

Grades 6–8

Geography

Item Specifications



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Introduction

In 2014 Missouri legislators passed House Bill 1490, mandating the development of the Missouri Learning Expectations. In April of 2016, these Missouri Learning Expectations were adopted by the State Board of Education. Groups of Missouri educators from across the state collaborated to create the documents necessary to support the implementation of these expectations.

One of the documents developed is the item specification document, which includes all Missouri grade level/course expectations arranged by domains/strands. It defines what could be measured on a variety of assessments. The document serves as the foundation of the assessment development process.

Although teachers may use this document to provide clarity to the expectations, these specifications are intended for summative, benchmark, and large-scale assessment purposes.

Components of the item specifications include:

Expectation Unwrapped breaks down a list of clearly delineated content and skills the students are expected to know and be able to do upon mastery of the Expectation.

Depth of Knowledge (DOK) Ceiling indicates the highest level of cognitive complexity that would typically be assessed on a large scale assessment. The DOK ceiling is not intended to limit the complexity one might reach in classroom instruction.

Item Format indicates the types of test questions used in large scale assessment. For each expectation, the item format specifies the type best suited for that particular expectation.

Content Limits/Assessment Boundaries are parameters that item writers should consider when developing a large scale assessment. For example, some expectations should not be assessed on a large scale assessment but are better suited for local assessment.

Sample stems are examples that address the specific elements of each expectation and address varying DOK levels. The sample stems provided in this document are in no way intended to limit the depth and breadth of possible item stems. The expectation should be assessed in a variety of ways.

Stimulus Materials defines types of stimulus materials that can be used in the item stems.

Grades 6-8 Geography

Geography		6-8.G.1.CC.A
Theme	<p>Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>History: Continuity and Change Create and use historical maps and timelines in order to represent continuity and change within and among regions over time.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will define and explain the term <i>region</i>. The student will use historical maps and timelines to examine and then assess what has remained constant, as well as what has changed, given a specific timeframe in the region. In addition, the student will examine and then assess what remained constant, as well as what has changed, given different regions in a specific timeframe. This could include examining demographics, human-environment interactions, and cultural exchanges through primary and secondary sources. Given the unit parameters, the student will create maps that depict the chronology.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to local, regional, national, and/or international areas of emphasis, including:</p> <ul style="list-style-type: none"> • Missouri River valley, from Lewis and Clark to present day • Migratory habits and settlement patterns of cultural groups • Major regions of the world (Middle East, sub-Saharan Africa, etc.) 		
<u>Stimulus Materials</u>		
<p>Maps, timelines, primary sources, before/after visuals, charts, graphs, diagrams</p>		

Grades 6-8 Geography

Geography		6-8.G.1.CC.B
Theme	<p>Tools of Social Science Inquiry</p> <p>In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>History: Continuity and Change</p> <p>Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will define and explain the term <i>region</i>. Using teacher-provided historical solutions to situations/problems/issues (e.g., dropping an Atomic Bomb in WWII), the student will identify the problem(s) associated with the chosen solution(s) of the time. The student will draw conclusions about historical solutions to problems within and/or among world regions. The student will critique strengths and weaknesses of the solution(s) to make inferences about current issues and predict future courses of action within and/or among world regions (e.g., relationships with modern Japan). This could include examining demographics, human-environment interactions, and cultural exchanges through primary and secondary sources.</p>		3
		<u>Item Format</u>
		<p>Selected Response</p> <p>Constructed Response</p> <p>Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international areas of emphasis, including:</p> <ul style="list-style-type: none"> • Domestic and/or foreign policy, relationships, and/or events • Specific cultural conflicts • Specific human-environment interactions 		
<u>Stimulus Materials</u>		
<p>Current or historical event materials in print and/or electronic formats, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories</p>		

Grades 6-8 Geography

Geography		6-8.G.1.CC.C
Theme	<p>Tools of Social Science Inquiry</p> <p>In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>History: Continuity and Change</p> <p>With assistance, develop a research plan, identify appropriate resources for investigating social studies topics and create a research product that applies an aspect of geography to a contemporary issue.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>With assistance throughout the process: The student will identify a contemporary issue. The student will then hypothesize how an aspect of geography is interrelated to the contemporary issue. The student will gather and cite evidence to support the hypothesis of how geography impacts the issue. This could address political, environmental, socioeconomic, and/or cultural issues.</p>		3
		<u>Item Format</u>
		<p>Selected Response</p> <p>Constructed Response</p> <p>Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international issues of emphasis, including:</p> <ul style="list-style-type: none"> • Cause-and-effect relationships (natural disaster preparation, response, and recovery, etc.) • Geopolitical conflict and challenges (Sahel, drinking water in Africa, etc.) • Population dynamics (population density in urban India, China, etc.) • Resource management and conservation (oil exploration, transportation, and use, etc.) • Sociocultural issues (religious conflict, immigration, migration, etc.) 		
<u>Stimulus Materials</u>		
<p>Current-event materials in print and/or electronic formats, such as newspaper editorials, articles, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, and/or oral history</p>		

Grades 6-8 Geography

Geography		6-8.G.1.CC.D
Theme	<p>Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>History: Continuity and Change Using an inquiry lens, develop compelling geographic questions, determine helpful resources, and consider multiple points of view represented in the resources.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will demonstrate curiosity by developing a compelling (open-ended geographic question with no one right answer and of high interest to students). To do this, the student will identify, gather, and cite appropriate resources that include multiple points of view to investigate the question.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international issues of emphasis:</p> <ul style="list-style-type: none"> • Examples of compelling questions (C3 Framework by NCSS) may include, but are not limited to: <ul style="list-style-type: none"> ○ Was it destiny to move west? ○ Did geography greatly affect the development of colonial America? ○ Does a geographic minority have the right to ignore the laws of the geographic majority? 		
<u>Stimulus Materials</u>		
<p>Print and/or electronic format newspaper editorials, articles, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, and/or oral history</p>		

Grades 6-8 Geography

Geography		6-8.G.1.CC.E
Theme	<p>Tools of Social Science Inquiry</p> <p>In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>History: Continuity and Change</p> <p>Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>Considering current geographic issues, the student will identify causes and consequences, noting contradictions and emerging patterns. The student will also analyze obstacles and opportunities encountered by those trying to address the problem(s). Those attempting to address the problem may include, but are not limited to, governments and/or their agencies, individuals, private groups, etc.</p>		4
		<u>Item Format</u>
		<p>Selected Response</p> <p>Constructed Response</p> <p>Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international issues of emphasis:</p> <ul style="list-style-type: none"> • Cause-and-effect relationships (natural disaster preparation, response, and recovery, etc.) • Geopolitical conflict and challenges (Sahel, drinking water in Africa, etc.) • Population dynamics (population density in urban India, China, etc.) • Resource management and conservation (oil exploration, transportation, and use, etc.) • Sociocultural issues (religious conflict, immigration, migration, etc.) 		
<u>Stimulus Materials</u>		
<p>Current event materials in print and/or electronic format such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories</p>		

Grades 6-8 Geography

Geography		6-8.G.1.GS.A
Theme	<p>Tools of Social Science Inquiry</p> <p>In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>Government Systems and Principles</p> <p>Using a geographic lens, analyze laws, policies and processes to determine how governmental systems affect individuals and groups in society.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will define and distinguish among governmental systems and their resulting laws, policies, and processes. Then, considering a geographic perspective, the student will investigate an issue and determine at least two laws, two policies, and two processes associated with the issue. The student will define and distinguish between groups and society. The student will then draw conclusions, citing appropriate evidence, as to how government decisions impact individuals and groups.</p>		3
		<u>Item Format</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international issues of emphasis:</p> <ul style="list-style-type: none"> • Cause-and-effect relationships (natural disaster preparation, response, and recovery, etc.) • Geopolitical conflict and challenges (utilizing international waters, conflicting government authorities, etc.) • Population dynamics (population density in urban India or China, rural/urban development and management, etc.) • Resource management and conservation (oil exploration/transportation/use, environmental monitoring and regulations, etc.) • Sociocultural issues (religious conflict, immigration, migration, etc.) 		<u>Sample Stems</u>

Grades 6-8 Geography

Stimulus Materials

Print and/or electronic format materials such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Grades 6-8 Geography

Geography		6-8.G.1.GS.B
Theme	<p>Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>Government Systems and Principles Analyze current human environmental issues using relevant geographic sources to propose solutions.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will define <i>human-environment interaction</i>. Using teacher-provided prompts, the student will identify at least two current issues to analyze. The student will investigate the selected issues and list probable causes for each issue. Using relevant geographic sources, the student will draw conclusions and propose feasible solutions that are grounded in evidence.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international issues of emphasis, including:</p> <ul style="list-style-type: none"> • Cause-and-effect relationships (natural disaster preparation, response, and recovery, etc.) • Geopolitical conflict and challenges (utilizing international waters, conflicting government authorities, etc.) • Population dynamics (population density in urban India, China, rural/urban development and management, etc.) • Resource management and conservation (oil exploration/transportation/use, environmental monitoring and regulations, etc.) • Sociocultural issues (religious conflict, immigration, migration, etc.) 		

Grades 6-8 Geography

Stimulus Materials

Current-event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Grades 6-8 Geography

Geography		6-8.G.1.G.A
Theme	<p>Tools of Social Science Inquiry</p> <p>In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>Geographic Study</p> <p>Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will define and differentiate purpose(s) among maps, graphs, statistics, and geo-spatial technology. The student will also define and differentiate between spatial patterns and trends. The student will create and use maps, graphs, statistics, and geo-spatial technology to determine and assess emerging patterns and/or trends over time. The student will use the identified patterns and/or trends to explain the relationship/topic of study.</p>		3
		<u>Item Format</u>
		<p>Selected Response</p> <p>Constructed Response</p> <p>Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international issues of emphasis, including:</p> <ul style="list-style-type: none"> • Instructional considerations including examining the different tools of social science inquiry (maps, graphs, statistics, and geo-spatial technology), and their various applications, and making decisions as to when one tool might be more appropriate than another. • Interdependency issues (e.g., bison, early North American people, and/or settlers) • Migrations, colonization, and/or settlement • Natural (oil, natural gas, copper, timber, etc.) and human resources (labor, technology, intellectual property, infrastructure associated with various natural resources, etc.) • Weather phenomena 		

Grades 6-8 Geography

Stimulus Materials

Current-event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as geo-spatial technology (e.g., Google Earth), maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government documents, speeches, and/or oral histories

Grades 6-8 Geography

Geography		6-8.G.1.G.B
Theme	<p>Tools of Social Science Inquiry</p> <p>In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>Geographic Study</p> <p>Analyze how the physical and human characteristics of current world regions are connected to changing identity and culture.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will define and differentiate between physical characteristics and human characteristics. The student will also define region, identity, and culture. From a teacher-provided selection of current regions, the student will identify the physical and human characteristics of at least two regions. Given two different time periods, the student will describe cultural aspects of the regions. The student will utilize the listed characteristics to analyze the connection between changing regional identity and culture over the specified time period(s).</p>		4
		<u>Item Format</u>
		<p>Selected Response</p> <p>Constructed Response</p> <p>Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international issues of emphasis:</p> <ul style="list-style-type: none"> • African colonization to the South American/Latin American/Caribbean colonization • Mesopotamia/Nile River Valley/Indus River Valley compared to the Mississippi River Valley over a certain time period • Migratory habits and settlement patterns of cultural groups • Missouri River valley from Lewis and Clark to present day, compared to Westward Expansion trails 		
<u>Stimulus Materials</u>		
<p>Printed and electronic maps, graphs, timelines, and charts that include data such as demographics, topography, politics, census, migration patterns, belief systems, etc., as well as other primary (e.g., The Material World online image database) and secondary sources</p>		

Grades 6-8 Geography

Geography		6-8.G.1.G.C
Theme	<p>Tools of Social Science Inquiry</p> <p>In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>Geographic Study</p> <p>Locate the states of the United States and corresponding regions.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will define and differentiate between state and region. The student will identify the 50 states on a map. The student will also identify various regions in the United States and/or within a single state. With teacher support, the student will explore what constitutes regional identities.</p>		3
		<u>Item Format</u>
<p>Selected Response Constructed Response Technology Enhanced</p>		<u>Sample Stems</u>
		<u>Content Limits/Assessment Boundaries</u>
<p>Content may include, but is not limited to, local, regional, and/or national areas:</p> <ul style="list-style-type: none"> • Consider the interpretations of various “regional” constructs. A state may be categorized into different and/or multiple regions, depending on the source. • 50 states • Various regions of the United States (e.g., Southeast, Northeast, Midwest, Southwest, Northwest, Appalachians, Ozarks, Piedmont, the Pacific Coast, the Great Plains, etc.) 		
<u>Stimulus Materials</u>		
<p>Printed and/or electronic maps, graphs, and charts that include data such as demographics and topography, as well as other primary and secondary sources</p>		

Grades 6-8 Geography

Geography		6-8.G.1.G.D
Theme	<p>Tools of Social Science Inquiry In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>Geographic Study Locate cities of Missouri, the United States and the world.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will define <i>city</i> and identify major cities of Missouri, the United States, and the world. The student will also classify cities by their significance and identify what constitutes a “major” city.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Major cities may include, but are not limited to, those that are:</p> <ul style="list-style-type: none"> • Archaeological/historical locations • Capitals • Changing demographic areas • Cultural/belief centers • Migratory centers • Trade, distribution, and shipping centers • Various industry foci 		
<u>Stimulus Materials</u>		
<p>Printed and electronic maps, graphs, and charts that include data such as demographics and topography, as well as other primary and secondary sources</p>		

Grades 6-8 Geography

Geography		6-8.G.1.G.E
Theme	<p>Tools of Social Science Inquiry</p> <p>In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>Geographic Study</p> <p>Locate the major nations of the world.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will define <i>nation</i> and identify major nations of the world. The student will also classify nations by their significance and identify what constitutes a “major” nation.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Major nations may include, but are not limited to, those that are:</p> <ul style="list-style-type: none"> • Archaeologically/historically locations • Regions • Changing demographic areas • Cultural/belief centers • Migratory centers • Trade, distribution, and shipping centers • Various industry foci 		
<u>Stimulus Materials</u>		
<p>Printed and electronic maps, graphs, and charts that include data such as demographics and topography, as well as other primary and secondary sources</p>		

Grades 6-8 Geography

Geography		6-8.G.1.G.F
Theme	<p>Tools of Social Science Inquiry</p> <p>In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>Geographic Study</p> <p>Locate the major landforms of the world.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will define <i>landform</i> and identify major landforms of the world. The student will also classify landforms by their significance and identify what constitutes a “major” landform.</p>		2
		<u>Item Format</u>
		<p>Selected Response Constructed Response Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Major landforms could include, but are not limited to, those that are:</p> <ul style="list-style-type: none"> • Archaeologically/historically significant locations • Culturally significant • Environmentally significant • Part of migratory/settlement patterns • Known for natural-resource availability, use, and/or conservation • Regions 		
<u>Stimulus Materials</u>		
<p>Printed and electronic maps, graphs, and charts, GIS databases, as well as other primary and secondary sources</p>		

Grades 6-8 Geography

Geography		6-8.G.1.EC.A
Theme	<p>Tools of Social Science Inquiry</p> <p>In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>Economic Concepts</p> <p>Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will define <i>cost</i>, <i>benefits</i>, <i>opportunity cost</i>, and <i>fiscal</i> as they apply to economic decision-making. Through a geographic perspective, the student will then identify at least two economic decisions and critique those decisions based upon the positive and negative implications for contemporary society.</p>		3
		<u>Item Format</u>
		<p>Selected Response</p> <p>Constructed Response</p> <p>Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international issues of emphasis, including:</p> <ul style="list-style-type: none"> • Disaster and relief preparedness, response, and recovery (choices to use federal aid, rebuild, etc.) • Environmental issues and related regulations, taxes, tariffs, etc. • Fiscal policy of government agencies • Demographic/socioeconomic buying power (tweens, singles, single-parent families, young families, senior citizens, etc.) 		
<u>Stimulus Materials</u>		
<p>Current-event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, databases, policy statements, government websites and documents, speeches, and/or oral histories</p>		

Grades 6-8 Geography

Geography		6-8.G.1.PC.A
Theme	<p>Tools of Social Science Inquiry</p> <p>In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>People, Groups, and Cultures</p> <p>Analyze material culture to explain a people’s perspective and use of place.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will define and describe <i>material culture, place, and perspective</i>. Then, the student will investigate an example of material culture to interpret a people’s point of view. The student will construct an understanding of <i>place</i> for that geographic area. From this, the student will draw conclusions about material culture as it relates to human and physical characteristics.</p>		3
		<u>Item Format</u>
		<p>Selected Response</p> <p>Constructed Response</p> <p>Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none"> • Material culture (housing, resources, weapons, animals, tools, use of wildlife, travel, trade, belief systems, art, music, writings, etc.) of <ul style="list-style-type: none"> ○ Regional/cultural groups such as Native American peoples, Bedouins, Mongols, Appalachian Mountain groups, etc. ○ Migrant workers such as agricultural/oil industry/construction workers, etc. ○ Emerging and developed nations ○ Cultural/religious/political centers 		
<u>Stimulus Materials</u>		
<p>Current-event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as maps, timelines, primary sources, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories</p>		

Grades 6-8 Geography

Geography		6-8.G.1.PC.B
Theme	<p>Tools of Social Science Inquiry</p> <p>In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>People, Groups and Cultures</p> <p>Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will define and differentiate between physical and human characteristics. The student will also define and differentiate between human identities and culture. From teacher-provided regions, the student will select and investigate at least two regions. The student will examine the physical and human characteristics of the selected regions. Then, after the identification of the physical and human characteristics, the student will interpret and summarize how these are related to the human identities and/or culture(s) of each region.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none"> • Consider comparing and contrasting the concepts of human identities and culture. • National/regional identity (living in India but not self-identified with the Hindu culture, etc.) • Cultural/religious/political/linguistic/ethnic groups and/or identities 		
<u>Stimulus Materials</u>		
<p>Current or historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories</p>		

Grades 6-8 Geography

Geography		6-8.G.1.PC.C
Theme	<p>Tools of Social Science Inquiry</p> <p>In order to investigate and draw conclusions about the past, students need to think critically about information as well as evaluate multiple sources of evidence. The following steps of inquiry outline ways of thinking that apply to the study of social studies rather than content to be learned. As part of this process, instruction should apply disciplinary tools as well as use these processes to answer questions and solve problems.</p> <ul style="list-style-type: none"> • Ask questions (Why? Why there? Why then? What’s the impact of? What’s the real story of? What’s the significance of?) • Develop compelling questions and research geography. • Anticipate and utilize the most useful sources to address their questions. • Develop and test claims and counter-claims to address their questions. • Take informed action based on their learning. 	
Strand MLS	<p>People, Groups and Cultures</p> <p>Compare and contrast the human characteristics within and among contemporary and historic regions over time.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will define and describe human characteristics, contemporary regions, and historic regions. From teacher-provided options, the student will investigate at least two regions (one historic and one contemporary). The student will focus on two distinct time periods for the investigation. The student will compare and contrast the human characteristics within and across each region over the specified time.</p>		3
		<u>Item Format</u>
		<p>Selected Response</p> <p>Constructed Response</p> <p>Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none"> • Historic regions: Middle East, Holy Land, Indus Valley, Tigris-Euphrates, Cahokia Mounds, Yellow River Valley, Italian peninsula, etc. • Contemporary regions: Silicon Valley, Sun Belt, European Union, self-identified states/groups/people, etc. <p>Instructional Consideration: the teacher could select one region and have students examine it from both a historical and a contemporary perspective, instead of two different regions. An example of this could be the metropolitan St. Louis, Missouri, area today compared/contrasted with the same region during the Lewis and Clark era.</p>		

Grades 6-8 Geography

Stimulus Materials

Current and historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government websites and documents, speeches, and/or oral histories

Grades 6-8 Geography

Geography		6-8.G.2.CC.A
Theme	<p>World Geography and Cultures The study of world geography and cultures focuses on human and physical systems of the world’s regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by “regions” several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.</p>	
Strand MLS	<p>History: Continuity and Change Explain how regions of the world change over time in relation to historical events and trends and the human characteristics of place.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will define and describe historical events, trends, and human characteristics of place. From teacher-provided options, the student will investigate how historical events, trends, and human characteristics of place affected regional changes. The student will compare and contrast historical events, trends, and human characteristics within and/or across regions. Then, the student will summarize how these factors led to regional change over time.</p>		3
		<u>Item Format</u>
		<p>Selected Response Constructed Response Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none"> • Colonialism in Africa, South America, North America, etc. • Industrialization (Rust Belt, Great Britain, China, etc.) • Civil rights issues (America, Haiti, Poland, etc.) • Isolationism (Japanese, American, Turkey, Armenia, etc.) • Middle East conflicts 		

Grades 6-8 Geography

Stimulus Materials

Current and historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, charts, graphs, diagrams, music/art/writing databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories

Grades 6-8 Geography

Geography		6-8.G.2.CC.B
Theme	<p>World Geography and Cultures The study of world geography and cultures focuses on human and physical systems of the world’s regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by “regions” several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.</p>	
Strand MLS	<p>History: Continuity and Change Explain how forces of nature impact historic and current conflicts and cooperation.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will define and describe the term <i>forces of nature</i>. The student will review the concepts of conflict and cooperation. From teacher-provided options, the student will research and find different examples of nature impacting people in specific locations. Then, the student will identify patterns of conflict and cooperation in the context of the natural event(s). Next, the student will examine cause(s) and effect(s) of the forces of nature to predict conflict and/or cooperation. Finally, the student will summarize the cause(s) and/or effect(s) of conflict and/or cooperation.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
		<u>Sample Stems</u>
<u>Content Limits/Assessment Boundaries</u>		
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none"> • Natural disasters, weather patterns, and extremes (hurricane, flood, fire, tornado, tsunami, drought, etc.) • Significant events (climbing Mt. Everest, bison hunting seasons, whale migration, fur trade, exploration, migration patterns of people and/or animals, etc.) 		

Grades 6-8 Geography

Stimulus Materials

Current and historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories

Grades 6-8 Geography

Geography		6-8.G.2.CC.C
Theme	<p>World Geography and Cultures The study of world geography and cultures focuses on human and physical systems of the world’s regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by “regions” several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.</p>	
Strand MLS	<p>History: Continuity and Change Evaluate the impact of human settlement activities on the environmental and cultural characteristic of specific places and regions.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will determine elements of human settlement activities. With teacher-provided options, the student will investigate at least two places and two regions. Then, the student will differentiate between physical and human characteristics of the places and regions, noting what changed and what stayed the same after settlement. The student will cite evidence of each identified change to the environment and culture. Finally, the student will draw conclusions about the effect of the human settlement activities on the physical and human characteristics of the places and regions.</p>		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced Drag and Drop
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis, including:</p> <ul style="list-style-type: none"> • River valley civilizations (Mesopotamia, Egypt, Indus, Yellow, Missouri, Columbia, Mekong, etc.) • Population centers (Rome, Tokyo, Beijing, Mexico City, Kansas City, etc.) • Migration and/or colonization (Africa, America, Huguenots, Amish, ex-pats, etc.) • Trade and industry (East Coast industrial areas, Panama/Suez Canal, Silk Road, St. Lawrence Seaway, etc.) • Technological advancements (printing press, cotton gin, Internet, etc.) • Cultural/religious centers (Jerusalem, Mecca, Salt Lake City, etc.) 		

Grades 6-8 Geography

Stimulus Materials

Current and historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories

Grades 6-8 Geography

Geography		6-8.G.5.CC.A
Theme	<p>World Geography and Cultures The study of world geography and cultures focuses on human and physical systems of the world’s regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by “regions” several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.</p>	
Strand MLS	<p>History: Continuity and Change Debate the development of and issues surrounding modern border disputes.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will define and explain the terms <i>issues</i>, <i>modern</i>, <i>border</i>, and <i>disputes</i>. From teacher-provided options, the student will investigate at least two examples of modern border disputes. Then, the student will compare and contrast multiple perspectives (within and outside of the conflict) the conflict. The student will make inferences as to how and why conflict developed and identify its key issue(s). Finally, the student will cite evidence to develop an argument for one side of the conflict to present and defend.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced Performance event
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none"> • Political boundaries (Israel-Palestine, Russia-Crimea, etc.) • Indigenous lands (colonial settlement era, modern-day issues, etc.) • Environmental issues (oil/natural gas pipelines, drilling/refinery locations, etc.) • Resources, trade, and development 		

Grades 6-8 Geography

Stimulus Materials

Current and historical event materials in print and/or electronic format, such as international media, press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories

Grades 6-8 Geography

Geography		6-8.G.2.GS.A
Theme	<p>World Geography and Cultures The study of world geography and cultures focuses on human and physical systems of the world’s regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by “regions” several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.</p>	
Strand MLS	<p>Governmental Systems and Principles Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effects on individuals, groups, and institutions.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will define and distinguish between laws and governmental systems. In addition, the student will define and distinguish among individuals, groups, and institutions. From teacher-provided options, the student will select and investigate a governmental system. From teacher-provided options, the student will then investigate that governmental system in a specific location. Using this location, the student will determine the human characteristics (laws) and physical characteristics (geography). Finally, citing evidence, the student will identify the effects of laws and governmental systems on individuals, groups, and institutions.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none"> • Government systems (democracy, republic, types of autocracy [monarchy, tyranny, etc.], theocracy, communism, etc.) • Apartheid, free speech, places of worship, etc. • Institutions: education, family, culture/religion, economic systems, etc. • Groups: cultural, political, ethnic, racial, etc. • Individuals: examples may vary. 		

Grades 6-8 Geography

Stimulus Materials

Current and historical event materials in print and/or electronic format, such as press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories

Grades 6-8 Geography

Geography		6-8.G.2.GS.B
Theme	<p>World Geography and Cultures The study of world geography and cultures focuses on human and physical systems of the world’s regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by “regions” several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.</p>	
Strand MLS	<p>Governmental Systems and Principles Draw conclusions about how laws impact the development of a place and how a place impacts the development of laws.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 4
<p>The student will define and explain the geographic concept of place (physical and human characteristics of a location). From teacher-provided options, the student will investigate a location, noting physical (geography) and human characteristics (laws). Next, the student will identify effects of at least two unique laws that arise from the physical characteristics of the place, and vice versa. Finally, the student will draw conclusions about the correlation between laws and place.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none"> • Mack’s Creek, MO (traffic laws and revenue limitations) • Middle East (Hammurabi’s Code, Ten Commandments, Hadiths) • South Asia (Vedas, Four Noble Truths) • Indigenous lands • Political boundaries • Environmental issues • Resources, trade, and development 		

Grades 6-8 Geography

Stimulus Materials

Current and historical event materials in print and/or electronic format, such as international media outlets, press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories

Grades 6-8 Geography

Geography		6-8.G.2.G.A
Theme	<p>World Geography and Cultures The study of world geography and cultures focuses on human and physical systems of the world’s regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by “regions” several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.</p>	
Strand MLS	<p>Geographical Study Describe how physical processes shape the environment of a place.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will define and describe physical processes within the context of geo-sciences. The student will define and explain the geographic concept of place (physical and human characteristics of a location). With teacher-provided options, the student will select and investigate a location to study. The student will research how the physical and human characteristics of that location have changed over time. Next, the student will draw conclusions about how physical processes influenced the human activities of that location. Finally, the student will summarize how the environment of a place is affected by its physical processes.</p>		3
		<u>Item Format</u>
		<p>Selected Response Constructed Response Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis, including:</p> <ul style="list-style-type: none"> • Hoover Dam or similar locations • Ancient river valley civilizations • Dust Bowl • Arctic locations • Missouri/Mississippi River valleys • Coastal lands • Ring of Fire 		

Grades 6-8 Geography

Stimulus Materials

Current and historical event materials in print and/or electronic format, such as international media outlets, press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories, seismographs and other related data

Grades 6-8 Geography

Geography		6-8.G.2.G.B
Theme	<p>World Geography and Cultures The study of world geography and cultures focuses on human and physical systems of the world’s regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by “regions” several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.</p>	
Strand MLS	<p>Geographical Study Describe a variety of ecosystems, and explain where they may be found.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will define <i>ecosystem</i>. From teacher-selected options, the student will investigate different kinds of ecosystems and identify their locations on a map. The student will cite evidence supporting the selected locations by identifying and illustrating characteristics specific to each ecosystem.</p>		3
		<u>Item Format</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none"> • Rainforests (Amazon, Hoh, Indonesian, etc.) • Deserts (Atacama, Sahara, Gobi, Kalahari, etc.) • Historical trails (Santa Fe, Oregon, Mormon, Silk Road, etc.) • Unique ecosystems such as Galapagos Islands, Yemen islands, Madagascar, etc. 		<u>Sample Stems</u>

Grades 6-8 Geography

Stimulus Materials

Current and historical event materials in print and/or electronic format, such as international media outlets, press releases, news clips, newspaper editorials, articles, blogs, cartoons, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories, seismographs and other related data

Grades 6-8 Geography

Geography		6-8.G.2.G.C
Theme	<p>World Geography and Cultures The study of world geography and cultures focuses on human and physical systems of the world’s regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by “regions” several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.</p>	
Strand MLS	<p>Geographical Study Explain how human-environmental interactions shape people and places.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will define and explain the geographic concept of <i>place</i> (physical and human characteristics of a location). The student will also define <i>human-environment interactions</i>. From a list of options, the student will explore a location. Within the context of this location, the student will examine how people may have shaped the environment, and vice versa. Citing evidence, the student will summarize the human-environment interaction for that location.</p>		3
		<u>Item Format</u>
		<p>Selected Response Constructed Response Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none"> • Military conflicts (Iraq, Civil War, Vietnam, American Revolution, Persian, etc.) • Resource development, extraction, and/or conservation (farming, national parks, oil/natural gas industry, etc.) • Historical significance (Trail of Tears, building pyramids/monuments, Transcontinental Railroad, etc.) • Infrastructure projects (I-70 or other interstate corridors, river shipping lanes, canals, etc.) 		

Grades 6-8 Geography

Stimulus Materials

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Grades 6-8 Geography

Geography		6-8.G.2.G.D
Theme	<p>World Geography and Cultures The study of world geography and cultures focuses on human and physical systems of the world’s regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by “regions” several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.</p>	
Strand MLS	<p>Geographical Study Explain how the movement of people, goods, and ideas impact world regions.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will define <i>region</i>. From teacher-provided options, the student will select at least two world regions. Within the selected regions, the student will identify an example of a group of people. Next, the student will cite evidence of the exchange of goods and ideas as the group migrates to a new region. This may include the dispersal and/or adoption of cultural characteristics (e.g., cultural diffusion) and/or loss of cultural identity. It also may include voids/benefits created by the movement of the group. The student will make inferences as to the effects of this group’s movement into and/or from the selected regions.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none"> • Forced and voluntary migrations (Jewish Diaspora, Trail of Tears, Eastern Europeans at the turn of the 20th Century, Indo-European movement into northern India, natural disasters, etc.) • Colonialism and imperialism • Historical trails (Silk Road, Westward Expansion, etc.) <p>Focus of inquiry could include architecture, language, belief systems, government, the arts, family structure, food, tools, technological advancements, etc.</p>		

Grades 6-8 Geography

Stimulus Materials

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Grades 6-8 Geography

Geography		6-8.G.2.EC.A
Theme	<p>World Geography and Cultures The study of world geography and cultures focuses on human and physical systems of the world’s regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by “regions” several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.</p>	
Strand MLS	<p>Economic Concepts Analyze resource availability to explain its causes and impacts on conflict or cooperation.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will identify and then define a variety of resources (natural, human, intellectual, etc.). The student will select a resource of focus. Next, the student will determine who has, or had, access to that selected resource. The student will analyze whether access (or lack thereof) caused conflict and/or cooperation. This analysis will include specific examples of conflict and/or cooperation in obtaining and/or using the selected resource.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none"> • Columbian Exchange • Colonization and imperialism • Regional resources that have led to trade agreements and/or embargoes (e.g., timber, coal, oil, pharmaceuticals, etc.) • Voluntary and/or involuntary migrations (e.g., migrant workers, slave trade, human trafficking, etc.) 		

Grades 6-8 Geography

Stimulus Materials

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Grades 6-8 Geography

Geography		6-8.G.2.EC.B
Theme	<p>World Geography and Cultures The study of world geography and cultures focuses on human and physical systems of the world’s regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by “regions” several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.</p>	
Strand MLS	<p>Economic Concepts Analyze patterns of resource distribution to explain the consequences of personal and public economic decisions.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 3
<p>The student will define <i>resource</i> and <i>distribution</i>. The student will examine a variety of maps, charts, and graphs depicting human and/or natural resources. The information in the visuals may include where resources are located, created, and/or extracted, etc. Citing evidence from the stimuli, the student will identify patterns of resource distribution. Next, the student will define <i>economic decisions</i> and differentiate between personal and public decisions. Then, the student will select a single resource. Using the selected resource, the student will identify and then draw conclusions as to how a personal and a public economic decision are connected to the distribution of that resource.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced

Grades 6-8 Geography

<u>Content Limits/Assessment Boundaries</u>	<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none">• <i>Personal</i> may include individual and/or group(s).• <i>Public</i> may include institutional, community, regional, and/or broader entity.• Economic focus could include boycott, embargo, taxation, trade agreements, specific product and/or industry, etc.• Colonization and/or imperialism• Enlightenment, Renaissance, and/or other philosophical time periods• Historical and/or current conflicts (Persian Wars, the Crusades, “Buy Local” movement, etc.)	
<p style="text-align: center;"><u>Stimulus Materials</u></p> <p>Current and historical event materials in print and/or electronic format, such as international media outlets, press releases, news clips, newspaper editorials, articles, blogs, cartoons, diaries, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories</p>	

Grades 6-8 Geography

Geography		6-8.G.2.EC.C
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Strand MLS	<p>Economic Concepts Use economic concepts such as GDP, scarcity, inflation, to describe and compare places and regions.</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will define <i>place</i> and <i>region</i>. The student will also define at least two economic concepts (e.g., <i>GDP, scarcity, inflation</i>), which are some of the human characteristics for a location. With teacher support, the student will select two locations to describe and compare the human characteristics. Using the two defined economic terms, the student will examine an issue/area of focus of a location. Using the data from the two locations, the student will create a comparison statement for each economic concept. The student will repeat this process for two regions (Teacher choice: use the same economic concept for each region or chose two different ones).</p>		<p><u>DOK Ceiling</u> 3</p> <p><u>Item Format</u> Selected Response Constructed Response Technology Enhanced</p>

Grades 6-8 Geography

<u>Content Limits/Assessment Boundaries</u>	<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none">• Economic concepts: GDP, GNP, scarcity, inflation, deflation, supply and demand, shortage, etc.• A place is defined by its physical and human characteristics (e.g., the cognitive perception of the Sahara Desert [hot, sandy, arid, etc.] vs. Antarctica [cold, icy, windy, etc.]).• A region is defined by its unifying human <u>or</u> physical characteristics and may be formal, functional, or vernacular/perceptual. For example, the Middle East is a recognized perceptual region but one would not find its boundaries formally labeled on a map. <p>Places and regions may include, but are not limited to: Middle East, Great Plains, Rust Belt, Silicon Valley, Andes Mountains, South Korea, China, Europe, etc.</p>	
<p style="text-align: center;"><u>Stimulus Materials</u></p> <p>Current and historical event materials in print and/or electronic format, such as international media, press releases, news clips, newspaper editorials, articles, blogs, cartoons, diaries, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories</p>	

Grades 6-8 Geography

Geography		6-8.G.2.EC.D
Theme	<p>World Geography and Cultures The study of world geography and cultures focuses on human and physical systems of the world’s regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by “regions” several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.</p>	
Strand MLS	<p>Economic Concepts Analyze economic systems to explain their impact on peoples’ behavior and choices.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will define the term <i>economic system</i> and identify examples from two different systems (e.g., capitalism, mixed, barter/traditional, and/or command). The student will select at least two different systems and research them to determine characteristics and pros, and cons of each. The student will cite evidence that correlates the effect of each economic system on consumers’ choices. Finally, the student will select a good (e.g., a loaf of bread) and summarize the limits and opportunities of consumer choices and resulting behaviors within two different economic systems.</p>		3
		<u>Item Format</u>
		<p>Selected Response Constructed Response Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none"> • Consumers’ behaviors: spending, saving, investing, etc. • Consumers’ choices may be influenced by competition, supply and demand, needs vs. wants, goods, services, etc. • Context: mercantilism, socialism, communism, trade partners, etc. • Industrialization/Information Age • Standardized weights, measures, and money systems (e.g., Qin Dynasty, Roman Empire, etc.) 		

Grades 6-8 Geography

Stimulus Materials

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Grades 6-8 Geography

Geography		6-8.G.2.PC.A
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Strand MLS	<p>People, Groups, and Cultures Compare and contrast the human characteristics within and among regions.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u> 2
<p>The student will define <i>human characteristics</i> and <i>region</i>. From teacher-provided options, the student will investigate at least two regions to reveal the human characteristics of each region. Then, the student will compare and contrast the identified human characteristics within and among the multiple regions.</p>		<u>Item Format</u> Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none"> • Various world formal, functional, and/or perceptual regions: Middle East, Southeast Asia, Sahel, Latin America, etc. • Various U.S. formal, functional, and/or perceptual regions: the U.S. as a region, any U.S. state as a region, Southeast, Southwest, Rust Belt, Sun Belt, etc. 		
<u>Stimulus Materials</u>		
<p>Current and historical event materials in print and/or electronic format, such as international media, press releases, news clips, newspaper editorials, articles, blogs, cartoons, diaries, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories</p>		

Grades 6-8 Geography

Geography		6-8.G.2.PC.B
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Strand MLS	<p>People, Groups, and Cultures Explain how groups and institutions of a place develop to meet peoples’ needs.</p>	
<p align="center"><u>Expectation Unwrapped</u></p> <p>The student will define <i>groups, institutions, place, and needs</i>. The student will investigate and identify basic human needs (food, water, shelter, and clothing) and their secondary needs (security, love, and belonging). The student will differentiate between groups and institutions. With teacher-provided location options, the student will investigate physical and human characteristics, as well as how various groups and institutions utilized them. The student will hypothesize how groups and institutions each developed to meet a specific need.</p>		<p align="center"><u>DOK Ceiling</u> 3</p> <p align="center"><u>Item Format</u> Selected Response Constructed Response Technology Enhanced</p>
<p align="center"><u>Content Limits/Assessment Boundaries</u></p> <p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none"> • Ancient and modern slavery • Institutions: government, education, family, etc. • Gangs, homeless people, immigrants, orphans, and/or disenfranchised groups (Gangs of New York, Orphan Trains, Hull House, Irish immigrants, Chinese rail workers, etc.) • Political affiliations, advocacy groups, and/or charitable/nonprofit groups (Populists, Catholic Relief Organization, Irish Republican Army, UNICEF, etc.) 		<p align="center"><u>Sample Stems</u></p>

Grades 6-8 Geography

Stimulus Materials

Current and historical event materials in print and/or electronic format, such as international media, press releases, news clips, newspaper editorials, articles, blogs, cartoons, diaries, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories

Grades 6-8 Geography

Geography		6-8.G.2.PC.C
Theme	<p>World Geography and Cultures The study of world geography and cultures focuses on human and physical systems of the world’s regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by “regions” several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.</p>	
Strand MLS	<p>People, Groups, and Cultures Analyze the relationship between the physical environments and cultural traditions to determine their impact on individuals, groups, and institutions.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will define and describe the terms <i>physical environment</i> and <i>cultural traditions</i>. From a teacher-provided stimulus, the student will select a physical environment and use a graphic organizer to identify its characteristics. From the same physical environment, the student will explore an associated culture and identify rituals, events, and/or customs (cultural traditions) of the people. Next, the student will define and explain individuals, groups, and institutions. The student will hypothesize how physical environments and cultural traditions are related. Finally, the student will select a physical feature and use a graphic organizer to chart possible benefits and challenges, focusing on the associated cultural traditions of individuals, groups, and institutions.</p>		4
		<u>Item Format</u>
		<p>Selected Response Constructed Response Technology Enhanced</p>
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none"> • Institutions: government, education, family, etc. • Groups: ethnic, political, cultural, regional, age, demographic, etc. • River valley civilizations (Mesopotamia, Egypt, Indus, Yellow, Amazon, etc.) • Population removal/relocation (various Native American groups, African groups, refugees, etc.) • Historical empires (Alexander the Great, Roman Empire, Mayan, Chinese Dynasties, etc.) 		

Grades 6-8 Geography

Stimulus Materials

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Grades 6-8 Geography

Geography		6-8.G.2.PC.D
Theme	<p>World Geography and Cultures The study of world geography and cultures focuses on human and physical systems of the world’s regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by “regions” several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.</p>	
Strand MLS	<p>People, Groups, and Cultures Analyze religion and belief systems of a place to determine their varying impact on people, groups, and cultures.</p>	
<p><u>Expectation Unwrapped</u></p> <p>The student will define <i>religion</i> and <i>belief systems</i>. From teacher-provided options, the student will use examples to differentiate between religions and belief systems. Also from teacher-provided options, the student will select a location and identify its physical and the human characteristics (place). Next, the student will investigate associated belief system(s) and/or the resulting religion(s). The student will define and differentiate among the terms <i>people</i>, <i>groups</i>, and <i>cultures</i>. Using the selected location and with teacher assistance, the student will identify and categorize examples of some of its people, groups, and cultures. From these examples, the student will synthesize the possible connections between the impact of belief systems and/or religions upon people, groups, and cultures.</p>		<p><u>DOK Ceiling</u> 4</p> <p><u>Item Format</u> Selected Response Constructed Response Technology Enhanced</p>

Grades 6-8 Geography

<u>Content Limits/Assessment Boundaries</u>	<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis:</p> <ul style="list-style-type: none">• Belief systems: reincarnation/afterlife, atheism, agnostic, philosophies (Confucianism, Legalism, etc.), indigenous belief systems, etc.• Religion: Judaism, Christianity, Islam, Buddhism, Hinduism, Jainism, etc.• People: man, woman, child, priest, pottery maker, etc.• Groups: military, social pyramid classes, specialized jobs, religious groups, political groups, etc.• Cultures: tribal, religious, ethnic, nationality, etc.• River valley civilizations (Mesopotamia, Egypt, Indus, Yellow, Amazon, Missouri, Columbia, etc.)• Historical empires (Alexander the Great, Roman Empire, Mayan, Chinese Dynasties, etc.)• Modern religious/ethnic/cultural identities	
<p style="text-align: center;"><u>Stimulus Materials</u></p> <p>Current and historical event materials in print and/or electronic format, such as international media, press releases, news clips, newspaper editorials, articles, blogs, cartoons, diaries, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories</p>	

Grades 6-8 Geography

Geography		6-8.G.2.PC.E
Theme	<p>World Geography and Cultures The study of world geography and cultures focuses on human and physical systems of the world’s regions. The emphasis is on the interaction between/among these systems as they impact the establishment and evolution of societies. Students will utilize spatial reasoning and examine organization of people, places, and environments to understand that human and physical systems vary from place to place, change over time, and give meaning to places. In a time of globalization, students will understand that geography influences culture, migration of people, diffusion of ideas, and the development of new technologies. A geographically informed person understands that there are multiple valid types of regions that have unique characteristics. When studying the world by “regions” several schema for organization exist including physical regions (e.g., continents, climate, topography, and environment), human/functional regions (e.g., transportation, communication, and economics), and perceptual regions (e.g., history, culture, and government). One possible organization of regions includes US/Canada, Latin America, Europe/Russia, Middle East/North Africa, Sub-Saharan Africa, South Asia, East Asia, and Oceania. No matter how they are defined, the skills and concepts listed below should be applied to the study of regions.</p>	
Strand MLS	<p>People, Groups, and Cultures Describe how a peoples’ culture is expressed through their art, architecture and literature.</p>	
<u>Expectation Unwrapped</u>		<u>DOK Ceiling</u>
<p>The student will define and explain the terms <i>culture</i>, <i>art</i>, <i>architecture</i>, and <i>literature</i>. From teacher-provided options, the student will select and examine a culture, focusing on its art, architecture, and literature. The student will select an example attributed to a culture’s art, architecture, and/or literature for analysis. Citing evidence from the selected artifact, the student will then describe how the culture is expressed.</p>		3
		<u>Item Format</u>
		Selected Response Constructed Response Technology Enhanced
<u>Content Limits/Assessment Boundaries</u>		<u>Sample Stems</u>
<p>Content may include, but is not limited to, local, regional, national, and/or international examples of emphasis, including:</p> <ul style="list-style-type: none"> • Art of multiple mediums: music, sculpture, paintings, engravings, etc. • Native/indigenous cultures (Plains Indians, Aztec, Hawaiian, Cliff Dwellers, etc.) • Regional cultures (Ozarks, Middle East, Appalachian, etc.) • World cultures (Aztec, Aborigine, Mesopotamia, Congolese, religious groups, etc.) • Major time periods (Renaissance, Communist Soviet Union, Dark Ages, etc.) 		

Grades 6-8 Geography

Stimulus Materials

Current and historical event materials in print and/or electronic format, such as international media, press releases, news clips, newspaper editorials, articles, blogs, cartoons, diaries, etc., as well as primary sources, maps, timelines, visuals, weather charts, almanacs, graphs, diagrams, music/art/writing, databases and archives, policy statements, government/embassy websites and documents, speeches, and/or oral histories