

Grade 6	Unit 1: Basic Geography		Suggested Length: 6 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How have geographic factors influenced past decisions and events?</p> <p>2. How can the five themes of geography be used to interpret and evaluate the impact of human settlement and interaction of humans with their environment?</p> <p>3. How can man benefit from developing a greater appreciation of various world cultures?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>H-1 examine how human and physical geography influence past decisions and events.</i> ❑ <i>H-2 analyze the influence of geographic factors on past decisions and events.</i> ❑ <i>H-3 evaluate past, current, and future issues of land use (e.g., preservation, development, modification) from geographic perspectives.</i> ❑ <i>G-1 examine patterns on Earth's surface, using geographic tools (e.g., maps, globes), to identify where things (e.g., people, places, landmarks) are, how they are arranged, and why they are in particular locations.</i> ❑ <i>G-2 analyze the physical and human characteristics of places and regions.</i> ❑ <i>G-3 evaluate the impact of human settlement and the interaction of humans with their environments.</i> ❑ <i>G-4 use the five themes of geography (location, place, regions, movement, and relationships within places) to organize information about various regions in the modern world.</i> ❑ <i>G-5 interpret current events in the United States and the world from a geographic perspective</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth's surface in the present day. DOK 3 ❑ SS-06-4.1.2 Students will describe how different factors (e.g., rivers, mountains, 	<ul style="list-style-type: none"> ❑ 5 Themes of Geography <ul style="list-style-type: none"> ❑ Location (Absolute and Relative) ❑ Place ❑ Region ❑ Movement ❑ Human-Environment Interaction ❑ Tools such as Maps, Globes, Projections ❑ Seasons (Spring, Winter, Autumn, Summer) – Why do we have Leap Year? ❑ Geographical features (rivers, mountains, etc) ❑ Latitude ❑ Longitude ❑ Weather ❑ Economy ❑ Climate ❑ Natural Resources ❑ Parts of Map <ul style="list-style-type: none"> ❑ Legend/Key ❑ Compass Rose ❑ Symbols 	<ul style="list-style-type: none"> ❑ Locate and identify various places of local interest, using map of hometown. Look for items of specific economic, social, cultural, or historical interest. 6.4.1.1 DOK 3 ❑ <u>Demonstrate how geographic tools (maps, globes, etc.) are used to find absolute and relative location.</u> 6.4.1.1. DOK 3 ❑ Cooperative Learning Activity: Using Technology: Create a visual aid (Power Point, Brochure, etc.) explaining and giving examples of the 5 Themes of Geography to share with the rest of the class. 6.4.2.1 DOK 2 ❑ Create-A-Country: The students will create their own country and include the following: Natural Resources, Economy, Climate, Government, Culture, Population Density, and Elevation. The students will orally present their country to the class and justify in writing why they chose the things they did to turn in. 6.4.2.1 DOK 2 ❑ Collaboration Research Project with Library: Students will take an imaginary tour around the world through research. Each group will have a specific place on each continent to research. They will be researching Climate, Resources, Vegetation, Government, Economy, and Recreation. Once they have completed their research, each group must orally present their information to the class along with a visual aid. 6.4.2.1, 6.4.4.2 DOK 2 ❑ <u>Looking at the Earth: Open Response</u> 6.4.1.1. DOK 3 ❑ Our planet Earth is one of a group of planets that revolve around the sun in our Solar System. The sun and Earth are very pivotal in life on Earth. <ul style="list-style-type: none"> A. Construct a diagram illustrating what causes day and night on Earth. B. Discuss and explain your illustration of what causes day and night.

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	<p>plains) affect where human activities are located in the present day</p> <ul style="list-style-type: none"> ❑ SS-06-4.2.1 Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development). DOK 2 ❑ SS-06-4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources, and knowledge become available. DOK 2 ❑ SS-06-4.3.1 Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs. DOK 2 ❑ SS-06-4.3.2 Students will explain why and give examples of how human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day. DOK 3 ❑ SS-06-4.4.1 Students will explain how technology in the present day assists human modification (e.g., irrigation, clearing land, building roads) of the physical environment in regions. DOK 2 ❑ SS-06-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disaster) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in the present day. DOK 2 ❑ SS-06-4.4.3 Students will explain how the 		<p>C. Compare the causing of day and night with why seasons change on Earth. 6.4.1.1 DOK 3</p> <ul style="list-style-type: none"> ❑ Hurricane Internet Activity – This is a simulation web quest activity. Students are elected Mayor of Pensacola Beach, Florida during an active hurricane season. The students will read information that lead up to the arrival of Hurricane Olivia. The Mayor (students) will read memos from their staff (Tourism Director, Police Chief, Emergency Director, and Mayor Assistant) giving advice on what they think is best. The mayor then makes a decision: Evacuate or Let them decide on their own? The Mayor then writes a press release stating his/her decision and why they made that decision. The students will have to consider the economics of riding out the storm versus the economics of evacuation. HIT OR MISS? You make the call! <p>Here is the website: http://weathereye.kgan.com/expert/hurricane/index.html 6.4.4.2 DOK 2</p> <ul style="list-style-type: none"> ❑ Mapping a New Island Nation: A group project for creating different kinds of maps. Students use modeling dough to shape their own island. Students also use a variety of materials to make a 3-D Physical map, Climate map, Political map, and a Resource map. The students are also responsible for writing a brief history of their island (Name, how it got its name, etc.), and presenting it to the rest of their class. 6.4.1.1 DOK 3

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	natural resources of a place or region impact its political, social and economic development in the present day.		

Grade 6	Unit 2: North America		Suggested Length: 4 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How have geographic factors influenced past decisions and events in North America?</p> <p>2. How can the five themes of geography be used to interpret and evaluate the impact of human settlement and the interaction of humans with their environments in North America?</p> <p>3. How have economic factors impacted societies and governments in North America?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>H-1 examine how human and physical geography influence past decisions and events.</i> ❑ <i>H-2 analyze the influence of geographic factors on past decisions and events.</i> ❑ <i>H-3 evaluate past, current, and future issues of land use (e.g., preservation, development, modification) from geographic perspectives.</i> ❑ <i>G-1 examine patterns on Earth's surface, using geographic tools (e.g., maps, globes), to identify where things (e.g., people, places, landmarks) are, how they are arranged, and why they are in particular locations.</i> ❑ <i>G-2 analyze the physical and human characteristics of places and regions.</i> ❑ <i>G-3 evaluate the impact of human settlement and the interaction of humans with their environments.</i> ❑ <i>G-4 use the five themes of geography (location, place, regions, movement, and relationships within places) to organize information about various regions in the modern world.</i> ❑ <i>G-5 interpret current events in the United States and the world from a geographic perspective.</i> ❑ <i>E-1 understand the concept of scarcity (imbalance between unlimited wants and limited resources) as it applies to individuals,</i> 	<ul style="list-style-type: none"> ❑ 5 Themes of Geography <ul style="list-style-type: none"> ❑ Location (Absolute and Relative) ❑ Place ❑ Region ❑ Movement ❑ Human Environment Interaction ❑ Geographic Tools such as Maps, Globes, Projections. ❑ Latitude ❑ Longitude ❑ Climate ❑ Culture ❑ Natural Resources ❑ Environment ❑ Religions ❑ Economics ❑ Boundaries (Great Lakes, St. Lawrence River, Niagara Falls.) ❑ Physical Features (Mountains, Lakes, etc.) ❑ Continental Divide ❑ Urbanization 	<ul style="list-style-type: none"> ❑ Work in groups to research North America's relationships with its neighbors to the north and south. Look for important issues such as trade relations, boundary concerns etc. 6.2.3.1 DOK 2 ❑ Create a list of physical features shared by United States and Canada in order to locate, label, and color these shared features on a map. 6.4.4.1 DOK 3 ❑ Label a map indicating Canada's provinces, capitals, and major geographical features. 6.4.4.1 DOK 3 ❑ Venn Diagram: Compare and Contrast the economic challenges, the climate, and the arts and recreation between the United States and Canada. 6.3.3.1 DOK 3 ❑ Create postcards for an assigned country illustrating the nation's natural features, architecture, culture, etc. ❑ Identify 3 "sights they would like to visit" in an assigned city on a trip throughout North America. Describe the three things you would like to see in writing and present to the class, along with visual representation. <p><u>Open Response:</u></p> <ul style="list-style-type: none"> ❑ <u>List and Explain</u> 3 benefits that provide the United States with a strong, productive economy. <u>Although the United States is an economic power it also is faced with 3 important challenges. List the economic hardships faced by the United States and explain why each is a challenge.</u> 6.3.3.1 DOK 2, 6.3.3.2

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<p>4. What role does government play in North America?</p> <p>5. How can man benefit from developing a greater appreciation of North America?</p>	<p><i>societies, and governments across geographic regions.</i></p> <ul style="list-style-type: none"> ❑ <i>E-2 explain economic concepts (e.g., supply, demand, money as a form of exchange, goods, services, markets, competition, opportunity cost) as they apply in regard to individuals, societies, and governments.</i> ❑ <i>E-3 recognize that all regions must address the questions of production, distribution, and consumption and recognize how their resources are used to produce goods and services.</i> ❑ <i>E-4 compare and contrast ways that regions increase their productivity.</i> ❑ <i>E-5 examine economic interdependence among regions.</i> ❑ <i>GC-1 compare and contrast forms of government in the modern world.</i> ❑ <i>GC-2 analyze how governments reflect and impact culture.</i> ❑ <i>GC-3 examine the relationship between governments and the rights of individuals.</i> ❑ <i>CS-1 examine the concept of culture in the modern world.</i> ❑ <i>CS-2 compare cultural and social institutions from various regions and how they address human needs.</i> ❑ <i>CS-3 analyze social interactions, including conflict and cooperation, among individuals and groups around the world.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-06-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day. DOK 2 	<ul style="list-style-type: none"> ❑ Branches of Government (Legislative, Executive, Judicial.) ❑ Interdependence ❑ Culture ❑ Culture (Development of) ❑ National Park ❑ Natural resources 	<p>5 Themes of Geography:</p> <ul style="list-style-type: none"> ❑ Students are divided into 5 groups. Each group is assigned a different geographical theme (Location, Place, Movement, Region, Human Environment Interaction). The groups will look in National Geographic Magazines and make a collage or pictures representing each theme. ❑ Culture Collage: Students are creating a collage with pictures that represent the five factors that determine Culture. Students are looking through magazines, newspapers, Internet, etc. to find pictures representing different cultures. The five factors are: Language, Religion, Social Groups, Government, and Economics. 6.2.1.1 DOK 2 ❑ Park project in collaboration with computer teacher. 6.4.2.1 DOK 2 ❑ Government – Design a poster showing branches, people, and duties. 6.1.1.1 DOK 2 ❑ Mock election – how to vote, class elections. 8.1.3.2 DOK 2 ❑ Locate places/physical features of North America on a map. 6.4.1.1 DOK 3

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	<ul style="list-style-type: none"> ❑ SS-06-1.1.2 Students will describe and give examples of how present day democratic governments function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting and enforcing appropriate rules and laws. DOK 3 ❑ SS-08-1.3.2 Students will explain and give examples of how, in order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., participating in community activities, voting in elections) and duties (e.g., obeying the law, paying taxes, serving on a jury, registering for the military). DOK 2 ❑ SS-06-2.1.1 Students will explain how the elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in global world of the present day and may result in unique perspectives. DOK 2 ❑ SS-06-2.2.1 Students will compare how cultures (present day) develop social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior. ❑ SS-06-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occur among individuals and groups in the present day. DOK 2 ❑ SS-06-3.1.1 Students will explain and give examples of how scarcity requires individuals, groups, and governments in the present day to make decisions about how productive resources (natural resources, human resources and capital goods) are used. DOK 2 		

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	<ul style="list-style-type: none"> ❑ SS-06-3.3.1 Students will explain how in present day market economies, the prices of goods and services are determined by supply and demand. DOK 2 ❑ SS-06-3.3.2 Students will explain how money (unit of account) can be used to express the market value of goods and services and how money makes it easier to trade, borrow, invest and save in the present day. ❑ SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth's surface in the present day. DOK 3 ❑ SS-06-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day. ❑ SS-06-4.2.1 Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development). DOK 2 ❑ SS-06-4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available. DOK 2 ❑ SS-06-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in the present day. DOK 2 		

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	<input type="checkbox"/> SS-06-4.4.4 Students will explain how individual and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day.		

Grade 6	Unit 3: South, Central, and Latin America		Suggested Length: 6 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
1. How have geographic factors influenced past decisions and events in South, Central, and Latin America? 2. How can the five themes of geography be used to interpret and evaluate the impact of human settlement and the interaction of humans with their environments in South, Central, and Latin America? 3. How have economic	<u>Program of Studies</u> <input type="checkbox"/> <i>H-1 examine how human and physical geography influence past decisions and events.</i> <input type="checkbox"/> <i>H-2 analyze the influence of geographic factors on past decisions and events.</i> <input type="checkbox"/> <i>H-3 evaluate past, current, and future issues of land use (e.g., preservation, development, modification) from geographic perspectives.</i> <input type="checkbox"/> <i>G-1 examine patterns on Earth's surface, using geographic tools (e.g., maps, globes), to identify where things (e.g., people, places, landmarks) are, how they are arranged, and why they are in particular locations.</i> <input type="checkbox"/> <i>G-2 analyze the physical and human characteristics of places and regions.</i> <input type="checkbox"/> <i>G-3 evaluate the impact of human settlement and the interaction of humans with their environments.</i> <input type="checkbox"/> <i>G-4 use the five themes of geography (location, place, regions, movement, and relationships within places) to organize information about various regions in the modern world.</i> <input type="checkbox"/> <i>G-5 interpret current events in the United States and the world from a geographic perspective.</i> <input type="checkbox"/> <i>E-1 understand the concept of scarcity</i>	<input type="checkbox"/> 5 Themes of Geography <input type="checkbox"/> Latitude, Longitude <input type="checkbox"/> Tools such as maps and globes. <input type="checkbox"/> Culture <input type="checkbox"/> Arts and Recreation <input type="checkbox"/> Natural Resources <input type="checkbox"/> Environment <input type="checkbox"/> Mayan <input type="checkbox"/> Mestizo <input type="checkbox"/> Diego Rivera <input type="checkbox"/> Octavio Paz <input type="checkbox"/> Native Americans <input type="checkbox"/> Religions <input type="checkbox"/> Economics <input type="checkbox"/> Boundaries <input type="checkbox"/> Physical Features <ul style="list-style-type: none"> <input type="checkbox"/> Land Bridge <input type="checkbox"/> Peninsula <input type="checkbox"/> Service Industries <input type="checkbox"/> Subsistence Farming <input type="checkbox"/> Adobe <input type="checkbox"/> Landforms <input type="checkbox"/> Volcanoes <input type="checkbox"/> Hurricanes <input type="checkbox"/> Hydroelectric Power	<input type="checkbox"/> SIMULATION: A Race Through Latin America Round 1: Mexico and Central America <ol style="list-style-type: none"> 1. Model of an Aztec or Mayan temple. 2. Model of boat and butterfly nets used on Lake Patzcuaro. 3. Clay copy of Aztec Calendar stone. 4. Write a message using Rebus writing similar to what the Aztecs might have used. 5. A Chart showing the Mayan number system 6. Make a timeline and demonstrate how it is used. 7. Use paper mosaics to make a picture, mask, or Indian pattern. 8. A map of Mayan ruins that can be found today. 9. A play on the life of Cortes. 10. Model of Xochimilco. 11. Dramatize or create a play of when Cortes met Montezuma. 12. Teach the class how to play the Mayan Ball game. 13. Draw a large map/mural of Tenochtitlan. 14. Write an imaginary diary of a soldier traveling with Cortes. 15. Draw and explain the symbol of Mexico shown on its flag and coat of arms.

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<p>factors impacted societies and governments in South, Central, and Latin America?</p> <p>4. What role does government play in South, Central, and Latin America?</p> <p>5. How can man benefit from developing a greater appreciation of South, Central, and Latin America?</p>	<p><i>(imbalance between unlimited wants and limited resources) as it applies to individuals, societies, and governments across geographic regions.</i></p> <ul style="list-style-type: none"> ❑ E-2 explain economic concepts (e.g., supply, demand, money as a form of exchange, goods, services, markets, competition, opportunity cost) as they apply in regard to individuals, societies, and governments. ❑ E-3 recognize that all regions must address the questions of production, distribution, and consumption and recognize how their resources are used to produce goods and services. ❑ E-4 compare and contrast ways that regions increase their productivity. ❑ E-5 examine economic interdependence among regions. ❑ GC-1 compare and contrast forms of government in the modern world. ❑ GC-2 analyze how governments reflect and impact culture. ❑ GC-3 examine the relationship between governments and the rights of individuals. ❑ CS-1 examine the concept of culture in the modern world. ❑ CS-2 compare cultural and social institutions from various regions and how they address human needs. ❑ CS-3 analyze social interactions, including conflict and cooperation, among individuals and groups around the world. <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-06-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, 		<p>16. Make individual flags of each country.</p> <p>17. Design and create a model of the Panama Canal.</p> <p>18. Use different medium and resources to make an Aztec or Mayan mask or jewelry.</p> <p>19. Bake All Soul's Day Cookies and explain the importance of All Souls Day. 6.2.1.1 DOK 2</p> <p>Round 2: West Indies</p> <ol style="list-style-type: none"> 1. Explain what Calypso Music is and compose a calypso song. 6.2.1.1 DOK 2 2. A large world map showing the trade winds. 6.4.1.1 DOK 3 3. Play of Pirates and Treasures. 4. Read Treasure Island and tell us about it or make it into a play. 5. Make a Treasure Map (Burn the edges). 6.4.1.1 DOK 3 6. Write a story about Treasure Hunters (modern of long time ago). 7. Make large poster showing the flags of each country. 8. Paint a mural of pirates attacking a galleon (pirate ship). 6.2.1.1 DOK 2 9. Create your own Pirate Flag. 10. Learn how to Limbo and teach the rest of the class. 6.2.1.1 DOK 2 11. Plan a cruise of the West Indies and pretend you are the cruise director. What will we see and what will we do? 6.2.2.1 12. Read Treasure Island and make it into a play. <p>Round 3: South America</p> <ol style="list-style-type: none"> 1. Demonstrate how to finger weave. 2. Make a Paper Mola. 3. Mural of a Mardi Gras scene. 6.2.2.1

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	<p>democracy, republic, dictatorship) in the present day. DOK 2</p> <ul style="list-style-type: none"> ❑ SS-06-2.1.1 Students will explain how the elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives. DOK 2 ❑ SS-06-2.2.1 Students will compare how cultures (present day) develop social institutions (family, religion, education, government, economy) to respond to human needs, structure society, and influence behavior. ❑ SS-06-3.1.1 Students will explain and give examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources and capital goods) are used. DOK 2 ❑ SS-06-3.2.1 Students will compare present day economic systems (traditional, command, market, mixed). DOK 2 ❑ SS-06-3.3.1 Students will explain how in present day market economies, the prices of goods and services are determined by supply and demand. DOK 2 ❑ SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth's surface in the present day. DOK 3 ❑ SS-06-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day. ❑ SS-06-4.2.1 Students will describe how regions in the present day are made 		<ol style="list-style-type: none"> 4. Chart showing Piranhas and Electric Eels and why they are dangerous. 5. Make carving of statues found on Easter Island. 6. Carve a Llama, make a poster demonstrating its uses. 7. Play of Pizarro and the Inca Ruler. 8. Bring in different music types and singers from Bosa Nova to Hector Villa Lobos. 6.2.1.1 DOK 2 9. Make a chart comparing our cowboy and the South American gaucho. 10. Dramatize and illustrate a legend of the Incas or ancient Peru. 11. Model of Machu Picchu. 6.2.1.1 DOK 2 12. Draw a bola and demonstrate its use. 13. Mural or diorama of Amazon Region. 6.2.1.1 DOK 2 <ul style="list-style-type: none"> ❑ Dramatize: Role-play in the construction of the Panama Canal and prepare a skit for class presentation. 6.4.2.1 DOK 2 ❑ Research the importance and the purposes of a canal lock at the Panama Canal. Draw a picture of the lock showing the importance and the function. ❑ Community Involvement: Jeff McEldowney, teacher at MCMS, has visited parts of South America (Brazil, Rio de Janeiro) through a funded trip from the Rotary Club in Maysville. Mr. McEldowney will be a guest speaker and show the students different things from South America. The students will then write a reflection of different things that they learned and witnessed from Mr. McEldowney. 6.2.1.1 DOK 2 ❑ Open Response: <u>List and explain the geographical obstacles Panama presented to the building of a canal. Describe how the workers met those challenges?</u> 6.4.2.1 DOK 2 ❑ Create a rain stick. The students will create a rain stick in class to imitate the sounds of the Amazon Rain

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	<p>distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development). DOK 2</p> <p><input type="checkbox"/> SS-06-4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources, and knowledge become available. DOK 2</p> <p><input type="checkbox"/> SS-06-4.3.1 Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs. DOK 2</p> <p><input type="checkbox"/> SS-06-4.3.2 Students will explain why and give examples of how human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day. DOK 3</p> <p><input type="checkbox"/> SS-06-4.4.1 Students will explain how technology in the present day assists human modification (e.g., irrigation, clearing land, building roads) of the physical environment in regions. DOK 2</p> <p><input type="checkbox"/> SS-06-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promotes and limits human activities (e.g., exploration, migration, trade, settlement, development) in the present day. DOK 2</p> <p><input type="checkbox"/> SS-06-4.4.3 Students will explain how the natural resources of a place or region impact its political, social, and economic development in the present day.</p> <p><input type="checkbox"/> SS-06-4.4.4 Students will explain how</p>		<p>Forest. 6.2.1.1 DOK 2</p> <p><input type="checkbox"/> Plan a Fiesta – Students will plan a Fiesta after the completion of the SIMULATION- A Race Through Latin America.</p> <p><input type="checkbox"/> Some Activities include:</p> <ol style="list-style-type: none"> 1. Decorating the room. 2. Making a Piñata. 3. Plan food. 4. Play games. 5. Bring in Music typical of all areas. 6. Dress up in costumes (gaucho, bullfighter, Spanish Dancer, Inca Chieftain). 7. Redo any activity from any of the three rounds that the class especially liked. 6.2.1.1 DOK 2 <p><input type="checkbox"/> Students will label the countries of Central America, West Indies, and South America on a map. 6.4.1.1 DOK 3</p> <p><input type="checkbox"/> Facts sheets – government, economy, etc. 6.3.2.1, 6.1.1.1 DOK 2</p>

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	individual and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day.		

Grade 6	Unit 4: Europe		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How have geographic factors influenced past decisions and events in Europe?</p> <p>2. How can the five themes of geography be used to interpret and evaluate the impact of human settlement and the interaction of humans with their environments in Europe?</p> <p>3. How have economic factors impacted societies and governments in</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>H-1 examine how human and physical geography influence past decisions and events.</i> ❑ <i>H-2 analyze the influence of geographic factors on past decisions and events.</i> ❑ <i>H-3 evaluate past, current, and future issues of land use (e.g., preservation, development, modification) from geographic perspectives.</i> ❑ <i>G-1 examine patterns on Earth's surface, using geographic tools (e.g., maps, globes), to identify where things (e.g., people, places, landmarks) are, how they are arranged, and why they are in particular locations.</i> ❑ <i>G-2 analyze the physical and human characteristics of places and regions.</i> ❑ <i>G-3 evaluate the impact of human settlement and the interaction of humans with their environments.</i> ❑ <i>G-4 use the five themes of geography (location, place, regions, movement, and relationships within places) to organize information about various regions in the modern world.</i> ❑ <i>G-5 interpret current events in the United States and the world from a geographic perspective.</i> ❑ <i>E-1 understand the concept of scarcity (imbalance between unlimited wants and</i> 	<ul style="list-style-type: none"> ❑ Themes of Geography ❑ Landmarks ❑ Historical Figures ❑ Industrial Revolution ❑ Democracy ❑ Monarchy ❑ Communism ❑ Religions ❑ Development of Democracy in Great Britain ❑ Values, Traditions ❑ United Kingdom (Wales, Scotland, England, Northern Ireland) ❑ Republic ❑ Holocaust ❑ Autobahns 	<ul style="list-style-type: none"> ❑ Design a Euro banknote and coin to represent the United Kingdom and explain to the class why you chose those symbols. 6.3.3.1 DOK 2 ❑ Create Mock Passports while learning the purpose of a passport. 6.2.2.1, 6.2.2.2 DOK 2 ❑ Research a European country including various aspects such as history, cultural achievements, holidays, currency, famous people, etc and prepare a report to be presented to the class. 6.2.2.1, 6.2.2.2 DOK 2 <p>Community Involvement:</p> <ul style="list-style-type: none"> ❑ Guest Speaker – Barbara Brockwell Kelsch will come to the classroom and speak about the culture of the United Kingdom. Mrs. Kelsch is a native of Yorkshire, England. 6.2.2.1 DOK 2 ❑ Make a picture book of at least 10 Inventors and Inventions of the Industrial Revolution. Include where it was invented, why it was invented, and what impact it had on history. 6.4.2.2 DOK 2 ❑ Create a picture book of a child's life during the Industrial Revolution. Explain Child Labor Laws and how they affected the lives of young children and adults during the Industrial Revolution. 6.4.2.2 DOK 2 ❑ Make A Venn diagram comparing life of a child during the Industrial Revolution and the life of a child present day. 6.4.2.2 DOK 2 ❑ Compare climate of Brooksville, KY with that of a European country. ❑ Make an illustrated chart of a famous people from an

Grade 6	Unit 4: Europe		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u>
<p>Europe?</p> <p>4. What role does government play in Europe?</p> <p>5. How can man benefit from developing a greater appreciation of Europe?</p>	<p><i>limited resources) as it applies to individuals, societies, and governments across geographic regions.</i></p> <ul style="list-style-type: none"> ❑ <i>E-2 explain economic concepts (e.g., supply, demand, money as a form of exchange, goods, services, markets, competition, opportunity cost) as they apply in regard to individuals, societies, and governments.</i> ❑ <i>E-3 recognize that all regions must address the questions of production, distribution, and consumption and recognize how their resources are used to produce goods and services.</i> ❑ <i>E-4 compare and contrast ways that regions increase their productivity.</i> ❑ <i>E-5 examine economic interdependence among regions.</i> ❑ <i>GC-1 compare and contrast forms of government in the modern world.</i> ❑ <i>GC-2 analyze how governments reflect and impact culture.</i> ❑ <i>GC-3 examine the relationship between governments and the rights of individuals.</i> ❑ <i>CS-1 examine the concept of culture in the modern world.</i> ❑ <i>CS-2 compare cultural and social institutions from various regions and how they address human needs.</i> ❑ <i>CS-3 analyze social interactions, including conflict and cooperation, among individuals and groups around the world.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-06-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the 		<p>Student will:</p> <p>assigned European country. Include each person's name, birthplace, birth and death date, and achievements. Be sure to justify why that person is of importance in that country. 7.5.1.2 DOK 3</p> <ul style="list-style-type: none"> ❑ Review the following Internet site http://www.pbs.org/wgbh/nova/holocaust/ and learn about different horrifying events of the Holocaust. 7.5.1.2 DOK 3 ❑ View the movie: "Life Story of Anne Frank" and create timelines of her life and history. 7.5.1.2 DOK 3 ❑ <u>Open-Response Assessment:</u> Define the word <u>prejudice</u>. Now knowing the definition of <u>prejudice</u> do you think that it played a role in the Holocaust? If so, how? If not, why not? Be able to justify your answer. <u>Make sure your answer is a 1 page.</u> 6.4.2.2 DOK 2 ❑ The students will be able to speak and comprehend words from several different languages (French, Spanish, etc.). 6.2.2.1 DOK 2 ❑ Compare and Contrast Italian cuisine (Pasta) with American cuisine. 6.2.2.1 DOK 2 ❑ Create a chart listing any five countries of Europe. For each country, include the climate, vegetation, and natural resources. Be sure to explain how vegetation is affected by the climate of different countries of Europe. 6.4.4.3 ❑ Design a culture/society bulletin board using actual postcards or ones they create illustrating an assigned countries unique cultural features. 6.2.2.1 DOK 2 ❑ The students will complete a map of the 12 European countries that have adopted the Euro: A universal European currency. 6.4.1.1 DOK 3 ❑ Read Number the Stars by Lois Lowry. ❑ Complete 3 of the following activities: <ol style="list-style-type: none"> 1. Create a "Recipe for Peace". Introduce this by asking the whole class, "What does it take to make peace?" You can aid their brainstorming by giving a few examples (kindness, understanding, laughter). Have the students create a sign or a poster (using a recipe format of ingredients, procedure, servings) of

Grade 6	Unit 4: Europe		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>present day. DOK 2</p> <ul style="list-style-type: none"> ❑ SS-06-1.1.2 Students will describe and give examples of how present day democratic governments function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws. DOK 3 ❑ SS-06-2.1.1 Students will explain how the elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives. DOK 2 ❑ SS-06-2.2.1 Students will compare how cultures (present day) develop social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior. ❑ SS-06-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in the present day. DOK 2 ❑ SS-06-2.3.2 Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day. DOK 2 ❑ SS-06-3.1.1 Students will explain and give examples of how scarcity requires individuals, groups, and governments in the present day to make decisions about how productive resources (natural resources, human resources and capital goods) are used. DOK 2 ❑ SS-06-3.3.1 Students will explain how in present day market economies, the prices 		<p>their "Recipe for Peace".</p> <ol style="list-style-type: none"> 2. To help gain a sense of chronology, create a timeline of significant events that happened in the book between 1938 and 1945. 3. Define Holocaust. Explain a time when you have been discriminated against. Describe how you would feel if you were in Ellen's position. Discuss how you would feel if you lived in Europe during this time period. 4. Visit http://www.remember.org/pearls/bird.html and read the poem titled, "A Little Bird". Magdalena Klein's family was forced into a ghetto in Hungary. They were then sent to a terrible concentration camp called Auschwitz- Birkenbau, where her mother was killed. Read her poem and explain why she wanted to be like a little bird. 5. Imagine that you were surrounded by cruelty, sadness, and fear, as Magdalena and Ellen were. Explain what other things might you compare yourself to? Write your own comparative poem about how you might feel in a similar situation. 6. Choose one of the characters in <i>Number the Stars</i>. Pretend that you are the character. Write a short autobiography of your life. Introduce yourself to the rest of the class as the character you selected and read your autobiography aloud. 7.5.1.2 DOK 3

Grade 6	Unit 4: Europe		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>of goods and services are determined by supply and demand. DOK 2</p> <ul style="list-style-type: none"> ❑ SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth's surface in the present day. DOK 3 ❑ SS-06-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day. ❑ SS-06-4.2.1 Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development). DOK 2 ❑ SS-06-4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available. DOK 2 ❑ SS-06-4.3.1 Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs. DOK 2 ❑ SS-06-4.3.2 Students will explain why and give examples of how human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day. DOK 3 ❑ SS-06-4.4.1 Students will explain how technology in the present day assists human modification (e.g., irrigation, clearing land, building roads) of the 		

Grade 6	Unit 4: Europe		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>physical environment in regions. DOK 2</p> <ul style="list-style-type: none"> ❑ SS-06-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promotes and limits human activities (e.g., exploration, migration, trade, settlement, development) in the present day. DOK 2 ❑ SS-06-4.4.3 Students will explain how the natural resources of a place or region impact its political, social and economic development in the present day. ❑ SS-06-4.4.4 Students will explain how individual and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day. ❑ SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3 		

Grade 6	Unit 5: Asia		Suggested Length: 6 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How have geographic factors influenced past decisions and events in Asia?</p> <p>2. How can the five themes of geography be</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>H-1 examine how human and physical geography influence past decisions and events.</i> ❑ <i>H-2 analyze the influence of geographic factors on past decisions and events.</i> ❑ <i>H-3 evaluate past, current, and future issues of land use (e.g., preservation, development, modification) from geographic perspectives.</i> ❑ <i>G-1 examine patterns on Earth's surface, using geographic tools (e.g., maps, globes), to</i> 	<ul style="list-style-type: none"> ❑ 5 Themes of Geography ❑ Culture ❑ Cultural Diversity ❑ Physical Features ❑ Population Density ❑ Regions ❑ Economics ❑ Natural Resources ❑ Religion 	<ul style="list-style-type: none"> ❑ Compare and Contrast life in a Chinese village with the life of a previous country we have studied <u>recently</u>. 7.5.1.2 DOK 3 ❑ Create an illustrated timeline that shows major events and leaders of Asian countries. 7.5.1.2 DOK 3 ❑ Prepare a Brochure, Power Point or Web Page highlighting the major aspects of any Asian country or city. 6.2.1.1 DOK 2 ❑ Research the major religions (Hinduism, Islam, Christianity, Buddhism, Sikhism) and then construct a

Grade 6	Unit 5: Asia		Suggested Length: 6 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>used to interpret and evaluate the impact of human settlement and the interaction of humans with their environments in Asia?</p> <p>3. How have economic factors impacted societies and governments in Asia?</p> <p>4. What role does government play in Asia?</p> <p>5. How can man benefit from developing a greater appreciation of Asia?</p>	<p><i>identify where things (e.g., people, places, landmarks) are, how they are arranged, and why they are in particular locations.</i></p> <ul style="list-style-type: none"> ❑ <i>G-2 analyze the physical and human characteristics of places and regions.</i> ❑ <i>G-3 evaluate the impact of human settlement and the interaction of humans with their environments.</i> ❑ <i>G-4 use the five themes of geography (location, place, regions, movement, and relationships within places) to organize information about various regions in the modern world.</i> ❑ <i>G-5 interpret current events in the United States and the world from a geographic perspective.</i> ❑ <i>E-1 understand the concept of scarcity (imbalance between unlimited wants and limited resources) as it applies to individuals, societies, and governments across geographic regions.</i> ❑ <i>E-2 explain economic concepts (e.g., supply, demand, money as a form of exchange, goods, services, markets, competition, opportunity cost) as they apply in regard to individuals, societies, and governments.</i> ❑ <i>E-3 recognize that all regions must address the questions of production, distribution, and consumption and recognize how their resources are used to produce goods and services.</i> ❑ <i>E-4 compare and contrast ways that regions increase their productivity.</i> ❑ <i>E-5 examine economic interdependence among regions.</i> ❑ <i>GC-1 compare and contrast forms of government in the modern world.</i> ❑ <i>GC-2 analyze how governments reflect and impact culture.</i> 	<ul style="list-style-type: none"> ❑ Governments ❑ Monsoon ❑ Cyclone ❑ Typhoon ❑ Consumer Goods ❑ Dynasty ❑ Calligraphy ❑ Empire ❑ Tsunami ❑ Origami ❑ Ring of Fire 	<p>graph (Bar, Line, Circle, etc.) showing the number of followers for each religion. Graph must include a Title and Key. 6.2.1.1 DOK 2</p> <ul style="list-style-type: none"> ❑ Construct a pictograph comparing the Population Density of China with that of the United States. 6.4.3.2 DOK 3 ❑ Real-Life Experience – Look at labels on clothes and other items to see if the product was made in an Asian country. Make a chart with the product and the country and then label these countries on a map of Asia. 6.4.3.2 DOK 3 ❑ Learn what Origami is and how it is made. Give the students the opportunity to make their own Origami. 6.2.1.1 DOK 2 ❑ As a class we will research earthquakes or Volcanoes that have occurred in the Ring of Fire for the past few weeks and plot them on a map. 6.4.1.1 DOK 3 ❑ Label place/physical features on a map of Asia. 6.4.1.1 DOK 3

Grade 6	Unit 5: Asia		Suggested Length: 6 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> <input type="checkbox"/> GC-3 examine the relationship between governments and the rights of individuals. <input type="checkbox"/> CS-1 examine the concept of culture in the modern world. <input type="checkbox"/> CS-2 compare cultural and social institutions from various regions and how they address human needs. <input type="checkbox"/> CS-3 analyze social interactions, including conflict and cooperation, among individuals and groups around the world. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> SS-06-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day. DOK 2 <input type="checkbox"/> SS-06-1.1.2 Students will describe and give examples to support how present day democratic governments function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws. DOK 3 <input type="checkbox"/> SS-06-2.1.1 Students will explain how the elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives. DOK 2 <input type="checkbox"/> SS-06-2.2.1 Students will compare how cultures (present day) develop social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior. <input type="checkbox"/> SS-06-3.1.1 Students will explain and give 		

Grade 6	Unit 5: Asia		Suggested Length: 6 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources and capital goods) are used. DOK 2</p> <ul style="list-style-type: none"> ❑ SS-06-3.3.1 Students will explain how in present day market economies, the prices of goods and services are determined by supply and demand. DOK 2 ❑ SS-06-3.3.2 Students will explain how money (unit of account) can be used to express the market value of goods and services and how money makes it easier to trade, borrow, invest, and save in the present day. ❑ SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth's surface in the present day. DOK 3 ❑ SS-06-4.2.1 Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development). DOK 2 ❑ SS-06-4.3.2 Students will explain why and give examples of how human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology in the present day. DOK 3 ❑ SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those 		

Grade 6	Unit 5: Asia		Suggested Length: 6 weeks
Essential Questions	Program of Studies and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	relationships. DOK 3		

Grade 6	Unit 6: Middle East		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<u>Program of Studies</u>		
1. How have geographic factors influenced past decisions and events in Middle East? 2. How can the five themes of geography be used to interpret and evaluate the impact of human settlement and the interaction of humans with their environments in Middle East? 3. How have economic factors impacted societies and governments in Middle East?	<ul style="list-style-type: none"> ❑ <i>H-1 examine how human and physical geography influence past decisions and events.</i> ❑ <i>H-2 analyze the influence of geographic factors on past decisions and events.</i> ❑ <i>H-3 evaluate past, current, and future issues of land use (e.g., preservation, development, modification) from geographic perspectives.</i> ❑ <i>G-1 examine patterns on Earth's surface, using geographic tools (e.g., maps, globes), to identify where things (e.g., people, places, landmarks) are, how they are arranged, and why they are in particular locations.</i> ❑ <i>G-2 analyze the physical and human characteristics of places and regions.</i> ❑ <i>G-3 evaluate the impact of human settlement and the interaction of humans with their environments.</i> ❑ <i>G-4 use the five themes of geography (location, place, regions, movement, and relationships within places) to organize information about various regions in the modern world.</i> ❑ <i>G-5 interpret current events in the United States and the world from a geographic perspective.</i> ❑ <i>E-1 understand the concept of scarcity (imbalance between unlimited wants and limited resources) as it applies to individuals, societies, and governments across geographic</i> 	<ul style="list-style-type: none"> ❑ 5 Themes of Geography ❑ Boundaries ❑ Landmarks ❑ Physical Geography ❑ Culture Centers ❑ Ethnic Groups ❑ Trade ❑ Religion <ul style="list-style-type: none"> ❑ Hindu ❑ Islam ❑ Christianity ❑ Buddhism ❑ Sikhism ❑ Values ❑ Economy ❑ Climate ❑ Natural Resources ❑ Cultural Diversity ❑ Cultural Diffusion ❑ Architecture ❑ Subcontinent ❑ Monsoons 	<ul style="list-style-type: none"> ❑ Label and Color a map of the countries that make up the Middle East. 6.4.1.1 DOK 3 ❑ Students will research the different religions of South Asia. Discover the number of followers in South Asia and construct a circle graph showing the religion and its followers. 6.1.1.1 DOK 2 ❑ Students will learn about 4 major geophysical features of the Arabian Peninsula – deserts, oases, coastal plains, and mountains. The students will explore how people have adapted to the geography of each region. 6.4.2.1 DOK 2 ❑ Imagine you are traveling through the Himalayas. Write to a friend describing your experiences. Also, Describe the transportation you might use and the scenes you might see on your journey. 6.4.1.2 DOK 2 ❑ Students will use the vocabulary words from the unit and create their own crossword puzzle. 6.2.1.1 DOK 2, 6.2.2.1 ❑ Compare two religions practiced in the Middle East. 6.2.1.1 DOK 2, 6.2.2.1

Grade 6	Unit 6: Middle East		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>4. What role does government play in Middle East?</p> <p>5. How can man benefit from developing a greater appreciation of Middle East?</p>	<p><i>regions.</i></p> <ul style="list-style-type: none"> ❑ <i>E-2 explain economic concepts (e.g., supply, demand, money as a form of exchange, goods, services, markets, competition, opportunity cost) as they apply in regard to individuals, societies, and governments.</i> ❑ <i>E-3 recognize that all regions must address the questions of production, distribution, and consumption and recognize how their resources are used to produce goods and services.</i> ❑ <i>E-4 compare and contrast ways that regions increase their productivity.</i> ❑ <i>E-5 examine economic interdependence among regions.</i> ❑ <i>GC-1 compare and contrast forms of government in the modern world.</i> ❑ <i>GC-2 analyze how governments reflect and impact culture.</i> ❑ <i>GC-3 examine the relationship between governments and the rights of individuals.</i> ❑ <i>CS-1 examine the concept of culture in the modern world.</i> ❑ <i>CS-2 compare cultural and social institutions from various regions and how they address human needs.</i> ❑ <i>CS-3 analyze social interactions, including conflict and cooperation, among individuals and groups around the world.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-06-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day. DOK 2 ❑ SS-06-2.1.1 Students will explain how the 		

Grade 6	Unit 6: Middle East		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives. DOK 2</p> <ul style="list-style-type: none"> ❑ SS-06-2.2.1 Students will compare how cultures (present day) develop social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior. ❑ SS-06-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occur among individuals and groups in the present day. DOK 2 ❑ SS-06-2.3.2 Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day. DOK 2 ❑ SS-06-3.1.1 Students will explain and give examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources and capital goods) are used. DOK 2 ❑ SS-06-3.3.1 Students will explain how in present day market economies, the prices of goods and services are determined by supply and demand. DOK 2 ❑ SS-06-3.3.2 Students will explain how money (unit of account) can be used to express the market value of goods and services and how money makes it easier to trade, borrow, invest and save in the present day. ❑ SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, 		

Grade 6	Unit 6: Middle East		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>charts, graphs, databases, satellite images) to interpret patterns and locations on Earth's surface in the present day. DOK 3</p> <ul style="list-style-type: none"> ❑ SS-06-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day. ❑ SS-06-4.2.1 Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development). DOK 2 ❑ SS-06-4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources, and knowledge become available. DOK 2 ❑ SS-06-4.3.1 Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs. DOK 2 ❑ SS-06-4.3.2 Students will explain why and give examples of how human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity, and technology in the present day. DOK 3 ❑ SS-06-4.4.1 Students will explain how technology in the present day assists human modification (e.g., irrigation, clearing land, building roads) of the physical environment in regions. DOK 2 ❑ SS-06-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, 		

Grade 6	Unit 6: Middle East		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>natural disasters) both promotes and limits human activities (e.g., exploration, migration, trade, settlement, development) in the present day. DOK 2</p> <ul style="list-style-type: none"> ❑ SS-06-4.4.3 Students will explain how the natural resources of a place or region impact its political, social and economic development in the present day. ❑ SS-06-4.4.4 Students will explain how individual and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day. ❑ SS-06-5.1. 1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in present day regions. 		

Grade 6	Unit 7: Africa		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How have geographic factors influenced past decisions and events in Africa?</p> <p>2. How can the five themes of geography be used to interpret</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>H-1 examine how human and physical geography influence past decisions and events.</i> ❑ <i>H-2 analyze the influence of geographic factors on past decisions and events.</i> ❑ <i>H-3 evaluate past, current, and future issues of land use (e.g., preservation, development, modification) from geographic perspectives.</i> ❑ <i>G-1 examine patterns on Earth's surface, using geographic tools (e.g., maps, globes), to identify where things (e.g., people, places, landmarks) are, how they are arranged, and</i> 	<ul style="list-style-type: none"> ❑ Cultural Achievements ❑ Conflicts ❑ Government ❑ Natural Resources ❑ Religion ❑ Trade ❑ Kingdom ❑ Dialects ❑ Environment ❑ Consumer goods ❑ Hieroglyph ❑ Dictatorship 	<ul style="list-style-type: none"> ❑ Create artworks, such as masks, to exemplify the cultures of the various regions of Africa. 6.2.1.1 DOK 2 ❑ Research a country in Africa and prepare a booklet or brochure indicating vital statistics such as population, type of government, climate, latitude and longitude, and language. 6.2.1.1 DOK 2 ❑ Research desertification and the impact it has on the lives of the people living near affected areas. They will use the information and data they collect to prepare a newspaper article indicating what causes a desert to grow and what governments, conservation groups, and others do to prevent the growth. 6.4.1.2 DOK 2

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<p>and evaluate the impact of human settlement and the interaction of humans with their environments in Africa?</p> <p>3. How have economic factors impacted societies and governments in Africa?</p> <p>4. What role does government play in Africa?</p> <p>5. How can man benefit from developing a greater appreciation of Africa?</p>	<p><i>why they are in particular locations.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>G-2 analyze the physical and human characteristics of places and regions.</i> <input type="checkbox"/> <i>G-3 evaluate the impact of human settlement and the interaction of humans with their environments.</i> <input type="checkbox"/> <i>G-4 use the five themes of geography (location, place, regions, movement, and relationships within places) to organize information about various regions in the modern world.</i> <input type="checkbox"/> <i>G-5 interpret current events in the United States and the world from a geographic perspective.</i> <input type="checkbox"/> <i>E-1 understand the concept of scarcity (imbalance between unlimited wants and limited resources) as it applies to individuals, societies, and governments across geographic regions.</i> <input type="checkbox"/> <i>E-2 explain economic concepts (e.g., supply, demand, money as a form of exchange, goods, services, markets, competition, opportunity cost) as they apply in regard to individuals, societies, and governments.</i> <input type="checkbox"/> <i>E-3 recognize that all regions must address the questions of production, distribution, and consumption and recognize how their resources are used to produce goods and services.</i> <input type="checkbox"/> <i>E-4 compare and contrast ways that regions increase their productivity.</i> <input type="checkbox"/> <i>E-5 examine economic interdependence among regions.</i> <input type="checkbox"/> <i>GC-1 compare and contrast forms of government in the modern world.</i> <input type="checkbox"/> <i>GC-2 analyze how governments reflect and impact culture.</i> <input type="checkbox"/> <i>GC-3 examine the relationship between governments and the rights of individuals.</i> 	<ul style="list-style-type: none"> <input type="checkbox"/> Ethnic Group <input type="checkbox"/> Drought <input type="checkbox"/> Desertification <input type="checkbox"/> Cassava <input type="checkbox"/> Bauxite <input type="checkbox"/> Canopy <input type="checkbox"/> Basin <input type="checkbox"/> Escarpment <input type="checkbox"/> Watershed <input type="checkbox"/> Apartheid <input type="checkbox"/> Enclave <input type="checkbox"/> High Veld <input type="checkbox"/> Townships 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are journeying between two African cities. Trace a path between the cities describing the physical features, climate, vegetation, regions, and political boundaries that would be crossed during their trip between the two cities. 6.4.2.2 DOK 2, 6.4.3.1 DOK 2 <input type="checkbox"/> Keep a journal of news stories heard on TV and articles seen in the newspapers about countries in Africa. <input type="checkbox"/> Visit Africa Online and read about famous Africans who have influenced Africa's history. They will write a report over the people studied and possibly send it to the site to be posted. 6.4.2.2 DOK 2, 6.4.3.1 DOK 2 <input type="checkbox"/> Create their own vocabulary word puzzle over the key words of the unit. 6.1.1.1 DOK 2

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	<ul style="list-style-type: none"> <input type="checkbox"/> CS-1 examine the concept of culture in the modern world. <input type="checkbox"/> CS-2 compare cultural and social institutions from various regions and how they address human needs. <input type="checkbox"/> CS-3 analyze social interactions, including conflict and cooperation, among individuals and groups around the world. <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> SS-06-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day. DOK 2 <input type="checkbox"/> SS-06-2.1.1 Students will explain how the elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the present day and may result in unique perspectives. DOK 2 <input type="checkbox"/> SS-06-2.2.1 Students will compare how cultures (present day) develop social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior. <input type="checkbox"/> SS-06-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occur among individuals and groups in the present day. DOK 2 <input type="checkbox"/> SS-06-2.3.2 Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day. DOK 2 <input type="checkbox"/> SS-06-3.3.1 Students will explain how in 		

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	<p>present day market economies, the prices of goods and services are determined by supply and demand. DOK 2</p> <ul style="list-style-type: none"> ❑ SS-06-3.3.2 Students will explain how money (unit of account) can be used to express the market value of goods and services and how money makes it easier to trade, borrow, invest and save in the present day. ❑ SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases, and satellite images) to interpret patterns and locations on Earth's surface in the present day. DOK 3 ❑ SS-06-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day. ❑ SS-06-4.2.1 Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development). DOK 2 ❑ SS-06-4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available. DOK 2 ❑ SS-06-4.3.1 Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs. DOK 2 ❑ SS-06-4.3.2 Students will explain why and give examples of how human populations may change and/or migrate because of 		

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	<p>factors such as war, famine, disease, economic opportunity and technology in the present day. DOK 3</p> <ul style="list-style-type: none"> ❑ SS-06-4.4.1 Students will explain how technology in the present day assists human modification (e.g., irrigation, clearing land, building roads) of the physical environment in regions. DOK 2 ❑ SS-06-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promotes and limits human activities (e.g., exploration, migration, trade, settlement, development) in the present day. DOK 2 ❑ SS-06-4.4.3 Students will explain how the natural resources of a place or region impact its political, social and economic development in the present day. ❑ SS-06-4.4.4 Students will explain how individual and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day. 		