

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Grade 7 Social Studies Curriculum:  
World Regional Studies Two

June 2017

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### **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 7 - World Regional Studies**

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

### **Regional of Study**

World Regional Studies includes:

- the East (includes geography, selected points of history, and current events/culture)
- Sub-Saharan Africa
- The Middle East and North Africa
- Subcontinental Asia
- East Asia

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?
- How does population density affect the availability of resources?
  - 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.

5. 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.

ESTABLISHED GOALS		
<p><b>Geographic Representations: Spatial Views of the World</b>  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><b>Human-Environment Interaction: Places, Regions, and Culture</b>  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><b>Human Population: Spatial Patterns and Movement</b>  GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.</p> <p><b>Global Interconnections</b></p>	<b>Transfer</b>	
	Students will be able to independently use their learning to...	
	Develop questions and plan inquiry ( <a href="#">R1</a> , <a href="#">W7</a> , <a href="#">SL1</a> )	
	Apply disciplinary concepts and tools ( <a href="#">R1-10</a> , <a href="#">W1</a> , <a href="#">W2</a> , <a href="#">W7</a> , <a href="#">SL1</a> , <a href="#">L1-3</a> , <a href="#">L6</a> )	
	Evaluate sources and use evidence ( <a href="#">R1-10</a> , <a href="#">W1</a> , <a href="#">W2</a> , <a href="#">W7-10</a> , <a href="#">SL1</a> , <a href="#">L1-3</a> )	
	Communicate conclusions & take informed action ( <a href="#">R1</a> , <a href="#">W1-8</a> , <a href="#">SL1-6</a> , <a href="#">L1-3</a> )	
	Synthesize the cultural, social, political, and economic characteristics that may define a geographic region to build a global perspective	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> Students will understand that...	<b>ESSENTIAL QUESTIONS</b>
	<ul style="list-style-type: none"> <li>Maps can be used or constructed to represent data in a spatial form.</li> <li>Regions are defined by changing human and physical characteristics.</li> <li>The earth is not static, but always changing.</li> <li>The interaction between economic, political and social processes create complex change.</li> <li>The change in the importance, value and availability of resources is an important aspect of human systems.</li> </ul>	<ul style="list-style-type: none"> <li>How has Sub-Saharan Africa changed?</li> <li>What are the purposes and uses of maps in relation to Sub-Saharan Africa?</li> <li>How are regions defined in Sub-Saharan Africa?</li> <li>How do physical processes influence how humans live in Sub-Saharan Africa?</li> <li>When do complex human processes interact to create change in Sub-Saharan Africa?</li> <li>Why does the distribution of resources vary in Sub-Saharan Africa?</li> <li>How does the past influence the present in Sub-Saharan Africa?</li> <li>What is the relationship between the United States and the regions of</li> </ul>

<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><b>Change, Continuity and Context</b>  <i>HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region</i></p> <p><b>Perspectives</b>  <i>HIST 6-7.4 Explain how and why perspectives of people have changed over time.</i></p> <p><b>CCSS</b>  <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><b>Civic and Political Institutions</b>  <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><b>Economic Decision-Making</b>  <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><b>Literacy:</b>  <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"> <li>Understanding the choices made by humans and the changes in physical systems will help us anticipate and solve the problems of the future.</li> <li>The United States has a rich history and current involvement in the Sub-Saharan Africa.</li> </ul>	<p>Sub-Saharan Africa, and how do they impact one another?</p>
	<p style="text-align: center;"><b>Acquisition</b></p> <p><i>Students will know...</i></p> <p>The Content:</p> <ul style="list-style-type: none"> <li>Analyze how the physical geography of many sub-Saharan African countries contributes to tribal form of government and lack of a typical Western democracy.</li> <li>Evaluate the impact of European colonization on the culture, government, and economies of sub-Saharan African regions.</li> <li>Analyze the impact of human rights abuses on the people of sub-Saharan Africa (e.g., Genocide in Rwanda, Apartheid in South Africa).</li> </ul> <p>The Themes:</p> <ul style="list-style-type: none"> <li>Analyze how people from various world regions allocate their available resources.</li> <li>Assess the impact of environmental changes on populations of various world regions over time.</li> <li>Analyze the pattern and impact of cultural diffusion over time.</li> <li>Analyze a region's shifts in population over time.</li> <li>Examine the diversity and views on human rights of a region.</li> </ul>	<p><i>Students will be skilled at...</i></p> <p>The Content:</p> <ul style="list-style-type: none"> <li>Analyze how the physical geography of many sub-Saharan African countries contributes to tribal form of government and lack of a typical Western democracy.</li> <li>Evaluate the impact of European colonization on the culture, government, and economies of sub-Saharan African regions.</li> <li>Analyze the impact of human rights abuses on the people of sub-Saharan Africa (e.g., Genocide in Rwanda, Apartheid in South Africa).</li> </ul> <p>The Themes:</p> <ul style="list-style-type: none"> <li>Analyze how people from various world regions allocate their available resources.</li> <li>Assess the impact of environmental changes on populations of various world regions over time.</li> <li>Analyze the pattern and impact of cultural diffusion over time.</li> <li>Analyze a region's shifts in population over time.</li> <li>Examine the diversity and views on human rights of a region.</li> </ul>



	<ul style="list-style-type: none"> <li>• Evaluate the impact of immigration on the political, social, and economic conditions of a region.</li> <li>• Explore the factors that have led to colonialism.</li> <li>• Create graphic representations of various physical, cultural, social, political, and economic regions.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate the impact of immigration on the political, social, and economic conditions of a region.</li> <li>• Explore the factors that have led to colonialism.</li> <li>• Create graphic representations of various physical, cultural, social, political, and economic regions.</li> </ul>
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Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• T</li> <li>• A</li> <li>• M,A</li> <li>• T,M,A</li> <li>• T</li> <li>• T</li> <li>• T</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist/Rubric             <ul style="list-style-type: none"> <li>○ clear and focused claim and/or purpose</li> <li>○ historical accuracy</li> <li>○ thorough understanding of content topics and concepts</li> <li>○ interpretation &amp; application of sources</li> <li>○ citation of evidence to support claim</li> <li>○ organization &amp; mechanics</li> <li>○ application of the five themes</li> </ul> </li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>G: As a member of a team preparing to present in a breakout session at a Sub-Saharan African Issues Conference, you and your team members will choose an African issue to research and present. You will demonstrate your knowledge of a specific Sub-Saharan African issue through preparing a research-based presentation that includes a supporting PowerPoint or other visual/multi-media presentation.</p> <p>R: Presenters at an International Conference</p> <p>A: Conference attendees/government representatives</p> <p>S: Students will attend a conference hosted in Sub-Saharan Africa that will be attended by current leadership to discuss solutions for the most pressing issues facing the region today. Prior to attending the conference they are to complete research on the problem and its impact in Sub-Saharan Africa, then, they are to formulate appropriate research-based questions for country leaders in this world region related to addressing the issue. They will submit their list of questions to the bureau chief (teacher) prior to attending the conference, and suggest solutions to the problem.</p> <p>P: Mock Conference and Presentation</p> <p>S: 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> <ul style="list-style-type: none"> <li>• GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.</li> <li>• GEO 6-7.4: Analyze the cultural and environmental characteristics that make places both similar to and different from one another.</li> <li>• 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.</li> <li>• CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>• 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.</li> </ul>

Suggested Issues:

- Sustainable Agriculture – How can we curb desertification?
- Refugees – What changes would you make to help refugees return home?
- Child Labor – What would happen if child labor was ended?
- Child Soldiers – Do you agree with the use of children as soldiers?
- Conflict Diamonds – What influence does the mining of diamonds have on African governments?
- Decolonization – How would you evaluate the impact of Decolonization?
- Disease - What is the burden of disease in the Sub-Saharan Africa?

Adapted from Georgia PS:

<https://drive.google.com/a/newmilfordps.org/file/d/1KRmXQSQmsxyNDFxD-VV364INe59X5OUAuOnr1UWmPdZewhD79NGiDMYXQPRa39nvRnnREtwUIRZuypFb/view?usp=sharing>

<ul style="list-style-type: none"> <li>• T, M, A</li> <li>• M</li> <li>• M,A</li> <li>• T,M,A</li> </ul>	<ul style="list-style-type: none"> <li>• Skillful application of disciplinary tools (i.e. maps, atlases, etc) used to make accurate inferences and logical predictions and draw conclusions</li> <li>• Thorough understanding and analysis of key topics/concepts</li> <li>• Accurate application of content and domain specific vocabulary</li> <li>• Selection of evidence that is sufficient, relevant, and compelling to support a claim</li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Atlas &amp; Map Skills Check</li> <li>• Entrance/Exit slips</li> <li>• Social Studies notebook</li> <li>• Unit Vocabulary quiz</li> <li>• Close reading of primary and secondary source documents</li> <li>• Student self-reflection/self-assessment</li> <li>• peer evaluations/peer feedback</li> <li>• Assignment feedback/conferring notes</li> <li>• Application of disciplinary concepts and skills to current issues and events</li> </ul>
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Code	Pre-Assessment																				
T	<p><b>Common Pre-Assessment:</b>  Students will respond to the following questions in their Social Studies Notebooks, pair share with a partner, and share out with the entire class in whole class discussion:</p> <ol style="list-style-type: none"> <li>1) Where is sub-saharan Africa and what countries make up the region?</li> <li>2) What is something you know, or think you know about the geography of sub-Saharan Africa?</li> <li>3) What is something you know, or think you know about the culture of sub-Saharan Africa?</li> <li>4) What is something you know, or think you know about the history of sub-Saharan Africa?</li> <li>5) What is something you know, or think you know about current events and issues facing modern sub-saharan Africa?</li> </ol> <p><b>Other Optional Pre-Assessments (these may be in addition to, not in place of the common preassessment)</b></p> <ul style="list-style-type: none"> <li>• KWL or other advance organizer (concept map, web, anticipation guide, etc)</li> <li>• Students will identify prior knowledge and formulate “want to learn” questions in their notebooks/journals</li> <li>• Vocabulary pre-assessment</li> </ul> <p>Name: _____ Class: _____</p> <p style="text-align: center;">Sub-Saharan Africa Pre-Assessment</p> <p>Matching:</p> <table border="0"> <tbody> <tr> <td>1. _____ shaman</td><td>a. native to a specific area</td></tr> <tr> <td>2. _____ savanna</td><td>b. honored ideas, beliefs, and behaviors</td></tr> <tr> <td>3. _____ Swahili</td><td>c. widely spoken Bantu language of East Africa</td></tr> <tr> <td>4. _____ dialects</td><td>d. belief that everything on earth has a spirit</td></tr> <tr> <td>5. _____ values</td><td>e. religious person believed to control spirits</td></tr> <tr> <td>6. _____ genetics</td><td>f. record of ancestors</td></tr> <tr> <td>7. _____ animism</td><td>g. regional variations of a language</td></tr> <tr> <td>8. _____ stereotype</td><td>h. study of inherited characteristics of living things</td></tr> <tr> <td>9. _____ indigenous</td><td>i. dry, grassy grazing lands</td></tr> <tr> <td>10. _____ genealogy</td><td>j. unfair generalization about a group of people</td></tr> </tbody> </table> <p>11. Written Response – If you could visit anywhere in Sub-Saharan Africa what would you most like to see and why?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	1. _____ shaman	a. native to a specific area	2. _____ savanna	b. honored ideas, beliefs, and behaviors	3. _____ Swahili	c. widely spoken Bantu language of East Africa	4. _____ dialects	d. belief that everything on earth has a spirit	5. _____ values	e. religious person believed to control spirits	6. _____ genetics	f. record of ancestors	7. _____ animism	g. regional variations of a language	8. _____ stereotype	h. study of inherited characteristics of living things	9. _____ indigenous	i. dry, grassy grazing lands	10. _____ genealogy	j. unfair generalization about a group of people
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Multiple Choice – Write the correct letters in the blanks:

12. \_\_\_\_\_ The Sahel is

- A. south of the Sahara  
C. part of Madagascar

- B. in the Libyan Desert  
D. located in East Africa

13. \_\_\_\_\_ A “witch doctor” can BEST be described as a

- A. chief                      B. surgeon      C. healer      D. monster

14. \_\_\_\_\_ How is Madagascar similar to many parts of Africa?

- A. It is very industrial                      B. It is a desert region  
C. Its land is being destroyed                      D. Its animal life is very similar

15. \_\_\_\_\_ The Congo, the Niger, and the Zambezi are all

- A. animal refuges                      B. African Rivers  
C. important lakes                      D. mountain ranges

T,M,A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Students will learn, internalize, and correctly use Unit-specific vocabulary. (eg. Location, Place, Region, Movement, HEI)</li> <li>• Students will complete map work associated with the individual unit. (eg. Atlas of World History)</li> <li>• Students will select and use credible sources to support their written tasks.(eg. World Cultures Textbook)</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Class discussions involving student-generated questions</li> <li>• Student discussion based on overarching questions</li> <li>• Notebook responses/ journal entries</li> <li>• Research and inquiry development processes</li> <li>• Self reflection (ie, entrance/ exit slips, peer assessments, self assessments)</li> <li>• Conferring/ Teacher-student conferences</li> </ul>
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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](http://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&f\[0\]=multi\\_field\\_resource\\_type%3A619](https://www.facinghistory.org/resource-library?search=western%20europe%20writing%20guide&f[0]=multi_field_resource_type%3A619)

Jigsaw practice: <https://www.facinghistory.org/resource-library/teaching-strategies/jigsaw-developing-community-and-disseminating-knowledge>

<http://7thglobalstudies.weebly.com/unit-i---sub-saharan-africa.html>

<p><b>ESTABLISHED GOALS</b></p> <p>GEO 6-7.3 Explain how cultural patterns and economic decisions influence environments and the lives of people.</p> <p>GEO 6-7.4 Analyze the cultural and environmental characteristics that make places both similar and different.</p> <p>GEO 6-7.5 Explain the connections between the physical and human characteristics of a region and the identity of cultures living there.</p> <p>GEO 6-7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.</p> <p>HIST 6-7.1 Use questions about significant people or events to explain the impact on the region.</p> <p>HIST 6-7.2 Classify a series of historical events and developments as examples of change or continuity.</p> <p>HIST 6-7.4 Explain how and why perspectives of people have changed over time.</p> <p>HIST 6-7.7 Explain multiple causes and effects of events and developments in the past.</p> <p>CIV 6-7.2 Assess specific rules and laws as a means of addressing public problems.</p> <p>CIV 6-7.3 Compare historical and contemporary means of changing societies and promoting the common good.</p> <p>ECO 6-7.6 Explain barriers to trade and how they influence trade amongst nations.</p> <p>ECO 6-7.7 Explain the benefits and costs of trade policies.</p> <p>INQ 6-8.13 Critique arguments for credibility.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Develop questions and plan inquiry (<a href="#">R1</a>, <a href="#">W7</a>, <a href="#">SL1</a>)</p> <p>Apply disciplinary concepts and tools (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>, <a href="#">L6</a>)</p> <p>Evaluate sources and use evidence (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7-10</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>)</p> <p>Communicate conclusions &amp; take informed action (<a href="#">R1</a>, <a href="#">W1-8</a>, <a href="#">SL1-6</a>, <a href="#">L1-3</a>)</p> <p>Synthesize the cultural, social, political, and economic characteristics that may define a geographic region.</p>	
	<b>Meaning</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Maps can be used or constructed to represent data in a spatial form.</li> <li>• Regions are defined by changing human and physical characteristics.</li> <li>• The earth is not static, but always changing.</li> <li>• The interaction between economic, political and social processes create complex change.</li> <li>• The United States has a rich history and current involvement in the Middle East.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• What provocative questions will foster inquiry, meaning making, and transfer the learning?</li> <li>• How have climate and location influenced the Middle East in the past and today?</li> <li>• What factors led to the development of civilizations in the Middle East?</li> <li>• How have resources and migration shaped culture in the Middle East?</li> <li>• What forces have affected the development of modern countries in the Middle East?</li> </ul>



<p>INQ 6-8.14 Critique the structure of explanations.</p>	<ul style="list-style-type: none"> <li>• The change in the importance, value and availability of resources is an important aspect of human systems.</li> <li>• The environments of the Earth affect and shape cultures, worldwide.</li> </ul>	
<p><b>Acquisition</b></p>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How geographic features and population patterns encourage unity. GEO 6-7.7</li> <li>• How geographic and societal factors often create division. GEO 6-7.7</li> <li>• How societal, political, and economic structures today are a product of the past. HIST 6-8.1</li> <li>• How to evaluate similarities and differences between various parts of the world. GEO 6-7.9</li> <li>• How people modify and adapt to their environments. GEO 6-7.3</li> <li>• How environmental changes across borders create dispute. GEO 6-7.9</li> <li>• How cultural aspects of one group may migrate or affect other groups. GEO 6-7.5</li> <li>• The Middle East is the birthplace of three of the World's great religions. HIST 6-7.2</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• The analysis of geographic features and population patterns. GEO 6-7.7</li> <li>• Evaluate the factors which encourage unity, as well as those factors which create division. GEO 6-7.7</li> <li>• The evaluation of how societal, political, and economic structures today are a product of the past. HIST 6-8.1</li> <li>• The evaluation of regional similarities and differences. GEO 6-7.9</li> <li>• The analysis of how people from various world regions modify and adapt their environments. GEO 6-7.3</li> <li>• the exploration of factors of environmental changes that cross regional boundaries. GEO 6-7.9</li> <li>• the analysis of how the cultural aspects of a region spread beyond its borders. GEO 6-7.5</li> <li>• the exploration of the makeup of the people in a particular region. GEO 6-7.7</li> <li>• the analysis of the migration of people within and beyond a region. HIST 6-7.1</li> <li>• the evaluation of cultural, social,</li> </ul>

		political, and economic characteristics that may define a region. <i>GEO 6-7.5 &amp; GEO 6–7.7</i>
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Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>• T</li> <li>• A</li> <li>• M, A</li> <li>• T, M, A</li> <li>• T</li> <li>• T</li> </ul>	<ul style="list-style-type: none"> <li>• Checklist/Rubric <ul style="list-style-type: none"> <li>○ clear and focused claim and/or purpose</li> <li>○ historical accuracy</li> <li>○ thorough understanding of content topics and concepts</li> <li>○ interpretation &amp; application of sources</li> <li>○ citation of evidence to support claim</li> <li>○ organization &amp; mechanics</li> <li>○ application of</li> </ul> </li> </ul>	<p>Performance Task(s):  <i>Students will show they really understand by...</i></p> <p><i>G: Recommend a foreign policy course of action regarding the Israeli-Palestinian conflict to the international peace negotiation team. Consider multiple perspectives and be mindful of and sensitive to cultural, religious, political, and historical influences.</i></p> <p><i>R: Student addressing the peace negotiations team</i></p> <p><i>A: Arab and Israeli representatives of peace negotiation team</i></p> <p>S: The Arab-Israeli Conflict has been ongoing for decades. As a student you would like to see a resolution before you graduate from high school. First, you must develop a solution to the dispute. Second, write a position statement with your recommended course of action to help the peace process along. Finally, turn the position statement into a brief address to the Israeli and Arab leadership on the peace negotiations team.</p> <p><i>P: Address to Arab and Israeli leadership &amp; members of peace negotiation team</i></p>

<ul style="list-style-type: none"> <li>• T</li> </ul>	<p>the five themes</p>	<p>S:</p> <ul style="list-style-type: none"> <li>• CIV 6-7.3 Compare historical and contemporary means of changing societies and promoting the common good.</li> <li>• GEO 6-7.3 Explain how cultural patterns and economic decisions influence environments and the lives of people.</li> <li>• <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></li> <li>• CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>• 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.</li> </ul>
<ul style="list-style-type: none"> <li>• T, M, A</li> <li>• M</li> <li>• M, A</li> <li>• T, M, A</li> </ul>	<ul style="list-style-type: none"> <li>• Skillful application of disciplinary tools (i.e. maps, atlases, etc) used to make accurate inferences and logical predictions and draw conclusions</li> <li>• Thorough understanding and analysis of key topics/concepts</li> <li>• Accurate application of content and domain specific vocabulary</li> <li>• Selection of evidence that is sufficient, relevant, and compelling to support a claim</li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>• Atlas &amp; Map Skills</li> <li>• Entrance/Exit slips</li> <li>• Social Studies notebook</li> <li>• Unit Vocabulary quiz</li> <li>• Close reading of primary and secondary source documents</li> <li>• Student self-reflection/self-assessment</li> <li>• peer evaluations/peer feedback</li> <li>• Assignment feedback/conferring notes</li> <li>• Application of disciplinary concepts and skills to current issues and events</li> </ul>

Code	Pre-Assessment																				
T,A,M	<ul style="list-style-type: none"> <li>• KWL or other advance organizer (concept map, web, anticipation guide, etc)</li> <li>• 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.</li> <li>• Vocabulary guides</li> </ul> <p>Name: _____ Class: _____</p> <p style="text-align: center;">North Africa/Middle East Pre-Assessment</p> <p>Matching:</p> <table border="0"> <tr> <td>1. ____ gulf</td> <td>a. a meeting of high-level government officials</td> </tr> <tr> <td>2. ____ desalination</td> <td>b. process for taking fresh water from sea water</td> </tr> <tr> <td>3. ____ irrigation</td> <td>c. ground that can be farmed</td> </tr> <tr> <td>4. ____ customs</td> <td>d. area of water partially enclosed by coastline</td> </tr> <tr> <td>5. ____ Arabic</td> <td>e. the usual way of doing things</td> </tr> <tr> <td>6. ____ scarcity</td> <td>f. graphic showing temperature and rainfall</td> </tr> <tr> <td>7. ____ arable land</td> <td>g. the total value of a nation's goods and services</td> </tr> <tr> <td>8. ____ climagraph</td> <td>h. Muslim language</td> </tr> <tr> <td>9. ____ summit</td> <td>i. means of supplying water to crops</td> </tr> <tr> <td>10. ____ GNP</td> <td>j. an insufficient amount of something</td> </tr> </table> <p>11. Written Response – Explain one way that the geography of this region causes problems for the people who live there.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	1. ____ gulf	a. a meeting of high-level government officials	2. ____ desalination	b. process for taking fresh water from sea water	3. ____ irrigation	c. ground that can be farmed	4. ____ customs	d. area of water partially enclosed by coastline	5. ____ Arabic	e. the usual way of doing things	6. ____ scarcity	f. graphic showing temperature and rainfall	7. ____ arable land	g. the total value of a nation's goods and services	8. ____ climagraph	h. Muslim language	9. ____ summit	i. means of supplying water to crops	10. ____ GNP	j. an insufficient amount of something
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22. \_\_\_\_\_ What city is located at  $32^{\circ}\text{E}$ ,  $30^{\circ}\text{N}$ ?  
 A. Riyadh  
 B. Kuwait  
 C. Nicosia  
 D. Cairo
23. \_\_\_\_\_ The distance from Jerusalem to Beirut is approximately  
 A. 100 miles.  
 B. 150 miles.  
 C. 200 miles.  
 D. 250 miles.
24. \_\_\_\_\_ Doha is to Qatar as  
 A. Ankara is to Turkey.  
 B. Bahrain is to Manama.  
 C. Yemen is to Oman.  
 D. Israel is to Jordan.
25. \_\_\_\_\_ Which statement is supported by information in the map?  
 A. The border between Yemen and Saudi Arabia is unclear.  
 B. The Mediterranean Sea forms the western border of Iraq.  
 C. The United Arab Emirates have no water route to the sea.  
 D. The Iraqi capital is in the southwest corner of the country.

T,M,A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Students will learn, internalize, and correctly use Unit-specific vocabulary. (eg. Location, Place, Region, Movement, HEI)</li> <li>• Students will complete map work associated with the individual unit. (eg. Atlas of World History)</li> <li>• Students will select and use credible sources to support their written tasks.(eg. World Cultures Textbook)</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Class discussions involving student-generated questions</li> <li>• Student discussion based on overarching questions</li> <li>• Notebook responses/ journal entries</li> <li>• Research and inquiry development processes</li> <li>• Self reflection (ie, entrance/ exit slips, peer assessments, self assessments)</li> <li>• Conferring/ Teacher-student conferences</li> </ul>
<p>Atlas of World History, Kids Discover Magazines, S.S. Department videos.  Junior Scholastic Magazine <a href="http://junior.scholastic.com/">http://junior.scholastic.com/</a>  Newsela <a href="https://newsela.com/">https://newsela.com/</a>  <u>World Cultures and Geography of Western Hemisphere and Europe</u> Published by McDougal Littell  Online databases listed at school website under LMC, such as, <a href="http://www.culturegrams.com">www.culturegrams.com</a>  Writing guides and formative assessments for differentiating processes: <a href="https://www.facinghistory.org">https://www.facinghistory.org</a> or  <a href="https://www.facinghistory.org/resource-library?search=western%20europe%20writing%20guide&amp;f[0]=multi_field_resource_type%3A619">https://www.facinghistory.org/resource-library?search=western%20europe%20writing%20guide&amp;f[0]=multi_field_resource_type%3A619</a>  Jigsaw practice:  <a href="https://www.facinghistory.org/resource-library/teaching-strategies/jigsaw-developing-community-and-disseminating-knowledge">https://www.facinghistory.org/resource-library/teaching-strategies/jigsaw-developing-community-and-disseminating-knowledge</a></p>		

ESTABLISHED GOALS		
<p><b>Geographic Representations: Spatial Views of the World</b>  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><b>Human-Environment Interaction: Places, Regions, and Culture</b>  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>	<b>Transfer</b>	
	Students will be able to independently use their learning to...	
	Develop questions and plan inquiry ( <a href="#">R1,W7</a> , <a href="#">SL1</a> )	
	Apply disciplinary concepts and tools ( <a href="#">R1-10</a> , <a href="#">W1,W2,W7</a> , <a href="#">SL1</a> , <a href="#">L1-3</a> , <a href="#">L6</a> )	
	Evaluate sources and use evidence ( <a href="#">R1-10</a> , <a href="#">W1,W2,W7-10</a> , <a href="#">SL1</a> , <a href="#">L1-3</a> )	
	Communicate conclusions & take informed action ( <a href="#">R1</a> , <a href="#">W1-8</a> , <a href="#">SL1-6</a> , <a href="#">L1-3</a> )	
	Synthesize the cultural, social, political, and economic characteristics that may define a geographic region to build a global perspective	
	<b>Meaning</b>	
	<b>UNDERSTANDINGS</b> Students will understand that...	<b>ESSENTIAL QUESTIONS</b>
	<ul style="list-style-type: none"> <li>Maps can be used or constructed to represent data in a spatial form.</li> <li>Regions are defined by changing human and physical characteristics.</li> <li>The earth is not static, but always changing.</li> </ul>	<ul style="list-style-type: none"> <li>How has Subcontinental Asia changed?</li> <li>What are the purposes and uses of maps in relation to Subcontinental Asia?</li> <li>How are regions defined in Subcontinental Asia?</li> <li>How do physical processes influence how humans live in Subcontinental Asia?</li> </ul>

<p><b>Human Population: Spatial Patterns and Movement</b>  <i>GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.</i></p> <p><b>Global Interconnections</b>  <i>GEO 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world</i></p> <p><b>Change, Continuity and Context</b>  <i>HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region</i></p>	<ul style="list-style-type: none"> <li>• The interaction between economic, political and social processes create complex change.</li> <li>• The change in the importance, value and availability of resources is an important aspect of human systems.</li> <li>• Understanding the choices made by humans and the changes in physical systems will help us anticipate and solve the problems of the future.</li> <li>• The United States has a rich history and current involvement in the Subcontinental Asian Region.</li> </ul>	<ul style="list-style-type: none"> <li>• When do complex human processes interact to create change in Subcontinental Asia?</li> <li>• Why does the distribution of resources vary in Subcontinental Asia?</li> <li>• How does the past influence the present in Subcontinental Asia?</li> <li>• What is the relationship between the United States and the regions of Sub Continental Asia, and how do they impact one another?</li> </ul>
<p><b>Perspectives</b>  <i>HIST 6–7.4 Explain how and why perspectives of people have changed over time.</i></p> <p><b>CCSS</b>  <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><b>Civic and Political Institutions</b>  <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><b>Economic Decision-Making</b></p>	<p style="text-align: center;"><b>Acquisition</b></p> <p><i>Students will know...</i></p> <p>the Content:</p> <ul style="list-style-type: none"> <li>• how the physical geography and religious diversity of modern India and Pakistan contributes to the tension between the two countries.</li> <li>• how the impact of India’s substantial population on its environment, economy, and government.</li> <li>• how the historical events that have created disunity and conflict in the region.</li> </ul> <p>the Themes:</p> <ul style="list-style-type: none"> <li>• how people from the Subcontinental Asia allocate their available resources.</li> <li>• how the impact of environmental changes on populations of the Subcontinental Asia over time.</li> <li>• how the pattern and impact of cultural</li> </ul>	<p><i>Students will be skilled at...</i></p> <p>the Content:</p> <ul style="list-style-type: none"> <li>• Analyze how the physical geography and religious diversity of modern India and Pakistan contributes to the tension between the two countries.</li> <li>• Evaluate the impact of India’s substantial population on its environment, economy, and government.</li> <li>• Evaluate the historical events that have created disunity and conflict in the region.</li> </ul> <p>the Themes:</p> <ul style="list-style-type: none"> <li>• Analyze how people from various world regions allocate their available resources.</li> <li>• Assess the impact of environmental changes on populations of various</li> </ul>



<p><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>.</p> <p><b>Literacy:</b>  <i>CCSS.ELA-Literacy.RH.6-8.1-10</i>  <i>CCSS.ELA-Literacy.WHST.6-8.1,2,7-10</i></p>	<p>diffusion over time in the Subcontinental Asia.</p> <ul style="list-style-type: none"> <li>• how the Subcontinental Asia shifts in population over time.</li> <li>• how the diversity and views on human rights of the Subcontinental Asia.</li> <li>• how the impact of immigration on the political, social, and economic conditions of the Subcontinental Asia.</li> <li>• how the factors that have led to colonialism the Subcontinental Asia.</li> <li>• how to graphic representations of various physical, cultural, social, political, and economic regions the Subcontinental Asia.</li> </ul>	<p>world regions over time.</p> <ul style="list-style-type: none"> <li>• Analyze the pattern and impact of cultural diffusion over time.</li> <li>• Analyze a region's shifts in population over time.</li> <li>• Examine the diversity and views on human rights of a region.</li> <li>• Evaluate the impact of immigration on the political, social, and economic conditions of a region.</li> <li>• Explore the factors that have led to colonialism.</li> <li>• Create graphic representations of various physical, cultural, social, political, and economic regions.</li> </ul>
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Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>T</li> <li>A</li> <li>M,A</li> <li>T,M,A</li> <li>T</li> <li>T</li> <li>T</li> </ul>	<ul style="list-style-type: none"> <li>Checklist/Rubric             <ul style="list-style-type: none"> <li>clear and focused claim and/or purpose</li> <li>historical accuracy</li> <li>thorough understanding of content topics and concepts</li> <li>interpretation &amp; application of sources</li> <li>citation of evidence to support claim</li> <li>organization &amp; mechanics</li> <li>application of the five themes</li> </ul> </li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>G: Using the inquiry, primary and secondary sources presented in class, plus your knowledge of South Asia, construct an argument and determine the best method for presenting that argument. Your presentation must defend or criticize India's caste system which has been in place for hundreds of years, as usual, support your conclusions with text evidence.</p> <p>R: You are an Indian journalist and you are proposing actions you would like India's Congress to take in addressing the caste system.</p> <p>A: India's Congress and the millions of Indian voters.</p> <p>S: The challenge involves centuries of religious tradition versus the social and economic isolation of 100 million "Untouchables".</p> <p>P: Written Argument (News Editorial) and Presentation</p> <p>S:</p> <ul style="list-style-type: none"> <li>S: GEO 6-7.3 Explain how cultural patterns and economic decisions influence the daily lives of people.</li> <li>CCSS.ELA-LITERACY.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>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.</li> </ul>
<ul style="list-style-type: none"> <li>T, M, A</li> <li>M</li> <li>M,A</li> <li>T,M,A</li> </ul>	<ul style="list-style-type: none"> <li>Skillful application of disciplinary tools (i.e. maps, atlases, etc) used to make accurate inferences and logical predictions and draw conclusions</li> <li>Thorough understanding and analysis of key topics/concepts</li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>Atlas &amp; Map Skills</li> <li>Entrance/Exit slips</li> <li>Social Studies notebook</li> <li>Unit Vocabulary quiz</li> <li>Close reading of primary and secondary source documents</li> <li>Student self-reflection/self-assessment</li> <li>peer evaluations/peer feedback</li> <li>Assignment feedback/conferring notes</li> <li>Application of disciplinary concepts and skills to current issues and events</li> </ul>

	<ul style="list-style-type: none"> <li>• Accurate application of content and domain specific vocabulary</li> <li>• Selection of evidence that is sufficient, relevant, and compelling to support a claim</li> </ul>	
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<b>Code</b>  T	<p style="text-align: center;"><b>Pre-Assessment</b></p> <ul style="list-style-type: none"> <li>• KWL or other advance organizer (concept map, web, anticipation guide, etc)</li> <li>• 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.</li> <li>• Vocabulary guides</li> </ul> <p>Name: _____ Class: _____</p> <p style="text-align: center;"><b>Subcontinental Asia Pre-Assessment</b></p> <p>The region officially known as Jammu and Kashmir has been the center of a great dispute between India and Pakistan since the two nations gained their independence from the British. The region, which is so beautiful it is sometimes called the “Switzerland of the East”, covers over 200,000 square miles and is home to about 12 million people.</p> <p>About 70% of the population of Jammu and Kashmir is Muslim, but Hindus, Sikhs, and Buddhists also live in the region. Most people work either on farms or in cottage industries. The fertile valley between the Himalayas and the smaller Pir Panjal Range has a mild climate and well-watered soil, making it a productive agricultural area. Kashmir is particularly well known for its wool that is used in shawls, sweaters, and carpets. Mining in this region is also profitable because of a wealth of minerals and gems.</p> <p>With such beauty, rich farmland, and mineral wealth it is easy to see why India and Pakistan would benefit from controlling the region. Each country claims the land as their territory and the two have fought over control. After a war in 1947 the area was divided between India and Pakistan at the Line of Control. The area to the east of the LOC is controlled by India, and Pakistan controls the land to the west.</p> <p>Even today the people within the region disagree over control of the land. Rebellions and uprisings are common and despite the great beauty, tourists are discouraged from visiting the region due to unrest.</p> <p>Matching:</p> <p>1. _____ According to the main idea of the passage, Jammu and Kashmir is</p> <p style="margin-left: 40px;">A. an independent territory.                      B. the “Switzerland of the East”.</p> <p style="margin-left: 40px;">C. rich, well-watered farmland .                      D. a bitterly disputed region.</p> <p>2. _____ Which job would people in Jammu and Kashmir be LEAST likely to hold?</p> <p style="margin-left: 40px;">A. farmer                      B. waiter                      C. miner                      D. weaver</p> <p>3. _____ Sikhs, referred to in the second paragraph, are most likely</p> <p style="margin-left: 40px;">A. people from another land .                      B. another religious group.</p> <p style="margin-left: 40px;">C. 70% of the population.                      D. Muslims or Buddhists.</p> <p><b>1947</b> India freed and partitioned into Muslim and Hindu lands.</p> <p><b>1948</b> Mahatma Gandhi assassinated.</p> <p><b>1949</b> Ceasefire in Kashmir.</p> <p><b>1950</b> Indian republic formed according to Indian Constitution.</p>

	<p> <b>1962</b> War with China over Jammu and Kashmir.  <b>1965</b> War with Pakistan  <b>1971</b> War with Pakistan  <b>1974</b> India successfully tests nuclear bomb  <b>1992</b> Hindu mob destroys Muslim mosque sparking riots.  <b>1994</b> Press reports that Pakistan has developed a nuclear bomb.  <b>1998</b> India and Pakistan each conduct several nuclear tests of bombs.            Matching:            7. _____ The BEST title for this timeline would be                                                A. "Pakistan and India".                                      B. "India's Long History."                                                C. "Independent India."                                      D. "Nuclear Weapons."            8. _____ The word "partitioned" most nearly means                                                A. independent.    B. divided.    C. conquered.    D. allowed.            9. _____ What conclusion could be drawn based on the information in the timeline?                                A. India has had many problems since 1947.                                B. Pakistan and India are still enemies today.                                C. The Subcontinent is the most dangerous world region.                                D. China poses a great threat to peace in the Subcontinent.            10. _____ While India _____ nuclear tests first, Pakistan also has nuclear _____.                                                A. launched ... bombs                                      B. produced ... wars                                                C. halted ... capabilities                                      D. conducted ... weapons         </p>	
T,M,A	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Students will learn, internalize, and correctly use Unit-specific vocabulary. (eg.Hindu, Muslim, Sikh, dialect, sect)</li> <li>• Students will demonstrate map skills work associated with the individual unit. (eg. Atlas of World History)</li> <li>• Students will select and use credible sources to support their written tasks.(eg. World Cultures Textbook)</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Class discussions involving student-generated questions</li> <li>• Student discussion based on overarching questions</li> <li>• Notebook responses/ journal entries</li> <li>• Research and inquiry development processes</li> <li>• Self reflection (ie, entrance/ exit slips, peer assessments, self assessments)</li> <li>• Conferring/ Teacher-student conferences</li> </ul>

Suggested Resources: World Cultures Text, Atlas of World History, Kids Discover Magazines, S.S. Department videos.  
 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](http://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&f\[0\]=multi\\_field\\_resource\\_type%3A619](https://www.facinghistory.org/resource-library?search=western%20europe%20writing%20guide&f[0]=multi_field_resource_type%3A619)  
 Jigsaw practice: <https://www.facinghistory.org/resource-library/teaching-strategies/jigsaw-developing-community-and-disseminating-knowledge>

Subject/Course: World Regional Studies Two

Unit 4: East Asia

Grade: 7

ESTABLISHED GOALS	<i>Transfer</i>	
<p><b>Geographic Representations: Spatial Views of the World</b>  <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><b>Human-Environment Interaction: Places, Regions, and Culture</b>  <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</i></p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>Develop questions and plan inquiry (<a href="#">R1</a>, <a href="#">W7</a>, <a href="#">SL1</a>)</p> <p>Apply disciplinary concepts and tools (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>, <a href="#">L6</a>)</p> <p>Evaluate sources and use evidence (<a href="#">R1-10</a>, <a href="#">W1</a>, <a href="#">W2</a>, <a href="#">W7-10</a>, <a href="#">SL1</a>, <a href="#">L1-3</a>)</p> <p>Communicate conclusions &amp; take informed action (<a href="#">R1</a>, <a href="#">W1-8</a>, <a href="#">SL1-6</a>, <a href="#">L1-3</a>)</p> <p>Synthesize the cultural, social, political, and economic characteristics that may define a geographic region to build a global perspective</p>	
	<i>Meaning</i>	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	<p><i>Students will understand that...</i></p>	<ul style="list-style-type: none"> <li>How has East Asia changed?</li> </ul>

<p><i>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><b>Human Population: Spatial Patterns and Movement</b>  <i>GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.</i></p> <p><b>Global Interconnections</b>  <i>GEO 6-7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world</i></p> <p><b>Change, Continuity and Context</b>  <i>HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region</i></p>	<ul style="list-style-type: none"> <li>• Maps can be used or constructed to represent data in a spatial form.</li> <li>• Regions are defined by changing human and physical characteristics.</li> <li>• The earth is not static, but always changing.</li> <li>• The interaction between economic, political and social processes create complex change.</li> <li>• The change in the importance, value and availability of resources is an important aspect of human systems.</li> <li>• Understanding the choices made by humans and the changes in physical systems will help us anticipate and solve the problems of the future.</li> <li>• The United States has a rich history and current involvement in East Asia..</li> </ul>	<ul style="list-style-type: none"> <li>• What are the purposes and uses of maps in relation to East Asia?</li> <li>• How are regions defined in East Asia?</li> <li>• How do physical processes influence how humans live in East Asia?</li> <li>• When do complex human processes interact to create change in East Asia?</li> <li>• Why does the distribution of resources vary in East Asia?</li> <li>• How does the past influence the present in East Asia?</li> <li>• What is the relationship between the United States and the regions of East Asia, and how do they impact one another?</li> </ul>
<p><b>Perspectives</b>  <i>HIST 6-7.4 Explain how and why perspectives of people have changed over time.</i></p> <p><b>CCSS</b>  <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 style="text-align: center;"><b>Acquisition</b></p> <p><i>Students will know...</i></p> <p>the Content:</p> <ul style="list-style-type: none"> <li>• the reasons for and results of environmental problems of modern China; China’s policies to deal with pollution.</li> <li>• the issues associated with China’s substantial population; its response to these issues</li> <li>• how Japan’s geographic location affected its historical, cultural, and economic development.</li> </ul>	<p><i>Students will be skilled at...</i></p> <p>the Content:</p> <ul style="list-style-type: none"> <li>• Analyze the reasons for and results of environmental problems of modern China; evaluate China’s policies to deal with pollution.</li> <li>• Examine the issues associated with China’s substantial population; compare its response to these issues as compared with its neighbors.</li> <li>• Evaluate how Japan’s geographic location affected its historical, cultural,</li> </ul>

<p><b><i>Civic and Political Institutions</i></b>  <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><b><i>Economic Decision-Making</i></b>  <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><b><i>Literacy:</i></b>  <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"> <li>the historical reasons for the division of Korea and the modern day impact on military strategy for the United States.</li> </ul> <p>the Themes:</p> <ul style="list-style-type: none"> <li>how people from East Asia allocate their available resources.</li> <li>the impact of environmental changes on populations of East Asia over time.</li> <li>the pattern and impact of cultural diffusion over time in the East Asia.</li> <li>East Asia shifts in population over time.</li> <li>the diversity and views on human rights of the East Asia.</li> <li>the impact of immigration on the political, social, and economic conditions of the East Asia.</li> <li>the factors that have led to colonialism the East Asia.</li> <li>graphic representations of various physical, cultural, social, political, and economic regions the East Asia.</li> </ul>	<p>and economic development.</p> <ul style="list-style-type: none"> <li>Explore the historical reasons for the division of Korea and the modern day impact on military strategy for the United States.</li> </ul> <p>the Themes:</p> <ul style="list-style-type: none"> <li>Analyze how people from various world regions allocate their available resources.</li> <li>Assess the impact of environmental changes on populations of various world regions over time.</li> <li>Analyze the pattern and impact of cultural diffusion over time.</li> <li>Analyze a region's shifts in population over time.</li> <li>Examine the diversity and views on human rights of a region.</li> <li>Evaluate the impact of immigration on the political, social, and economic conditions of a region.</li> <li>Explore the factors that have led to colonialism.</li> <li>Create graphic representations of various physical, cultural, social, political, and economic regions.</li> </ul>
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Code	Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> <li>T</li> <li>A</li> <li>M,A</li> <li>T,M,A</li> <li>T</li> <li>T</li> <li>T</li> </ul>	<ul style="list-style-type: none"> <li>Checklist/Rubric             <ul style="list-style-type: none"> <li>clear and focused claim and/or purpose</li> <li>historical accuracy</li> <li>thorough understanding of content topics and concepts</li> <li>interpretation &amp; application of sources</li> <li>citation of evidence to support claim</li> <li>organization &amp; mechanics</li> <li>application of the five themes</li> </ul> </li> </ul>	<p>PERFORMANCE TASK(S):</p> <p>G: Construct a message in support of a specific action in regard to the war with Japan during WW2 that is clearly focused and supported by source evidence.  R: Editoralist, Broadcast News Commentator, or Advisor to the President  A: The American People /Radio Audience/President  S: The year is 1945, World War II is in it's final stages and a decision must be made regarding Japan. Should President Truman invade the island nation or drop an atomic bomb, or is there another course of action that should be considered?  P: Prepare a position statement to be delivered via radio broadcast, newspaper editorial, or proposal to the President  S:  Communicate conclusions &amp; take informed action (<u>R1</u>, <u>W1-8</u>, <u>SL1-6</u>, <u>L1-3</u>)</p> <p><i>Change, Continuity and Context</i>  HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region</p> <p><i>Perspectives</i>  HIST 6-7.4 Explain how and why perspectives of people have changed over time.</p>
<ul style="list-style-type: none"> <li>T, M, A</li> <li>M</li> <li>M,A</li> <li>T,M,A</li> </ul>	<ul style="list-style-type: none"> <li>Skillful application of disciplinary tools (i.e. maps, atlases, etc) used to make accurate inferences and logical predictions and draw conclusions</li> <li>Thorough understanding and analysis of key topics/concepts</li> </ul>	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> <li>Atlas &amp; Map Skills Check</li> <li>Entrance/Exit slips</li> <li>Social Studies notebook</li> <li>Unit Vocabulary quiz</li> <li>Close reading of primary and secondary source documents</li> <li>Student self-reflection/self-assessment</li> <li>peer evaluations/peer feedback</li> <li>Assignment feedback/conferring notes</li> <li>Application of disciplinary concepts and skills to current issues and events</li> </ul>

	<ul style="list-style-type: none"> <li>• Accurate application of content and domain specific vocabulary</li> <li>• Selection of evidence that is sufficient, relevant, and compelling to support a claim</li> </ul>	
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**Code**

- A

**Pre-Assessment**

- KWL or other advance organizer (concept map, web, anticipation guide, etc)
- 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.
- Vocabulary guides

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**East Asia Pre-Assessment****Fill in the blanks with terms from the word bank: (Not all words are used)**

strait	artifacts	peninsula	snow cap
gulf	arable	occupied	archipelago
arid	tropics	elevation	precipitation

1. A layer of snow covering the top of something, as a mountain peak or ridge, is called a \_\_\_\_\_.
2. The \_\_\_\_\_ is surrounded by water on three sides.
3. The \_\_\_\_\_ land receives less than ten inches of rain a year.
4. People live where there is \_\_\_\_\_ land, since farming is important to their survival.
5. The \_\_\_\_\_ of Japan has four main islands.
6. The \_\_\_\_\_ is protected from ocean storms by the land around it.
7. Mt. Everest has the highest \_\_\_\_\_ of any mountain on Earth.
8. Less than ten inches of \_\_\_\_\_ falls per year in a desert.
9. Most places located in the \_\_\_\_\_ are warm year round.
10. We traveled through the \_\_\_\_\_ from one sea to the other.

**11. Written response:** Based on what you've learned about Asia's geography, if you had to live somewhere in Asia, where would you choose to live? Remember to give facts to explain why you chose the place you did! (Include at least two facts.)

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Use the map below to answer questions 12-15.



From the CIA World Atlas

12. \_\_\_\_ The four main islands of Japan are
  - A. Fukuoka, Akita, Sapporo, and Okinawa
  - B. Okinawa, Shikoku, Sendai, and Kobe
  - C. Kitakyushu, Osaka, Sendai, and Hokkaido
  - D. Kyushu, Shikoku, Honshu, Hokkaido
13. \_\_\_\_ Russia, the Sea of Japan, and China are
 

A. countries near Japan	C. water routes to Japan
B. located to Japan's west	D. off Japan's east coast
14. \_\_\_\_ A person traveling from North Korea to Hokkaido would be going
 

A. Northeast	C. northwest
B. Southeast	D. southwest
15. \_\_\_\_ The distance from Sendai to Sapporo is approximately
 

A. 200 km.	C. 600 km
B. 400 km	D. 800km

<ul style="list-style-type: none"> <li>• M</li> <li>• A</li> <li>• T</li> </ul>	<p>Summary of Key Learning Events and Instruction</p> <ul style="list-style-type: none"> <li>• Students will learn, internalize, and correctly use Unit-specific vocabulary. (eg. Location, Place, Region, Movement, HEI)</li> <li>• Students will demonstrate map skills work associated with the individual unit. (eg. Atlas of World History)</li> <li>• Students will select and use credible sources to support their written tasks.(eg. World Cultures Textbook, primary source documents)</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• Class discussions involving student-generated questions</li> <li>• Student discussion based on overarching questions</li> <li>• Notebook responses/ journal entries</li> <li>• Research and inquiry development processes</li> <li>• Self reflection (ie, entrance/ exit slips, peer assessments, self assessments)</li> <li>• Conferring/ Teacher-student conferences</li> </ul>
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Suggested Resources: World Cultures Text, Atlas of World History, Kids Discover Magazines, S.S. Department videos.  
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](http://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&f\[0\]=multi\\_field\\_resource\\_type%3A619](https://www.facinghistory.org/resource-library?search=western%20europe%20writing%20guide&f[0]=multi_field_resource_type%3A619)  
Jigsaw practice: <https://www.facinghistory.org/resource-library/teaching-strategies/jigsaw-developing-community-and-disseminating-knowledge>