, such as, www.culturegrams.com, www.ed.sdsu.edu, www.countryreports.com
 World Almanac Statistical Data - [Junior Scholastic Almanac Statistics](http://www.junior-scholastic.com), <https://www.cengage.com/library/publications/the-world-factbook/>
 Online video databases listed at school website under LMC, such as www.discover.ed.com, www.brainpop.com
 Big History Project - <https://www.oerproject.com/>
 Inquiry-Design Model: <https://drive.google.com/drive/folders/1qncb4XiOPb4jsz0zNyw7Zq67RpcgAX0K?usp=sharing>
 Stanford History Education Group (SHEG) - Reading Like a Historian - <http://sheg.stanford.edu/history-lessons>
 Online map skills - <https://online.seterra.com/en>
 Research, Presentation, and Evidence-Based Writing Rubrics - [Click Here](#)