

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade Six Social Studies:
World Regional Studies One

June 2017

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Authors of Course Guide

Mary Maloney

Patrick Smith

Julia Taborsak

Yvonne de St. Croix

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.

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)
- Middle America and the Caribbean
- South America
- 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 civic 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 of the year..

Core Standards Connections to the Connecticut (CSS)

The Literacy in History/Social Studies, Science, and Technical Subjects 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.

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.</p> <p>GEO 6-7.4: Analyze the cultural and environmental characteristics that make places both similar to and different from one another.</p> <p>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</p>	<p>Students will be able to independently use their learning to...</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>		
	UNDERSTANDINGS Students will understand that...		Essential Questions :
	<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 earth is not static, but always changing. • The interaction between economic, political and social processes create complex change. • The change in the importance, value and availability of resources is an important aspect of human systems. 	<ul style="list-style-type: none"> • What changes have taken place in Western Europe since ancient times? • How have Greece and Rome impacted Western Europe's Government, religion, arts and sciences? • What geographic and cultural characteristics define the subregions of Western Europe? • How have famous leaders impacted the region of Western Europe? • How does this region of the world compare to the United States? • How does the past influence the present? • What are some challenges facing this region today? • How does where you live affect how you live? 	

<p><i>GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.</i></p> <p>Global Interconnections <i>GEO 6-7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world</i></p> <p>Change, Continuity and Context <i>HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region</i></p> <p>Perspectives <i>HIST 6-7.4 Explain how and why perspectives of people have changed over time.</i></p>	<ul style="list-style-type: none"> • Understanding the choices made by humans and the changes in physical systems will help us anticipate and solve the problems of the future. • The United States has a rich history and current involvement in the Western Europe. 	<p><u>Compelling/Active Engagement Questions (unit questions):</u></p> <ol style="list-style-type: none"> 1. How does where you live affect how you live? 2. How would your life be the same or different living in Western Europe? 3. What personal connections can you make to this region? <p><u>Supporting/Focus Questions (leading to compelling):</u></p> <ol style="list-style-type: none"> 1. How are current events impacting the region (land and/or people)? 2. How do people in different regions use, adapt and modify their environment? 3. How has the region been impacted by environmental changes? 4. How have the cultural aspects of the region impacted lives locally and globally? 5. How has the population of the region changed over time? 6. How has immigration or emigration affected this region? 7. What are the defining characteristics of this region?
Acquisition		
<p>CCSS <i>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.</i></p> <p><i>INQ 6–8.7 Evaluate the credibility of a source by determining its relevance and intended use.</i></p> <p>Civic and Political Institutions</p>	<p><i>Students will know...</i></p> <p>The Content:</p> <ul style="list-style-type: none"> • how Western European geographic features and population patterns encourage unity, as well as geographic and societal factors that make a “Western European Union” difficult. GEO 6–7.7 • how Western European societal, political, and economic structures today are a product of Western Europe’s past (this past includes the traditions of ancient Greece and Rome). HIST 6–8.1 • how to evaluate critical similarities and differences between Western Europe and 	<p><i>Students will be skilled at...</i></p> <p>The Content:</p> <ul style="list-style-type: none"> • the analysis of how Western European geographic features and population patterns encourage unity, as well as geographic and societal factors that make a “Western European Union” difficult. GEO 6–7.7 • the evaluation of how Western European societal, political, and economic structures today are a product of Western Europe’s past (this past includes the traditions of ancient Greece and Rome). HIST 6–8.1 • the evaluation of the critical similarities and differences between Western Europe and

<p><i>CIV 6-7.1 Explain specific roles played by citizens (such as votes, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).</i></p> <p>Economic Decision-Making <i>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.</i></p> <p>Literacy: <i>CCSS.ELA-Literacy.RH.6-8.1-10</i> <i>CCSS.ELA-Literacy.WHST.6-8.1, 2,7-10</i></p>	<p>Eastern Europe. GEO 6-7.9</p> <p>The Themes::</p> <ul style="list-style-type: none"> ● how people from Western Europe modify and adapt to their environments.GEO 6–7.3 ● factors of environmental changes that cross Western Europe boundaries.GEO 6-7.9 ● how the cultural aspects of Western Europe spread beyond its borders.GEO 6-7.5 ● the makeup of the people in Western Europe. GEO 6-7.5 ● how the the migration of people within and beyond Western Europe.GEO 6–7.7 ● the cultural, social, political, and economic characteristics that may define Western Europe. GEO 6-7.5 & GEO 6–7.7 	<p>Eastern Europe. GEO 6-7.9</p> <p>The Themes:::</p> <ul style="list-style-type: none"> ● the analysis of how people from various world regions modify and adapt to their environments. GEO 6–7.3 ● the exploration of factors of environmental changes that cross regional boundaries.GEO 6-7.9 ● the analysis of how the cultural aspects of a region spread beyond its borders. GEO 6-7.5 ● the exploration of the makeup of the people in a particular region. GEO 6–7.7 ● the analysis of the migration of people within and beyond a region. ● the evaluation of cultural, social, political, and economic characteristics that may define a region. GEO 6-7.5 & GEO 6–7.7
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence

<ul style="list-style-type: none"> ● T ● A ● M,A ● T,M,A ● T ● T 	<ul style="list-style-type: none"> ● Checklist/Rubric <ul style="list-style-type: none"> ○ clear and focused claim and purpose ○ historical accuracy ○ thorough understanding of content/ topics and concepts ○ interpretation & application of sources ○ citation of evidence to support claim ○ organization & mechanics 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand ... by interpreting a map, using the content specific vocabulary and solving a real world problem using the skills and concepts acquired in the unit</i></p> <p><i>Goal: Create a tour of a region of Western Europe that includes geographical, cultural, political, and environmental aspects, As you plan, use the lens of the five themes of geography including human and physical characteristics, analysis of current statistics, and current challenges. Include an analysis of the impact of Greece and Rome on this region.</i></p> <p><i>Role: Travel Agent</i></p> <p><i>Audience: Tourist group</i></p> <p><i>Situation: You are a tour guide whose clients have hired you for an extensive tour of the region that incorporates culture, history, the environment and also offers an authentic experience of everyday life.</i></p> <p><i>Product: Tour presented to peers (format may be slide presentations, travel brochure, mini-documentary, scrapbook, etc-student choice with proposal subject to teacher approval</i></p> <p>Standards:</p> <ul style="list-style-type: none"> ● 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. ● 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. ● CCSS.ELA-LITERACY.RH.6-8.1:Cite specific textual evidence to support analysis of primary and secondary sources.
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		<ul style="list-style-type: none"> ● 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><i>The above task includes the Ancient Greece and Rome analysis which is incorporated into this unit as it is transferred from Grade 7.</i></p>
<ul style="list-style-type: none"> ● T, M, A ● M ● M,A ● T,M,A 	<ul style="list-style-type: none"> ● Skillful application of disciplinary tools (i.e. maps, atlases, etc) used to make accurate inferences and logical predictions and draw conclusions ● Thorough understanding and analysis of key topics/concepts ● Accurate application of content and domain specific vocabulary ● Selection of evidence that is sufficient, relevant, and compelling to support a claim 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Atlas & Map Skills ● Entrance/Exit slips ● Social Studies notebook ● Unit Vocabulary quiz ● 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

Stage 3 – Learning Plan		
Code <ul style="list-style-type: none"> ● T ● A ● A 	<i>Pre-Assessment</i>	
	<ul style="list-style-type: none"> ● KWL or other advance organizer (concept map, anticipation guide, etc) ● Identify students' connections to Western Europe: visits, relatives, ancestors, and questions ● Pretest for fundamental geography knowledge and skills including continents, oceans, latitude and longitude, and United States ● Students will share in journals or orally as needed knowledge, experiences, and questions for the region to be deepened during the unit and shared with class. ● Unit Pretest administered as a Common Formative Assessment by the department The pretest will include an assessment of spatial knowledge of Western Europe, academic vocabulary, and a response to two essential questions. <ol style="list-style-type: none"> 1. Describe Greek and Roman contributions to Western Civilization including specific examples for government, religion, and the arts and sciences. 2. Describe the geographic and cultural characteristics that define the sub regions of Western Europe. 	
<ul style="list-style-type: none"> ● M, A ● T, M,A ● T,M,A ● T ● M ● M,A ● M,A 	Summary of Key Learning Events and Instruction <ul style="list-style-type: none"> ● Students will learn, internalize, and correctly use Unit-specific vocabulary. (eg. Location, Place, Region, Movement, HEI) ● Students will demonstrate map skills associated with the individual unit. (eg. Atlas of World History, Globes, Maps) ● Students will select and use credible sources to support their written tasks.(eg. World Cultures Textbook, primary source documents, news articles) ● Students will briefly review fundamental geography of the world and United States ● Students will generate questions to drive inquiry ● Students will study maps of Western Europe's physical characteristics to determine where there are natural boundaries, then compare them to political maps ● Students will identify location and characteristics of regions of Western Europe through research, inquiry, and use of maps and globes to collaboratively create a geography game (examples include: Geography Bee, Kahoot 	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) ● Conferring/ Teacher-student conferences

<ul style="list-style-type: none"> • T,M,A 	<p>technology application, student-created board game, etc)</p> <ul style="list-style-type: none"> • Students will construct maps, both physical and political of the region. 	
<ul style="list-style-type: none"> • T,M 	<ul style="list-style-type: none"> • Students jigsaw: Each student researches a specific country in the region using multiple tools and resources looking through the lens of the 5 themes of geography to become an expert. Students share their learning with their peers in flexibly grouped presentation. 	
<ul style="list-style-type: none"> • T,M,A 	<ul style="list-style-type: none"> • Teacher-led mini-lessons on: <ul style="list-style-type: none"> - interpreting a variety of maps, such as, population, natural resources, physical and political maps - evaluating sources for credibility - analyzing statistics, such as, Per Capita GDP, literacy rate, life expectancy and Human Development Index by creating graphs comparing them to the United States 	
<ul style="list-style-type: none"> • A 	<ul style="list-style-type: none"> • Students will analyze current events for the region and contemporary global issues at websites evaluated for credibility, such as, Newsela, and actively research multiples sides of issues and draw conclusions based on evidence. 	
<ul style="list-style-type: none"> • T, M, A 	<ul style="list-style-type: none"> • Students will debate contemporary global issues, taking a stance or position, defending it, and considering and analyzing opposing views and multiple perspectives. 	
<ul style="list-style-type: none"> • T 	<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 	
<ul style="list-style-type: none"> • M,A 	<ul style="list-style-type: none"> • Students will explore the purpose, characteristics and issues related to the European Union. 	
<ul style="list-style-type: none"> • A 	<ul style="list-style-type: none"> • Explicitly teach domain specific vocabulary 	

Recommended Resources

Junior Scholastic Magazine <http://junior.scholastic.com/>

Newsela <https://newsela.com/>

World Cultures and Geography of Western Hemisphere and Europe Published by McDougal Littel

Online databases listed at school website under LMC, such as, www.culturegrams.com

Writing guides and formative assessments for differentiating processes: <https://www.facinghistory.org> or [https://www.facinghistory.org/resource-library?search=western%20europe%20writing%20guide&f0\]=multi_field_resource_type%3A619](https://www.facinghistory.org/resource-library?search=western%20europe%20writing%20guide&f0]=multi_field_resource_type%3A619)
 Jigsaw practice: <https://www.facinghistory.org/resource-library/teaching-strategies/jigsaw-developing-community-and-disseminating-knowledge>
 Teacher collected resources: https://drive.google.com/drive/folders/0B_qffsMBymNxc2syTnZCRUhxODA?usp=sharing

Subject/Course: Social Studies: World Regional Studies One

Unit: Eastern Europe

Grade: 6

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.</p> <p>GEO 6-7.4: Analyze the cultural and environmental characteristics that make places both similar to and different from one another.</p> <p>GEO 6-7.5: Explain the connections between the physical and human characteristics of a</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>		
	Meaning		<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> This region in Eastern Europe has changed in terms of economics, social, and cultural aspects

<p><i>region and the identity of individuals and cultures living there.</i></p> <p>Human Population: Spatial Patterns and Movement <i>GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.</i></p> <p>Global Interconnections <i>GEO 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world</i></p> <p>Change, Continuity and Context <i>HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region</i></p> <p>Perspectives <i>HIST 6–7.4 Explain how and why perspectives of people have changed over time.</i></p> <p>CCSS <i>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.</i></p> <p><i>INQ 6–8.7 Evaluate the credibility of a source by determining its relevance and intended use.</i></p> <p>Civic and Political Institutions <i>CIV 6–7.1 Explain specific roles played by citizens (such as votes, jurors, taxpayers,</i></p>	<ul style="list-style-type: none"> ● Maps have purposes and uses ● Regions of geography can be defined ● Physical processes influence how humans live ● Complex human processes interact to create change ● The distribution of resources vary in Eastern Europe ● The past influences the present in Eastern Europe ● The relationship between the United States and the regions of Eastern Europe impact one another 	<ul style="list-style-type: none"> ● What geographic and cultural characteristics define the subregions of Eastern Europe? ● What are difference between Eastern and Western Europe? ● How have famous leaders impacted the region of Eastern Europe? ● How does the past influence the present? ● How does this region of the world compare to the United States? ● What are some challenges facing this region today? ● How does where you live affect how you live? <p><u>Compelling/Active Engagement Questions (unit questions):</u></p> <ol style="list-style-type: none"> 1. How does where you live affect how you live? 2. How would your life be the same or different living in Eastern Europe? 3. What personal connections can you make to this region? <p><u>Supporting/Focus Questions (leading to compelling):</u></p> <ol style="list-style-type: none"> 1. How are current events impacting the region (land and/or people)? 2. How do people in different regions use, adapt and modify their environment? 3. How has the region been impacted by environmental changes? 4. How have the cultural aspects of the region impacted lives locally and globally? 5. How has the population of the region changed over time?
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<p><i>members of the armed forces, petitioners, protesters, and officeholders).</i></p>		<p>6. How has immigration or emigration affected this region?</p>
<p>Economic Decision-Making <i>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.</i></p> <p>Literacy: <i>CCSS.ELA-Literacy.RH.6-8.1-10</i> <i>CCSS.ELA-Literacy.WHST.6-8.1,2,7-10</i></p>	<p>Acquisition</p>	
		<p>7. What are the defining characteristics of this region?</p>

	<p><i>Students will know...</i></p> <p>The Content:</p> <ul style="list-style-type: none"> • how Eastern European geographic features and population patterns differ from Western Europe GEO 6–7.2, 7 • the factors that identify Eastern Europe as a unique region GEO 6–7.2 • what geographic and social factors exist that make political and social unity difficult in the region. GEO 6–7.7 • how Eastern European societal, political, and economic structures today are a product of Eastern Europe’s past (this past includes the traditions of the Roman and Byzantine empires as well as the Soviet Union) HIST 6–8.1 <p>The Themes:</p> <ul style="list-style-type: none"> • how people from Eastern Europe modify and adapt to their environments. GEO 6–7.3 • factors of environmental changes that cross Eastern Europe boundaries. GEO 6-7.9 • how the cultural aspects of Eastern Europe spread beyond its borders. GEO 6-7.5 • the makeup of the people in Eastern Europe. GEO 6-7.5 • how the migration of people within and beyond Eastern Europe. GEO 6–7.7 • the cultural, social, political, and economic characteristics that may define Eastern Europe. GEO 6-7.5 & GEO 6–7.7 	<p><i>Students will be skilled at...</i></p> <p>The Content:</p> <ul style="list-style-type: none"> • Analyzing how Eastern European geographic features and population patterns differ from Western Europe • Examining the factors that identify Eastern Europe as a unique region • Synthesizing what geographic and social factors exist that make political and social unity difficult in the region. • Evaluating how Eastern European societal, political, and economic structures today are a product of Eastern Europe’s past (this past includes the traditions of the Roman and Byzantine empires as well as the Soviet Union). <p>The Themes:</p> <ul style="list-style-type: none"> • the analysis of how people from various world regions modify and adapt to their environments. GEO 6–7.3 • the exploration of factors of environmental changes that cross regional boundaries. GEO 6-7.9 • the analysis of how the cultural aspects of a region spread beyond its borders. GEO 6-7.5 • the exploration of the makeup of the people in a particular region. GEO 6–7.7 • the analysis of the migration of people within and beyond a region. • the evaluation of cultural, social, political, and economic characteristics that may define a region. GEO 6-7.5 & GEO 6–7.7
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • T • A • M,A • T,M,A • T • T 	<ul style="list-style-type: none"> • Checklist/Rubric <ul style="list-style-type: none"> ○ clear and focused claim and purpose ○ historical accuracy ○ thorough understanding of content topics and concepts ○ interpretation & application of sources ○ citation of evidence to support claim ○ organization & mechanics 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand ... by interpreting a map, using the content specific vocabulary and solving a real world problem using the skills and concepts acquired in the unit</i></p> <p><i>Real World Problem:</i></p> <p><i>After traveling extensively through Eastern and Western Europe, you've learned that your family is relocating to Europe. Use your knowledge of both regions of Europe to select a country for your family to relocate to. Make a recommendation based on the five themes of Geography.</i></p> <p>Goal: Make a recommendation to your family about which region of Europe to live in.</p> <p>Role: Expert on Europe for family</p> <p>Audience: Family members</p> <p>Situation: Family is relocating to Europe and needs to select a country in which to live.</p> <p>Product: Presentation that illustrates the choice using the five themes of geography (may be multimedia or student designed with teacher approval)</p> <p>Standards:</p> <ul style="list-style-type: none"> • 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. • 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. • CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

		<ul style="list-style-type: none"> ● 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.
<ul style="list-style-type: none"> ● T, M, A ● M ● M,A ● T,M,A 	<ul style="list-style-type: none"> ● Skillful application of disciplinary tools (i.e. maps, atlases, etc) used to make accurate inferences and logical predictions and draw conclusions ● Thorough understanding and analysis of key topics/concepts ● Accurate application of content and domain specific vocabulary ● Selection of evidence that is sufficient, relevant, and compelling to support a claim 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Atlas & Map Skills ● Entrance/Exit slips ● Social Studies notebook ● Unit Vocabulary quiz ● 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"> • A • T 	<i>Pre-Assessment</i>	
	<ul style="list-style-type: none"> • Vocabulary pre-assessment • KWL, anticipation guide, or other advance organizer • Students will share in journals or orally as needed knowledge, experiences, and questions for the region to be deepened during the unit and shared with class <p style="text-align: center;">Unit Pretest administered as a Common Formative Assessment by the department The pretest will include an assessment of spatial knowledge of Eastern Europe, academic vocabulary, and a response to two essential questions.</p> <ol style="list-style-type: none"> 1. Explain how this region’s history influences its present. 2. Describe the geographic and cultural characteristics that define the sub regions of Eastern Europe. 	
<ul style="list-style-type: none"> • M, A • T, M,A • T,M,A • T • M • M,A • M,A • T,M,A • M,A 	Summary of Key Learning Events and Instruction <ul style="list-style-type: none"> • Students will learn, internalize, and correctly use Unit-specific vocabulary. (eg. Location, Place, Region, Movement, HEI) • Students will demonstrate map skills associated with the individual unit. (eg. Atlas of World History) • Students will select and use credible sources to support their written tasks.(eg. World Cultures Textbook, primary source documents, news articles) • Students will generate questions to drive inquiry • Students will study maps of Eastern Europe’s physical characteristics to determine where there are natural boundaries, then compare them to political maps • Students will identify location and characteristics of regions of Eastern Europe • Students will construct maps, both physical and political of the region. • Students expert group jigsaw: Each student researches a specific country in the region using multiple tools and resources looking through the lens of the 5 themes of geography to become an expert. .They will compare the country to one in Western Europe to identify similarities and differences. • Students share their learning with their peers. Examples: multimedia or 	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) • Conferring/ Teacher-student conferences

<ul style="list-style-type: none"> • T,M,A • T • T • A • M 	<p>visual project presented in small or large group. This may be done as an elaboration on their slideshow for Western Europe with a focus on comparison and contrast.</p> <ul style="list-style-type: none"> • Teacher-led Mini-lessons on: <ul style="list-style-type: none"> -interpreting a variety of maps, such as, population, natural resources, physical and political maps. -evaluating sources for credibility - analyzing statistics, such as, Per Capita GDP, literacy rate, life expectancy and Human Development Index by creating graphs comparing them to the United States • Students will analyze current events for the region and contemporary global issues at websites evaluated for credibility, such as, Newsela and actively research multiples sides of issues and draw conclusions based on evidence. • Students will debate contemporary global issues, taking a stance or position, defending it, and considering and analyzing opposing views and multiple perspectives. • Explicit teaching of content and domain specific vocabulary • Constructed response: Students will identify regional differences between Western and Eastern Europe using maps, statistics, articles and primary source documents. 	
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Recommended Resources

Junior Scholastic Magazine <http://junior.scholastic.com/>

Newsela <https://newsela.com/>

World Cultures and Geography of Western Hemisphere and Europe Published by McDougal Littel

Online databases listed at school website under LMC, such as, www.culturegrams.com

Writing guides and formative assessments for differentiating processes: <https://www.facinghistory.org> or

[https://www.facinghistory.org/resource-library?f\[0\]=multi_field_resource_type%3A619&search=eastern%20europe%20writing%20guide](https://www.facinghistory.org/resource-library?f[0]=multi_field_resource_type%3A619&search=eastern%20europe%20writing%20guide)

Teacher collected resources: https://drive.google.com/drive/folders/0B_qfsMBymNxc2syTnZCRUhxODA?usp=sharing

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Geographic Representations: Spatial Views of the World <i>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.</i></p> <p>Human-Environment Interaction: Places, Regions, and Culture <i>GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.</i></p> <p><i>GEO 6-7.4: Analyze the cultural and environmental characteristics that make places both similar to and different from one another.</i></p> <p><i>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.</i></p> <p>Human Population: Spatial Patterns and Movement <i>GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.</i></p> <p>Global Interconnections</p>	Transfer	
	<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>	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS
	<ul style="list-style-type: none"> ● This region in Middle America & the Caribbean has changed in terms of economics, social, and cultural aspects ● Maps have purposes and uses ● Regions of geography can be defined ● Physical processes influence how humans live ● Complex human processes interact to create change ● The distribution of resources vary in Middle America & the Caribbean 	<ul style="list-style-type: none"> ● How have Europe, Africa and the United States influenced Middle America and the Caribbean? ● What geographic and cultural characteristics define the subregions of Middle America and the Caribbean? ● How have famous leaders impacted this region? ● How does the past influence the present? ● How does this region of the world compare to the United States? ● What are some challenges facing this region today?

<p><i>GEO 6-7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world</i></p> <p>Change, Continuity and Context <i>HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region</i></p> <p>Perspectives <i>HIST 6-7.4 Explain how and why perspectives of people have changed over time.</i></p> <p>CCSS <i>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.</i></p> <p><i>INQ 6–8.7 Evaluate the credibility of a source by determining its relevance and intended use.</i></p> <p>Civic and Political Institutions <i>CIV 6-7.1 Explain specific roles played by citizens (such as votes, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).</i></p> <p>Economic Decision-Making <i>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.</i></p> <p>Literacy: <i>CCSS.ELA-Literacy.RH.6-8.1-10</i> <i>CCSS.ELA-Literacy.WHST.6-8.1,2,7-10</i></p>	<ul style="list-style-type: none"> • The past influences the present in Middle America & the Caribbean • The relationship between the United States and the regions of Middle America & the Caribbean impact one another 	<ul style="list-style-type: none"> • How does where you live affect how you live? <p><u>Compelling/Active Engagement Questions (unit questions):</u></p> <ol style="list-style-type: none"> 1. How does where you live affect how you live? 2. How would your life be the same or different living in Middle America or the Caribbean? 3. What personal connections can you make to this region? <p><u>Supporting/Focus Questions (leading to compelling):</u></p> <ol style="list-style-type: none"> 1. How are current events impacting the region (land and/or people)? 2. How do people in different regions use, adapt and modify their environment? 3. How has the region been impacted by environmental changes? 4. How have the cultural aspects of the region impacted lives locally and globally? 5. How has the population of the region changed over time? 6. How has immigration or emigration affected this region? 7. What are the defining characteristics of this region?
Acquisition		
	<p><i>Students will know...</i></p> <p>The Content</p> <ul style="list-style-type: none"> • The factors that contribute to the emigration of people from Middle America and the Caribbean to the United States. • How the physical geography affects 	<p><i>Students will be skilled at...</i></p> <p>The Content</p> <ul style="list-style-type: none"> • Analyzing the factors that contribute to the emigration of people from Middle America and the Caribbean to the United States. • Analyzing how the physical geography

	<p>the architecture and economy of Caribbean countries (this includes the impacts of severe storms and hurricanes).</p> <ul style="list-style-type: none"> • How modern society in Middle America & the Caribbean reflects the heritage of ancient indigenous societies. <p>The Themes:</p> <ul style="list-style-type: none"> • how people from Middle America & the Caribbean modify and adapt to their environments.GEO 6–7.3 • factors of environmental changes that cross Middle America and the Caribbean boundaries.GEO 6-7.9 • how the cultural aspects of Middle America and the Caribbean spread beyond its borders.GEO 6-7.5 • the makeup of the people in Middle America and the Caribbean. GEO 6-7.5 • how the the migration of people within and beyond Middle America and the Caribbean.GEO 6–7.7 • the cultural, social, political, and economic characteristics that may define Middle America and the Caribbean. GEO 6-7.5 & GEO 6–7.7 	<p>affects the architecture and economy of Caribbean countries (this includes the impacts of severe storms and hurricanes).</p> <ul style="list-style-type: none"> • Exploring how modern society in Middle America reflects the heritage of ancient indigenous societies. • Analyzing how people from various world regions modify and adapt to their environments. • Exploring factors of environmental changes that cross regional boundaries. • Analyzing how the cultural aspects of a region spread beyond its borders. • Exploring the makeup of the people in a particular region • Examining the diversity and views on human rights of a region. <p>The Themes:</p> <ul style="list-style-type: none"> • the analysis of how people from various world regions modify and adapt to their environments. GEO 6–7.3 • the exploration of factors of environmental changes that cross regional boundaries.GEO 6-7.9 • the analysis of how the cultural aspects of a region spread beyond its borders. GEO 6-7.5 • the exploration of the makeup of the people in a particular region. GEO 6–7.7 • the analysis of the migration of people within and beyond a region. • the evaluation of cultural, social, political, and economic characteristics that may define a region. GEO 6-7.5 & GEO 6–7.7
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • T • A • M,A • T,M,A • T • T 	<ul style="list-style-type: none"> • Checklist/Rubric <ul style="list-style-type: none"> ○ clear and focused claim and purpose ○ historical accuracy ○ thorough understanding of content topics and concepts ○ interpretation & application of sources ○ citation of evidence to support claim ○ organization & mechanics 	<p>PERFORMANCE TASK(S):</p> <p>Students will take the role of a family of 4 living in a rural area of Central America. They need to decide whether to remain living where they are, migrate to an urban area, or emigrate to another country..</p> <p>Students explain their choice using the lens of the five themes of geography including current statistics and current events. Students should take into consideration employment, education, and quality of life to meet the needs of all members of the family unit.</p> <p>G Students will use inquiry and research to explore factors that impact movement and migration of people. In this case, their task is to make a recommendation to a family living in rural Middle America that needs to decide whether to continue living in the countryside, move to an urban area, or move to another country</p> <p>R Students are acting as an advisor to their family of 4 that needs to decide whether to stay in a rural area, move to the city or move to another country.</p> <p>A Family of 4 that needs employment for the parents, education for their children, and quality of life</p> <p>S Family has to make a real world decision and needs advice on whether to remain where they currently live, move to an urban area, or emigrate to another country.</p> <p>P Students present recommendation to family as slide presentation</p> <p>Standards:</p> <ul style="list-style-type: none"> • 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. • 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.

		<ul style="list-style-type: none"> ● CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources. ● CCSS.ELA-LITERACY.RH.6-8.2: 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.
<ul style="list-style-type: none"> ● T, M, A ● M ● M,A ● T,M,A 	<ul style="list-style-type: none"> ● Skillful application of disciplinary tools (i.e. maps, atlases, etc) used to make accurate inferences and logical predictions and draw conclusions ● Thorough understanding and analysis of key topics/concepts ● Accurate application of content and domain specific vocabulary ● Selection of evidence that is sufficient, relevant, and compelling to support a claim 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Atlas & Map Skills ● Entrance/Exit slips ● Social Studies notebook ● Unit Vocabulary quiz ● 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

Stage 3 – Learning Plan		
Code <ul style="list-style-type: none"> • A • T 	<i>Pre-Assessment</i>	
<ul style="list-style-type: none"> • M, A • T, M,A • T,M,A • T • M • M,A • 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-specific vocabulary. (eg. Location, Place, Region, Movement, HEI) • Students will complete map work associated with the individual unit. (eg. Atlas of World History) • Students will select and use credible sources to support their written tasks.(eg. World Cultures Textbook) • Students will generate questions to drive inquiry • Students will study maps of Middle America and the Caribbean’s physical characteristics to determine where there are natural boundaries, then compare them to political maps • Students will identify location and characteristics of regions of Middle America and the Caribbean. • Students will construct maps, both physical and political of the region. • Students jigsaw: Each student researches a specific country in the region using multiple tools and resources looking through the lens 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 (ie, entrance/ exit slips, peer assessments, self assessments) • Conferring/ Teacher-student conferences
<ul style="list-style-type: none"> • A • T 	<ul style="list-style-type: none"> • Vocabulary Pre-Assessment • Advance Organizer • Students will share in journals or orally as needed knowledge, experiences, and questions for the region to be deepened during the unit and shared with class • Unit Pretest administered as a Common Formative Assessment by the department The pretest will include an assessment of spatial knowledge of Middle America & the Caribbean, academic vocabulary, and a response to two essential questions: <ol style="list-style-type: none"> 1. Explain how this region’s history influences its present. 2. Describe the geographic and cultural characteristics that define the subregions of Middle America & the Caribbean. 	

<ul style="list-style-type: none"> • T,M • T,M,A • T • T • A • M 	<p>the 5 themes of geography to become an expert. .They will compare the country to the United States and one in Europe to identify similarities and differences.</p> <ul style="list-style-type: none"> • Students share their learning with their peers. Examples: multimedia or visual project presented in small or large group.This may be done as teams of students' taking different roles, such as, anthropologist, historian, environmentalist, cartographer or business person. • Teacher-led Mini-lessons on: <ul style="list-style-type: none"> - interpreting a variety of maps, such as, population, natural resources, physical and political maps. - evaluating sources for credibility - analyzing statistics, such as, Per Capita GDP, literacy rate, life expectancy and Human Development Index by creating graphs comparing them to the United States • Students will analyze current events for the region and contemporary global issues at websites evaluated for credibility, such as, Newsela and actively research multiples sides of issues and draw conclusions based on evidence. • Students will debate contemporary global issues. • Teach domain specific vocabulary • Constructed response:Students will identify regional differences between Middle America and other regions of the world, such as, the United States and Europe using maps, statistics, articles and primary source documents. 	
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Recommended Resources

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Newsela <https://newsela.com/>

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[https://www.facinghistory.org/resource-library?f\[0\]=multi_field_resource_type%3A619&search=Middle%20America%20%26%20the%20Caribbean%20writing%20guide](https://www.facinghistory.org/resource-library?f[0]=multi_field_resource_type%3A619&search=Middle%20America%20%26%20the%20Caribbean%20writing%20guide)

Current Events & Global Issues resources: http://www.100people.org/100_People_Curriculum-Global_Issues.pdf

Global Issues: <https://schools.unicefkidpower.org/>

Teacher collected resources: https://drive.google.com/drive/folders/0B_qffsMBymNxZ3FyNFczYzFJc1U?usp=sharing

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.</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>GEO 6-7.4: Analyze the cultural and environmental characteristics that make places both similar to and different from one another.</p> <p>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</p>	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● this region in South America has changed in terms of economics, social, and cultural aspects ● maps have purposes and uses ● regions of geography can be defined ● physical processes influence how humans live ● complex human processes interact to create change ● the distribution of resources vary in South America ● the past influences the present in South America ● the relationship between the United States and the regions of South America impact one another 	<p><u>Essential Questions :</u></p> <ul style="list-style-type: none"> ● How have Europe, Africa and the United States influenced South America? ● What geographic and cultural characteristics define the subregions of South America? ● How have famous leaders impacted this region? ● How does the past influence the present? ● How does this region of the world compare to the United States? ● What are some challenges facing this region today? ● How does where you live affect how you live?

<p><i>GEO 6-7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world</i></p> <p>Change, Continuity and Context <i>HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region</i></p> <p>Perspectives <i>HIST 6-7.4 Explain how and why perspectives of people have changed over time.</i></p> <p>CCSS <i>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.</i></p> <p><i>INQ 6–8.7 Evaluate the credibility of a source by determining its relevance and intended use.</i></p> <p>Civic and Political Institutions <i>CIV 6-7.1 Explain specific roles played by citizens (such as votes, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).</i></p> <p>Economic Decision-Making <i>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.</i></p> <p>Literacy: <i>CCSS.ELA-Literacy.RH.6-8.1-10</i> <i>CCSS.ELA-Literacy.WHST.6-8.1,2,7-10</i></p>	<p style="text-align: center;">Acquisition</p> <p><i>Students will know...</i></p> <p>The Content</p> <ul style="list-style-type: none"> the global interconnections between South American countries and their neighbors. the reasons for the migration of people within South America as well as from South America to the United States. the physical features and availability of natural resources of South America influence population patterns and ways of making a living (e.g., Andes Mountains, Pampas region, Amazon River). <p>The Themes:</p> <ul style="list-style-type: none"> how people from South America modify and adapt to their environments.GEO 6–7.3 factors of environmental changes that cross South America ‘s boundaries.GEO 6-7.9 how the cultural aspects of South America spread beyond its borders.GEO 6-7.5 the makeup of the people in South America . GEO 6-7.5 the migration of people within and beyond South America .GEO 6–7.7 the cultural, social, political, and economic characteristics that may define South America . GEO 6-7.5 & GEO 6–7.7 	<p><i>Students will be skilled at...</i></p> <p>The Content</p> <ul style="list-style-type: none"> Examining the global interconnections between South American countries and their neighbors. Analyzing the reasons for the migration of people within South America as well as from South America to the United States. Evaluating how the physical features and availability of natural resources of South America influence population patterns and ways of making a living (e.g., Andes Mountains, Pampas region, Amazon River). <p>The Themes:</p> <ul style="list-style-type: none"> the analysis of how people from various world regions modify and adapt to their environments. GEO 6–7.3 the exploration of factors of environmental changes that cross regional boundaries.GEO 6-7.9 the analysis of how the cultural aspects of a region spread beyond its borders. GEO 6-7.5 the exploration of the makeup of the people in a particular region. GEO 6–7.7 the analysis of the migration of people within and beyond a region. the evaluation of cultural, social, political, and economic characteristics that may define a region. GEO 6-7.5 & GEO 6–7.7
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Stage 2 – Evidence		
Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • T • A • M,A • T,M,A • T • T 	<ul style="list-style-type: none"> • Checklist/Rubric <ul style="list-style-type: none"> ○ clear and focused claim and purpose ○ historical accuracy ○ thorough understanding of content topics and concepts ○ interpretation & application of sources ○ citation of evidence to support claim ○ organization & mechanics 	<p>PERFORMANCE TASK(S):</p> <p>G: Students must identify a real-world problem that exists in South America and develop one or more possible solutions, then create a proposal to present to a charitable foundation that will award a significant grant to fund an important need in the region.</p> <p>Students will research an issue significant to South America that is environmental, humanitarian, or cultural in nature and apply for a grant to address the issue.</p> <p>R: Students are applicants for a grant</p> <p>A: International foundation that funds environmental, humanitarian, and cultural causes and needs</p> <p>S: An international aid foundation is offering a significant monetary grant to a group that can demonstrate an important need that, if met, will have a significant, positive impact on the region. Students are identifying real world problems and solutions in South America.</p> <p>P: Student designed presentation to foundation (students submit a proposal for type of presentation based on the rubric)</p> <p>Standards:</p> <ul style="list-style-type: none"> • 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. • 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. • CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources. • CCSS.ELA-LITERACY.RH.6-8.2: 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.

<ul style="list-style-type: none"> ● T, M, A ● M ● M,A ● T,M,A 	<ul style="list-style-type: none"> ● Skillful application of disciplinary tools (i.e. maps, atlases, etc) used to make accurate inferences and logical predictions and draw conclusions ● Thorough understanding and analysis of key topics/concepts ● Accurate application of content and domain specific vocabulary ● Selection of evidence that is sufficient, relevant, and compelling to support a claim 	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Atlas & Map Skills ● Entrance/Exit slips ● Social Studies notebook ● Unit Vocabulary quiz ● 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
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Stage 3 – Learning Plan

Stage 3 – Learning Plan		
Code	<i>Pre-Assessment</i>	
<ul style="list-style-type: none"> • T • A 	<ul style="list-style-type: none"> • Vocabulary Pre-Assessment • Advance organizer (ie, concept map, kwl, anticipation guide) • Unit Pretest administered as a Common Formative Assessment by the department The pretest will include an assessment of spatial knowledge of South America, academic vocabulary, and a response to two essential questions: <ol style="list-style-type: none"> 1. Explain how this region’s history influences its present. 2. Describe the geographic and cultural characteristics that define the subregions of South America 	
<ul style="list-style-type: none"> • M, A • T, M,A • T,M,A • T • M • M,A • M,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-specific vocabulary. (eg. Location, Place, Region, Movement, HEI) • Students will complete map work associated with the individual unit. (eg. Atlas of World History) • Students will select and use credible sources to support their written tasks.(eg. World Cultures Textbook) • Students will generate questions to drive inquiry • Students will study maps of South America’s physical characteristics to determine where there are natural boundaries, then compare them to political maps • Students will identify location and characteristics of regions of South America • Students will construct maps, both physical and political of the region. • Students jigsaw: Each student researches a specific country in the region using multiple tools and resources looking through the lens of the 5 themes of geography to become an expert. .They will compare the country to the United States and one in South America to identify similarities and differences. • Students share their learning with their peers. Examples: multimedia or visual project presented in small or large group.This may be dones as teams of students’ taking different roles, such as, anthropologist, historian, environmentalist, cartographer or business person. This may 	<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 (ie, entrance/ exit slips, peer assessments, self assessments) • Confering/ Teacher-student conferences

<ul style="list-style-type: none"> • M,A • T • T,M,A • T • T • A • M 	<p>be done as an elaboration on the country researched in Central America with a focus on comparison and contrast.</p> <ul style="list-style-type: none"> • Teacher-led Mini-lessons on: interpreting a variety of maps, such as, population, natural resources, physical and political maps. • Evaluating sources for credibility • Analyzing statistics, such as, Per Capita GDP, literacy rate, life expectancy and Human Development Index by creating graphs comparing them to the United States • Students will analyze current events for the region and contemporary global issues at websites evaluated for credibility, such as, Newsela and actively research multiples sides of issues and draw conclusions based on evidence. • Students will debate contemporary global issues. • Teach domain specific vocabulary • Constructed response: Students will identify regional differences between South America and other regions of the world, such as the United States and Europe, using maps, statistics, articles and primary source documents. 	
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Recommended Resources

Junior Scholastic Magazine <http://junior.scholastic.com/>

Newsela <https://newsela.com/>

World Cultures and Geography of Western Hemisphere and Europe Published by McDougal Littel

Online databases listed at school website under LMC, such as, www.culturegrams.com

Writing guides and formative assessments for differentiating processes: <https://www.facinghistory.org> or

[https://www.facinghistory.org/resource-library?ff\[0\]=multi_field_resource_type%3A619&search=south%20america%20writing%20guide](https://www.facinghistory.org/resource-library?ff[0]=multi_field_resource_type%3A619&search=south%20america%20writing%20guide)

Teacher collected resources: https://drive.google.com/drive/folders/0B_qfsMBymNxZ3FyNFczYzFJc1U?usp=sharing