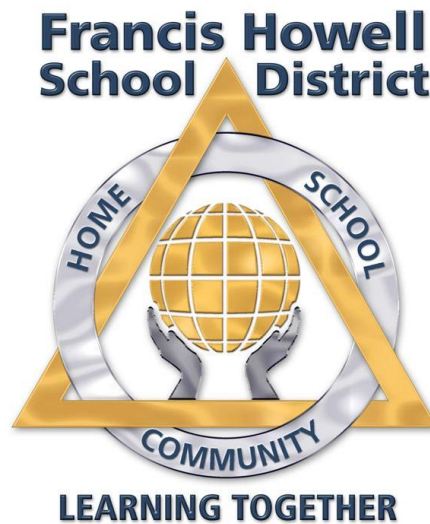


# **Grade 6 World Geography**

## **Curriculum**



**Board Approved: June 16, 2016**

# **Francis Howell School District**

## **Mission Statement**

The mission of the Francis Howell School District is to prepare students today for success tomorrow.

## **Vision Statement**

Every student will graduate with college and career readiness skills.

## **Values**

Francis Howell School District is committed to:

- Providing a consistent and comprehensive education that fosters high levels of academic achievement
- Operating safe and well-maintained facilities
- Providing a safe learning environment for all students
- Promoting parent, community, student, and business involvement in support of the school district
- Ensuring fiscal responsibility
- Developing responsible citizens
- Operating as a professional learning community
- Making appropriate use of technology

## **Francis Howell School District Graduate Goals**

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

### **6<sup>th</sup> Grade Geography Course Rationale**

The rationale for this course is two-fold. First, students gain a more appropriate view of their place in the world when they understand the global context in which they live. World Geography provides this global context through developing an understanding of broad global trends in areas such as economics and population, while citing current, specific regional cases that shape those global trends. Utilizing both broad global trends and specific regional cases enables students to understand whether their life experiences are the norm or the exception. With this awareness students can gain a more appropriate view of their place in an increasingly global society. Second, students are living in an information age and must acquire the skills to make sense of a constant stream of information. World Geography develops general skills such as analyzing data and forming arguments, but also includes geography-specific skills, such as representing data spatially. These skills enable students to process information and communicate what they have learned in meaningful ways.

### **6<sup>th</sup> Grade Geography Course Description**

World Geography is organized into themes and regions. Students will use regional examples to develop global perspectives on government and economics, population, human-environment interaction, and culture. World Geography also stresses five skills: map skills, analyzing data, reading, writing, and researching. Students will utilize these five skills to develop a meaningful understanding of the content and to effectively communicate what they have learned.

### **6<sup>th</sup> Grade Geography Approved Resources**

#### **Technology/Devices**

iPad Mini (Classroom set of 32 per classroom)  
Apple TV  
iPad Cart

#### **Text**

Title: Geography Alive! Regions and People © 2006  
Publisher: TCI-Teachers' Curriculum Institute  
ISBN: 978-58371-426-3  
Replacement Cost: \$65 (2009, subject to change)

### **Curriculum Revision Committee**

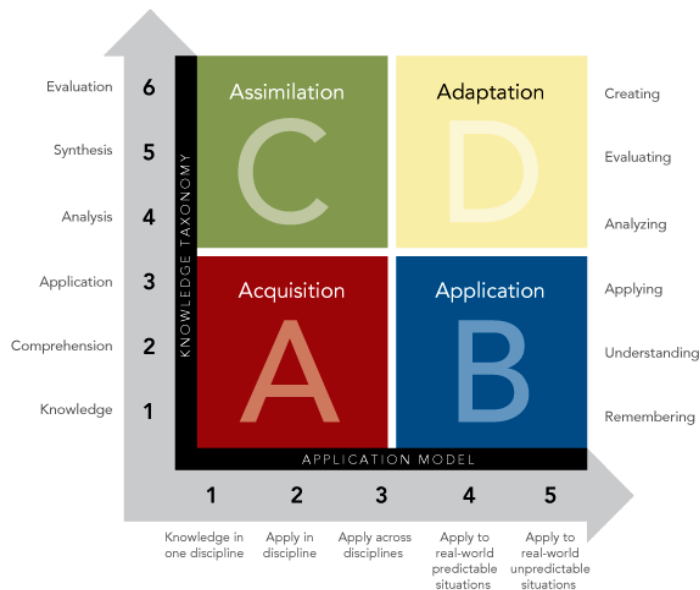
Barnwell Middle School	Mervin Yoder
Bryan Middle School	Christy Kohlman
FHMS	Marushka Royse
Hollenbeck Middle School	Andrea Mannino
Social Studies Content Leader	Jennifer Tillman
Director of Student Learning	Dr. Chris Greiner
Chief Academic Officer	Dr. Mary Hendricks-Harris
Superintendent	Dr. Pam Sloan

# Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

## Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide- area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of Quadrant D knowledge.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

## **21st Century Skills**

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

## **Standards**

Standards aligned to this course can be found:

### **Proposed Missouri Middle School Geography Standards**

[Proposed Missouri Middle School Geography Standards](#)

dese

### **Common Core State Standards for Literacy**

<http://www.corestandards.org/ELA-Literacy/>

### **National Educational Technology Standards**

<http://www.iste.org/STANDARDS>

**\*Bold standards within the curriculum document denote Priority Standards for this course.**

## Course Map

Unit Description and Assessment Schedule			Unit Timeline		Performance Event Summary	Performance Event Standards
Regions	Themes	Skills				
<b>U.S./Canada</b> <b>Europe and Russia</b> <b>Latin America</b>	<a href="#">Physical Geography</a>	<b>Map Skills</b>	<b>Semester 1</b>	<b>9 weeks</b>	Students will write a script and create a video explaining how to read a map using key map components.	<b>3.1.A</b> <b>RH.6-8.4</b> <b>RH.6-8.7</b> <b>ISTE 2</b>
	<a href="#">Economics &amp; Government</a>	<b>Analyzing Data</b>	<b>Semester 1</b>	<b>9 weeks</b>	Students will rank and analyze statistical data in three areas: Life Expectancy, Literacy Rate, and per capita GDP. Then write an argumentative paragraph using data as evidence.	<b>4.2.C</b> <b>ISTE 4.a</b>

## Semester One Summative Assessment

<b>Africa</b> <b>Southwest/ Central Asia</b> <b>Southern/ Eastern Asia</b> <b>Oceania and Antarctica</b>	<a href="#"><u>Population &amp; Culture</u></a>	<b>Reading Skills</b>	<b>Semester 2</b>	<b>9 weeks</b>	Students will determine the author's main idea after reading a current news article. They will define important terms by using context clues and other resources. Then they will write a paragraph predicting what will happen next.	<b>RH 6-8.2</b> <b>RH 6-8.7</b> <b>ISTE 4.a</b> <b>WHST 6-8.9</b>
	<a href="#"><u>Human-Environment Interaction</u></a>	<b>Argumentative Writing</b>	<b>Semester 2</b>	<b>9 weeks</b>	Students will form an opinion after reading a current news article. Then write an argumentative paragraph proving whether building the Aswan High Dam in Egypt was a good or bad idea.	<b>3.2.C</b> <b>5.2.A</b> <b>RH 6-8.1B</b> <b>WHST.6-8.9</b>

## Semester Two Summative Assessment

## Unit 1: Foundations of Geography [\(Back to Course Map\)](#)

<b>Content Area: Social Studies</b>	<b>Course: 6th Grade Geography</b>	<b>UNIT 1: Foundations of Geography</b>
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<b>Unit Description:</b> Students will develop the basic map-reading skills needed to read and analyze a variety of thematic maps focusing on physical features, climate, vegetation, population density, economic activity, and world regions. Students will participate in a variety of lessons and activities that vary in rigor and relevance.	<b>Unit Timeline: 9 weeks</b>
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### DESIRED Results

**Transfer Goal** - Students will be able to independently use their learning to develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

### **Understandings** – *Students will understand ... (Big Ideas)*

1. the world and its people by studying geography, history, economics, government, and culture.
2. the description of a place lets someone understand how that place appears in terms of physical and human characteristics.
3. the increased movement of ideas, people, and objects throughout the world has led to more cultural diffusion.
4. each region of the world is affected by interrelated factors such as topography, climate, and availability of resources.
5. the ways in which humans interact with their environment can affect not only the lives and cultures of people but also the environment.

### **Essential Questions:** *Students will keep considering...*

1. How do humans make sense of the world?
2. What can a map show us?
3. How do map skills help us interpret the world?

Students will know.....	Standard	Students Will Be Able to.....	Standard
Students will know the names and locations of the seven continents and four oceans.	3.1.F	<b><u>Proposed MO State GLEs</u></b>	3.1.A
Students will know the location of major nations of the world.	3.1.E	<b>Create and use maps, graphs, statistics, and geo-spatial technology in order to explain relationships and reveal spatial patterns or trends.</b>	3.2.B
Students will understand how to read different types of maps.	3.1.A	Describe a variety of ecosystems and explain where they may be found.	3.1.E
Students will know how to find location, distance, and direction on a map.	3.1.A	Locate the major nations of the world.	3.1.F
Students will be able to use skills and a variety of thematic maps to answer questions.	3.1.A	<b><u>Common Core Social Studies Literacy Standards</u></b>	RH.6-8.4
Students will know types of landforms.	3.1.F	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	RH.6-8.7
Students will know types of climates.	3.2.B	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	WHST.6-8.1
Students will use digital tools to demonstrate the process of using a map.	ISTE 2	Write arguments focused on discipline-specific content.	ISTE 2
Students will use technology to gather data.	ISTE 3	<b><u>ISTE Technology Standards (for students)</u></b>	ISTE 3
		Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	
		Students apply digital tools to gather, evaluate and use information.	
<b><u>Vocabulary:</u></b>			

**Landforms:** isthmus, peninsula, island, archipelago, plateau, mountain, mountain range, coast, basin, plain, continent, desert  
**Bodies of water:** ocean, sea, lake, gulf, river, delta, tributary, mouth, source, strait  
**Map terms:** thematic maps, compass rose, latitude, longitude, scale, legend/key, coordinates, hemisphere, Equator, Prime Meridian

## Unit 1: Assessment

EVIDENCE of LEARNING			
<u>Understandings</u>	<u>Standards</u>	<u>Unit 1: Performance Assessment:</u>	<u>R/R Quadrant/ 21 Century (4Cs)</u>
2	3.1.A RH.6-8.4 RH.6-8.7 ISTE 2	<p><b>Description of Assessment Performance Task(s):</b>            Students will create a video explaining how to read a map. They will use the map on page 27 of the <u>Geography Alive</u> textbook, and complete the script with the correct answers, thorough explanations, and key map components.</p> <p><b>Unit 1: Performance Assessment</b></p> <p><b>Teacher will assess:</b></p> <ul style="list-style-type: none"> <li>• Students ability to explain how to find direction on a map using a compass rose.</li> <li>• Students ability to explain how to find distance on a map using a map scale.</li> <li>• Students ability to explain how to find absolute location on a map using coordinates.</li> <li>• Students ability to explain how to find the meaning of colors and symbols on a map using a map key/legend.</li> </ul> <p><b>Performance:</b>  <b>Mastery = 14</b>  <b>Near Mastery = 13</b>  <b>Below Basic = 12</b></p> <p>Scoring Guide: <a href="#">Unit 1: Performance Assessment Scoring Guide</a></p> <p><b>Units 1 &amp; 2: Summative Assessment - Semester One Summative Assessment</b></p>	<p><b>A</b></p> <p><b>Creativity</b> <b>Communication</b></p>

## Unit 1: Sample Activities

SAMPLE LEARNING PLAN				
<u>Understandings</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>
2 4	3.1.A 3.2.B RH.6-8.4 RH.6-8.7 ISTE 2 ISTE 3	<p><b>1. Activity: Tools of Geography</b></p> <p>Students acquire the basic map-reading skills. In a <b>Skill Builder</b>, students learn the difference between absolute and relative location; locate major parallels and meridians; determine location with lines of latitude and longitude; measure distance using scale; review hemispheres, continents, and oceans; and learn about Earth-sun relations and merits of various map projections.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• know and explain key geographic terms: <i>absolute location, distortion, map projection, and relative location</i>.</li> <li>• know the locations of continents and oceans.</li> <li>• understand the difference between absolute and relative location.</li> <li>• understand the relative merits of five map projections.</li> <li>• understand how Earth-Sun relations causes seasons.</li> <li>• be able to locate major parallels and meridians.</li> <li>• be able to use latitude and longitude to determine absolute location.</li> <li>• be able to measure distance using scale.</li> <li>• be able to design a map with basic map components</li> </ul> <p><b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geoterm, reading notes, processing activity, and skill builders)</p>	<p><b>Advance Organizer</b></p> <p><b>Cooperative Learning</b></p> <p><b>Nonlinguistic Representation</b></p> <p><b>Summarizing &amp; Note Taking</b></p> <p><b>Homework &amp; Practice</b></p>	<p><b>B</b></p> <p><b>Critical Thinking</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>

		<a href="#">Chapter 1: Tools of Geography</a> <a href="#">Chapter 1: Tools of Geography Kahoots</a> <a href="#">SMART board Review - Continents &amp; Oceans</a>		
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<p>2</p> <p>4</p>	<p>3.1.A</p> <p>3.2.B</p> <p>ISTE 2</p> <p>ISTE 3</p>	<p><b>2. Activity: Seeing the World Like a Geographer</b></p> <p>In a <b>Visual Discovery</b> activity, students learn to read and analyze various types of thematic maps that geographers use to represent the world. Using six different world maps, students learn how to get information about physical features, climate, vegetation, population density, economic activity, and regions. They read about the maps and their legends, and take notes. Students then apply their understanding by using all six thematic maps to create a poem about a country of their choice.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• know and explain key geographic terms: <i>climate, economic activity, landform, physical feature, population density, region, thematic map, vegetation.</i></li> <li>• understand and define the terminology specific to six types of thematic maps: physical features, climate zones, vegetation zones, population density, economic activity, and regions.</li> <li>• understand how to use the key elements of using a map (scale, key/legend, title, latitude and longitude lines, and compass rose).</li> <li>• be able to analyze six thematic world maps to gather information.</li> </ul> <p><b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geoterms, reading notes, processing activity, and skill builders)</p> <p><a href="#">Chapter 2: Seeing the World Like a Geographer</a></p> <p><a href="#">Chapter 2: SMARTboard Images 2A-2F</a></p> <p><a href="#">Chapter 2: Seeing the World Like a Geographer Kahoots</a></p> <p><a href="#">Elements of Maps PowerPoint</a></p> <p><a href="#">National Geographic: Map Maker Website</a></p> <p><a href="#">Geography Map Games - World Continents Website</a></p> <p><a href="#">Geography Map Games/Puzzle - World Landmarks Website</a></p> <p><a href="#">Geography Puzzle Games - World Flags Website</a></p>	<p><b>Cooperative Learning</b></p> <p><b>Nonlinguistic Representation</b></p> <p><b>Summarizing &amp; Note Taking</b></p> <p><b>Homework &amp; Practice</b></p>	<p><b>B</b></p> <p><b>Creativity</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>
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<p>2</p> <p>4</p>	<p>3.1.A</p> <p>3.2.B</p> <p>ISTE 2</p> <p>ISTE 3</p> <p>WHST.6-8.1</p>	<p><b>3. Activity: Mapping Lab - 5 Challenges (7 World Regions)</b></p> <p>Students work in pairs to complete a series of geography challenges that spiral in difficulty. In each mapping lab, they will first label a physical and a political map of a region to learn about the region's physical and human geography. Then, to answer questions about the region, students simulate the use of geographic information systems (GIS) with thematic maps and transparency overlays. Finally, students follow the steps in the geographic inquiry process (GIP) to interpret a field photograph from the region.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• know that there are different thematic maps.</li> <li>• understand the terminology specific to six types of thematic maps.</li> <li>• be able to use basic map components (title, legend, compass rose, grid system, scale).</li> <li>• be able to label physical and political maps of the region.</li> <li>• be able to analyze the characteristics of the region's physical and human geography on a map.</li> <li>• be able to practice layering geographic information, similar to geographic information systems (GIS).</li> <li>• be able to apply the steps in the geographic inquiry process (GIP).</li> </ul> <p><b>Appendix Documents:</b> (Complete lessons are provided on links below)</p> <ul style="list-style-type: none"> <li>• <a href="#">Canada and The United States Mapping Labs</a></li> <li>• <a href="#">Latin America Mapping Labs</a></li> <li>• <a href="#">Europe and Russia Mapping Labs</a></li> <li>• <a href="#">Africa Mapping Labs</a></li> <li>• <a href="#">Southwest and Central Asia Mapping Labs</a></li> <li>• <a href="#">Monsoon Asia Mapping Labs</a></li> <li>• <a href="#">Oceania and Antarctica Mapping Labs</a></li> </ul>	<p><b>Cooperative Learning</b></p> <p><b>Nonlinguistic Representation</b></p> <p><b>Similarities &amp; Differences</b></p> <p><b>Summarizing &amp; Note Taking</b></p> <p><b>Generating &amp; Testing Hypothesis</b></p> <p><b>Advance Organizers</b></p> <p><b>Homework &amp; Practice</b></p>	<p><b>C</b></p> <p><b>Critical Thinking</b></p> <p><b>Communication</b></p> <p><b>Collaboration</b></p>
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2	3.2.B ISTE 2	<p><b>4. Activity: Play-Doh Physical Features</b> For this activity, students will learn to identify types of physical features by sculpting them from Play-doh. Students work in teams of three to create a Keynote presentation to document their work. Each slide will contain an image of their creation and a definition. Extension ideas are included on the student handout.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>be able to identify types of physical features.</li> </ul> <p><b>Appendix Documents:</b> <a href="#">Play-Doh Physical Features Handout</a></p>	Nonlinguistic Representation	A  Creativity  Collaboration
1	1.3.A RH.6-8.7	<p><b>5. Activity: Create A Country</b> Students will use map terms, defined in class, to create a country of their choice, to describe the parts of a map.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>be able to create an imaginary country using map terms.</li> </ul> <p><b>Appendix Documents:</b> <a href="#">Create A Country</a></p>	Homework & Practice  Nonlinguistic Representation	A
1 2	3.1.A RH.6-8.4 RH.6-8.7 ISTE 3	<p><b>6. Activity: Zombie Based Geography - Tracking a Zombie Attack</b> After studying map elements, students will use longitude and latitude skills to track the Zombie Attack and predict where the next attacks will occur. Working in pairs or small groups, students plot the attacks on maps using a grid. They will complete a data sheet of the attacks and then make their predictions in a constructed response format.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>know how to find location, distance, and direction on a map.</li> <li>understand how to read different types of maps.</li> <li>be able to record data then plot the data on maps.</li> <li>be able to analyze patterns of distance, accessibility, &amp; connections.</li> <li>be able to describe patterns of migration and diffusion.</li> </ul> <p><b>Appendix Documents:</b> <a href="#">Tracking a Zombie Attack</a></p>	Cooperative Learning  Nonlinguistic Representation  Summarizing & Note Taking  Advance Organizers	C  Creativity  Critical Thinking  Communication  Collaboration

2	3.2.B RH.6-8.7 ISTE 3	<p><b>7. Activity: Create A Landform Dictionary</b> Students will create a landform dictionary where they will define a set of landforms and create/color a pictures to go with each.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• know landforms of the Earth.</li> <li>• understand the difference between one landform from another.</li> <li>• be able to create a visual representation of each landform.</li> </ul> <p><b>Appendix Documents:</b> <a href="#">Landform Dictionary</a></p>	Nonlinguistic Representation	A Creativity
1	3.1.A RH.6-8.4 RH.6-8.7	<p><b>8. Activity: Map Terms Quiz</b> Students will demonstrate their knowledge of key map components.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• be able to identify parts of a map.</li> <li>• recall map terms.</li> </ul> <p><b>Appendix Documents:</b> <a href="#">Map Terms Quiz</a></p>	Summarizing & Note Taking  Homework & Practice	A
2	3.2.B ISTE 3	<p><b>9. Activity: Rivers (Extension)</b> Students will explore a major river and identify the basin/watershed, source, tributary, confluence, and mouth of that river. Students will then post a map of their river on Schoology and write a description using their notes. Students will then complete a secondary discussion in response to three big ideas for all rivers: How are rivers formed?, Where do rivers begin?, How does a river know where to flow?</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• understand how rivers are formed and how they flow.</li> </ul> <p><b>Appendix Documents:</b> <a href="#">Extension Activity: Rivers Handout</a></p>	Cues, Questions, and Advance Organizers  Summarizing and Note Taking	C Critical Thinking

2	2.3.B	<b>10. Activity: Physical Features Quiz</b> Students will demonstrate their knowledge of physical features. <b>Objectives:</b> Students will... <ul style="list-style-type: none"> <li>know types of physical features.</li> </ul> <b>Appendix Documents:</b> <a href="#">Physical Features Quiz</a>	Reinforcing Effort and Providing Recognition	A
1	3.1.A	<b>11. Activity: Continents and Oceans Quiz</b> Students will demonstrate their knowledge of oceans and continents. <b>Objectives:</b> Students will... <ul style="list-style-type: none"> <li>be able to identify the location of the world's continents and oceans.</li> </ul> <b>Appendix Documents:</b> <a href="#">Continents and Oceans Quiz</a>	Reinforcing Effort and Providing Recognition	A
1	3.1.A	<b>12. Activity: Continents and Oceans Kahoot</b> Students will complete a Kahoot to learn/review the location of the world's continents and oceans. Kahoot is an online, interactive game. <b>Objectives:</b> Students will... <ul style="list-style-type: none"> <li>be able to identify the location of the world's continents and oceans.</li> </ul> <b>Appendix Documents:</b> <a href="#">Kahoot: Continents and Oceans</a>	Homework and Practice	A
1	3.1.A	<b>13. Activity: Continents and Oceans Quizlet</b> Quizlet provides a variety of activities to practice vocabulary. The link to this set includes maps of the continents and oceans to help students practice the location of the continents and oceans. <b>Objectives:</b> Students will... <ul style="list-style-type: none"> <li>be able to identify the location of the world's continents and oceans.</li> </ul> <b>Appendix Documents:</b> <a href="#">Continents and Oceans Quizlet Link</a>	Homework and Practice	A

1	3.1.A	<b>14. Activity: Understanding What Maps Show</b> <b>Objectives:</b> Students will... <ul style="list-style-type: none"> <li>be able to understand the basic elements of maps, how maps enable us with location, and understanding distances between places.</li> </ul> <b>Appendix Documents:</b> <a href="#">Basic Map Elements PowerPoint &amp; Quiz</a>	<b>Reinforcing Effort and Providing Recognition</b>	A
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## Unit 1: Resources

UNIT RESOURCES	
<b><u>Teacher Resources:</u></b> This may include... <ul style="list-style-type: none"> <li>Geography Alive! (Textbook, Placards, CD, GeoTerms, Reading Notes, Preview and Processing activities, and Mapping Labs)</li> <li>World Data Bank website</li> <li>Mastery Connect website</li> <li>National Geographic website</li> <li>Teacher's guide for Zombie activity</li> <li>U.S. Passports and International Travels website</li> </ul>	<ul style="list-style-type: none"> <li>Schoology website</li> <li>Google Drive website</li> <li>The World HD app</li> <li>Quizlet app</li> <li>Google Earth app</li> <li>Kahoot app</li> <li>NearPod app</li> <li>Continents app</li> <li>Puppet Pals app</li> <li>Prezi app</li> <li>Discovery Learning website</li> <li>Virtual Tourist website</li> <li>Country Reports.org website</li> <li>World Atlas website</li> <li>BrainPop website</li> <li>Youtube Video website</li> </ul>
<b><u>Student Resources:</u></b> This may include... <ul style="list-style-type: none"> <li>Geography Alive! (Textbook, Placards, CD, GeoTerms, Reading Notes, Preview and Processing activities, Visual Images, Mapping Labs)</li> <li>MC Student app (formally "Bubble Sheet")</li> <li>Landform dictionary handout</li> <li>Zombie graphic novelette</li> <li>National Geographic website</li> <li>Discovery Learning website</li> <li>U.S. Passports and International Travels website</li> <li>Sheppardsoftware.com website (map review)</li> </ul>	<ul style="list-style-type: none"> <li>Schoology website</li> <li>Google Drive website</li> <li>World HD app</li> <li>Tap Quiz app</li> <li>Quizlet app</li> <li>Google Earth app</li> <li>Kahoot app</li> <li>NearPod app</li> <li>Continents app</li> <li>Prezi app</li> <li>Puppet Pals app</li> <li>Spy Hunt app</li> <li>Virtual Tourist website</li> <li>Country Reports.org website</li> <li>World Atlas website</li> <li>XE Currency Converter website</li> <li>BrainPop website</li> <li>Youtube Video website</li> </ul>

## Unit 2: Economics and Government [\(Back to Course Map\)](#)

<b>Content Area: Social Studies</b>	<b>Course: 6th Grade Geography</b>	<b>UNIT 2: Economics and Government</b>
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<b>Unit Description:</b> Through a series of lessons and activities, students will have a better understanding of economic and political systems. They will compare and evaluate current world statistical data to discover the relationship between one another. Data focuses on the connections between standard of living, infant mortality, life expectancy, and per capita GDP. Students will also investigate patterns of globalization, spatial inequality, and urbanization.	<b>Unit Timeline: 9 weeks</b>
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<b>DESIRED Results</b>
<b><u>Transfer Goal</u></b> - Students will be able to independently use their learning to develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

### **Understandings – Students will understand ... (Big Ideas)**

1. the world and its people by studying geography, history, economics, government, and culture.
2. the description of a place lets someone understand how that place appears in terms of physical and human characteristics.
3. the increased movement of ideas, people, and objects throughout the world has led to more cultural diffusion.
4. each region of the world is affected by interrelated factors such as topography, climate, and availability of resources.
5. the ways in which humans interact with their environment can affect not only the lives and cultures of people but also the environment.

<b><u>Essential Questions:</u> Students will keep considering...</b> <ol style="list-style-type: none"><li>1. How do economic systems affect your life and the lives of others?</li><li>2. How does the economy and resources of a country affect standard of living?</li><li>3. How are people part of a global community which shapes the lives, cultures, &amp; the environment around the world?</li></ol>
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Students will know.....	Standard	Students Will Be Able to.....	Standard
Students will be able to define economics.	4.2.C	<b>Proposed MO State GLEs</b>	
Students will be able to define globalization.	3.2.D	Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.	4.1.A
Students will understand that wealth is not distributed equally.	4.2.C	Explain how the movement of people, goods, and ideas impact regions.	3.2.D
Students will be able to contrast developed and developing nations using data.	4.2.C	<b>Use economic concepts such as GDP, scarcity and inflation, to describe and compare places and regions.</b>	4.2.C
Students will understand the difference between a market economy and a command economy.	4.1.A	Compare and contrast the human characteristics within and among regions.	5.2.A
Students will be able to understand different types of governments.	5.2.A	<b><u>Common Core Social Studies Literacy Standards</u></b>	
Students will use digital texts to gather data on governments and economies.	RH.6-8.7	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	RH.6-8.4
Students will use digital tools to demonstrate the process of using a map.	ISTE 2	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	RH.6-8.7
Students will be able to analyze data in order to explain and/or interpret it.	ISTE 4.c	<b><u>ISTE Technology Standards (for students)</u></b>	
		Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	ISTE 2
		Students will collect and analyze data to identify solutions and/or make informed decisions.	ISTE 4.c
<b><u>Vocabulary:</u></b>			

Government, democracy, communism, political boundaries, economics, natural resources, developed country, developing country, Gross Domestic Product (GDP), standard of living, market economy, command economy, export, import, tariff, scarcity, globalization, spatial inequality

## Unit 2: Assessment

EVIDENCE of LEARNING			
Understandings	Standards	Unit 2: Performance Assessment:	R/R Quadrant/ 21 Century (4Cs)
1	4.2.C	<b>Description of Assessment Performance Task(s):</b> Students will rank Latin American countries' statistical data according to three areas: Life Expectancy, Literacy Rate, and per capita GDP. They will then analyze this data and write an argumentative paragraph using the data as evidence to support their claim.	<b>C</b>  <b>Creativity</b> <b>Communication</b> <b>Critical Thinking</b>
2	ISTE 4.a	<b>Unit 2: Performance Assessment</b>  <b>Teacher will assess:</b> <ul style="list-style-type: none"> <li>Students' ability to understand and rank countries according to statistical data.</li> <li>Students' ability to analyze statistical data and be able make meaning from it.</li> <li>Students' ability to determine the implications based on statistical data and write using an argumentative writing style.</li> </ul> <b>Performance:</b> <b>Mastery = 15</b> <b>Near Mastery = 14</b> <b>Below Basic = 12</b>  <b>Scoring Guide: <a href="#">Unit 2: Performance Assessment Scoring Guide</a></b>  <b><u>Units 1 &amp; 2: Summative Assessment</u> - Semester One Summative Assessment</b>	

Unit 2: Sample Activities

SAMPLE LEARNING PLAN				
<u>Understandings</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant:</u> <u>21C:</u>

1	4.1.A	1. <b>Lesson: Spatial Inequality in Mexico City</b>	Cooperative Learning	C
2	3.2.D	Students will learn about the process of urbanization and the patterns of inequality that exist in urban areas. They assume the role of exchange students attending a university in Mexico City, “traveling” to four neighborhoods to survey people from four social classes. After discussing their survey results, students conclude their exchange program by writing a newspaper article describing the inequalities evident in Mexico City or a presentation to share with their parents.	Nonlinguistic Representation	Creativity
3	4.2.C		Similarities & Differences	Critical Thinking
4	5.2.A		Summarizing & Note Taking	Communication
	RH.6-8.4	<b>Objectives:</b> Students will...	Advance Organizers	Collaboration
	RH.6-8.7	<ul style="list-style-type: none"> <li>know and explain key geographic terms: <i>rural decline, spatial inequality, standard of living, urbanization.</i></li> <li>know the meaning of standard of living and how it is measured.</li> <li>understand the causes and consequences of urbanization.</li> <li>understand that spatial inequality exists on a global scale.</li> <li>be able to compare a variety of data to create support-evidence statements about four Mexico City neighborhoods.</li> <li>be able explain how spatial inequality affects people.</li> </ul>	Homework and Practice	
	ISTE 2	<b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geotermis, reading notes, processing activity, and skill builders)		
	ISTE 4.a	<a href="#">Chapter 9: Spatial Inequality</a>		
	WHST.6-8.2	<a href="#">Chapter 9: Spatial Inequality Kahoots</a>		
	WHST.6-8.9	<a href="#">National Geographic: Map Maker Website</a>		
		<a href="#">Geography Map Games - Mexico Website</a>		
		<a href="#">Chapter 9: Spatial Inequality Lesson</a>		
		<a href="#">Chapter 9: Spatial Inequality Nearpod Lesson</a>		

1	4.1.A	<b>2. Lesson: Supranational Cooperation in the European Union</b> In this lesson, students learn about the forces that work for and against supranational cooperation in the European Union. <b>(1)</b> Students will first read Geography Alive Chapter 14: Supranational Cooperation in the European Union and complete the GeoTerms and Reading Notes for each section. They will learn about the unique economic, political, and cultural cooperation within the European Union. <b>(2)</b> Then they will participate in an <b>experimental exercise</b> as they experience travel before and after the formation of the European Union.  <b>Objectives:</b> Students will... <ul style="list-style-type: none"> <li>• know and explain the importance of these key geographic terms: <i>centrifugal force, centripetal force, common market, supranational cooperation.</i></li> <li>• understand how economic, political, &amp; cultural forces unite or divide countries.</li> <li>• be able to analyze a population cartogram of selected European countries.</li> <li>• be able to experience the forces that unite and divide members of the European Union.</li> <li>• be able to examine other examples of international cooperation.</li> </ul> <b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geoterms, reading notes, processing activity, and skill builders)  <a href="#">Chapter 14: Supranational Cooperation</a> <a href="#">Chapter 14: Supranational Cooperation Kahoots</a> <a href="#">National Geographic: Map Maker Website</a> <a href="#">Geography Map Games - Europe Website</a>	<b>Cooperative Learning</b>  <b>Nonlinguistic Representation</b>  <b>Similarities &amp; Differences</b>  <b>Summarizing &amp; Note Taking</b>  <b>Advance Organizers</b>  <b>Homework and Practice</b>	<b>B</b>  <b>Critical Thinking</b>  <b>Communication</b>  <b>Collaboration</b>
2	3.2.D			
3	4.2.C			
4	5.2.A			
	RH.6-8.4			
	RH.6-8.7			
	ISTE 2			
	ISTE 4.a			
	WHST.6-8.1			
	WHST.6-8.9			

1	4.1.A	<b>3. Lesson: New Nation-States from the Old Soviet Union</b> To better understand why political maps can change, students analyze economic and political information about five nationstates that formed after the breakup of the Soviet Union. In a <b>Writing for Understanding</b> activity, students gather information from maps, charts, and their reading to determine which of the five nation-states are most likely to be politically and economically successful. They use this information to recommend one of these nation-states as the most promising site for a future fictitious world games competition. <b>Objectives:</b> Students will... <ul style="list-style-type: none"> <li>• know and explain key geographic terms: <i>ethnic group, nation, nationalism, nation-state, state.</i></li> <li>• understand and identify some major factors that affect whether a nation will succeed or collapse.</li> <li>• be able to analyze some of the factors that may determine the success of the nation-states that have developed out of the former Soviet Union.</li> <li>• be able to examine other regions in the world where new nations are forming.</li> </ul> <b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geotermis, reading notes, processing activity, and skill builders) <a href="#">Chapter 18: New Nation-States</a> <a href="#">Chapter 18: New Nation-States Kahoots</a> <a href="#">National Geographic: Map Maker Website</a>	Cooperative Learning	<b>C</b> <b>Creativity</b> <b>Critical Thinking</b> <b>Communication</b> <b>Collaboration</b>
2	4.2.C		Nonlinguistic Representation	
3	5.2.A		Similarities & Differences	
4	RH.6-8.4 RH.6-8.7 ISTE 2 ISTE 4.a WHST.6-8.9		Summarizing & Note Taking Advance Organizers Homework and Practice	

1	4.1.A	<b>4. Lesson: Oil in Southwest Asia</b> Students learn how oil has influenced Southwest Asia. In a <b>Response Group</b> activity, they analyze geographic data to answer a series of critical thinking questions about how oil has affected 10 countries in the region. Classroom discussion is driven by a map of the region that is projected onto a wall. Students read to discover the answers to those questions and then examine other trends in world energy resources.  <b>Objectives:</b> Students will... <ul style="list-style-type: none"> <li>• know and explain key geographic terms: <i>crude oil, nonrenewable resource, oil reserves, renewable resource.</i></li> <li>• understand how oil is formed.</li> <li>• understand how oil is distributed in Southwest Asia.</li> <li>• be able to investigate the effects of large oil reserves on Southwest Asian countries.</li> <li>• be able to explore alternative energy resources.</li> </ul> <b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geoterm, reading notes, processing activity, and skill builders)  <a href="#">Chapter 24: Oil in SW Asia</a> <a href="#">Chapter 24: Oil in SW Asia Kahoots</a> <a href="#">National Geographic: Map Maker Website</a> <a href="#">Geography Map Games - Middle East Website</a> <a href="#">Geography Map Games - Asia's Bodies of Water Website</a>	<b>Cooperative Learning</b>  <b>Nonlinguistic Representation</b>  <b>Similarities &amp; Differences</b>  <b>Summarizing &amp; Note Taking</b>  <b>Advance Organizers</b>  <b>Homework and Practice</b>	<b>C</b>  <b>Critical Thinking</b>  <b>Communication</b>
2	3.2.D			
3	4.2.C			
4	5.2.A			
	RH.6-8.4			
	RH.6-8.7			
	ISTE 2			
	ISTE 4.a			
	WHST.6-8.9			

1	4.1.A	<b>5. Lesson: Global Sneaker - From Asia to Everywhere</b> <p>In this lesson, students learn about globalization by investigating the production of several products. Products include the Hershey's Kiss, the athletic shoe industry, and a mystery product (a pencil). In a <b>Visual Discovery</b> activity, students analyze images that represent key stages in the production of a sneaker: designing, locating materials, manufacturing, and distributing. Students bring one of the images to life using information from their reading. They apply their new knowledge by creating a choropleth map of the globalization of various products from their homes. Students will conclude the lesson by tracing the steps of production of a "Mystery Product" in order to guess the identity of the product. They will also plot out the different countries involved in the production on a world map.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• know and explain key geographic terms: <i>economic interdependence, free trade, globalization, and multinational corporation.</i></li> <li>• know that natural resources are not equally distributed around the world and countries are economically interdependent.</li> <li>• understand the components and steps of manufacturing a global product.</li> <li>• understand that improvements in world communication and transportation has increased world interdependence on each other.</li> <li>• be able to explain the impact of globalization on people and places.</li> <li>• be able to analyze the global efforts needed to design, manufacture, and distribute a particular product.</li> </ul> <p><b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geotermis, reading notes, processing activity, and skill builders)</p> <p><a href="#">Chapter 32: Global Sneaker</a></p> <p><a href="#">Chapter 32: Global Sneaker Kahoots</a></p>	Cooperative Learning	<b>B</b> <b>Critical Thinking</b> <b>Collaboration</b>
3	3.2.D		Nonlinguistic Representation	
4	4.2.C		Summarizing & Note Taking	
	RH.6-8.4 RH.6-8.7 ISTE 2 ISTE 4.a WHST.6-8.9		Advance Organizers Homework and Practice	

[National Geographic: Map Maker Website](#)

1 3	4.2.C RH.6-8.4	<p><b>6. Activity: Economic Terms</b></p> <p>Students will use their journal to define economic terms. As each term is defined, have students give examples of the term and write a sentence including the term. Use the Geography Alive text to show examples.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• be able to define economic terms.</li> <li>• be able to use primary source documents.</li> <li>• be able to use each economic term in a complete sentence.</li> </ul> <p><b>Appendix Documents:</b> <a href="#">Economic Terms</a></p>	Summarizing & Notetaking	A
1	4.2.C	<p><b>7. Activity: Understanding Economics</b></p> <p>Students will view a series of four videos and complete a notes handout as an introduction to economics.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• understand the definition of economics.</li> </ul> <p><b>Appendix Documents:</b></p> <p><a href="#">Economics Video Notes Handout</a></p> <p><a href="#">Economics Video 1</a> (<i>scarcity</i>)</p> <p><a href="#">Economics Video 2</a> (<i>goods &amp; services</i>)</p> <p><a href="#">Economics Video 3</a> (<i>4 factors of production</i>)</p> <p><a href="#">Economics Video 4</a> (<i>buying &amp; selling</i>)</p>	Summarizing and Note Taking	A

1	4.2.C	<p><b>8. Activity: Economics: The Lorax and the Four Factors of Production</b></p> <p>The teacher will read <i>The Lorax</i> by Dr. Seuss while students identify the four factors of production in the story.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• be able to identify the four factors of production.</li> </ul> <p><b>Appendix Documents:</b> <a href="#">The Lorax Notes Handout</a></p>	Advance Organizer	A Critical Thinking
1 2	<p>4.2.C</p> <p>RH.6-8.7</p> <p>ISTE 4.a</p> <p>WHST.6-8.9</p>	<p><b>9. Activity: Standard of Living</b></p> <p>Students will use the iPad to take a picture of the QR code on the handout. Students will look up data to compare the standard of living between the various Latin American countries.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• use the HDR website to gather data on Latin American countries.</li> <li>• compare and contrast the standards of living using the data presented.</li> <li>• be able to draw a conclusion about the standard of living in each country represented in the table.</li> <li>• be able to color a map key and map according to data presented.</li> </ul> <p><b>Appendix Documents:</b> <a href="#">Standard of Living</a></p>	<p>Identifying Similarities &amp; Differences</p> <p>Generating &amp; Testing Hypotheses</p>	B Communication  Critical Thinking

1	3.2.D WHST.6-8.1	<p><b>10. Activity: Understanding the Costs and Benefits of Globalization</b></p> <p>Students will watch two videos. The first defines globalization, and the second explains the costs and benefits associated with globalization. Students will then read “The Real Cost of Fashion” article and participate in an online discussion board (Schoology) in response to the prompt: Do you believe workers in developing countries should be paid higher wages? While many students will respond with a yes, a natural follow-up question is whether they are willing to pay more for products (and therefore buy fewer products) in order to give workers a raise. In other words, are students still willing to give workers a raise if it means they have to lower their own standard of living?</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• understand how globalization affects developed and developing nations.</li> </ul> <p><b>Appendix Documents:</b></p> <p><a href="#">Globalization Video 1</a></p> <p><a href="#">Globalization Video 2</a></p> <p><a href="#">The Real Cost of Fashion Article</a></p>	Argumentative Writing	A Critical Thinking
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1	4.2.C	<p><b>11. Activity: Economics: How It's Made &amp; the Four Factors of Production</b></p> <p>Students will choose to watch four How It's Made videos and identify the factors of production found in each video. The teacher can post a link to the videos on Schoology or create QR codes for each video. Students will complete the graphic organizer as they view the videos.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• be able to identify the four factors of production.</li> </ul> <p><b>Appendix Documents:</b></p> <p><a href="#"><u>How It's Made Graphic Organizer</u></a></p> <p><a href="#"><u>How It's Made: Aluminum Cans</u></a></p> <p><a href="#"><u>How It's Made: Baseballs</u></a></p> <p><a href="#"><u>How It's Made: Combination Locks</u></a></p> <p><a href="#"><u>How It's Made: Computer Circuit Boards</u></a></p> <p><a href="#"><u>How It's Made: Footballs</u></a></p> <p><a href="#"><u>How It's Made: Legos</u></a></p> <p><a href="#"><u>How It's Made: Oreos</u></a></p> <p><a href="#"><u>How It's Made: Paper</u></a></p> <p><a href="#"><u>How It's Made: Pencils</u></a></p> <p><a href="#"><u>How It's Made: Pringles</u></a></p> <p><a href="#"><u>How It's Made: Toilet Paper</u></a></p> <p><a href="#"><u>How It Works: Chef</u></a></p> <p><a href="#"><u>How It Works: FedEx</u></a></p> <p><a href="#"><u>How It Works: Google Data Centers</u></a></p>	Categorizing	A  Critical Thinking
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## Unit 2: Resources

UNIT RESOURCES		
<b><u>Teacher Resources:</u></b> This may include...		
<ul style="list-style-type: none"> <li>• Geography Alive! (Textbook, Placards, CD, GeoTerms, Reading Notes, Preview and Processing activities, Visual Images)</li> <li>• Mastery Connect website</li> <li>• Google Drive website</li> <li>• Schoology website</li> <li>• World Data bank website</li> <li>• National Geographic website</li> <li>• U.S. Passports and International Travels website</li> </ul>	<ul style="list-style-type: none"> <li>• Kahoot app</li> <li>• Google Earth app</li> <li>• The World HD app</li> <li>• Adobe Voice app</li> <li>• VoiceThread</li> <li>• Quizlet app</li> <li>• NearPod app</li> <li>• Puppet Pals app</li> <li>• Prezi app</li> </ul>	<ul style="list-style-type: none"> <li>• Discovery Learning website</li> <li>• Virtual Tourist website</li> <li>• Country Reports.org website</li> <li>• World Atlas website</li> <li>• XE Currency Converter website</li> <li>• BrainPop website</li> <li>• Youtube Video website</li> </ul>
<b><u>Student Resources:</u></b> This may include...		
<ul style="list-style-type: none"> <li>• Geography Alive! (Textbook, Placards, CD, GeoTerms, Reading Notes, Preview and Processing activities, Visual Images)</li> <li>• MC Student app (formally "Bubble Sheet")</li> <li>• Schoology website</li> <li>• Google Drive website</li> <li>• World Data bank website</li> <li>• Discovery Learning website</li> <li>• U.S. Passports and International Travels website</li> <li>• Sheppardsoftware.com website (map review)</li> </ul>	<ul style="list-style-type: none"> <li>• Kahoot app</li> <li>• The World HD app</li> <li>• Tap Quiz app</li> <li>• Adobe Voice app</li> <li>• VoiceThread website</li> <li>• Quizlet app</li> <li>• NearPod app</li> <li>• Spy Hunt app</li> <li>• Google Earth app</li> <li>• Puppet Pals app</li> </ul>	<ul style="list-style-type: none"> <li>• Prezi app</li> <li>• Our-Africa website</li> <li>• National Geographic website</li> <li>• Time and Date website (world holidays and observances)</li> <li>• Virtual Tourist website</li> <li>• Country Reports website</li> <li>• World Atlas website</li> <li>• XE Currency Converter website</li> <li>• BrainPop website</li> </ul>

## Unit 3: Population & Culture [\(Back to Course Map\)](#)

<b>Content Area: Social Studies</b>	<b>Course: 6th Grade Geography</b>	<b>UNIT 3: Population &amp; Culture</b>
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<b>Unit Description:</b> Students will explore major patterns of population distribution, demographics & migrations in the world and the impact of those patterns. They will understand the causes and effects of urbanization, overpopulation, and population density. Students will be able to investigate ways countries and cities have dealt with these challenges and how it may affect their culture.	<b>Unit Timeline: 9 weeks</b>
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<b>DESIRED Results</b>
<b><u>Transfer Goal</u></b> - Students will be able to independently use their learning to develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

### **Understandings – *Students will understand ... (Big Ideas)***

1. the world and its people by studying geography, history, economics, government, and culture.
2. the description of a place lets someone understand how that place appears in terms of physical and human characteristics.
3. the increased movement of ideas, people, and objects throughout the world has led to more cultural diffusion.
4. each region of the world is affected by interrelated factors such as topography, climate, and availability of resources.
5. the ways in which humans interact with their environment can affect not only the lives and cultures of people but also the environment.

<b><u>Essential Questions:</u> <i>Students will keep considering...</i></b> <ul style="list-style-type: none"><li>• How does where you live influence how you live?</li><li>• How does migration affect the lives of people and the character of places?</li></ul>
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Students will know.....	Standard	Students Will Be Able to.....	Standard
Students will understand that people are increasingly living in urban areas.	3.2.D	<b><u>Proposed MO State GLEs</u></b>	
Students will understand the reasons for migration.	3.2.D	<b>Explain how the movement of people, goods, and ideas impact regions.</b>	3.2.D
Students will know the current migration trends in the world.	3.2.D	Compare and contrast the human characteristics within and among regions.	5.2.A
Students will understand settlement patterns.	5.2.A	<b><u>CCSS Literacy Standards</u></b>	
Students will be able to identify the main idea and key words in a text.	RH 6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	RH 6-8.2
Students will use technology to look at migration trends in the world.	RH 6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	RH 6-8.7
		<b><u>ISTE Technology Standards (for students)</u></b>	
		Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.	ISTE 2
<b><u>Vocabulary:</u></b> Population, population density, urban, rural, migration, urbanization, culture, culture traits, ethnic group, diversity			

## Unit 3: Assessment

EVIDENCE of LEARNING			
Understandings	Standards	Unit 3: Performance Assessment:	R/R Quadrant/ 21 Century (4Cs)
1	5.2.A	<b>Description of Assessment Performance Task(s):</b> Students will determine the author's main idea after reading a current news article, "A Child's View of the Syria Crisis". Then they will define important vocabulary by using context clues and other resources to help interpret meaning. Finally the students will create a paragraph in which they will make a prediction as to what will happen to the child next. Paragraphs will need to include a claim, evidence-supporting statements to justify their predictions, and a conclusion.	<b>C</b>  <b>Creativity</b> <b>Communication</b> <b>Critical Thinking</b>
2	RH 6-8.2		
3	RH 6-8.7		
	ISTE 4.a	<b>Unit 3: Performance Assessment</b>  <b>Unit 3: Performance Assessment (Frontloading Activity)</b>  <b>Unit 3: Performance Assessment (News Article)</b>	
	WHST 6-8.9	<p style="text-align: center;"><b>Teacher will assess:</b></p> <ul style="list-style-type: none"> <li>• Student's ability to interpret meaning of words using context clues.</li> <li>• Students' ability to analyze a news article and all of its components in order to make a justified a prediction.</li> <li>• Students' will write a clear and coherent analysis of a current news article.</li> </ul> <p><b>Performance:</b></p> <p><b>Mastery = 13</b>  <b>Near Mastery = 12</b>  <b>Below Basic = 11</b></p> <p>Scoring Guide: <a href="#">Unit 3: Performance Assessment Scoring Guide</a></p> <p><b><u>Units 3 &amp; 4: Summative Assessment</u> - Semester Two Summative Assessment</b></p>	

Unit 3: Sample Activities

SAMPLE LEARNING PLAN				
<u>Understandings</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>

1	3.2.D	<b>1. Lesson: Settlement Patterns and Ways of Life in Canada</b> Students explore how location influences life in Canada's varied regions. In a <b>Social Studies Skill Builder</b> , students play a fast-paced board game that requires them to match tokens representing various aspects of life— population, climate, language, buildings, or economic activity—to one of the five regions of Canada. Finally, they create an annotated map of their own community showing how where they live influences how they live. In a <b>Writing for Understanding</b> activity, students will write a pen pal letter. <b>Objectives:</b> Students will... <ul style="list-style-type: none"> <li>• know and explain key terms: <i>ecumene, plural society, rural, urban.</i></li> <li>• know that Canada has five regions: <i>Pacific, Northern, Prairie, Core, Atlantic.</i></li> <li>• know a “region” is a large land area that has geographic, political, or cultural characteristics that distinguish it from others.</li> <li>• understand how location affects ways of life in Canada's five regions.</li> <li>• be able to analyze the characteristics of five regions of Canada.</li> </ul> <b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geoterm, reading notes, processing activity, and skill builders) <a href="#">Chapter 3: Settlement Patterns in Canada</a> <a href="#">Chapter 3: Settlement Patterns in Canada Kahoots</a> <a href="#">National Geographic: Map Maker Website</a> <a href="#">Geography Map Games - Canada Website</a>	Cooperative Learning	<b>A</b> Creativity Critical Thinking Communication Collaboration
2	5.2.A		Nonlinguistic Representation	
3	RH 6-8.2		Similarities & Differences	
4	ISTE 2 WHST 6-8.2 WHST 6-8.9		Summarizing & Note Taking  Advance Organizers  Homework and Practice	

1	3.2.D	<b>2. Lesson: Migration to the United States</b> <p>In this lesson, students learn about the push and pull factors that cause people to migrate to the United States. In an <b>Experiential Exercise</b>, they assume the roles of seven recent U.S. immigrants and participate in a series of interviews. They then read about the impact of migration on both the United States and the countries that immigrants leave behind. In a <b>Writing for Understanding</b> activity, students will write a paragraph comparing and contrasting the lives of Sudan's "Lost Boys" before and after immigrating to the United States.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• know and explain key geographic terms: <i>emigrate, immigrate, migration stream, pull factor, push factor, refugee.</i></li> <li>• know about other important migration streams around the world.</li> <li>• understand and describe ways migration impacts the United States, immigrants, and the countries left behind.</li> <li>• understand the primary reasons people emigrate from their country of birth and immigrate to the United States.</li> <li>• be able to create an "I – Chart" contrasting the lives of two "Lost Boys" refugees from Sudan.</li> <li>• be able to participate in a series of perspective taking activities by assuming the roles of seven recent U.S. immigrants.</li> </ul> <p><b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geoterm, reading notes, processing activity, and skill builders)</p> <p><a href="#">Chapter 8: Migration to the United States</a></p> <p><a href="#">Chapter 8: Migration to the United States Kahoots</a></p> <p><a href="#">National Geographic: Map Maker Website</a></p> <p><a href="#">Geography Map Game - United States Website</a></p>	<b>Cooperative Learning</b>  <b>Nonlinguistic Representation</b>  <b>Similarities &amp; Differences</b>  <b>Summarizing &amp; Note Taking</b>  <b>Advance Organizers</b>  <b>Homework and Practice</b>	<b>A</b>  <b>Critical Thinking</b>  <b>Communication</b>  <b>Collaboration</b>
2	5.2.A			
3	RH 6-8.2			
4	ISTE 2 WHST.6-8.2 WHST.6-8.9			

1	5.1.B	<b>3. Lesson: Indigenous Cultures</b> <p>In this lesson, students learn how the Maya of the Guatemalan highlands and the Chiapas region of Mexico have preserved their traditional ways of life while adapting to modern society. In a <b>Problem Solving Groupwork</b> activity, students create and perform dramatizations about five aspects of life in a highland Maya village. They then discuss the ways in which the highland Maya have both preserved and adapted their culture and apply what they've learned through annotated illustrations. Students will analyze a drawing of a Mayan village, then write a paragraph describing the mix of traditional and modern ways in this village.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• know and explain key geographic terms: <i>adaptation, indigenous peoples, traditional culture, subsistence farming.</i></li> <li>• understand successes and challenges of indigenous peoples around the world in maintaining their traditional cultures in the modern world.</li> <li>• be able to create interactive dramatizations that demonstrate the ways that indigenous peoples have preserved their traditional Mayan culture and have also adapted to modern life.</li> </ul> <p><b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geotermis, reading notes, processing activity, and skill builders)</p> <p><a href="#">Chapter 10: Indigenous Cultures</a></p> <p><a href="#">Chapter 10: Indigenous Cultures Kahoots</a></p> <p><a href="#">National Geographic: Map Maker Website</a></p> <p><a href="#">Geography Map Games - Caribbean Website</a></p>	Cooperative Learning	<b>C</b> <b>Creativity</b> <b>Critical Thinking</b> <b>Communication</b> <b>Collaboration</b>
2	5.2.E		Nonlinguistic Representation	
3	RH.6-8.2		Similarities & Differences	
4	RH.6-8.7		Summarizing & Note Taking	
5	ISTE 3 WHST.6-8.2 WHST.6-8.9		Advance Organizers Homework and Practice	

1	5.1.B	<b>4. Lesson: Nigeria - A Country of Many Cultures</b> <p>In this lesson, students explore the regional differences within the country of Nigeria. In a <b>Skill Builder</b>, they learn about Nigeria's three regions: northern, eastern, and western. They examine and categorize photographs from the three regions, and read about and record information about each region. They then use the photographs and their research and work with a partner to create an "Adobe Voice" slide presentation about the regions. As a homework assignment, students will create a map of their school's regions using their school's diagram.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• know and explain key geographic terms: <i>colonialism, cultural region, ethnic diversity, linguistic group</i>.</li> <li>• know the characteristics of the physical environment, ethnic groups, culture, and economic activity unique to each region of Nigeria.</li> <li>• understand that Nigeria is a multicultural country made up of a three main ethnic groups.</li> <li>• be able to analyze photographs of Nigeria to determine in which region each was taken.</li> <li>• be able to analyze potential problems of and possible solutions to the great ethnic diversity that exists within most African countries.</li> </ul> <p><b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geotermis, reading notes, processing activity, and skill builders)</p> <p><a href="#">Chapter 22: Nigeria - A Country with Many Cultures</a></p> <p><a href="#">Chapter 22: Nigeria - A Country with Many Cultures Kahoots</a></p> <p><a href="#">National Geographic: Map Maker Website</a></p> <p><a href="#">Nigeria - "Our Africa" Website</a></p> <p><a href="#">Geography Map Games - Africa Website</a></p>	Cooperative Learning	<b>C</b> Creativity Critical Thinking Communication Collaboration
2	5.2.A		Nonlinguistic Representation	
3	5.2.E		Similarities & Differences	
4	RH.6-8.2		Summarizing & Note Taking	
5	RH.6-8.7		Advance Organizers	
	ISTE 2		Homework & Practice	
	ISTE 3			
	WHST.6-8.2			
	WHST.6-8.9			

1	3.2.D	<b>5. Lesson: China - The World's Most Populous Country</b>  In this lesson, students learn about the ways China has tried to address the challenges created by its large and increasing population. In a <b>Response Group activity</b> , students assume the roles of demographers attending a conference on population. They learn about and analyze three plans implemented by the Chinese government to meet the challenges presented by its growing population, and then explore whether they would recommend each plan for countries facing similar challenges.  <b>Objectives:</b> Students will... <ul style="list-style-type: none"><li>• know and explain key geographic terms: <i>doubling time, famine, rate of natural increase, zero population growth.</i></li><li>• know that China is the most populated country in the world.</li><li>• understand the challenges created by a large and growing population.</li><li>• be able to analyze the steps taken by China to meet its challenges as the world's most populous country.</li><li>• be able to investigate ways in which rapidly growing countries around the world might address the challenges created by their expanding populations.</li></ul> <b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geoterm, reading notes, processing activity, and skill builders)  <a href="#">China's One Child Policy Reading Activity</a> <a href="#">Chapter 30: China</a> <a href="#">Chapter 30: China Kahoots</a> <a href="#">National Geographic: Map Maker Website</a> <a href="#">Geography Map Games - Asia Website</a>	<b>Cooperative Learning</b>  <b>Nonlinguistic Representation</b>  <b>Similarities &amp; Differences</b>  <b>Summarizing &amp; Note Taking</b>  <b>Advance Organizers</b>  <b>Homework and Practice</b>	<b>C</b>  <b>Creativity</b>  <b>Critical Thinking</b>  <b>Communication</b>  <b>Collaboration</b>
2	5.2.A			
3	RH 6-8.2			
4	ISTE 2			

1	3.2.D	<b>6. Activity: China's One Child Policy DBQ</b> In a <b>Writing for Understanding</b> activity, students will write an argumentative essay answering the focus question. They will read and analyze six documents to formulate an opinion and to create a thesis statement. They will then organize supportive and relevant information into a brief outline and write a well-organized essay proving their thesis. <b>Objectives:</b> Students will... <ul style="list-style-type: none"> <li>• know and explain key geographic terms: <i>doubling time, famine, rate of natural increase, zero population growth, population density, standard of living, overpopulation, and propaganda.</i></li> <li>• know that China is the most populated country in the world.</li> <li>• understand the challenges created by a large and growing population.</li> <li>• be able to analyze the benefits and costs of China's One-Child Policy and its effects on overpopulation.</li> <li>• be able to analyze primary and secondary sources to gather information to organize and interpret evidence.</li> <li>• be able to formulate a thesis statement and write a five paragraph argumentative essay.</li> </ul> <b>Appendix Documents:</b> <a href="#">China's One Child Policy DBQ</a>	<b>Nonlinguistic Representation</b>  <b>Similarities &amp; Differences</b>  <b>Summarizing &amp; Note Taking</b>  <b>Advance Organizers</b>	<b>C</b>  <b>Creativity</b>  <b>Critical Thinking</b>  <b>Communication</b>
2	5.2.A			
3	RH 6-8.2			
4	ISTE 2 WHST.6-8.1 WHST.6-8.9			

1	3.2.D	<b>7. Lesson: Population Density in Japan</b>  In this lesson, students learn about the effects of population density. In an <b>Experiential Exercise</b> , they use their bodies and varying amounts of floor space to simulate the population densities of Australia, the United States, and Japan. They then read about and analyze the effects of population density on life in Japan and around the world. In a <b>Writing for Understanding</b> activity, students will analyze data tables and write a paragraph comparing the relationship between arithmetic population density, life expectancy, and per capita GDP.  <b>Objectives:</b> Students will... <ul style="list-style-type: none"><li>• know and explain key geographic terms: <i>arable land</i>, <i>arithmetic population density</i>, <i>physiologic population density</i>, <i>population distribution</i>.</li><li>• know that Tokyo is the capital of Japan and is densely populated.</li><li>• know that Japan is an island country that has four main islands: Honshu, Hokkaido, Shikoku, and Kyushu.</li><li>• understand that having a high population density affects various aspects of life including health, transportation, housing, land use, life expectancy, and per capita income of country.</li><li>• be able to describe how population density affects various aspects of life in Japan.</li><li>• be able to analyze how population data from the World Data Bank.</li></ul> <b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geotermis, reading notes, processing activity, and skill builders)  <a href="#">Chapter 31: Population Density in Japan</a>  <a href="#">Chapter 31: Population Density in Japan Kahoots</a>  <a href="#">National Geographic: Map Maker Website</a>  <a href="#">Geography Map Games - Asia Website</a>	Cooperative Learning	C
2	5.2.A		Nonlinguistic Representation	Creativity
3	RH 6-8.2		Similarities & Differences	Critical Thinking
4	ISTE 2		Summarizing & Note Taking	Communication
5	WHST.6-8.1 WHST.6-8.9		Advance Organizers  Homework and Practice	Collaboration

2	3.2.D	<p><b>8. Activity: Mapping Megacities</b></p> <p>Students are given a data table showing the growth in the number of megacities since 1950 (megacity = population &gt; 10 million). They are then given a world map and must show that the number of megacities is increasing over time. The challenge for students is in figuring out how to show change over time on a map. They must label the megacities, include a title, and create a map key identifying the meaning of any symbols/colors they used to show the data.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• understand that urbanization is a global trend.</li> </ul> <p><b>Appendix Documents:</b></p> <p><a href="#">Mapping Global Urbanization</a></p>	Nonlinguistic Representation	<p><b>D</b></p> <p><b>Critical Thinking</b></p> <p><b>Creativity</b></p>
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2	5.2.A WHST.6-8.9	<p><b>9. Activity: Constructing and Interpreting Population Pyramids</b></p> <p>Students will watch a TED-Ed video entitled “Population Pyramids: Powerful Predictors of the Future.” Students will then complete a National Geographic activity requiring them to create and interpret a population pyramid. Students should be able to predict the future population growth of a country based on its population pyramid, as well as a country’s level of development.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• understand how to interpret a population pyramid.</li> </ul> <p><b>Appendix Documents:</b></p> <p><a href="#">TED-Ed Video</a></p> <p><a href="#">Constructing and Interpreting Population Pyramids Lesson/Handouts</a></p>	Nonlinguistic Representation	B Critical Thinking
1	5.2.A	<p><b>10. Activity: Comparing Density and Distribution</b></p> <p>Students will complete a National Geographic activity comparing population density and population distribution. For the activity, students will create a choropleth map of Missouri in order to show that the population is not evenly spread across the state as population density would suggest. Students will consider why our distribution in Missouri is the way it is.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• know the difference between population density and population distribution.</li> </ul> <p><b>Appendix Documents:</b></p> <p><a href="#">Handout: Getting Geographic: Comparing Density and</a></p>	Nonlinguistic Representation	B Critical Thinking

		<a href="#"><u>Distribution</u></a>		
3	3.2.D	<p><b>11. Activity: Global Patterns of Human Migration</b></p> <p>Students will analyze global migration patterns. Students will then use data to create their own map of migration patterns.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• understand the world's major migration streams.</li> </ul> <p><b>Appendix Documents:</b></p> <p><a href="#"><u>Lesson Handout</u></a></p> <p><a href="#"><u>Patterns of Human Migration Map</u></a></p> <p><a href="#"><u>Migration Data Table</u></a></p> <p><a href="#"><u>Global Patterns of Human Migration Student Worksheet</u></a></p> <p><a href="#"><u>Student Worksheet Answer Key</u></a></p> <p><a href="#"><u>World 1-Page Map</u></a></p> <p><a href="#"><u>Link to lesson on National Geographic Education</u></a></p>	Nonlinguistic Representation	B Critical Thinking

1	5.2.A	<b>12. Activity: Africa Gameboard</b>	<b>Summarizing &amp; Note Taking</b>	<b>C</b>
2	RH.6-8.7	Students will create a playable game reviewing the continent of Africa.	<b>Advance Organizers</b>	<b>Creativity</b>
3	ISTE 2	<b>Objectives:</b> Students will...	<b>Cooperative Learning</b>	<b>Critical Thinking</b>
4	ISTE 3	<ul style="list-style-type: none"> <li>• use multiple resources (including videos from Discovery Education) to research/take notes about Africa; land, people and economy.</li> <li>• create a playable game describing the continent of Africa.</li> <li>• describe the culture of African countries by creating questions as a way to move through a game.</li> <li>• incorporate a map showing physical features of Africa.</li> </ul>	<b>Nonlinguistic Representation</b>	<b>Communication</b>
5		<b>Appendix Documents:</b> <a href="#">Africa Game board Directions</a> <a href="#">Africa Map Directions</a> <a href="#">About This Game</a> <a href="#">Africa's People</a> , notesheet <a href="#">Africa's Economy</a> , notesheet <a href="#">Niger, Desert Journey</a> , notesheet <a href="#">Africa's Children</a> , notesheet <a href="#">Africa Videos for Game board Research</a> <b>Videos from Discovery Education:</b> Africa's People Africa's Economy Africa's Child: Ghana Africa's Child: Egypt Africa's Child: Kenya Africa's Child: Desert Journey, Niger		

1	5.2.A	<b>14. Activity: Country Report (Google Slides)</b>	<b>Cooperative Learning</b>	<b>C</b>
2	5.2.E	Students will conduct research on a country and create a bibliography in MLA style citation. Students will then collaborate with a partner to create a country report on Google Slides. They will conclude by writing a reflection.	<b>Nonlinguistic Representation</b>	<b>Creativity</b>
3	RH.6-8.7		<b>Similarities &amp; Differences</b>	<b>Critical Thinking</b>
4	ISTE 2	<b>Objectives:</b> Students will...	<b>Summarizing &amp; Note Taking</b>	<b>Communication</b>
5	ISTE 3	<ul style="list-style-type: none"> <li>• know that culture refers to the unique way of life of a group of people.</li> <li>• understand that culture traits include: customs, traditions, clothing, food, music, language, religious beliefs, types of work, etc.</li> <li>• be able to conduct research and analyze a topic using a variety of primary and secondary sources.</li> <li>• be able to cite sources of information in MLA format.</li> <li>• be able to communicate information by using the Google Slides.</li> <li>• be able to work in a collaborative group.</li> </ul>	<b>Advance Organizers</b>	<b>Collaboration</b>
		<b>Appendix Documents:</b> <a href="#">Country Reports (Google Slides)</a>		

### Unit 3: Resources

UNIT RESOURCES	
<b><u>Teacher Resources:</u></b>	This may include...

<ul style="list-style-type: none"> <li>• Geography Alive! (Textbook, Placards, CD, GeoTerms, Reading Notes, Preview and Processing activities, Visual Images)</li> <li>• Mastery Connect website</li> <li>• Google Drive website</li> <li>• Schoology website</li> <li>• World Data bank website</li> <li>• National Geographic website</li> <li>• U.S. Passports and International Travels website</li> </ul>	<ul style="list-style-type: none"> <li>• Kahoot app</li> <li>• Google Earth app</li> <li>• The World HD app</li> <li>• Adobe Voice app</li> <li>• VoiceThread</li> <li>• Quizlet app</li> <li>• NearPod app</li> <li>• Puppet Pals app</li> <li>• Prezi app</li> </ul>	<ul style="list-style-type: none"> <li>• Discovery Learning website</li> <li>• Virtual Tourist website</li> <li>• Country Reports.org website</li> <li>• World Atlas website</li> <li>• XE Currency Converter website</li> <li>• BrainPop website</li> <li>• Youtube Video website</li> <li>• <a href="#">Video: 7 Billion (National Geographic)</a></li> </ul>
<p><b><u>Student Resources:</u></b> This may include...</p>		
<ul style="list-style-type: none"> <li>• Geography Alive! (Textbook, Placards, CD, GeoTerms, Reading Notes, Preview and Processing activities, Visual Images)</li> <li>• MC Student app (formally “Bubble Sheet”)</li> <li>• Schoology website</li> <li>• Google Drive website</li> <li>• World Data bank website</li> <li>• Discovery Learning website</li> <li>• U.S. Passports and International Travels website</li> <li>• Sheppardsoftware.com website (map review)</li> </ul>	<ul style="list-style-type: none"> <li>• Kahoot app</li> <li>• The World HD app</li> <li>• Tap Quiz app</li> <li>• Adobe Voice app</li> <li>• VoiceThread website</li> <li>• Quizlet app</li> <li>• NearPod app</li> <li>• Spy Hunt app</li> <li>• Google Earth app</li> <li>• Puppet Pals app</li> </ul>	<ul style="list-style-type: none"> <li>• Prezi app</li> <li>• Our-Africa website</li> <li>• National Geographic website</li> <li>• Time and Date website (world holidays and observances)</li> <li>• Virtual Tourist website</li> <li>• Country Reports website</li> <li>• World Atlas website</li> <li>• XE Currency Converter website</li> <li>• BrainPop website</li> </ul>

## Unit 4: Human-Environment Interaction [\(Back to Course Map\)](#)

<b>Content Area: Social Studies</b>	<b>Course: 6th Grade Geography</b>	<b>UNIT 4: Human-Environment Interaction</b>
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<b>Unit Description:</b> Students will explore ways people have adapted to living in various physical environments and effects of natural forces upon human activities. They will also analyze current statistical data on the environmental consequences of how people use or misuse natural resources.	<b>Unit Timeline: 9 weeks</b>
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<b>DESIRED Results</b>
<b><u>Transfer Goal</u></b> - Students will be able to independently use their learning to develop the ability to make informed decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

**Understandings – Students will understand ... (Big Ideas)**

1. the world and its people by studying geography, history, economics, government, and culture.
2. the description of a place lets someone understand how that place appears in terms of physical and human characteristics.
3. the increased movement of ideas, people, and objects throughout the world has led to more cultural diffusion.
4. each region of the world is affected by interrelated factors such as topography, climate, and availability of resources.
5. the ways in which humans interact with their environment can affect not only the lives and cultures of people but also the environment.

<b><u>Essential Questions: Students will keep considering...</u></b> <ul style="list-style-type: none"> <li>• What are some ways humans influence their environment?</li> <li>• How have humans adapted to their environment?</li> <li>• What are the environmental consequences of how people use natural resources?</li> </ul>
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<b>Students will know.....</b>	<b>Standard</b>	<b>Students Will Be Able to.....</b>	<b>Standard</b>
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<p>Students will know different types of physical regions.</p> <p>Students will understand ways that humans interact with the environment.</p> <p>Students will understand the way humans must adapt to different physical regions.</p> <p>Students will be able to make a claim and support it with evidence and reasoning.</p>	<b>5.1.B</b>	<p><b>Proposed MO State GLEs</b></p> <p><b>Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</b></p> <p>Explain how human-environmental interactions shape people and places.</p> <p><b>Compare and contrast the human characteristics within and among regions.</b></p> <p><b>CCSS Literacy Standards</b></p> <p>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>ISTE Technology Standards (for students)</b></p> <p>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>	<b>5.1.B</b>
	3.2.C		3.2.C
	<b>5.2.A</b>		<b>5.2.A</b>
	6-8.1.B		
<p><b><u>Vocabulary:</u></b></p> <p>Human-environment interaction, deforestation, desertification, adaptation, pollution, physical regions</p>			

## Unit 4: Assessment

### EVIDENCE of LEARNING

<u>Understandings</u>	<u>Standards</u>	<u>Unit 4: Performance Assessment:</u>	<u>R/R Quadrant/ 21 Century (4Cs)</u>
1	3.2.C	<b>Description of Assessment Performance Task(s):</b> Students will determine an opinion after reading a current news article, “The Aswan High Dam and the Nile River”. Students will write an argumentative paragraph proving whether building the Aswan High Dam in Egypt was a good or bad idea. Paragraphs will need to include a claim, evidence-supporting statements to justify their opinion, and a conclusion.	<b>C</b>
2	5.2.A		
4	RH 6-8.1	<b>Unit 4: Performance Assessment</b>	<b>Creativity</b>
5		<p><b>Teacher will assess:</b></p> <ul style="list-style-type: none"> <li>Students’ ability to analyze an informational article and all of its components in order to make a justified claim.</li> <li>Students’ ability to use evidence taken from a text, and draw logical conclusions and understand its implications.</li> <li>Students’ will write a clear and coherent analysis of an informational article.</li> </ul> <p><b>Performance:</b></p> <p><b>Mastery = 15</b>  <b>Near Mastery = 14</b>  <b>Below Basic = 13</b></p> <p><b>Scoring Guide:</b> <a href="#">Unit 4: Performance Assessment Scoring Guide</a></p> <p><b><u>Units 3 &amp; 4: Summative Assessment</u> - Semester Two Summative Assessment</b></p>	<b>Communication</b> <b>Critical Thinking</b>

## Unit 4: Sample Activities

SAMPLE LEARNING PLAN					
<u>Understanding s</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy:</u>	<u>R/R Quadrant: 21C:</u>	
1	5.1.B	<b>1. Lesson: The Great Lakes</b> In this lesson, students learn about the Great Lakes, including environmental threats to this freshwater ecosystem and efforts to manage the lakes. In a <b>Writing for Understanding</b> activity, students analyze data that illustrates the state of the Great Lakes today, such as bald eagle numbers, wetland areas remaining, and pollution levels. They then debate the data from the perspective of “Great Lakes Boosters” and “Great Lakes Doomers.” Students apply what they’ve learned by writing an editorial about the Great Lakes’ current status and future prospects using Adobe Voice or Voice Thread.  <b>Objectives:</b> Students will... <ul style="list-style-type: none"> <li>• know and explain key geographic terms: <i>ecosystem</i>, <i>food chain</i>, <i>food web</i>, <i>freshwater</i>, <i>watershed</i>.</li> <li>• understand and examine the environmental challenges facing global freshwater ecosystems and the impending crisis in freshwater supplies.</li> <li>• be able to evaluate the environmental health and management of the Great Lakes freshwater ecosystem.</li> </ul> <b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geoterm, reading notes, processing activity, and skill builders)  <a href="#">Chapter 4: The Great Lakes</a> <a href="#">Chapter 4: The Great Lakes Kahoots</a> <a href="#">Canada's Regions YouTube Video</a>	Cooperative Learning	D	
2	3.2.C		Nonlinguistic Representation	Creativity	
3	5.2.A		Summarizing & Note Taking	Critical Thinking	
4	RH.6-8.1		Advance Organizers	Communication	
5	ISTE 2 WHST.6-8.2 WHST.6-8.9		Homework and Practice	Collaboration	

		<a href="#"><u>Geography Map Games - Canada Website</u></a>			
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1	5.1.B	<b>2. Lesson: Land Use Conflict in the Amazon Rainforest</b> <p>In this lesson, students learn about six groups that have competing interests in how to preserve and use the resources of the Amazon rainforest. In a <b>Response Group</b> activity, they create and present short news reports about these groups. Students discuss a series of questions that forces them to evaluate each group's ideas and then propose their own ideas for how to reconcile those competing interests. Students will also analyze a biodiversity graph predicting what is likely to happen to biodiversity in the Amazon basin if deforestation continues.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• know and explain key geographic terms: <i>biodiversity, carbon-oxygen cycle, deforestation, sustainable development, tropical rainforest.</i></li> <li>• understand the different points of view of various interest groups on how to best use and preserve rainforest resources.</li> <li>• be able to take on the role of one of the rainforest interest groups and defend their point of view in a debate.</li> <li>• be able to investigate ideas from around the world about how to address land use conflict in the rainforest and determine which would be most applicable to the Amazon region.</li> </ul> <p><b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geoterms, reading notes, processing activity, and skill builders)</p> <p><a href="#">Chapter 12: Land Use Conflict in the Amazon Rainforest</a></p> <p><a href="#">Chapter 12: Land Use Conflict in the Amazon Rainforest Kahoots</a></p> <p><a href="#">National Geographic: Map Maker Website</a></p> <p><a href="#">Geography Map Games - South America/Central America Website</a></p>	Cooperative Learning	C	
2	3.2.C		Nonlinguistic Representation	Creativity	
3	5.2.A		Summarizing & Note Taking	Critical Thinking	
4	RH.6-8.1		Advance Organizers	Communication	
5	ISTE 2 WHST.6-8.2 WHST.6-8.9		Homework and Practice	Collaboration	

		<a href="#"><u>Geography Map Game - South American Rivers Website</u></a>			
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1	5.1.B	<b>3. Lesson: Central Andes - Adapting to a Mountainous Region</b> <p>In this lesson, students learn how people have adapted to the varied environments of the Andes Mountains. In a <b>Social Studies Skill Builder</b>, they assume the role of magazine editors organizing a feature article on life in the central Andes. They read about the physical characteristics of four elevation zones—tierra caliente, tierra templada, tierra fría, and tierra helada—and categorize photographs and other geographic information on how people have adapted to life in each zone. Afterward, they extend their learning by researching how people have adapted to living in other mountainous regions around the world. In a <b>Writing for Understanding</b>, students will write a letter recommending to a friend one of the elevation zones as a good place to live.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• know and explain key geographic terms: <i>altitudinal zonation, snow line, terracing, tree line, vertical trade.</i></li> <li>• understand that people of the central Andes have adapted to life in each of the four elevation zones.</li> <li>• be able to describe the physical characteristics of four elevation zones: <i>tierra caliente, tierra templada, tierra fría, and tierra helada.</i></li> <li>• be able to analyze the impact of retreating mountain glaciers on people living in mountainous regions around the world.</li> </ul> <p><b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geoterms, reading notes, processing activity, and skill builder)</p> <p><a href="#">Chapter 13: Central Andes - Adapting to a Mountainous Region</a></p> <p><a href="#">Chapter 13: Central Andes - Adapting to a Mountainous</a></p>	Cooperative Learning	A	
2	3.2.C		Nonlinguistic Representation	Creativity	
3	5.2.A		Summarizing & Note Taking	Critical Thinking	
4	RH.6-8.1		Advance Organizers	Communication	
5	ISTE 2 WHST.6-8.2 WHST.6-8.9		Homework and Practice		

		<a href="#"><u>Region</u></a> <a href="#"><u>National Geographic: Map Maker Website</u></a> <a href="#"><u>Geography Map Games - South America/Central America Website</u></a>			
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1	3.2.C	<p><b>4. Lesson: Invisible Borders - Transboundary Pollution in Europe</b></p> <p>In this lesson, students learn how pollution produced in one country can impact other countries both near and far. In a <b>Visual Discovery</b> activity, students analyze images and maps to understand the causes and results of radioactive pollution from Chernobyl, acid rain from the “Black Triangle” region, and water pollution in the Tisza and Danube rivers. Afterward, they investigate the sources and spread of one type of global transboundary pollution, acid rain. Students will also generate a list of different sources of air pollution that they know of, then create a “before and after” political cartoon on one of these listed sources.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• know and explain key geographic terms: <i>acid rain</i>, <i>nuclear radiation</i>, <i>river system</i>, <i>transboundary pollution</i>.</li> <li>• know the difference between <i>general</i>, <i>point-source</i>, and <i>nonpoint-source pollution</i>.</li> <li>• understand the sources and spread of acid rain worldwide.</li> <li>• be able to analyze images and maps to understand the causes, locations, and impact of radioactive pollution, acid rain, and industrial water pollution on Europe.</li> </ul> <p><b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geotermis, reading notes, processing activity, and skill builders)</p> <p><a href="#">Chapter 16: Transboundary Pollution in Europe</a></p> <p><a href="#">Chapter 16: Transboundary Pollution in Europe Kahoots</a></p> <p><a href="#">National Geographic: Map Maker Website</a></p> <p><a href="#">Geography Map Games - Europe Website</a></p> <p><a href="#">Transboundary Pollution-The Chernobyl Disaster</a></p>	Cooperative Learning	A	
2	5.2.A		Nonlinguistic Representation	Creativity	
3	RH.6-8.1		Summarizing & Note Taking	Critical Thinking	
4	ISTE 2		Advance Organizers	Communication	
5	WHST.6-8.9		Homework and Practice		

1	3.2.C	<b>5. Lesson: Russia's Varied Landscape: Physical Processes at Work</b> <p>Students examine how four physical processes shape Earth's surface and identify examples of the effects of these processes on Russia's landscape. In a <b>Social Studies Skill Builder</b>, students first learn about four major physical processes by examining diagrams and conducting act-it-outs. They then use their knowledge to try to identify which physical processes are pictured in various images. Finally, they locate where in Russia each photograph was taken and place each image on a large relief map of Russia. In a <b>Writing for Understanding</b> activity, students will research and analyze information and photographs of two different Russian sites. Then they will write a letter supporting one of the sites with factual evidence as a good location for a new ecotourism resort.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• know and explain key geographic terms: <i>erosion, glaciation, physical processes, tectonic movement, volcanic activity.</i></li> <li>• understand the relationship between tectonic movement and volcanic activity around the globe.</li> <li>• be able to explain how physical processes such as tectonic movement, volcanic activity, erosion, and glaciation can shape the landscape.</li> <li>• be able to identify and analyze geographic information about Russia using relief maps, satellite images, and photographs.</li> </ul> <p><b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geoterms, reading notes, processing activity, and skill builders)</p> <p><a href="#">Chapter 17: Russia - Physical Processes at Work</a></p> <p><a href="#">Chapter 17: Russia - Physical Processes at Work</a></p>	Cooperative Learning	C	
2	5.2.A		Nonlinguistic Representation	Creativity	
3	RH.6-8.1		Summarizing & Note Taking	Critical Thinking	
4	ISTE 2		Advance Organizers	Communication	
5	WHST.6-8.2 WHST.6-8.9		Homework and Practice	Collaboration	

		<a href="#"><u>Kahoots</u></a> <a href="#"><u>National Geographic: Map Maker Website</u></a> <a href="#"><u>Geography Map Games - Europe Website</u></a>			
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1	5.1.B	<p><b>6. Lesson: The Nile River - A Journey from Source to Mouth</b></p> <p>In this lesson, students learn about key physical features and human activity that affect river systems as they flow across the surface of Earth. In a <b>Social Studies Skill Builder</b>, students examine photographs of important features along the Nile River that show how the river changes in its journey from source to mouth. They use longitude and latitude coordinates to plot the features on a map of the Nile and annotate the map to explain how those features reflect changes in the river. Then they will participate in a set of <b>Experimental Exercises</b> to help students understand—in visual and statistical terms—some of the global facts about water security. The activities are modular; use the ones that meet your students’ needs and fit with your time allocation best. In a <b>Writing for Understanding</b> activity, students will read a diagram on the water cycle and describe the process.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>define and explain key geographic terms: <i>hydroelectric potential, perennial irrigation, river basin, water cycle.</i></li> <li>understand key physical features and human activity that affect river systems by identifying how the Nile changes from source to mouth.</li> <li>understand how hydroelectric dams impact river systems around the world.</li> </ul> <p><b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geoterms, reading notes, processing activity, and skill builders)</p> <p><a href="#">Chapter 19: The Nile River</a></p> <p><a href="#">Chapter 19: The Nile River Kahoots</a></p> <p><a href="#">Chapter 19: The Nile River Quizlet</a></p> <p><a href="#">National Geographic: Map Maker Website</a></p> <p><a href="#">Geography Map Games - Africa Website</a></p>	Cooperative Learning	A	
2	3.2.C		Nonlinguistic Representation	Creativity	
4	5.2.A		Summarizing & Note Taking	Critical Thinking	
5	ISTE 2		Advance Organizers	Communication	
	WHST.6-8.2 WHST.6-8.9		Homework and Practice		

		<a href="#"><u>Geography Map Game - African Rivers Website</u></a>			
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1	5.2.B	<b>7. Lesson: Life in the Sahara and Sahel</b> <p>In this lesson, students learn about the ways people have adapted to living in the varied environments of a desert region. In a <b>Response Group</b> activity, they investigate three environments of the Saharan region—the desert, the oases, and the Sahel—and make predictions about how people have adapted to life in each. Students then read to determine the accuracy of their predictions. Students will complete a <b>RAFT Activity</b> by choosing one of the three environments and pretending they live in the region. They will record their pen pal letters telling of their life on the iPads using Adobe Voice to someone back in United States. Finally, they examine their own physical environment to identify the ways in which people have adapted to living there.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>define and explain key geographic terms: <i>desertification, drought, marginal land, and pastoral nomads.</i></li> <li>know that there the three desert regions in North Africa: the Sahara, Sahel, &amp; oasis.</li> <li>understand the ways in which people have adapted to life in these three environments.</li> <li>be able to describe the physical characteristics of three environments of the North Africa.</li> <li>be able to analyze the impact of desertification on people living in desert regions around the world.</li> </ul> <p><b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geoterms, reading notes, processing activity, and skill builders)</p> <p><a href="#">Chapter 20: Life in the Sahara and Sahel</a></p> <p><a href="#">Chapter 20: Life in the Sahara and Sahel Kahoots</a></p> <p><a href="#">National Geographic: Map Maker Website</a></p>	Cooperative Learning	A	
2	3.2.C		Nonlinguistic Representation	Creativity	
3	5.2.A		Summarizing & Note Taking	Critical Thinking	
4	RH.6-8.1		Advance Organizers	Communication	
5	ISTE 2 WHST.6-8.2 WHST.6-8.9		Homework and Practice	Collaboration	

		<a href="#"><u>Geography Map Games - Africa Website</u></a> <a href="#"><u>Chapter 20: Life in the Sahara and Sahel Quizlet</u></a>			
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1	5.1.B	<b>8. Lesson: Waiting for the Rains</b> <p>In this lesson, students learn how monsoons influence the climate of South Asia and affect the lives of the people who live there. In a <b>Social Studies Skill Builder</b>, students work in pairs to complete puzzles by correctly matching a climagraph, a climate map, a photograph, and a list of effects of and adaptations to that climate for four cities in South Asia. After assembling their puzzles and discovering how monsoons affect life in South Asia, students determine how their own climate influences human activity. Student will research the monthly average of precipitation and temperature of their own city to create and analyze a climagraph.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>define and explain key geographic terms: <i>atmospheric pressure, monsoon, orographic effect, rain shadow</i>.</li> <li>understand what monsoons are, why they occur, and how they influence climate.</li> <li>understand how climate affects other parts of the world.</li> <li>be able to examine the effects of climate and how it shapes life in four climate zones in South Asia.</li> <li>be able to create and analyze a climagraph.</li> </ul> <p><b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geoterms, reading notes, processing activity, and skill builders)</p> <p><a href="#">Chapter 27: Waiting for the Rains in South Asia</a></p> <p><a href="#">Chapter 27: Waiting for the Rains in South Asia Kahoots</a></p> <p><a href="#">National Geographic: Map Maker Website</a></p> <p><a href="#">Geography Map Games - Asia Website</a></p>	<b>Cooperative Learning</b>  <b>Nonlinguistic Representation</b>  <b>Summarizing &amp; Note Taking</b>  <b>Advance Organizers</b>  <b>Homework and Practice</b>	<b>C</b>  <b>Critical Thinking</b>  <b>Communication</b>  <b>Collaboration</b>	
2	3.2.C				
3	5.2.A				
4	RH.6-8.1				
5	ISTE 2 WHST.6-8.2 WHST.6-8.9				

1	5.1.B	<b>9. Lesson: Australia - Absolute &amp; Relative Location</b> In this lesson, students discover how Australia’s absolute and relative location have helped to shape many aspects of life there. In a <b>Social Studies Skill Builder</b> , students will learn how six aspects of life in Australia have been affected by its absolute or relative location. They will then explore whether absolute location or relative location has had a greater impact on this island continent. Students will then finish by creating a “Safe in the Sun” poster that warns about the ozone hole and skin cancer.  <b>Objectives:</b> Students will... <ul style="list-style-type: none"> <li>define and explain key geographic terms: <i>continental drift theory, endangered species, exotic species, native species, threatened species.</i></li> <li>understand how absolute location and relative location affect place.</li> <li>understand how location has played a role in shaping aspects of life in Australia.</li> <li>be able to investigate the impact of location and other factors on threatened species worldwide.</li> <li>be able to name &amp; describe the <i>relative location</i> of the continents.</li> </ul> <b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geoterms, reading notes, processing activity, and skill builders)  <a href="#">Chapter 33: What Makes Australia Unique?</a> <a href="#">Chapter 33: What Makes Australia Unique Kahoots</a> <a href="#">National Geographic: Map Maker Website</a> <a href="#">Geography Map Games - Oceania Website</a>	Cooperative Learning	<b>C</b>  <b>Creativity</b>  <b>Critical Thinking</b>  <b>Communication</b>	
2	3.2.C		Nonlinguistic Representation		
3	5.2.A		Summarizing & Note Taking		
4	RH.6-8.1		Advance Organizers		
5	ISTE 2 WHST.6-8.2		Homework and Practice		

1	5.1.B	<b>10. Lesson: The Pacific Islands</b>  In this lesson, students learn how physical and human geography affect life on three types of islands in the Pacific Ocean. In a <b>Problem Solving Groupwork</b> activity, student groups create illustrated maps of one of three island types: continental islands, volcanic islands, and atolls. They then read and interpret the illustrated maps created by their classmates, comparing and contrasting them to learn what makes each type of island unique.  <b>Objectives:</b> Students will... <ul style="list-style-type: none"><li>• know and explain key geographic terms: <i>atoll</i>, <i>continental island</i>, <i>lagoon</i>, <i>volcanic island</i>.</li><li>• understand and explain how the ocean affects life on islands in the Pacific.</li><li>• be able to create an illustrated map depicting how physical and human geography affect life on three types of islands: continental islands, volcanic islands, and atolls.</li><li>• be able to evaluate the overutilization of ocean resources and explain what is being done to protect oceans today.</li></ul> <b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geoterms, reading notes, processing activity, and skill builders)  <a href="#">Chapter 34: The Pacific Islands</a> <a href="#">Chapter 34: The Pacific Islands Kahoots</a> <a href="#">National Geographic: Map Maker Website</a> <a href="#">Geography Map Games - Oceania Website</a>	<b>Cooperative Learning</b>  <b>Nonlinguistic Representation</b>  <b>Summarizing &amp; Note Taking</b>  <b>Advance Organizers</b>  <b>Homework &amp; Practice</b>	<b>A</b>  <b>Critical Thinking</b>  <b>Communication</b>  <b>Collaboration</b>	
2	3.2.C				
3	5.2.A				
4	<b>ISTE 2</b>				
5					

1	5.1.B	<b>11. Lesson: Antarctica: Global Warming</b> <p>In this lesson, students explore how Antarctica is affected by world climate changes. In a <b>Writing for Understanding</b> activity, they “visit” Antarctica to discover why this unique and barren land is so ideal for the study of global warming. After collecting evidence at three research stations, they write a dialogue debating the theory of global warming. Students will analyze a political cartoon about two scientists debating the effects of global warming, then interpret the artist meaning based on what they learned from the lesson.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>• know and explain key geographic terms: <i>biome, global warming, ice shelf, greenhouse effect.</i></li> <li>• know that Antarctica is located at the southern-most point on Earth and is the coldest place on Earth.</li> <li>• understand the reasons why Antarctica is an ideal place for a wide variety of research, especially that concerning global warming.</li> <li>• be able to examine how global warming may be affecting Antarctica’s temperature, ice shelves, and penguin populations.</li> <li>• be able to investigate how global climate change could affect the world.</li> </ul> <p><b>Appendix Documents:</b> (Complete lesson - directions, information masters, smartboard images, handouts, preview activity, geoterms, reading notes, processing activity, and skill builders)</p> <p><a href="#">Chapter 35: Antarctica and Global Warming</a>  <a href="#">Chapter 35: Antarctica and Global Warming Kahoots</a>  <a href="#">National Geographic: Map Maker Website</a>  <a href="#">Global Warming - Fact or Fiction?</a></p>	Cooperative Learning	C	
2	3.2.C		Nonlinguistic Representation	Creativity	
4	5.1.A		Similarities & Differences	Critical Thinking	
5	RH.6-8.1		Generating & Testing Hypotheses	Communication	
	WHST.6-8.2 WHST.6-8.9		Summarizing & Note Taking Advance Organizers Homework and Practice	Collaboration	

4 5	RH 6-8.4 RH 6-8.1 WHST 6-8.9 RH.6-8.1 ISTE 2	<p><b>12. Activity: A Tortured Choice - How Water Scarcity Affects Populations</b></p> <p>Students will read and annotate an article about real-life choices made by populations facing water scarcity.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>be able to infer the conversations/feelings when the two children left behind are reunited with their father.</li> </ul> <p><b>Appendix Documents:</b></p> <p><a href="#">Student Article- A Tortured Choice</a></p> <p><a href="#">A Tortured Choice Assessment</a></p>	Summarizing and Notetaking	B Critical Thinking Communication	
2 4 5	5.1.B 3.2.C 5.2.A	<p><b>13. Activity: Exploring the Sahara</b></p> <p>Students will read facts about the land, climate and life in the Sahara. This can be done in groups, individually or as a class. If done as a class, teacher can put paper SMARTboard and highlight with the students.</p> <p><b>Objectives:</b> Students will...</p> <ul style="list-style-type: none"> <li>highlight as they read, to find answers to discussion questions.</li> <li>be able to answer questions about the land, climate and life in the Sahara.</li> </ul> <p><b>Appendix Documents:</b></p> <p><a href="#">Exploring The Sahara</a>-handout</p> <p><a href="#">The Sahara with Jeff Corwin</a>-video</p>	Summarizing & Note Taking Cooperative Learning	A	

2	5.1.B	<b>14. Activity: Understanding Desertification</b> This activity discusses causes and effects of desertification around the world. Students will read, either in groups, individually or as a class, and highlight answers to the discussion questions.  <b>Objectives:</b> Students will... <ul style="list-style-type: none"> <li>• be able to describe natural/environmental causes of desertification.</li> <li>• be able to describe human causes of desertification.</li> <li>• discuss solutions to slowing down/stopping desertification.</li> </ul> <b>Appendix Documents:</b> <a href="#">Understanding Desertification</a> -handout <a href="#">Desertification</a> -video <a href="#">Desertification in Africa</a> -video	<b>Summarizing &amp; Note Taking</b>  <b>Cooperative Learning</b>	A	
4	3.2.C				
5	5.2.A				

## Unit 4: Resources

### UNIT RESOURCES

#### **Teacher Resources:** This may include...

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| <ul style="list-style-type: none"> <li>• Geography Alive! (Textbook, Placards, CD, GeoTerms, Reading Notes, Preview and Processing activities, Visual Images)</li> <li>• Mastery Connect website</li> <li>• Google Drive website</li> <li>• Schoology website</li> <li>• World Data bank website</li> <li>• National Geographic website</li> <li>• U.S. Passports and International Travels website</li> </ul> | <ul style="list-style-type: none"> <li>• Kahoot app</li> <li>• Google Earth app</li> <li>• The World HD app</li> <li>• Adobe Voice app</li> <li>• VoiceThread</li> <li>• Quizlet app</li> <li>• NearPod app</li> <li>• Puppet Pals app</li> <li>• Prezi app</li> </ul> | <ul style="list-style-type: none"> <li>• Discovery Learning website</li> <li>• Virtual Tourist website</li> <li>• Country Reports.org website</li> <li>• World Atlas website</li> <li>• XE Currency Converter website</li> <li>• BrainPop website</li> <li>• Youtube Video website</li> </ul> |
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#### **Student Resources:** This may include...

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|---|---|--|
| <ul style="list-style-type: none"> <li>• Geography Alive! (Textbook, Placards, CD, GeoTerms, Reading Notes, Preview and Processing activities, Visual Images)</li> <li>• MC Student app (formally "Bubble Sheet")</li> <li>• Schoology website</li> <li>• Google Drive website</li> <li>• World Data bank website</li> <li>• Discovery Learning website</li> <li>• U.S. Passports and International Travels website</li> <li>• Sheppardsoftware.com website (map review)</li> </ul> | <ul style="list-style-type: none"> <li>• Kahoot app</li> <li>• The World HD app</li> <li>• Tap Quiz app</li> <li>• Adobe Voice app</li> <li>• VoiceThread website</li> <li>• Quizlet app</li> <li>• NearPod app</li> <li>• Spy Hunt app</li> <li>• Google Earth app</li> <li>• Puppet Pals app</li> </ul> | <ul style="list-style-type: none"> <li>• Prezi app</li> <li>• Our-Africa website</li> <li>• National Geographic website</li> <li>• Time and Date website (world holidays and observances)</li> <li>• Virtual Tourist website</li> <li>• Country Reports website</li> <li>• World Atlas website</li> <li>• XE Currency Converter website</li> <li>• BrainPop website</li> </ul> |
|---|---|--|