Grade 6 Social Studies
World Geography and Cultures 1

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☑ 6 ☐ 7 ☐ 8	☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** 6th Grade World Geography and Cultures 1		
Course Title:	World Geography and Cultures I		
Prerequisite(s):	Grade 6 enrollment		
Course Description: *Program of Studies*	This is the first of two courses in World Geography that students begin in grade 6. In World Geography and Cultures 1, students will conduct an in-depth study of Southwest Asia, North Africa, Europe, and Southeast Asia. For each region, students will explore the physical and human geography, history, cultures, economics, and civic structures of diverse areas of the world. Students will explore how to use maps and geographic representations to acquire, process, report, and analyze information from a spatial perspective. Students will develop a wide range of social studies knowledge and skills to foster a general understanding of the increasingly interdependent world in which we live. In studying the physical and human characteristics of places, they will understand how culture, experience, and the physical environment influence the evolution of societies and civilizations. Students will explore the characteristics, distribution, and migration of human populations and the complexity and diversity of cultures worldwide. Furthermore, students will explore how the forces of cooperation and conflict among people influence the division and control of Earth's surface and how changes occur in the meaning, use, distribution, and importance of resources. The Universal Declaration of Human Rights serves as a throughline across units, guiding students in examining human rights conditions in various countries, both past and present. Sixth-grade World Geography and Cultures I connects the past to the present, allowing students to recognize patterns and themes that shape their world today.		

Course Essential Questions:	● How does physical geography influence the development and significance of different regions and cultures worldwide? ● How does geography shape the ways people live, work, and interact in different cultures? ● How did civilizations develop in North Africa and South Africa? ● How have major turning points in European history impacted Western Civilization? ● How have key events and leaders shaped the fight for human rights in South Asia?	
Course Enduring Understandings:	● Physical characteristics, including geography, climate, and natural resources, profoundly influence the economic activities, cultural practices, and identities of people living in a region. This connection between land and livelihood forms the foundation of regional development. ● Understanding spatial concepts like absolute and relative location, built environments, natural features, and population density is essential in shaping the identity and character of a region. These factors determine how societies interact with their environments and each other. ● Geographers use the five themes of geography:~~,~~ (1) location, (2) place, (3) human-environment interaction, (4) movement, and (5) region, to explore how people live in different parts of the world. These geographic factors help shape civilizations. ● Civilizations form around cities and are shaped by creating governance systems, communication, social structures, and advancements in art, architecture, and labor specialization. These systems establish the foundation for economic, political, and cultural development. ● Human characteristics such as architecture, language, religion, and customs reflect the cultural identities and historical developments of different regions. These traits provide insight into how societies have evolved and the connections that define cultural diversity. ● The *Universal Declaration of Human Rights*, adopted by the United Nations in 1948, establishes fundamental rights and freedoms for all individuals, regardless of nationality, ethnicity, religion, or gender. This framework serves as a benchmark for advocating equality and justice worldwide.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit (s) ☐ 1.0 Credit(s) ☐ 1.5 Credit(s) ☑ N/A

Course Materials/Resources:	*National Geographic: World Cultures and Geography,* 2026 *I am Malala* by Patricia McCormick and Malala Yousafzai
FPS Course Academic Expectation(s):	☑ Exploring and Understanding (EU) ☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)
Year at a Glance (Units):	**Unit 1:** The Essentials of Geography and Culture (~8-10 weeks) **Unit 2:** Southwest Asia and North Africa (~8-10 weeks) **Unit 3:** Europe (~8-10 weeks) **Unit 4:** South Asia (~8-10 weeks)

Unit Number and Title:	**Unit 1:** The Essentials of Geography and Culture
Duration:	~8-10 weeks
Resource(s):	*World Cultures and Geography* by National Geographic
Unit Overview:	The culture and geography of world regions reveal patterns of continuity, change, and interactions with natural resources. In this unit, grade six students will investigate the Five Themes of Geography and research how location, place, human-environment interaction, movement, and region reveal distinct cultures around the world. They will analyze human-environment interactions, including population density, access to natural resources, climate, and land use, using disciplinary tools and resources that support planning and developing inquiries. Students will evaluate historical sources and communicate knowledge and ideas about world geography and culture. When possible, lessons in this unit will be in collaboration with the Library Media Department.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 6.Geo.1.a. Demonstrate spatial awareness by constructing maps to represent spatial patterns and environmental characteristics of a region (e.g., absolute location, built environment, natural features, population density, relative location). 6.Geo.2.a. Explain the relationship between population and bodies of water using maps and other representations of a region (e.g., Red Sea, Caspian Sea, Persian Gulf, Lake Victoria). 6.Geo.6.a. Explain how physical characteristics of a region are connected to identities and cultures (e.g., agriculture in Ukraine, Indian Diaspora, Ethiopian highlands). 6.Geo.6.b. Explain how human characteristics of a region are connected to identities and cultures (e.g.,built environment, language, world religions). 6.Geo.4.b. Explain how economic decisions influence the environment and daily life within and among regions (e.g., agriculture, energy production, population density, resource extraction, waste disposal).

	National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards *DIMENSION 1: Developing Questions and Planning Inquiry* *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.* *DIMENSION 2: Applying Disciplinary Concepts and Tools* *See CT Elementary and Secondary Social Studies Standards listed above.* *DIMENSION 3: Evaluating Sources and Using Evidence* *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.3.b. Identify relevant evidence from multiple sources to support claims.* *DIMENSION 4: Communicating Conclusions and Taking Informed Action* *6.Inq.4.b. Construct explanations using summary, sequence, and examples.*
Essential Question(s):	How does geography shape the ways people live, work, and interact in different cultures?
Enduring Understanding(s):	● Spatial awareness involves understanding map skills such as absolute and relative location, built environments, natural features, and population density, collectively shaping a region's identity and character. ● Physical characteristics such as geography, climate, and natural resources significantly influence the economic activities, cultural practices, and identities of people living in a region. ● Human characteristics like architecture, language, and religion reflect different regions' cultural identities and historical developments, illustrating the connections between human activity and cultural diversity. ● The study of regional identities and cultures requires examining the interaction between physical and human characteristics, demonstrating how these factors shape societal norms, economic choices, and environmental sustainability.
Learning Goal(s): *Students will know and will be able to use their learning to:*	**Content:** (Students will know…) ● spatial thinking and how geographers use the five themes of geography, including: ○ location,

(Content/ Skills)	○ place, ○ human-environment interaction, ○ movement, and ○ region. ● geographers use the six essential elements, including: ○ the world in spatial terms, ○ places and regions, ○ physical systems, ○ human systems, ○ environment and society, and ○ the uses of geography to study physical processes and human systems. ● absolute location. ● relative location. ● regions of the world. ● continents of the world. ● cartography. ● GPS (global positioning system and GIS (geographic information systems). ● essentials of maps and globes. ○ latitude ○ longitude ○ equator ○ prime meridian ○ hemisphere ○ scale ● different types of maps. ○ physical ○ political ○ thematic ● culture is a group's way of life formed by language, beliefs, customs, food, clothing, and arts. ● civilization is a large group of people living together in organized communities with a system of government.

	○ cities ○ technology ○ religions ○ writing ○ specialized jobs ● the origins and rise of polytheistic and monotheistic religions. ○ Christianity ○ Islam ○ Judaism ○ Hinduism ● the five types of government. ○ monarchy ○ democracy ○ oligarchy ○ dictatorship ○ communism ● the origins of the United Nations and the Universal Declaration of Human Rights. **Skills:** (Students will be able to…) ● develop political and physical maps of regions of the world as ongoing reference guides. ● identify and apply the five themes of geography (location, place, human-environment interaction, movement, and region) to real-world examples. ● compare absolute and relative location of different regions and continents. ● interpret maps and globes using latitude, longitude, the equator, the prime meridian, and hemispheres. ● differentiate between types of maps and their purposes. ● demonstrate the use of cartography, GPS, and GIS to analyze spatial information. ● distinguish between culture and civilization by identifying the characteristics of organized communities. ● compare the characteristics of monotheistic and polytheistic religions.

	● explain how religions influence cultural and social structures. ● summarize the purpose and key principles of the United Nations and the Universal Declaration of Human Rights.

Unit Number and Title:	**Unit 2**: Southwest Asia and North Africa
Duration:	~8-10 weeks
Resource(s):	*National Geographic: World Cultures and Geography,* 2026
Unit Overview:	In this unit, students will explore the essential question: How do civilizations develop? Students will analyze how the environment shaped early settlement patterns, cultural identities, and economic activities by examining the physical geography of Southwest Asia and North Africa, including deserts, river valleys, and mountain ranges. They will investigate how the Agricultural Revolution and fertile river systems like the Nile, Tigris, and Euphrates supported the rise of complex civilizations such as Egypt and Mesopotamia. Students will examine how advancements in governance, communication, writing, trade, and labor specialization contributed to the growth and legacy of these civilizations. Students will analyze maps, historical sources, and cultural artifacts to understand the development of social structures, belief systems, and human rights. They will also explore the origins and spread of Judaism, Christianity, and Islam and consider how the region's historical legacies continue to shape modern societies, including challenges faced by cities like Cairo. By connecting past and present, students will better understand how civilizations emerge and evolve in response to their environments and societal needs.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 6.Geo.2.b. Explain the relationship between the locations of places and regional characteristics using maps and other representations (e.g., religious centers, Nile River flooding, sea level rise in Venice, New Northwest Passage). 6.Geo.5.a. Analyze the cultural and environmental characteristics that have shaped a region (e.g., climate in Northern vs. Southern Europe, pastoralist communities in South Asia). 6.Geo.5.c. Analyze how environmental characteristics have shaped political boundaries within a region (e.g., Pyrenees Mountains, Strait of Gibraltar, the Alps, Gobi Desert, Ural Mountains). 6.Geo.6.a. Explain how physical characteristics of a region are connected to identities and cultures

	(e.g., agriculture in Ukraine, Indian Diaspora, Ethiopian highlands). 6.Geo.6.b. Explain how human characteristics of a region are connected to identities and cultures (e.g.,built environment, language, world religions). 6.Geo.5.d. Analyze how cultural characteristics have shaped political boundaries within a region (e.g., linguistics, religion, tribal affiliation). 6.Geo.4.b. Explain how economic decisions influence the environment and daily life within and among regions (e.g., agriculture, energy production, population density, resource extraction, waste disposal). 6.Geo.4.b. Explain how economic decisions influence the environment and daily life within and among regions (e.g., agriculture, energy production, population density, resource extraction, waste disposal). 6.Eco.1.a. Explain how economic decisions affect the well-being of individuals, businesses, and societies within a region (e.g., Organization of the Petroleum Exporting Countries, South Asia Food and Nutrition Security Initiative, National Human Development Initiative, FIFA World Cup). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry 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. DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence 6.Inq.3.b. Identify relevant evidence from multiple sources to support claims. 6.Inq.3.c. Develop claims and counterclaims in response to a compelling question. DIMENSION 4: Communicating Conclusions and Taking Informed Action 6.Inq.4.a. Construct arguments using evidence from multiple sources. 6.Inq.4.b. Construct explanations using summary, sequence, and examples.
Essential Question(s):	How did civilizations develop in North Africa and Southwest Asia?

Enduring Understanding(s):	● Civilizations develop around cities and are shaped by the creation of systems for governance, communication, and social structure, as well as by advancements in art, architecture, and labor specialization ● The diverse physical geography of Southwest Asia and North Africa, including deserts, mountains, and fertile river valleys, has shaped the development of unique cultural identities and economic activities across the region. ● Cultural characteristics, including language, religion, and traditional customs, play significant roles in shaping regional identities, societal norms, and the protection of human rights across Southwest Asia and North Africa. ● The rich historical legacies of ancient civilizations such as Egypt, Mesopotamia, and the Phoenicians have profoundly influenced Southwest Asia and North Africa's cultural development and societal structures. ● The development of writing systems, such as hieroglyphs in ancient Egypt and cuneiform in Mesopotamia, marked significant advancements in recording knowledge, communication, and cultural preservation in Southwest Asia and North Africa.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● Southwest Asia and North Africa's physical and climatic conditions. ○ political boundaries ○ rivers ○ Tigris ○ Euphrates ○ Nile ○ fertile crescent ● conditions that allowed civilizations to develop and flourish. ○ rivers v. deserts ○ fertile land ● conditions that allowed advanced societies to form and flourish. ○ shift from hunting and gathering to farming ● the importance of the Agricultural Revolution.

	○ food surpluses ○ population growth ○ transition from nomadic lifestyle to settled communities ○ specialization ● the three monotheistic religions. ○ Judaism ○ Christianity ○ Islam ● the spread of the monotheistic religions. ● the rise of Egyptian civilization (one of the oldest and longest-lived civilizations in history). ○ Nile River ○ hieroglyphics ○ role of the Pharaohs ○ advanced architecture ○ stable food surpluses ○ centralized governance ○ social hierarchies ○ advanced trade networks ● historical issues and challenges still impact modern-day Cairo. **Skills:** (Students will be able to…) ● analyze maps, geographic data, and climate patterns to explain how the physical features and climatic conditions of Southwest Asia and North Africa influenced early civilizations. ● examine how the Agricultural Revolution and the availability of fertile land along rivers such as the Tigris, Euphrates, and Nile led to the growth of civilizations. ● identify how ancient innovations in governance, trade, and agriculture in Mesopotamia and Egypt shaped modern societies and economies in the region. ● discover the benefits and costs of the Agricultural Revolution on humans. ● conduct research, organize information, and weigh evidence about a major historical era. ● investigate the origins, core beliefs, and historical spread of Judaism, Christianity, and Islam to

	understand their impact on societies past and present. ● research and discuss how historical challenges, human rights concerns, and environmental issues continue to affect modern cities like Cairo and broader regions in Southwest Asia and North Africa.

Unit Number and Title:	**Unit 3:** Europe
Duration:	~8-10 weeks
Resource(s):	*National Geographic: World Cultures and Geography,* 2026
Unit Overview:	In this unit, students will explore the impact of major historical turning points on the development of Western Civilization. Through the study of Europe's geography, students will examine how landforms, rivers, and natural resources have shaped economic activities, cultural practices, and patterns of settlement. Students will investigate key historical periods, including Ancient Greece, the Roman Empire, the Middle Ages, the Renaissance, and the World Wars, to understand how each contributed to the political, economic, and social development of Europe and the modern Western world. They will analyze how ideas like democracy, systems of law, scientific thought, and human rights emerged and evolved. Students will also develop and use maps and evaluate historical sources to explore the legacy of classical civilizations and the impact of global conflict on human rights. By making connections between past and present, students will better understand Europe's influence on today's world and the continuing development of Western Civilization. When possible, lessons in this unit will be in collaboration with the Library Media Department.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 6.Geo.2.b. Explain the relationship between the locations of places and regional characteristics using maps and other representations (e.g., religious centers, Nile River flooding, sea level rise in Venice, New Northwest Passage). 6.Geo.5.a. Analyze the cultural and environmental characteristics that have shaped a region (e.g., climate in Northern vs. Southern Europe, pastoralist communities in South Asia). 6.Geo.6.a. Explain how physical characteristics of a region are connected to identities and cultures (e.g.,agriculture in Ukraine, Indian Diaspora, Ethiopian highlands).

	6.Civ.6.a. Describe how political organizations have shaped people's lives in a region (e.g., International Monetary Fund, African Union, Asia-Pacific Economic Cooperation, European Union, United Nations, World Health Organization). 6.Geo.6.b. Explain how human characteristics of a region are connected to identities and cultures (e.g., built environment, language, world religions). 6.His.2.a. Classify a series of historical events and developments in a region as examples of political change and continuity (e.g., Fall of Rome, Korean Demilitarized Zone, Fall of Saigon, Partition of India). 6.Eco.1.a. Explain how economic decisions affect the well-being of individuals, businesses, and societies within a region (e.g., Organization of the Petroleum Exporting Countries, South Asia Food and Nutrition Security Initiative, National Human Development Initiative, FIFA World Cup). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry 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 view represented in the sources. DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence 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.3.b. Identify relevant evidence from multiple sources to support claims. DIMENSION 4: Communicating Conclusions and Taking Informed Action 6.Inq.4.a. Construct arguments using evidence from multiple sources. 6.Inq.4.b. Construct explanations using summary, sequence, and examples. 6.Inq.4.d. Present arguments and explanations about a local, regional, or global problem to reach a target audience using print, oral, and digital technologies.

Essential Question(s):	● How have major turning points in European history impacted Western Civilization?
Enduring Understanding(s):	● The diverse regions of northern and southern Europe have influenced economies, lifestyles, and cultural practices, showcasing adaptations such as agriculture and tourism that are specific to each. ● Europe's historical development has been shaped by key periods and events such as the Roman Empire, the Middle Ages, the Renaissance, the Industrial Revolution, the World Wars, the formation of the European Union, and organizations such as the United Nations, which have had lasting impacts on its political and social structures, as well as human rights. ● Human characteristics such as language diversity, architectural styles, and religious traditions play integral roles in shaping the identities and cultural landscapes of European societies, reflecting historical migrations, conquests, and interactions. ● Economic systems, such as the establishment of trade routes, maritime exploration, and the Industrial Revolution, have been pivotal in shaping Europe's economic prosperity and global influence over centuries.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● European geography. ○ political boundaries ○ diverse landforms ○ rivers ○ natural resources ● the impact of Ancient Greece on modern civilization. ○ concept of democracy ○ Greek Mythology ○ architecture ○ philosophy and learning ● the impact of the Roman Republic and the Roman Empire on modern civilization ○ concept of democracy ○ spread of Christianity ○ city planning and public works

	○ Roman architecture ○ expansion of empire ● the development of the Middle Ages from 500 to 1500. ○ the feudal system ○ significance of the Roman Catholic Church ○ social and economic stability ○ lack of social mobility ○ The Black Death ● the Renaissance was a rebirth of art and learning that started in Italy in 1300. ○ characteristics of Renaissance Art ○ Humanism ○ Scientific Revolution ○ Martin Luther and the Reformation ○ challenges to traditional authority ● the outbreak and course of the World Wars. ○ the development of global enemies and alliances ○ and the rise of nationalism ○ new technology in warfare ○ post-war political boundaries ○ Treaty of Versailles ○ rise of dictatorship ● impact of the World Wars. ○ political and physical maps ○ The Holocaust ○ The United Nations and Universal Declaration of Human Rights ○ The creation of Israel by the United Nations **Skills:** (Students will be able to…) ● develop political and physical maps of Europe to serve as an ongoing reference. ● use maps, graphs, and geographic data to examine how Europe's landforms, rivers, and natural

	resources have influenced economic activities, settlement patterns, and cultural practices throughout history. ● investigate how major historical events like the fall of the Roman Empire, the Renaissance, and the World Wars influenced the political, social, and economic structures, and how these events contributed to the development of Western Civilization. ● identify credible sources and gather relevant information to investigate an aspect of Ancient Greek or Roman civilization, answering the supporting question: "How was [topic] important to ancient Greek or Roman civilization?" ● evaluate primary and secondary sources to understand how specific aspects of Ancient Greek or Roman culture, such as government, architecture, or religion, influenced the development of Western civilization. ● present research findings in a group setting, discussing the importance of chosen topics in Ancient Greek and Roman civilizations.

Unit Number and Title:	**Unit 4:** South Asia
Duration:	~8-10 weeks
Resource(s):	*National Geographic: World Cultures and Geography,* 2026 *I Am Malala* by Patricia McCormick and Malala Yousafzai
Unit Overview:	South Asia's diverse physical geography, including the towering Himalayas, fertile river valleys, and seasonal monsoons, has shaped the region's civilizations, economies, and cultural traditions. The legacies of powerful empires influenced governance, trade, and societal structures, while religious traditions like Hinduism, Buddhism, and Islam have played a central role in shaping identities and political boundaries. Colonization and independence movements illustrate the region's ongoing fight for self-determination and human rights. Contemporary activists, such as Malala Yousafzai, continue this legacy by advocating for education and gender equality, demonstrating the lasting impact of nonviolent resistance. Through geographic analysis, historical inquiry, and evaluation of human rights movements, students will explore how key events and leaders have shaped South Asia's past and continue to influence its present and future. Students will read *I Am Malala* as a cross-curricular read in both Social Studies and English classes.
Learning Goals	
Standard(s):	*Connecticut Elementary and Secondary Social Studies Standards* 6.Geo.5.a. Analyze the cultural and environmental characteristics that have shaped a region (e.g., climate in Northern vs. Southern Europe, pastoralist communities in South Asia). 6.Geo.6.a. Explain how physical characteristics of a region are connected to identities and cultures (e.g.,agriculture in Ukraine, Indian Diaspora, Ethiopian highlands). 6.Geo.6.b. Explain how human characteristics of a region are connected to identities and cultures (e.g., built environment, language, world religions). 6.Geo.5.d. Analyze how cultural characteristics have shaped political boundaries within a region (e.g., linguistics, religion, tribal affiliation). 6.His.2.a. Classify a series of historical events and developments in a region as examples of political

	change and continuity (e.g., Fall of Rome, Korean Demilitarized Zone, Fall of Saigon, Partition of India). 6.Eco.1.a. Explain how economic decisions affect the well-being of individuals, businesses, and societies within a region (e.g., Organization of the Petroleum Exporting Countries, South Asia Food and Nutrition Security Initiative, National Human Development Initiative, FIFA World Cup). 6.His.3.a. Develop questions about historically significant regional and global economic events and issues (e.g., European Sovereign Debt Crisis, Association of Southeast Asian Nations, COVID-19 policy responses, Asia-Pacific Free Trade). 6.Civ.14.a. Compare how individuals and groups have affected change in a region using historical and contemporary examples (e.g., World Wildlife Fund, Malala Yousafzai, Mohandas Gandhi, women's rights in Saudi Arabia, Free Thai Movement). *National Council for the Social Studies (NCSS) College, Career, and Civic (C3) Frameworks for Social Studies State Standards* DIMENSION 1: Developing Questions and Planning Inquiry 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. DIMENSION 2: Applying Disciplinary Concepts and Tools See CT Elementary and Secondary Social Studies Standards listed above. DIMENSION 3: Evaluating Sources and Using Evidence 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.3.b. Identify relevant evidence from multiple sources to support claims. DIMENSION 4: Communicating Conclusions and Taking Informed Action 6.Inq.4.d. Present arguments and explanations about a local, regional, or global problem to reach a target audience using print, oral, and digital technologies. 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.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.
Essential Question(s):	● How have key events and leaders shaped the fight for human rights in South Asia?
Enduring Understanding(s):	● The diverse physical environments, such as mountains, rivers, and plains, and cultural characteristics, including languages, religions, and traditions, have significantly shaped the identities, lifestyles, resilience, and societal structures of South Asian people. ● Historical and cultural factors have played significant roles in determining the political boundaries within South Asia. ● Cultural factors such as Hinduism, Islam, Buddhism, and diverse linguistic traditions have played important roles in shaping societal norms, political affiliations, and regional identities in South Asia. ● The advocacy and activism of individuals like Malala Yousafzai for girls' education and human rights in South Asia have sparked global awareness, societal change, and discussions on gender equality, human rights, education access, and social justice.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the political geography of the subcontinent of South Asia. ○ India ○ Pakistan ○ Bangladesh ○ Bhutan ○ the Maldives ○ Nepal ○ Sri Lanka ● the physical geography of South Asia. ○ Himalayan Mountains ○ the Ganges ○ Indus Rivers ○ Deccan Plateau ○ Ganges Delta

	● the impact of climate on socioeconomic life in South Asia. ○ summer monsoons ○ winter monsoons ○ water scarcity ○ flooding ○ pollution ● the historical empires of South Asia ○ the Mauryan Empire ○ the Gupta Empire ○ the Mughal Empire ○ strong governments ○ territorial expansion ○ cultural and technological advancement ● the influence of religion on culture and society. ○ Hinduism ○ Buddhism ○ Islam ● British colonization and independence. ○ The Raj ○ Mohandas Gandhi ○ civil disobedience ○ independence in 1947 ○ the Indian Independence Act ○ Partition ■ majority Hindu India ■ majority Muslim Pakistan ● the significance and legacy of Malala Yousafzai ○ rise of terrorism in the region ○ 2014 Nobel Peace Prize recipient ○ civil disobedience ○ civil rights for girls in Pakistan and around the world

	Skills: (Students will be able to…) ● develop political and physical maps of South Asia to serve as an ongoing reference. ● use maps, geographic data, and climate patterns to examine how South Asia's physical features, such as the Himalayas, the Ganges and Indus Rivers, and seasonal monsoons, have influenced settlement, culture, and economic activities. ● identify and classify key historical developments, such as the rise and fall of Indian Empires, British colonization, and the Indian Independence Movement, to determine how political boundaries and governance have evolved in South Asia. ● discover how Hinduism, Buddhism, and Islam have shaped South Asian societies, including their influence on social structures, traditions, and political developments. ● investigate the contributions of Mohandas Gandhi and Malala Yousafzai to human rights activism, comparing their methods of nonviolent resistance and assessing their impact on global movements for social justice.