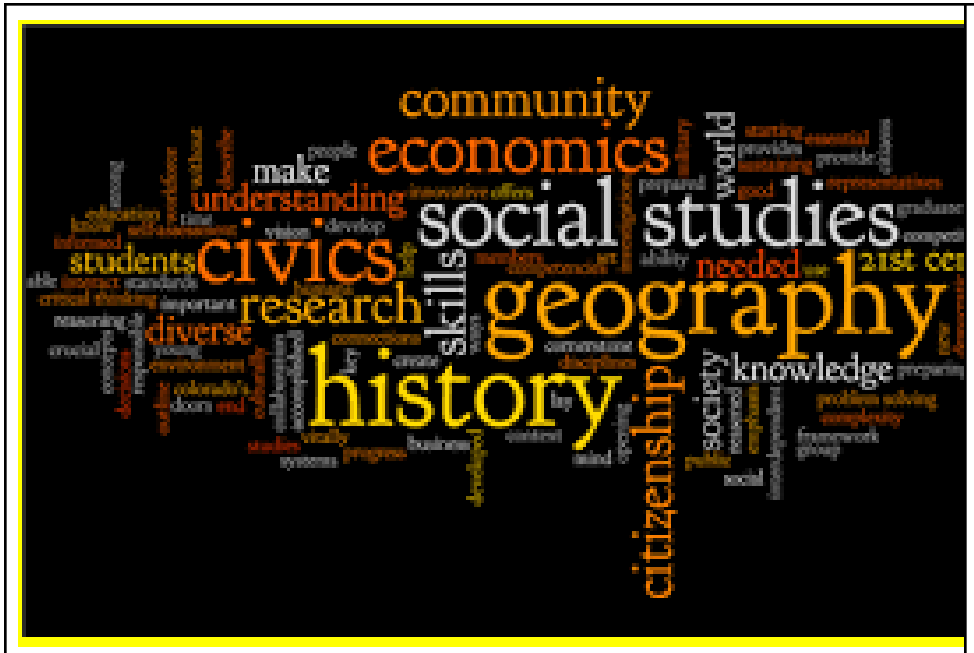
WORLD REGIONAL STUDIES CURRICULUM

(Refer to the Curriculum Template Explanation document while writing curriculum)



Grade Level(s): 6th

Curriculum Author(s): Todd Fontaine

Course Description:
6th Grade World Regional Studies focuses on the study of various world regions through geography. The class will focus on different world economies, history, human environmental interactions as well as relevant global issues. Students will be provided with opportunities to address the topics covered in the class through the use of multiple sources, inquiry in addition to generating conclusions based on contextual evidence.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Themes of Geography	How does geography, climate, and natural resources affect the way people live and work? What is culture?	Geography influences the needs, culture, opportunities, choices, interests, and skills of a population Culture is a way of life of a group of people who share similar beliefs and customs	TCC1(6-8), TCC2(6-8), CC3(6-8)
South Asia (China and India)	When is conflict necessary? How does access to natural resources influence how we live?	Conflict resolution can involve aggression, compromise, cooperation, and change Decisions concerning the allocation and use of economic / natural resources impact individuals and groups	CCE1(6-8), CCE2(6-8), CCE4(6-8)
Southeast Asia (The Koreas and Japan)	How does fear, cultural differences and a pursuit of power lead to conflict? How does the evaluation of past events help us to make future decisions?	Fear, cultural differences, and/or pursuit of power can lead to unjust actions Knowledge of the past helps one understand the present and make decisions about the future	DE1(6-8), DE4(6-8), AA4(6-8)

Sub-Saharan Africa	What impact does the scarcity of resources have on the production, distribution, and consumption of goods and services? How does the evaluation of past events help us to make future decisions?	Geography influences needs, culture, opportunities, choices, interests, and skills Knowledge of the past helps one understand the present and make decisions about the future	TI1(6-8), CCE2(6-8), CCE4(6-8)

Unit 1 - Themes of Geography

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- 6. Geo.1.a. Demonstrate spatial awareness by constructing maps to represent spatial patterns and environmental characteristics of a region.
- 6.Geo.2.b. Explain the relationship between the locations of places and regional characteristics using maps and other representations.
- 6.Geo.2.a. Explain the relationship between population and bodies of water using maps and other representations of a region.
- 6.Geo.4.b. Explain how economic decisions influence the environment and daily life within and among regions.
- 6.Geo.5.a. Analyze the cultural and environmental characteristics that have shaped a region.
- 6.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies context.
- 6.Inq.4.f. Assess individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of strategies, and potential outcomes.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- TCC1(6-8): I can ask relevant questions to evaluate possible solutions.
- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.
- CC3(6-8): I can combine new information with my own ideas to generate solutions.
- CCE3(6-8): I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.

Understandings: Students will understand that…	**Essential Questions:**
• Specific geographical features such as rivers, mountains, and other natural boundaries impact a civilization • Geography influences needs, culture, opportunities, choices, interests, and skills • Collaboration is necessary in order to be an effective	• What is geography and how does it impact a region’s culture? • Why do geographers use a variety of tools to represent the world and plan for the future? • How does geography, climate, and natural resources affect

learner and citizen • Geography can be applied to interpret the present and plan for the future • Culture is a way of life of a group of people who share similar beliefs and customs • Understanding of a region's culture is developed through the use of data as evidence to formulate explanations, reasoning and critical thinking	the way people live and work? • What does the geographic visual (map/table/graph/chart) include and what can I conclude from the information? • How do human settlements and movements relate to the location and use of natural resources? • What is culture?
Students will know… • How to interpret maps, graphs, charts and other sources to determine the cultural aspects of a region • Effectively use longitude and latitude to determine absolute and relative location • The different continents that are found on earth and how they differ based on location • How geography determines place, location and human/environmental interaction • Different how land features impact a region's culture and sustainability • Determine the impact humans have on their environment	**Students will be able to…** • Use maps, charts and other sources to determine the cultural aspects of a region • Determine an absolute and relative location using longitude and latitude • Effectively use geographic vocabulary to better understand a region • Identify the continents of the earth • Learn how geography determines place, location and human/environmental interaction • Identify various land features and how they impact a region's culture • Identify how humans interact with their environment
Key Vocabulary: Geography, Absolute Location, Hemisphere, Latitude, Longitude, Grid System, Relative Location, Place, Environment, Movement, Region, Landform, Core, Mantle, Crust, Magma, Continent, Plate, Tectonics, Fault, Earthquake, Tsunami, Weathering, Erosion, Plateau, Isthmus, Peninsula, Strait	
Assessment Evidence	
Performance Tasks:	**Other Evidence:**

• **Summative**: Students are assessed on key geography vocabulary. **CCE3(6-8)** • **Summative:** Students will create their own country utilizing specific geographic features, locations for cities as well as a national capital. **CCE3(6-8)** • **Summative:** Students will write a persuasive essay enticing people to come to their country focusing on their geographic forms and their different cities. **CCE3(6-8), CC3(6-8)**	• **Classwork/Homework:** Readings based on the themes and landforms of geography. **TCC1(6-8)** • **Classwork/Homework:** Analysis of charts, maps and graphs to draw conclusions about a country's region. **TCC2(6-8), CCE3(6-8)** • **Classwork/Homework:** Non-fiction writing - Non-fiction writing - Additional persuasive writing assignments. **TCC1(6-8), TCC2(6-8), CC3(6-8), CCE3(6-8)**
Learning Plan	
• Develop relevant questions to evaluate possible solutions. - TCC1(6-8) • Develop skills to evaluate data gathered from multiple perspectives and draw conclusions.- TCC2 (6-8) • Connection of new information with a student's prior knowledge to generate solutions. - CC3(6-8) • Participation in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers. - CCE3(6-8)	
Teacher Resources: Rand McNally World Atlas Website; Geography The World And Its People: Armstrong, Boehm, Hunkins; Teacher created assignments; Worldbook Online	

Unit 2 - South Asia (China and India)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- 6.Civ.14.a. Compare how individuals and groups have affected change in a region using historical and contemporary examples.
- 6.Eco.15.a. Explain the benefits and costs of trade policies to individuals and groups in a region.
- 6.Eco.3.a. Describe the role of supply and demand within and among regions.
- 6.Eco.4.a. Describe the role of competition in the determination of prices and wages in a region.
- 6.Geo.5.b. Compare the similarities and differences of cultural and environmental characteristics within and among regions.
- 6.Geo.5.c. Analyze how environmental characteristics have shaped political boundaries within a region.
- 6.Geo.6.a. Explain how physical characteristics of a region are connected to identities and cultures.
- 6.Geo.4.a. Explain how cultural patterns influence the environment and daily life within and among regions.
- 6.His.2.a. Classify a series of historical events and developments in a region as examples of political change and continuity.
- 6.Inq.4.a. Construct arguments using evidence from multiple sources.
- 6.Inq.4.b. Construct explanations using summary, sequence, and examples.
- 6.Geo.6.b. Explain how human characteristics of a region are connected to identities and cultures,
- 6.Inq.3.b. Identify relevant evidence from multiple sources to support claims.
- 6.Inq.1.c. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- CCE1(6-8): I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.
- CCE2(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.

Understandings: Students will understand that…	**Essential Questions:**
• Conflict resolution can involve aggression, compromise, cooperation, and change • Collaboration is necessary in order to be an effective learner and citizen • Decisions concerning the allocation and use of economic / natural / human resources impact individuals and groups • The research process requires the use of a variety of resources to ensure validity • Decisions that people make have a direct impact on the environment • Values and viewpoints influence a people's desire to seek change in society • Fear, cultural differences, and/or pursuit of power can lead to unjust actions • Citizens can change their world through action	• When is conflict necessary? • How does the consideration of different viewpoints influence how one thinks and acts? • What effect do people have on their environment? • How does access to natural resources influence how we live? • How can belief systems organize society? • How can resources lead to conflict? • Why do I research? • How and why do governments make decisions? • How do personal interests and perspectives impact civic virtues, government decisions, and human rights? • How can individuals and groups contribute to their communities and to the world?
Students will know…	**Students will be able to…**
• How ancient civilizations influence the region • The impact of revolution and its impact on a population's culture • The causes and effects protests can have on a government and their people • That graphic organizers are an effective tool for comprehending information • How to properly interpret different types of documents to draw conclusions about a topic • How large populations impact governmental decisions regarding the allocation of resources, developmental patterns and culture • How nationalism determines policies on global trade and relations with other countries in the region • How a country's geographic location influences their	• Determine how history impacts present and future decisions • Explain the basic principles that inspire revolution and how it can impact a culture • Understand how government policies can inspire protests internally and externally • Utilize graphic organizers to better manage research and writing • Interpret various documents to answer an overarching question • Determine the differences in the culture between the rural and urban areas • Understand the impact nationalism has on the decisions of a government • Gain a better understanding of a country's geographic

culture	location in the world

Key Vocabulary:

Communism, Dynasty, Emperors, Revolution, Urban, Rural, Subcontinent, Monsoon, Islam, Buddhism, Hinduism, Caste, Nonviolent protest, Injustice, Democracy, Exploited, Plunder, Famine, Oppression, Ahimsa, Captivated, Fanatic

Assessment Evidence

Performance Tasks:

- **Summative:** Students will create a Google Slide presentation on a topic of their choice that focuses on an aspect of Chinese culture and present it to the class. **CCE1(6-8), CCE2(6-8)**
- **Summative:** Students will complete a DBQ essay focusing on utilizing documents that address what is causing China's water crisis. **CCE1(6-8), CCE4(6-8), TCC2(6-8)**
- **Summative:** Students will create a detailed timeline focusing on Britain's control over the country and how Gandhi used nonviolent protests to achieve Indian independence. **CCE4(6-8)**

Other Evidence:

- **Classwork/Homework:** Readings based on the countries of India and China. **CCE1(6-8), CCE4(6-8), TCC2(6-8)**
- **Classwork/Homework:** Visual Analysis - Students analyze various images and try to determine how the images connect to the country's culture. **CCE1(6-8), CCE4(6-8),TCC2(6-8)**
- **Classwork/Homework:** Students will fill out a political map to gain a better understanding of a country's region
- **Classwork/Homework:** Map Analysis Assignments - Assignments focused on analyzing different maps to learn about a country's culture. **CCE1(6-8), CCE4(6-8), TCC2(6-8)**
- **Classwork/Homework:** Non-fiction writing - Additional persuasive writing assignments. **CCE1(6-8), CCE4(6-8), TCC2(6-8)**

Learning Plan

- Students participate in discussions between peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking. - CCE1(6-8)
- Students will use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning. - CCE2(6-8)
- Teaching of how thoughts and ideas, both verbally and in writing, can be utilized to defend my perspective through a variety of methods. - CCE4(6-8)

Teacher Resources: Rand McNally World Atlas Website; Geography The World And Its People: Armstrong, Boehm, Hunkins; Teacher created assignments; Mini DBQ; Worldbook Online

Unit 3 - Southeast Asia (The Koreas and Japan)

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- 6.Civ.6.a. Describe how political organizations have shaped people's lives in a region.
- 6.Eco.1.a. Explain how economic decisions affect the well-being of individuals, businesses, and societies within a region.
- 6.Geo.5.b. Compare the similarities and differences of cultural and environmental characteristics within and among regions.
- 6.Geo.6.a. Explain how physical characteristics of a region are connected to identities and cultures.
- 6.His.11.a. Identify the plausible maker, date, origin, and audience of a historical map using related historical sources.
- 6.His.3.a. Develop questions about historically significant regional and global economic events and issues.
- 6.Inq.3.a. Gather relevant evidence from multiple sources using both print and digital resources and databases (e.g., origin, authority, structure, context).
- 6.Inq.4.c. Critique arguments and explanations presented about events or issues in a world region.
- 6.Inq.4.e. Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes.
- 6.Inq.3.c. Develop claims and counterclaims in response to a compelling question.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- DE1(6-8): I can search for multiple perspectives and compare and contrast those perspectives.
- DE4(6-8): I can be respectful and responsible and build positive relationships with all members of the school community.
- AA4(6-8): I can seek opportunities to learn more and continue to push my thinking.
- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions.

Understandings: Students will understand that…

- Historical thinking involves using evidence and reasoning to draw conclusions about probable causes and effects, recognizing that these are multiple and complex
- Fear, cultural differences, and/or pursuit of power can lead to unjust actions
- The research process requires the use of a variety of

Essential Questions:

- Why should social scientists consider a range of sources?
- How does fear, cultural differences and a pursuit of power lead to conflict?
- What makes a source valid/reliable? How do I make sense of contradictions?
- How do personal interests and perspectives impact civic

resources to ensure validity • Different types of government are created because they are influenced by a society's political, religious, and economic philosophies • Geography influences needs, culture, opportunities, choices, interests, and skills • Knowledge of the past helps one understand the present and make decisions about the future • Organization is critical to the acquisition, application, and evaluation of information.	virtues, government decisions, and human rights? • How does geography influence, needs, culture, opportunities, choices, interests and skills? • How does the evaluation of past events help us to make future decisions? • How does the proper organization of information help better understand a topic?
Students will know… • How geography impacts population distribution and a region's culture • That the history of countries is complex and contribute to the culture of the region • How war impacts a country's culture • That the culture of rural areas differs from urban areas of a country • How democratic countries differ from those with an authoritarian government • How to cite information, determine reliability and point of view of a text to better support a position on a topic • That performance based assignments are effective at conveying information	**Students will be able to...** • Determine the cultural differences between nations and cultures • Analyze how history contributes to a country's belief system • Comprehend how war impacts a region and their culture • Utilize comprehension strategies to gain a better understand of non fiction text • Understand how rural and urban cultures differ • Identify the differences of authoritarian and democratic governments • Cite information from a text to support a position from an informational article • Complete performance based assignments to convey information being covered • Properly determine the reliability of a resource based on its source and point of view
Key Vocabulary: Archipelago, Tsunami, Intensive Cultivation, Clan, Samurai, Shogun, Megalopolis, Anthracite, Peninsula, Communism, Non Communism, Agriculture, Shinto, Buddhism, Pacific Rim	

Assessment Evidence	
Performance Tasks: ● **Summative:** Students will complete a DBQ essay focusing on utilizing documents focused on Tokyo's over population. **DE1(6-8), TCC2(6-8), AA4(6-8),DE4(6-8)** ● **Summative:** Compare and contrast writing assignment comparing North and South Korea. **DE1(6-8), DE4(6-8), AA4(6-8), TCC2(6-8)**	**Other Evidence:** ● **Classwork/Homework:** Readings based on the countries of Japan and the Koreas. **DE1(6-8), TCC2(6-8), AA4(6-8),DE4(6-8)** ● **Classwork/Homework:** Visual Analysis - Students analyze various images and try to determine how the images connect to the country's culture. **DE1(6-8), TCC2(6-8), AA4(6-8),DE4(6-8)** ● **Classwork/Homework:** Students will fill out a political map to gain a better understanding of a country's region. **AA4(6-8)** ● **Classwork/Homework:** Map Analysis Assignments - Assignments focused on analyzing different maps to learn about a country's culture. **DE1(6-8), TCC2(6-8), AA4(6-8),DE4(6-8)** ● **Classwork/Homework:** Non-fiction writing - Additional persuasive writing assignments. **DE1(6-8), TCC2(6-8), AA4(6-8),DE4(6-8)**
Learning Plan	
● Teaching of identifying multiple perspectives and comparing and contrasting those perspectives. - DE1(6-8) ● Students will identify respectful and responsible class participation routines and build positive relationships with all members of the school community. DE4(6-8) ● Opportunities will be given to students to learn more and continue to push their thinking. - AA4(6-8)	
Teacher Resources: Rand McNally World Atlas Website; Geography The World And Its People: Armstrong, Boehm, Hunkins; Teacher created assignments; Worldbook Online	

Unit 4 - Sub-Saharan Africa

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- 6.Civ.14.a. Compare how individuals and groups have affected change in a region using historical and contemporary examples.
- 6.Eco.8.a. Explain how economic decision-making in a region can affect the true cost of goods or services.
- 6.Geo.2.c. Describe changes in environmental characteristics of a region using maps and other representations in both historical and contemporary contexts.
- 6.Geo.5.d. Analyze how cultural characteristics have shaped political boundaries within a region.
- 6.His.2.a. Classify a series of historical events and developments in a region as examples of political change and continuity.
- 6.Inq.1.a. Explain how compelling and supporting questions represent key ideas about geography or other social science disciplines in the study of a world region.
- 6.Civ.6.a. Describe how political organizations have shaped people's lives in a region.
- 6.Inq.1.b. Explain how compelling and supporting questions are mutually reinforcing.
- 6.Inq.3.b. Identify relevant evidence from multiple sources to support claims.
- 6.Geo.1.a. Demonstrate spatial awareness by constructing maps to represent spatial patterns and environmental characteristics of a region.
- 6.Geo.2.b. Explain the relationship between the locations of places and regional characteristics using maps and other representations.
- 6.Geo.5.b. Compare the similarities and differences of cultural and environmental characteristics within and among regions.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TI1(6-8): I can create a plan with manageable steps to reach my goals.
- CCE2(6-8): I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- CCE4(6-8): I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.
- TCC2(6-8): I can evaluate data gathered from multiple perspectives and draw conclusions

Understandings: Students will understand that...	**Essential Questions:**
• Decisions concerning the allocation and use of economic resources impact individuals and groups • Geography influences needs, culture, opportunities, choices, interests, and skills • Global societies are diverse, creating varied perspectives, contributions, and challenges • Knowledge of the past helps one understand the present and make decisions about the future • The research process requires the use of a variety of resources to ensure validity	• What happens in the absence of government? • What impact does the scarcity of resources have on the production, distribution, and consumption of goods and services? • How does geography, climate, and natural resources affect the way people live and work? • What happens when cultures collide? • How does organizing the results of my research help me to use it? • How does the evaluation of past events help us to make future decisions? • How does a variety of resources impact the research process?
Students will know...	**Students will be able to...**
• How the allocation of resources can impact a region • That the geography of a region influences diverse cultural patterns of a population • That history directly impacts the present as well as future events • To determine how the research process encompasses a wide variety of resources to ensure validity • To effectively communicate with an audience the format of the information should be appropriate to the task. • How to cite information, determine reliability and point of view of a text to better support a position on a topic • That performance based assignments are effective at conveying information	• Determine how a country/region are impacted when there is an absence of governmental leadership • Understand how geography, climate and resources affect the culture of a region • Conclude that a collision of cultures can influence the a population • Properly organize information so that it may be used in a manner that clearly conveys the topics being presented • Determine how historical events help the population of a region to make future decisions • Cite information from a text to support a position from an informational article • Complete performance based assignments to convey information being covered

Key Vocabulary:

Drought, Desertification, Imperialism, Malaria, Trans-Atlantic Slave Trade, Forced Labor, Rule of Occupation, Free Trade, Cassava, Bauxite, Canopy, Hydroelectricity, Basin, Tsetse Fly, Poacher, Escarpments, Civil War, Refugee, Clan, Aparthied, Township

Assessment Evidence

Performance Tasks:

- **Summative:** Students will create a Google Slide presentation on a topic of their choice that focuses on a country found in Sub-Saharan Africa. **CCE2(6-8), TI1(6-8), CCE4(6-8), TCC2(6-8)**
- **Summative:** Students will complete a DBQ essay focusing on utilizing documents focused on European imperialism of Africa. **DE1(6-8), TCC2(6-8), CCE2(6-8), CCE4(6-8)**

Other Evidence:

- **Classwork/Homework:** Readings based on the countries of Japan and the Koreas. **CCE4(6-8), TI1(6-8), TCC2(6-8)**
- **Classwork/Homework:** Visual Analysis - Students analyze various images and try to determine how the images connect to the country's culture. **CCE4(6-8),TCC2(6-8)**
- **Classwork/Homework:** Students will fill out a political map to gain a better understanding of a country's region. **CCE4(6-8)**
- **Classwork/Homework:** Map Analysis Assignments - Assignments focused on analyzing different maps to learn about a country's culture. CCE4(6-8), TCC2(6-8)
- **Classwork/Homework:** Non-fiction writing - Additional persuasive writing assignments.**CCE4(6-8), TI1(6-8), TCC2(6-8)**

Learning Plan

- Teaching time management to assist in planning with manageable steps to reach my goals. TI1(6-8)
- Utilization of rubrics, peer editing, conferences, and other feedback to revise work and increase learning. - CCE2(6-8)
- Techniques will be taught to properly express thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions. - CCE4(6-8)

Teacher Resources: Rand McNally World Atlas Website; Geography The World And Its People: Armstrong, Boehm, Hunkins; Teacher created assignments; Worldbook Online