

GRADE SIX SOCIAL STUDIES

32200613 (COMPREHENSIVE), 32200623 (ESL)
32200633 (HONORS), 32200653 (ECE), 32200693 (ADVANCE)

PREREQUISITES

There are no prerequisites for Grade Six Social Studies.

OVERVIEW

The Grade Six Social Studies Program uses the five big ideas of social studies (government/civics, cultures and societies, economics, geography, and historical perspective) to focus on an integrated approach to the study of world geography. Concepts, skills, and content from both human and physical geography are taught. Special emphasis is placed on the five themes of geography (location, place, region, movement, and human-environmental interaction) and the use of the methods and tools of the geographer. Study revolves around the examination of various world regions and the cultures of those regions. In Grade Six Social Studies, students analyze and compare different patterns of life, including forms of government, economic systems, histories, beliefs and attitudes, arts, and recreation for cultures around the world. Instruction explores the connections between the physical environment and the patterns of life. Students make comparisons with life in Kentucky and the United States, and explore the concept of global interdependence.

RECOMMENDED STATE-APPROVED TEXTBOOKS

Per Kentucky State Statute, schools are responsible for adopting textbooks for use by students. The Kentucky Department of Education recommends textbooks from publishers that have assured the state of the accuracy of, availability of, support materials for, and durability of texts. In addition, the publishers have agreed to provide adaptable texts and other materials for English Language Learners (Spanish text).

Salter, Christopher. *World Geography*. 1st ed. Orlando: Holt, Rinehart, and Winston, Print.

Bednarz, Sarah, Ines Miyares, Mark Schug, and Charles White. *World Cultures and Geography*. 1st ed. Evanston: McDougal Littell, 2005. Print.

Kracht, James. *World Explorer: People, Places, and Cultures*. 1st ed. Boston: Pearson Education, Inc., 2007. Print.

Boehm, Richard, Armstrong, David, Hunkins, Francis, Reinhartz, Dennis, and Lobrecht, Merry. *The World and Its People*. 1st ed. Columbus: The McGraw-Hill Companies, Inc., 2005. Print.

HOW TO USE THE CURRICULUM MAP

Social Studies Curriculum Maps are guides to social studies instruction. The Social Studies Curriculum Maps assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must take into account the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

We hope you find this map helpful as you focus your planning on student learning this year. The curriculum for the year has been divided into **units of study**—organized by geographical regions of the world—to help pace instruction and effectively cover the **topics** included. This helps students to have consistent coverage of the social studies content.

The map format includes the **unit duration** (the suggested amount of instructional days to spend on each unit, based on 50-minute class periods) and **topics** (sub-regions that focus on a particular big idea, i.e., culture, economics, government, geography) to include while teaching the unit. The suggested **topic duration** (the suggested number of days and amount of time to spend on each topic) takes into account days for assessment, topic extensions, and changes in the school calendar. Lessons and activities suggested on the map are to focus on student mastery, and align instruction to the state standards. The maps do not accommodate scheduling for special events (Junior Achievement, or K-Prep review).

The **Essential Questions** for each topic guide the inquiry that supports each topic. Each topic of study includes the following:

- **Content Standards** are the Core Content for Assessment from the Kentucky Core Academic Standards 4.1 Combined Curriculum Document.
- **Learning Targets** are the skills and concepts students need to know and be able to do by the end of each topic. The school level identifies and supports the necessary understandings, skills, and concepts that support these targets based on an analysis of student data.
- **Suggested Resources** include basal social studies texts (Holt and Glencoe); TCI resources (both text and on-line); and other resources that promote inquiry, student understanding, and mastery of skills.
- **Key Focus Topics** have been identified based upon their likelihood to appear on the KPREP assessment.

The units for Grade Six Social Studies are:

Unit One: [The Basics of World Geography \(pp. 3-6\)](#)

Unit Two: [How We Organize Our World \(pp. 7-10\)](#)

Unit Three: [The Americas \(pp.11-16\)](#)

Unit Four: [Europe \(pp. 17-20\)](#)

Unit Five: [Asia \(pp. 21-25\)](#)

Unit Six: [Africa \(pp. 26-30\)](#)

Unit Seven: [The Pacific World \(pp. 31-33\)](#)

UNIT 1:

THE BASICS OF WORLD GEOGRAPHY

Unit Duration: 3 Weeks	Assessment: Ongoing teacher-created formative assessments Teacher-created summative assessment	
TOPIC 1: Introduction to Geography		TOPIC DURATION: 2 Days
ESSENTIAL QUESTION: How does geography help us understand our world?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
Geography 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).	I can describe how the five themes of geography help us organize the study of geography.	Basal Texts <ul style="list-style-type: none"> ▪ <i>World Geography</i>, Holt Social Studies, 2007 (hereafter designated as <i>Holt World Geography</i>), pp. 10-12, H12 Other Resources <ul style="list-style-type: none"> ▪ United Streaming Video, <i>The Five Themes of Geography</i>
TOPIC 2: Geographers' Tools (Maps, Globes, Map Projections)		TOPIC DURATION: 4 Days
ESSENTIAL QUESTION: How do the tools of geography help us understand our world?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
Geography 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. 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-06-4.3.1 Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs.	I can describe and use a variety of geographic tools. I can describe how geographic features and human needs affect patterns of human settlement.	Basal Texts <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. H1-H9, 8-9 ▪ <i>The World and Its People</i>, Glencoe Social Studies, 2007 (hereafter designated as <i>Glencoe The World and Its People</i>), pp. 4-13 ▪ TCI, <i>Geography Alive!</i>, pp.11-39 TCI <ul style="list-style-type: none"> ▪ TCI Online, <i>World Cultures Alive!</i> <ol style="list-style-type: none"> 1. Learning Essential Map Skills 2. Understanding Thematic Maps ▪ TCI Online, <i>Geography Alive!</i> The Tools of Geography Other Resources <ul style="list-style-type: none"> ▪ United Streaming Video, <i>Maps: Types, Symbols and Terms</i> ▪ United Streaming Video, <i>Different Types of Maps</i> (6 segments) ▪ JCPS Online, <i>Types of Maps PowerPoint</i> ▪ United Streaming Video, <i>How to find things on a map</i>

TOPIC 3: Location		TOPIC DURATION: 2 Days
ESSENTIAL QUESTION: How do geographers use absolute and relative location?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Geography</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ I can use maps to interpret locations on the Earth's surface. 	<p>Basal Text</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. H2-H3, 10-12 ▪ Glencoe, <i>The World and Its People</i>, pp. 4-5, 60 ▪ TCI, <i>Geography Alive!</i>, pp. 16-17 <p>TCI</p> <ul style="list-style-type: none"> ▪ United Streaming Video, <i>The Five Themes of Geography</i> <p>Other Resources</p> <p>Message in a Bottle, Scholastic latitude/longitude game</p> <p>Latitude/Longitude Map Match Game</p> <p>United Streaming Video, <i>Discovering the World: Locating Places</i></p>
TOPIC 4: Place		TOPIC DURATION: 2 Days
ESSENTIAL QUESTION: How do the human and physical characteristics of a place help us understand our world?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Geography</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ I can describe the human and physical characteristics of a place. ▪ I can describe how the physical environment of a place promotes and limits human activities. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. H10-11, 28-72 ▪ Glencoe, <i>The World and Its People</i>, pp. 14-15, 37-68 ▪ TCI, <i>Geography Alive!</i>, pp. 25-37 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>Geography Alive!</i>, "A Spatial Way of Thinking" ▪ TCI Online, <i>World Cultures Alive!</i>, "Introduction to Physical Geography" <p>Other Resources</p> <ul style="list-style-type: none"> ▪ United Streaming Video, <i>The Five Themes of Geography</i> ▪ JCPS On-line, <i>Landforms PowerPoint</i> ▪ JCPS On-line, <i>Physical and Human Characteristics PowerPoint</i>

TOPIC 5: Human-Environmental Interaction		TOPIC DURATION: 2 Days
ESSENTIAL QUESTION: How do humans interact with the world around them?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Geography 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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ I can explain how, over time, humans have used available technology to modify and adapt the environment to meet their needs. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 62-72 ▪ Glencoe, <i>The World and Its People</i>, pp. 58-59, 69-72, 76-77 <p>Other Resources</p> <ul style="list-style-type: none"> • United Streaming Video, <i>The Five Themes of Geography</i> • Using Google Earth to Become Aware of Environmental Change (Environmental Change with Dr. Seuss) lesson plan • World of 7 Billion, Everything is Connected Lesson Plan
TOPIC 6: Movement		TOPIC DURATION: 2 Days
ESSENTIAL QUESTION: How does movement affect human populations?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Geography 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.</p> <p>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</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ I can describe the relationship between physical and human geography and movement of people, goods, and information. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 84-85, 88-89 ▪ Glencoe, <i>The World and Its People</i>, pp. 90-91, 94-98 <p>Other Resources</p> <ul style="list-style-type: none"> ▪ United Streaming Video, <i>The Five Themes of Geography</i> ▪ National Geographic Lesson, Migration: Why do People Move? ▪ National Geographic Lesson, Human Migration: The Story of the Cultural Landscape ▪ Center for Economic Education, Coming and Going: Imports and Exports Throughout the World Lesson Plan
TOPIC 7: Regions		TOPIC DURATION: 1 Day
ESSENTIAL QUESTION: How do we organize the world around us?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES

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<p>Geography</p> <p>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.</p> <p>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).</p>	<ul style="list-style-type: none">▪ I can describe how regions are made distinctive by human and physical characteristics.	<p>Basal Text</p> <ul style="list-style-type: none">▪ Holt, <i>World Geography</i>, pp. 6-7▪ TCI, <i>World Geography Alive!</i>, pp. 38-39
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UNIT 2:

HOW WE ORGANIZE OUR WORLD

Unit Duration: 3 Weeks		Assessment: Ongoing teacher-created formative assessments Teacher-created summative assessment	
TOPIC 1: Development of Culture		TOPIC DURATION: 1 Day	
ESSENTIAL QUESTION: What is culture and how did it develop?			
CONTENT STANDARDS		LEARNING TARGETS	
<p>Cultures and Societies</p> <p>SS-06-2.1.1 Students will explain how 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.</p>		<p>I can explain how the elements of culture define groups around the world.</p>	
		<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 80-82 ▪ Glencoe, <i>The World and Its People</i>, pp. 80-83 	
TOPIC 2: Elements of Culture		TOPIC DURATION: 2 Days	
ESSENTIAL QUESTION: How do the elements of culture teach us about a group?			
CONTENT STANDARDS		LEARNING TARGETS	
<p>Cultures and Societies</p> <p>SS-06-2.1.1 Students will explain how 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		<ul style="list-style-type: none"> ▪ I can compare the social institutions of diverse groups. ▪ I can explain the ways different cultures interact using social institutions. 	
		<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 80-82 ▪ Glencoe, <i>The World and Its People</i>, pp. 80-83 <p>Other Resources</p> <p>JCPS Online, <i>Cultural Universals</i></p>	
TOPIC 3: Cultural Change		TOPIC DURATION: 1 Day	

ESSENTIAL QUESTION: How do cultures change?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Cultures and Societies</p> <p>SS-06-2.1.1 Students will explain how 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.</p> <p>Geography</p> <p>4.3.2 Students will explain why and give examples of how human populations change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day.</p>	<ul style="list-style-type: none"> ▪ I can explain how movement results in cultural diffusion. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 84-85 ▪ Glencoe, <i>The World and Its People</i>, pp. 84-85 <p>Other Resources</p> <ul style="list-style-type: none"> ▪ National Geographic Lesson Plan, <i>Culture in the Cupboard</i>
TOPIC 4: Population		TOPIC DURATION: 2 Days
ESSENTIAL QUESTIONS: What do population patterns tell us about our world?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Geography</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>I can use geographic tools to describe the geographic and human factors responsible for patterns of human settlement.</p>	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 86-90 ▪ Glencoe, <i>The World and Its People</i>, pp. 87-91 ▪ TCI, <i>World Geography Alive!</i>, Chapter 5 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>World Cultures Alive!</i>, "Population Density in Japan" ▪ TCI Online, <i>World Geography Alive!</i>, "Urban Sprawl in North America: Where Will It End?" <p>Other Resources</p> <ul style="list-style-type: none"> ▪ World of 7 Billion, Lesson Plans on Population ▪ National Geographic Lesson, Population Pyramids and US ▪ Population Reference Bureau Unit: Making Population Real ▪ PBS Lesson Plan, Slums in the Spotlight: Will the Millennium Development Goals' Target Be Met
TOPIC 5: Governments of the World		TOPIC DURATION: 4 Days
ESSENTIAL QUESTION: How do countries organize their government?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Government and Civics</p> <p>SS-06-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic,</p>	<ul style="list-style-type: none"> ▪ I can compare ways in which various societies organize government and how they function. SS- 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 91-92 ▪ Glencoe, <i>The World and Its People</i>, p. 83

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<p>dictatorship) in the present day.</p> <p>06-1.1.2 Students will describe and give examples to support how present day democratic governments to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws.</p>		<p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>World Cultures Alive!</i>, “Comparing Government Systems”
<p>TOPIC 6: Economies of the World</p>		<p>TOPIC DURATION: 4 Days</p>
<p>ESSENTIAL QUESTION: How do countries decide what to do with what they have?</p>		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Economics</p> <p>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 capital goods) are used.</p> <p>SS-06-3.2.1 Students will compare present day economic systems (traditional, command, market, mixed).</p> <p>SS-06-3.4.1 Students will explain ways in which the basic economic question about the production, distribution, and consumption of goods and services are addressed in the present day.</p>	<p>I can explain how scarcity requires governments to make decisions about how to use productive resources.</p> <p>I can compare and contrast economic systems in various societies.</p>	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt <i>World Geography</i>, pp. 93-95 ▪ Glencoe <i>The World and Its People</i>, pp. 93-94, 96 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>World Cultures Alive!</i>, Comparing Economic Systems
<p>TOPIC 7: Globalization</p>		<p>TOPIC DURATION: 1 Day</p>
<p>ESSENTIAL QUESTION: How is our world connected?</p>		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Government</p> <p>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.</p> <p>Cultures and Societies</p> <p>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.</p> <p>Economics</p> <p>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.</p> <p>SS-06-3.4.3 Students will explain how international economic activities are interdependent in the present day</p>	<p>I can explain how globalization affects the governments, cultures, and economies in our world today.</p>	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 97-100 ▪ Glencoe, <i>The World and Its People</i>, pp. 99-106 ▪ TCI, <i>Geography Alive!</i>, Chapter 32 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>Geography Alive!</i>, “The Global Sneaker: From Asia to Everywhere”

UNIT 3:

THE AMERICAS

<p>Unit Duration: 6 Weeks</p>	<p>Assessment: Ongoing teacher-created formative assessments Teacher-created summative assessments</p>	
<p>TOPIC 1: Overview of the United States and Canada</p>		<p>TOPIC DURATION: 4 Days</p>
<p>ESSENTIAL QUESTION: How do humans adapt and modify the environment to meet their needs?</p>		
<p>CONTENT STANDARDS</p>	<p>LEARNING STANDARDS</p>	<p>SUGGESTED RESOURCES</p>
<p>Government 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.</p> <p>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.</p> <p>Geography 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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p>	<p>I can compare and contrast the governments of the United States and Canada. I can analyze patterns in the United States and Canada by using special-purpose maps (e.g., population, climate, resource, physical). ■ I can describe how people in the United States and Canada have adapted and modified the environment to meet their needs.</p>	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 106-111, selected portions of: Chapter 5, Chapter 6 ▪ Glencoe, <i>The World and Its People</i>, pp. 114-123, Chapter 4, Chapter 5 ▪ TCI, <i>World Geography Alive!</i>, pp. 42-49 <p>Other Resources</p> <ul style="list-style-type: none"> ▪ United Streaming Video, <i>All About American Geography</i> ▪ JCPS Online, <i>Landform Regions of the United States</i> ▪ JCPS Online, <i>Exploring the Five Regions of the United States PowerPoint</i> ▪ JCPS Online, <i>Regions of the United States WebQuest</i> ▪ JCPS Online, <i>Landform and Physical Regions of the United States</i> ▪ United Streaming Video, <i>Regions of the United States</i> ▪ United Streaming Video, <i>United States Government: A System of Checks and Balances</i> ▪ National Geographic, <i>Defining Regions of the United States Lesson</i> ▪ United Streaming Video, <i>Canada: It’s People, History, and Government</i> Teacher’s Guide Teacher’s Guide ▪ United Streaming Video, <i>Canada: The Land and it’s People</i> ▪ Government of Canada Website ▪ JCPS Online, <i>Canada PowerPoint</i>

TOPIC 2: The United States	TOPIC DURATION: 6 Days
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ESSENTIAL QUESTION:
How does a democratic government organize its economy?

CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Government</p> <p>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.</p> <p>Economics</p> <p>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 capital goods) are used.</p> <p>SS-06-3.2.1 Students will compare present day economic systems (traditional, command, market, mixed).</p> <p>SS-06-3.3.1 Students will explain how in present day market economies, the price of goods and services are determined by supply and demand.</p> <p>SS-06-3.3.3 Students will explain how competition among buyers and sellers impacts the price of goods and services in the present day.</p> <p>SS-06-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services are addressed in the present day.</p> <p>SS-06-3.4.3 Students will explain how international economic activities are interdependent in the present day.</p>	<ul style="list-style-type: none"> ▪ I can describe the rights and responsibilities of citizens in the United States. ▪ I describe how regions of the United States use their productive resources to meet their economic needs. ▪ I can describe the free enterprise system of the United States. ▪ I can explain the importance of international trade on the economy of the United States. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 129, 134-139 ▪ Glencoe, <i>The World and Its People</i>, pp. 131-136 ▪ TCI, <i>Geography Alive!</i>, Chapter 7 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>World Geography Alive!</i>, "Consumption Patterns in the United States: The Impact of Living Well" <p>Other Resources</p> <ul style="list-style-type: none"> ▪ Sample ORQ, <i>Economic Regions of the United States</i>

TOPIC 3: Canada	TOPIC DURATION: 3 Days
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ESSENTIAL QUESTION:
How do regional differences affect life in Canada?

CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Cultures and Societies</p> <p>SS-06-2.1.1 Students will explain how 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.</p>	<ul style="list-style-type: none"> ▪ I can describe how regionalism influences the interactions between the Canadian people. ▪ I can explain the geographic factors responsible for the location of economic activities in the five regions of Canada. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 157-160 ▪ Glencoe, <i>The World and Its People</i>, pp. 167-169 ▪ TCI, <i>Geography Alive!</i>, Chapter 3 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>World Cultures Alive!</i>, "Ways of

<p>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.</p> <p>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.</p> <p>Economics</p> <p>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, capital goods) are used.</p> <p>SS-06-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services are addressed in the present day.</p> <p>Geography</p> <p>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).</p> <p>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>Life in Canada”</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>World Geography Alive!</i>, “Settlement Patterns and Ways of Life in Canada” <p>Other Resources</p> <ul style="list-style-type: none"> ▪ Economy of Canada Graphic Organizer ▪ United Streaming Video, <i>Canada: It’s Land, Resources, and Economy</i>
TOPIC 4: Overview of Latin America		TOPIC DURATION: 5 Days
ESSENTIAL QUESTION: How has history influenced the way people live today?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Cultures and Societies</p> <p>SS-06-2.1.1 Students will explain how 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.</p> <p>Economics</p> <p>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 capital goods) are used.</p> <p>SS-06-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution</p>	<ul style="list-style-type: none"> ▪ I can analyze patterns in Latin America by using special-purpose maps (e.g., population, natural resources, climate, physical). ▪ I can analyze ways people in Latin America have modified their environment to meet their needs. ▪ I can explain how the cultures of Latin America reflect their colonial heritage. ▪ I can define and give examples of agricultural, manufacturing, and service industries in Latin America. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 106-115, selected portions of Chapter 7, Chapter 8, Chapter 9, Chapter 10 ▪ Glencoe, <i>The World and Its People</i>, pp. 176-187, 190-200, 212-222, 232-274 ▪ TCI, <i>World Geography Alive!</i>, pp. 132-139 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>World Cultures Alive!</i> Mapping Latin America ▪ TCI Online, <i>World Geography Alive!</i>, “Life in the Central Andes: Adapting to a Mountainous Region” <p>Other Resources</p> <ul style="list-style-type: none"> ▪ United Streaming Video, <i>Geography of</i>

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<p>and consumption of goods and services are addressed in the present day.</p> <p>Geography 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.</p> <p>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 environment in regions.</p>		<p><i>Mexico and Central America</i></p> <ul style="list-style-type: none"> ▪ United Streaming Video, <i>Geography of South America</i> ▪ United Streaming Video, <i>Geography of the Caribbean</i>
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<p>TOPIC 5: Mexico</p>	<p>TOPIC DURATION: 4 Days</p>
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ESSENTIAL QUESTION:
How is the culture of Mexico reflected in everyday life?

CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Cultures and Societies</p> <p>SS-06-2.1.1 Students will explain how 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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ I can analyze characteristics of contemporary Mexico that resulted from historical events or factors. ▪ I can identify and describe common traits that define Mexican culture and how they are manifested in daily life. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 172-176, 180-182 ▪ Glencoe, <i>The World and Its People</i>, pp. 197-206 ▪ TCI, <i>Geography Alive!</i>, Chapter 9, Chapter 10 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>World Cultures Alive!</i> <ol style="list-style-type: none"> 1. "History of Mexico Through Historical Images" 2. "Mexico City Bus Tour" ▪ TCI Online, <i>World Geography Alive!</i> <ol style="list-style-type: none"> 1. "Spatial Inequality in Mexico City: From Cardboard to Castles" 2. "Indigenous Cultures: The Survival of the May of Mesoamerica"

<p>TOPIC 6: Central America and the Caribbean</p>	<p>TOPIC DURATION: 2 Days</p>
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ESSENTIAL QUESTION:
How does the scarcity of resources affect a country's economy?

CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Economics</p> <p>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, capital goods) are used.</p> <p>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.</p> <p>SS-06-3.4.1 Students will explain ways in which the basic economic questions about production,</p>	<ul style="list-style-type: none"> ▪ I can analyze the economic importance of ecotourism to Central America and the Caribbean. ▪ I can explain how the scarcity of resources influences the economic development of countries in the region. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp.196-197, 203-205 ▪ Glencoe, <i>The World and Its People</i>, pp.213-215, 220 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>World Cultures Alive!</i>, "Evaluating Economic Development in Latin America"

<p>distribution and consumption of goods and services are addressed in the present day.</p> <p>Geography 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>		
TOPIC 7: South America		TOPIC DURATION: 6 Days
ESSENTIAL QUESTION: How does the geography of a region affect human activities?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Economics 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, capital goods) are used.</p> <p>SS-06-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services are addressed in the present day.</p> <p>Geography 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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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>	<ul style="list-style-type: none"> ▪ I can describe the environmental challenges (deforestation, soil exhaustion, etc.) that many South American countries face. ▪ I can describe how patterns of human settlement are influenced by the physical geography of South America. ▪ I can explain how individual and group perspectives of how to use natural resources influence the political, social, and economic development of countries in South America. 	<ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, selected portions of Chapter 9, Chapter 10, and Chapter 11 ▪ Glencoe, <i>The World and Its People</i>, selected portions of Chapter 8 and Chapter 9 ▪ TCI, <i>Geography Alive!</i>, Chapter 12 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>Geography Alive!</i>, 1. "Land Use Conflict in the Amazon Rainforest" ▪ TCI Online, <i>World Geography Alive!</i>, "Rainforest Conference in Latin America" <p>Other Resources</p> <ul style="list-style-type: none"> ▪ United Streaming Video, <i>Geography of South America</i>

UNIT 4:
EUROPE

Unit Duration: 6 Weeks		Assessment: <ul style="list-style-type: none"> Ongoing teacher-created formative assessments Teacher-created summative assessment
TOPIC 1: Overview of Europe		TOPIC DURATION: 4 Days
ESSENTIAL QUESTION: How does the physical environment promote or limit human activities?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Geography</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> I can analyze patterns in Europe by using special-purpose maps (e.g., population, climate, resource, physical). I can describe how the physical environment promotes and limits human activities in Europe. 	<p>Basal Texts</p> <ul style="list-style-type: none"> Holt, <i>World Geography</i>, pp. 274-283, selected portions of Chapter 12, Chapter 13, Chapter 14, Chapter 15, and Chapter 16 Glencoe, <i>The World and Its People</i>, pp. 280-291 TCI, <i>World Geography Alive!</i>, pp. 204-211 <p>TCI</p> <ul style="list-style-type: none"> TCI Online, <i>World Cultures Alive!</i>, “Mapping Europe and Russia”
TOPIC 2: Southern Europe		TOPIC DURATION: 5 Days
ESSENTIAL QUESTION: How does the culture of the past influence life today?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Government and Civics</p> <p>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.</p> <p>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.</p> <p>Cultures and Societies</p> <p>SS-06-2.1.1 Students will explain how elements of culture (e.g., language, the arts customs, beliefs, literature) define specific groups in the global world of the present day and may</p>	<ul style="list-style-type: none"> I can describe the contribution of ancient Greece to the forms of government in the present day. I can explain how the rich culture (e.g., religion, food, art) of Southern Europe’s past is reflected in their societies today. 	<p>Basal Texts</p> <ul style="list-style-type: none"> Holt, <i>World Geography</i>, pp. 291-300, 302-304 Glencoe, <i>The World and Its People</i>, pp. 294-297, 303-304, 358-362 <p>TCI</p> <ul style="list-style-type: none"> TCI Online, <i>World Cultures Alive!</i>, “The Roots of Democracy in Ancient Greece”

result in unique perspectives		
TOPIC 3: West Central Europe		TOPIC DURATION: 5 Days
ESSENTIAL QUESTION: Why is cooperation between nations important in our world today?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Cultures and Societies</p> <p>SS-06-2.1.1 Students will explain how 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.</p> <p>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.</p> <p>Economics</p> <p>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 capital goods) are used.</p> <p>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 trade in the present day.</p> <p>SS-06-3.4.3 Students will explain how international economic activities are interdependent in the present day.</p>	<ul style="list-style-type: none"> ▪ I can explain how organizations, such as the European Union (EU), have promoted cooperation among nations in West Central Europe. ▪ I can explain how the European Union (EU) has increased trade and other economic activities throughout Europe. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp.320-321 ▪ Glencoe, <i>The World and Its People</i>, pp. 324-332 ▪ TCI, <i>Geography Alive!</i>, Chapter 14 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>Geography Alive!</i>, “Supranational Cooperation in the European Union” ▪ TCI Online, <i>World Cultures Alive!</i>, “The European Union”
TOPIC 4: Northern Europe		TOPIC DURATION: 5 Days
ESSENTIAL QUESTION: How do physical characteristics of a region create advantages and disadvantages for humans?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Economics</p> <p>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, capital goods) are used.</p> <p>SS-06-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services are addressed in the present day.</p> <p>Geography</p>	<ul style="list-style-type: none"> ▪ I can describe how physical characteristics have created advantages and disadvantages for the people of Northern Europe (e.g., Greenland, Scandinavia). ▪ I can describe how Northern Europe’s primary natural resources help to make it one of the wealthiest regions in the world. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 334-337, 341-342, 346-348 ▪ Glencoe, <i>The World and Its People</i>, pp. 354-357

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<p>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., mountain, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).</p> <p>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>		
TOPIC 5: Eastern Europe		TOPIC DURATION: 5 Days
ESSENTIAL QUESTION: How can past conflict influence current conditions?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Cultures and Societies 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.</p> <p>Economics 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 capital goods) are used.</p> <p>SS-06-3.2.1 Students will compare present day economic systems (traditional, command, market, mixed).</p> <p>SS-06-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services are addressed in the present day.</p>	<ul style="list-style-type: none"> ▪ I can explain relationships between past conflicts and current conditions in Eastern Europe. ▪ I can explain how the scarcity of resources, imposed by Soviet influence, continues to affect the economies of Eastern European countries in the present day. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 358-371 ▪ Glencoe, <i>The World and Its People</i>, pp. 368-386 ▪ TCI, <i>Geography Alive!</i>, Chapter 18 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>Geography Alive!</i>, “New Nation-States from the Old Soviet Empire: Will They Succeed?” ▪ TCI Online, <i>World Cultures Alive!</i>, “Comparing Post-Soviet Nations”
TOPIC 6: Russia and the Caucasus		TOPIC DURATION: 5 Days
ESSENTIAL QUESTION: How would changes in economic systems affect growth?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Cultures and Societies 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.</p> <p>Economics SS-06-3.1.1 Students will explain and give examples of how scarcity requires individual, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources and capital goods) are used.</p>	<ul style="list-style-type: none"> ▪ I can evaluate relationships between past conflicts and current conditions. ▪ I can describe how the move from a command to a market economy has affected economic growth in Russia and the Caucasus. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 384, 388-392, 394-396 ▪ Glencoe, <i>The World and Its People</i>, pp. 392-401, 413-416, 426-430, 441-446 ▪ TCI, <i>Geography Alive!</i>, Chapter 18 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>Geography Alive!</i>, “New Nation-States from the Old Soviet Empire: Will They Succeed?”

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<p>SS-06-3.2.1 Students will compare present day economic systems (traditional, command, market, mixed).</p>		<ul style="list-style-type: none">▪ TCl Online, <i>World Cultures Alive!</i>, "Comparing Post-Soviet Nations"
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UNIT 5:

ASIA

Unit Duration: 6 Weeks		Assessment: <ul style="list-style-type: none"> Ongoing teacher-created formative assessments Teacher created summative assessments
TOPIC 1: Overview of Asia		TOPIC DURATION: 8 Days
ESSENTIAL QUESTION: How does the scarcity of natural resources affect the development of regions in Asia?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Economics</p> <p>SS-06-3.1.1 Students will explain and give examples of how scarcity requires individual, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources and capital goods) are used.</p> <p>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.</p> <p>SS-06 3.3.3 Students will explain how competition among buyers and sellers impacts the price of goods and services in the present day.</p> <p>SS-06-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services are addressed in the present day.</p> <p>SS-06-3.4.2 Students will describe how new knowledge, technology/tools and specialization increase human productivity in the present day.</p> <p>SS-06-3.4.3 Students will explain how international economic activities are interdependent in the present day.</p> <p>Geography</p> <p>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.</p> <p>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.</p> <p>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</p>	<ul style="list-style-type: none"> I can use special-purpose maps (e.g., population, natural resource, climate, physical) to describe the geographic factors responsible for the location of human activities and patterns of population in Asia. I can analyze ways people in the region have adapted and modified the physical environment to meet their needs. I can describe how the use of available natural resources influences the development of countries in the region. I can explain the international interdependence on economic activities in Asia today. I can describe how natural disasters (e.g., monsoons, tsunamis, earthquakes) both promote and limit human activities. 	<ul style="list-style-type: none"> Basal Texts Holt, <i>World Geography</i>, pp. 402-409, 602-613, selected portions of Chapter 17, Chapter 18, Chapter 19, Chapter 25, Chapter 26, Chapter 27, Chapter 28 Glencoe, <i>The World and Its People</i>, pp. 454-463, 624-634, selected portions of Chapter 18, Chapter 22, Chapter 23, Chapter 24, Chapter 25 TCl, <i>Geography Alive!</i>, pp.348-355, 390-397 TCl TCl Online, <i>World Cultures Alive!</i> “Mapping Southwest and Central Asia” “How Oil Has Shaped Life in Southwest Asia” “Mapping Monsoon Asia” TCl Online, <i>World Geography Alive!</i>, “Oil in Southwest Asia: “How ‘Black Gold’ Has Shaped a Region” “Waiting for the Rains: The Effects of Monsoons in South Asia” “Tech Workers and Time Zones: India’s Comparative Advantage

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<p>advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).</p> <p>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.</p> <p>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.</p> <p>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>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.</p>		
TOPIC 2: Southwest Asia		TOPIC DURATION: 6 Days
ESSENTIAL QUESTIONS: How are Judaism, Christianity, and Islam similar and different?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Cultures and Societies</p> <p>SS-06-2.1.1.1 Students will explain how 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ I can explain cultural elements such as ethnic group, language, and religion to determine similarities and differences among countries/cultures. ▪ I can explain the conflicts that exist in Southwest Asia today from different points of view. ▪ I can describe how groups have used compromise and cooperation to resolve conflicts in the region. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, selected portions of Chapter 17 and Chapter 18 ▪ Glencoe, <i>The World and Its People</i>, pp. 473-477 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>World Cultures Alive!</i> <ol style="list-style-type: none"> 1. "Cultural Tour of Southwest Asia" 2. "Understanding Major Religions in Southwest Asia" <p>Other Resources</p> <ul style="list-style-type: none"> ▪ United Streaming Video, <i>Israel and the Mideast Conflict</i> ▪ PBS Lesson Plan, <i>Prospect for Peace in Israeli-Palestinian Conflict</i>

TOPIC 3: Central Asia	TOPIC DURATION: 3 Days	
ESSENTIAL QUESTION: How have human activities affected people and the environment?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Government and Civics 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.</p> <p>Cultures and Societies SS-06-2.1.1 Students will explain how 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.</p> <p>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.</p> <p>Geography 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).</p>	<ul style="list-style-type: none"> ▪ I can explain the United States’ involvement in Afghanistan. ▪ I can describe how human activities have caused the Aral Sea to shrink. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 469-475 ▪ Glencoe, <i>The World and Its People</i>, pp. 517-520 ▪ TCI, <i>Geography Alive!</i>, Chapter 26 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>World Geography Alive!</i>, “The Aral Sea: Central Asia’s Shrinking Water Source” <p>Other Resources</p> <ul style="list-style-type: none"> ▪ National Geographic Lesson Plan, <i>The Aral Sea: Then and Now</i> ▪ National Geographic Lesson Plan, <i>The Aral Sea: What’s Happening to Whom?</i> ▪ Lesson Plan, <i>The Shrinking of the Aral Sea</i>, use this article with lesson ▪ Teaching With the News, The United States in Afghanistan: Analyzing Political Cartoons
TOPIC 4: South Asia	TOPIC DURATION: 6 Days	
ESSENTIAL QUESTION: How do religions play a key role in the daily life of India?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Government and Civics SS-06-1.1.2 Students will describe and give examples to support how present day democratic governments function to preserve and protect rights (e.g., voting), liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws.</p> <p>Cultures and Societies SS-06-2.1.1 Students will explain how 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.</p> <p>SS-06-2.3.1 Students will explain how conflict</p>	<ul style="list-style-type: none"> • I can describe how religions (Hinduism, Buddhism, Islam) play a key role in the daily life of India. • I can describe how Gandhi used religious values to promote justice, equality, responsibility, and freedom. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 622-624 ▪ Glencoe, <i>The World and Its People</i>, pp. 640-641 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>World Cultures Alive!</i>, 1. “Hindu Traditions in Modern India” <p>Other Resources</p> <ul style="list-style-type: none"> ▪ Teach India Project, lesson plans and resources on Gandhi

<p>and competition (e.g., political, economic, religious, ethnic) occur among individuals and groups in the present day.</p> <p>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.</p>		
TOPIC 5: East Asia		TOPIC DURATION: 6 Days
ESSENTIAL QUESTION: How is the culture of East Asia affected by urban growth?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Cultures and Societies SS-06-2.1.1 Students will explain how 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.</p> <p>Geography 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).</p> <p>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.</p> <p>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.</p> <p>SS-06-4.4.4 Students will explain how individuals and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day.</p>	<ul style="list-style-type: none"> ▪ I can explain how cultures change as a result of urban growth. ▪ I can describe how countries in East Asia have modified their environments to accommodate urban population growth. ▪ I can explain how geography promotes urban growth in East Asia. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, selected portions of Chapter 26 and Chapter 27 ▪ Glencoe, <i>The World and Its People</i>, selected portions of Chapter 23 and Chapter 24 ▪ TCI, <i>Geography Alive!</i>, Chapter 30, Chapter 31 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>Geography Alive!</i>, <ol style="list-style-type: none"> 1. “China: The World’s Most Populous Country” 2. “Population Density in Japan: Life in a Crowded Country” ▪ TCI Online, <i>World Cultures Alive!</i>, “Population Density and Japan”
TOPIC 6: Southeast Asia		TOPIC DURATION: 3 Days
ESSENTIAL QUESTION: How does cultural diffusion affect the people of Southeast Asia?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Cultures and Societies SS-06-2.1.1 Students will explain how 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.</p>	<ul style="list-style-type: none"> ▪ I can explain the factors that influence cultural change in Southeast Asia (e.g., colonization, conflict, communication, transportation, economic development). 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, Chapter 28 ▪ Glencoe, <i>The World and Its People</i>, Chapter 25 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>World Cultures Alive!</i>, “Cultural

<p>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.</p> <p>Geography</p> <p>SS-06-4.3.2 Students will explain why and give examples of how human populations change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day.</p> <p>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.</p>		Tour of Southeast Asia"
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UNIT 6:

AFRICA

Unit Duration: 6 Weeks	Assessment: Ongoing teacher-created formative assessments Teacher-created summative assessment
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TOPIC 1: Overview of Africa	TOPIC DURATION: 5 Days
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ESSENTIAL QUESTION:
How does the physical environment limit and promote human activities?

CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Economics</p> <p>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, capital goods) are used.</p> <p>SS-06-3.4.1 Students will explain ways in which basic economic questions about the production, distribution and consumption of goods and services are addressed in the present day.</p> <p>Geography</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ I can analyze patterns in Africa by using special-purpose maps (e.g., population, natural resource, climate, physical, economic activity). ▪ I can describe the geographic factors responsible for population patterns in Africa. ▪ I can describe how the physical environment promotes and limits human activities in Africa. ▪ I can explain how the scarcity of resources in Africa requires individuals, groups, and governments to make decisions about how productive resources are used. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, pp. 482-491, selected portions of Chapter 20, Chapter 21, Chapter 22, Chapter 23, Chapter 24 ▪ Glencoe, <i>The World and Its People</i>, pp. 424-463, 498, 534-546, selected portions of Chapter 17, Chapter 19, Chapter 20, Chapter 21 ▪ TCI, <i>World Geography Alive!</i>, pp. 278-285, Chapter 19, Chapter 20, Chapter 21 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>World Geography Alive!</i> <ol style="list-style-type: none"> 1. “The Nile River: A Journey from Source to Mouth” 2. “Life in the Sahara and the Sahel: Adapting to a Desert Region” 3. “Micro-Entrepreneurs: Women’s Role in the Development of Africa” ▪ TCI Online, <i>World Cultures Alive!</i> <ol style="list-style-type: none"> 1. “Mapping Africa” 2. “Adapting to Climate Zones in Africa”

TOPIC 2: North Africa	TOPIC DURATION: 5 Days
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ESSENTIAL QUESTION:
How are democratic principles expressed in different ways in North Africa?

CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Government and Civics</p> <p>SS-06-1.1.1 Students will compare purposes and</p>	<ul style="list-style-type: none"> ▪ I can describe the conflict North African countries have over the role of Islam in 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, Chapter 20

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<p>sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.</p> <p>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.</p> <p>Cultures and Societies</p> <p>SS-06-2.1.1 Students will explain how 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>government.</p> <ul style="list-style-type: none"> I can explain why North African countries share many aspects of culture. I can explain how the expression of democratic principles has changed over time in North Africa. 	<ul style="list-style-type: none"> Glencoe, <i>The World and Its People</i>, Chapter 17 <p>Other Resources</p> <ul style="list-style-type: none"> Arab spring: an interactive timeline of Middle East protests Teaching with the News, Egypt's Uprising Understanding the Arab Spring Lesson Plan Writing about the Arab Spring Lesson Plan Understanding the Arab Spring From the Inside Lesson Plans
<p>TOPIC 3: West Africa</p>		<p>TOPIC DURATION: 5 Days</p>
<p>ESSENTIAL QUESTION: How do cultures develop?</p>		
<p>CONTENT STANDARDS</p> <p>Cultures and Societies</p> <p>SS-06-2.1.1 Students will explain how 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.</p> <p>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.</p>	<p>LEARNING TARGETS</p> <ul style="list-style-type: none"> I can explain how the diverse West African cultures reflect three main influences (traditional African, European, and Islamic). 	<p>SUGGESTED RESOURCES</p> <p>Basal Texts</p> <ul style="list-style-type: none"> Holt, <i>World Geography</i>, Chapter 21 Glencoe, <i>The World and Its People</i>, Chapter 19 TCI <i>World Geography Alive!</i>, Chapter 22 <p>TCI</p> <ul style="list-style-type: none"> TCI Online, <i>World Cultures Alive!</i> "Discovering Africa's Cultural Diversity" TCI Online, <i>World Geography Alive!</i> "Nigeria: A Country of Many Cultures"
<p>TOPIC 4: East Africa</p>		<p>TOPIC DURATION: 5 Days</p>
<p>ESSENTIAL QUESTION: How does conflict affect a region?</p>		
<p>CONTENT STANDARDS</p> <p>Government and Civics</p> <p>SS-06-1.1.1 Students will compare purposes and sources of power in the most common forms of</p>	<p>LEARNING TARGETS</p> <ul style="list-style-type: none"> I can explain the sources of conflict (political, cultural, economic, geographical) in East Africa. I can describe the impact refugees are having on 	<p>SUGGESTED RESOURCES</p> <p>Basal Texts</p> <ul style="list-style-type: none"> Holt, <i>World Geography</i>, Chapter 22 Glencoe, <i>The World and Its People</i>,

<p>government (monarchy, democracy, republic, dictatorship) in the present day.</p> <p>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</p> <p>Cultures and Societies</p> <p>SS-06-2.1.1 Students will explain how 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.</p> <p>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.</p> <p>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.</p> <p>Economics</p> <p>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, capital goods) are used.</p> <p>Geography</p> <p>SS-06-4.3.2 Students will explain why and give examples of how human populations change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day.</p>	<p>the countries of East Africa.</p>	<p>Chapter 20, pp. 591-596</p> <p>Other Resources</p> <ul style="list-style-type: none"> ▪ Amnesty International, Eyes on Darfur ▪ Darfurian Voices ▪ Teaching With the News, Darfur: Violence and the Media ▪ New York Times resources on the famine and refugees in Somalia
TOPIC 5: Central Africa		TOPIC DURATION: 5 Days
ESSENTIAL QUESTION: How does colonization affect a region?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Government and Civics</p> <p>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.</p> <p>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</p>	<ul style="list-style-type: none"> ▪ I can explain how the societies of Central Africa continue to be impacted by European colonization (government, economy, culture). ▪ I can explain the effect of disease (e.g., malaria, HIV) on the human populations in Central Africa. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, Chapter 23 ▪ Glencoe, <i>The World and Its People</i>, Chapter 20 <p>Other Resources</p> <ul style="list-style-type: none"> ▪ Discovery Education Lesson Plan, Africa Today (video referenced in lesson plan can be found on United Streaming) ▪ National Geographic Lesson Plan, Africa's Struggle with Aids

<p>Cultures and Societies SS-06-2.1.1 Students will explain how 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.</p> <p>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.</p> <p>Economics 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, capital goods) are used.</p> <p>Geography 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.</p>		
TOPIC 6: Southern Africa		TOPIC DURATION: 5 Days
ESSENTIAL QUESTION: What was apartheid and how has South Africa changed since it ended?		
CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Government and Civics 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.</p> <p>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</p> <p>Cultures and Societies SS-06-2.1.1 Students will explain how 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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ I can explain the effect of European colonization on the societies of Southern Africa (economy, culture, government). ▪ I can describe how the policy of apartheid in South Africa promoted cultural/racial division and inequality. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, Chapter 24 ▪ Glencoe, <i>The World and Its People</i>, Chapter 21 ▪ TCI, <i>World Geography Alive!</i>, Chapter 23 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>World Cultures Alive!</i> <ol style="list-style-type: none"> 1. "Understanding Apartheid in South Africa" ▪ TCI Online, <i>Geography Alive!</i>, "Resources and Power in Post-Apartheid South Africa"

<p>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.</p> <p>Economics</p> <p>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, capital goods) are used.</p>		
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UNIT 7:

The Pacific World

<p>Unit Duration: 3 Weeks</p>	<p>Assessment:</p> <ul style="list-style-type: none"> ▪ Ongoing teacher-created formative assessments ▪ Teacher-created summative assessments
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<p>TOPIC 1: Overview of the Pacific World</p>	<p>TOPIC DURATION: 5 Days</p>
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ESSENTIAL QUESTION:
How do distance and isolation affect a region’s connection to the rest of the world?

CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Economics 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, capital goods) are used.</p> <p>SS-06-3.4.3 Students will explain how international economic activities are interdependent in the present day.</p> <p>Geography 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ I can analyze patterns in the Pacific by using special-purpose maps (e.g., population, natural resource, climate, physical). ▪ I can describe how the physical environment of the Pacific promotes and limits human activities. ▪ I can explain the trading relationship the countries of the Pacific have with countries around the world. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, Chapter 29 ▪ Glencoe, <i>The World and Its People</i>, Chapter 26, Chapter 27 ▪ TCI, <i>World Geography Alive!</i>, pp.468-475 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>World Geography Alive!</i>, <ol style="list-style-type: none"> 1. “Relative and Absolute Location: What Makes Australia Unique” 2. “The Pacific Islands: Adapting to Life Surrounded by Ocean”

<p>TOPIC 2: Cultures of the Pacific World</p>	<p>TOPIC DURATION: 4 Days</p>
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ESSENTIAL QUESTION:
How are the cultures of Oceania similar and different?

CONTENT STANDARDS	LEARNING TARGETS	SUGGESTED RESOURCES
<p>Cultures and Societies  SS-06-2.1.1 Students will explain how elements of culture (e.g., language, the arts,</p>	<ul style="list-style-type: none"> ▪ I can explain the colonial history of the Pacific World. ▪ I can describe the traditional cultures and customs 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, Chapter 29 ▪ Glencoe, <i>The World and Its People</i>,

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<p>customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives.</p> <p>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.</p> <p>Geography 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.</p>	<p>that exist throughout the Pacific World.</p>	<p>Chapter 26, Chapter 27</p>
<p>TOPIC 3: Environmental Issues in Oceania</p>		<p>TOPIC DURATION: 4 Days</p>
<p>ESSENTIAL QUESTION: How does climate change affect the lives of people?</p>		
<p>CONTENT STANDARDS</p>	<p>LEARNING TARGETS</p>	<p>SUGGESTED RESOURCES</p>
<p>Geography 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.</p> <p>SS-06-4.4.4 Students will explain how individuals and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day.</p>	<ul style="list-style-type: none"> ▪ I can explain how climate change affects the lives of people in Oceania. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, Chapter 29 ▪ Glencoe, <i>The World and Its People</i>, Chapter 26, Chapter 27 <p>Other Resources</p> <ul style="list-style-type: none"> ▪ World Wildlife Fund, <i>Environmental Problems in Australia</i> ▪ National Geographic Lesson Plan, <i>Great Barrier Reef</i> ▪ National Geographic Lesson Plan, <i>A Polynesian Story</i>
<p>TOPIC 4: Antarctica</p>		<p>TOPIC DURATION: 4 Days</p>
<p>ESSENTIAL QUESTION: Why does Antarctica provide a unique opportunity for environmental research?</p>		
<p>CONTENT STANDARDS</p>	<p>LEARNING TARGETS</p>	<p>SUGGESTED RESOURCES</p>
<p>Geography 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.</p> <p>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.</p>	<ul style="list-style-type: none"> • I can explain the differing viewpoints of scientific research in Antarctica. • I can describe how the physical environment of Antarctica allows researchers a unique opportunity to monitor the environment. 	<p>Basal Texts</p> <ul style="list-style-type: none"> ▪ Holt, <i>World Geography</i>, Chapter 29 ▪ Glencoe, <i>The World and Its People</i>, Chapter 26, Chapter 27 ▪ TCI, <i>World Geography Alive!</i>, Chapter 35 <p>TCI</p> <ul style="list-style-type: none"> ▪ TCI Online, <i>World Geography Alive!</i>, “Antarctica: Researching Global Warming at the Coldest Place on Earth” <p>Other Resources</p> <p>Virtual Field Trip, Antarctica</p> <p>PBS Lesson Plan, <i>What’s the Impact? Research and Tourism in Antarctica</i></p>