

Davison Community Schools
ADVISORY CURRICULUM COUNCIL
6th Grade Social Studies
Phase I/II, 6-13-17

6th Grade CI World Geography

6th Grade Course Essential Questions (Geographic Perspective)

1. What are the natural characteristics of earth?
2. What are human characteristics of earth?
3. How do people interact with the earth?

Phase II Curriculum

Unit 1: Foundations of World Geography

Essential Questions:

1. How can the five themes of geography help us investigate our world?
2. How can maps help us understand our world?

Essential Understanding:

1. Geographers use the 5 themes of geography to study our world.
2. Maps can help us locate physical and human characteristics in our world.

Curriculum Standards- DOK noted where applicable with Standards

History

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.

Geography

G1 The World in Spatial Terms: Geographical Habits of Mind

Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

G1.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective

6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.

6-G1.1.1 Use maps, globes and web based geography technology to investigate the world at global, interregional, regional and local scales.

6 – G1.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).

6-G1.1.2 Draw a sketch map or add information to an outline map of the world or a world region.

G1.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

6 – G1.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.

6-G1.2.2 Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers.

6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

6-G1.2.4 Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.

6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer

geographic questions.

6-G1.2.5 *Locate and use information from Geographic Information Systems (GIS) and satellite remote sensing to answer geographic questions.*

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

6– G1.3.1 *Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.*

6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

6 – G1.3.2 *Use maps of physical features, land-use, and transportation to generalize about the reasons for the distribution of population.*

6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

6 – G1.3.3 *Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.*

G4.4 Forces of Cooperation and Conflict

Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.

6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).

6 – G4.4.1 *Identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., control/use of natural resources, power, wealth, and cultural diversity).*

G5.2 Physical and Human Systems

Describe how physical and human systems shape patterns on the Earth's surface.

6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).

6– G5.2.1 *Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change.*

History

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.

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Geography

1 The World in Spatial Terms: Geographical Habits of Mind

Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

G1.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective

7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

7 – G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).

G1.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

7 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.

7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

Knowledge/Content

I Know ...

- Continents are large landmasses.
- The hemispheres are north, south, east and west.
- The title, legend, compass rose, Prime Meridian and equator are used to interpret maps.
- Geography is the study of our earth and how humans interact with it.
- The five themes of geography are movement, region, human-environment interactions, location and place.
- Human geography is the study of how humans interact with earth.
- Physical geography is natural characteristics such as landforms, bodies of water, vegetation and climate.

Vocabulary

- 5 themes of Geography (*Movement, Region, Human-Environment Interactions, Location and Place*)
- human geography
- physical geography
- hemisphere

Skills/Processes

I Can ...

- Draw a sketch map of the world from memory
- Label continents and oceans
- Name hemispheres: north, south, east and west
- Identify elements of a map: title, legend, compass rose, Prime Meridian, equator
- Define geography as the study of our earth and how humans interact with it
- List the 5 themes of geography
- Explain the difference between human and physical geography and give examples of each

Phase II Curriculum

Unit 2: The World in Spatial Terms

Essential Questions:

1. How do geographers study our world?
2. How do the physical (natural) features of earth present challenges and opportunities for human societies?
3. How can a natural disaster effect people's lives?

Essential Understanding:

1. Geographers divide the earth into regions, areas with similar characteristics, to study our world.
2. The geography of an area effects the way of life for people.
3. Natural disasters can have a negative impact people.

Curriculum Standards- DOK noted where applicable with Standards

Geography

G1 The World in Spatial Terms: Geographical Habits of Mind

Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

G1.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective

6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.

6– G1.1.1 Use maps, globes, and web based geography technology to investigate the world at global, interregional, regional, and local scales.

6 – G1.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).

6 – G1.1.2 Draw a sketch map or add information to an outline map of the world or a world region.

G1.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

6 – G1.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.

6 – G1.2.2 Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers.

G1.2 Geographical Inquiry and Analysis

Use skills of geographic inquiry and analysis to answer important questions about relationships between people, their cultures, and their environment, in their community and within the larger world context. Students use information to make reasoned judgments based on the authenticity of the information, their skill at critically analyzing the information, and presenting the results.

6– G1.2.3 Use, interpret and create maps and graphs representing population characteristics, natural features, and land-use of the region under study.

6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

6– G1.2.4 Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.

6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.

6– G1.2.5 Locate and use information from Geographic Information Systems (GIS) and satellite remote sensing to answer geographic questions.

6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth. The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables student to observe, describe,

and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.

6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

6 – G1.3.2 Use maps of physical features, land-use, and transportation to generalize about the reasons for the distribution of population.

.G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

G2 Places and Regions

Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions.

Analyze the physical and human characteristics of places and regions.

G2.1 Physical Characteristics of Place Describe the physical characteristics of places.

6 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

6 – G2.1.1 Locate and describe the landforms, ecosystems, and the climate of the region under study

6 – G2.1.2 Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.

6 – G2.1.2 Describe the basic patterns and processes of plate tectonics (e.g., plates, plate boundaries, uplift, earthquakes, volcanos and the ring of fire).

G2.2 Human Characteristics of Place

Describe the human characteristics of places.

6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).

6 – G2.2.2 Explain how communities are affected positively or negatively by changes in technology.

G3.2 Ecosystems

Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.

6 – G3.1.2 Explain the factors which cause different types of climates (e.g., latitude, elevation, marine and continental locations, and rain shadow effect).

6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).

6– G3.2.2 Identify major ecosystems of the region under study and explain why some provide greater opportunities (fertile soil, length of growing season, precipitation) for humans and how landuse changes with technology.

G5.2 Physical and Human Systems

Describe how physical and human systems shape patterns on the Earth's surface.

6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).

6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change.

6– G5.2.2 Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.

Civics & Government

C4 Relationship of United States to Other Nations And World Affairs

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.

C4.3 Conflict and Cooperation Between and Among Nations Explain the various ways that nations interact both positively and negatively.

6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).

6– C4.3.3 Analyze the impact of treaties, agreements, and international organizations on global issues.

History

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

G1.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective

7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

G1.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.

7 – G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.

7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

7 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.

7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

G2 Places and Regions Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.

G2.1 Physical Characteristics of Place

Describe the physical characteristics of places.

7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

G2.2 Human Characteristics of Place

Describe the human characteristics of places.

7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).

G3.2 Ecosystems

Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.

7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).

5.2 Physical and Human Systems

Describe how physical and human systems shape patterns on the Earth's surface.

7 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).

Civics & Government

C4 Relationship of United States to Other Nations And World Affairs

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.

C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that nations interact both positively and negatively.

7 – C4.3.1 Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • The title and legend can help determine the purpose of a map. • A region is an area with similar characteristics. • There are three main climate regions: polar, temperate and tropics. • There are many different physical features including mountains, lakes, rivers, deserts, oceans, grasslands, volcanoes, glaciers, rainforests, etc. • Changes in the physical environment impacts human activities in both positive and negative ways. • Earthquakes, volcanoes and tsunamis are natural disasters that can negatively effect people. <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • climate (polar, temperate and tropic) • natural disasters • physical geography/features: mountains, deserts, grasslands, glaciers, rainforests; bodies of water: river, ocean, sea, gulf, bay 	<ul style="list-style-type: none"> • Draw a sketch map of the world from memory • Identify the purpose of a map by reading the title and looking at the legend • Explain what a region is and give an example • Identify the climate regions: polar, temperate and tropics • List physical features of earth such as mountains, lakes, rivers, deserts, oceans, grasslands, volcanoes, glaciers, rainforests, etc. • Give examples of how humans use physical features to meet their basic needs and adapt to the environment • Explain natural hazards are most likely to occur in the Ring of Fire along the tectonic plates • Explain how earthquakes, tsunamis, tropical cyclones, and volcanoes can impact people

Phase II Curriculum

Unit 3: Population and Migration

Essential Questions:

1. Why do people move?
2. Why are certain areas more populated than others?

Essential Understanding:

1. People move for a variety of reasons.
2. The movement of people affects how population grows in different areas.

Curriculum Standards- DOK noted where applicable with Standards

6th Grade

History

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

6 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

6 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

6 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.

W1 WHG Era 1 – The Beginings of Human Society: Beginings to 4000 B.C.E./B.C.

Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

W1.1 Peopling of the Earth

Describe the spread of people in the Western Hemisphere in Era 1.

6 – W1.1.1 Describe the early migrations of people among Earth's continents (including the Beringa Land Bridge).

6 – W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).

Geography

G1 The World in Spatial Terms: Geographical Habits of Mind

Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

G1.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective

6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.

6 – G1.1.1 Use maps, globes, and web based geography technology to investigate the world at global, interregional, regional, and local scales.

6 – G1.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States)

6– G1.1.2 Draw a sketch map or add information to an outline map of the world or a world region.

G1.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

6 – G1.2.3 Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.

6 – G1.2.3 Use, interpret and create maps and graphs representing population characteristics, natural features, and land-use of the region under study.

6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

6 – G1.2.4 Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.

6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.

6 – G1.2.5 Locate and use information from Geographic Information Systems (GIS) and satellite remote sensing to answer geographic questions.

6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.

6– G1.2.6 Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

6– G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

6– G1.3.2 Use maps of physical features, land-use, and transportation to generalize about the reasons for the distribution of population.

6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

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G2.2 Human Characteristics of Place

Describe the human characteristics of places.

6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

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G3.2 Ecosystems

Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.

6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).

6 – G3.2.2 Identify major ecosystems of the region under study and explain why some provide greater opportunities (fertile soil, length of growing season, precipitation) for humans and how land use changes with technology.

G4.3 Patterns of Human Settlement

Describe patterns, processes, and functions of human settlement.

6 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).

6 – G4.3.2 Describe patterns of settlement and explain why people settle where they do (e.g., coastal and river towns in the past and present, location of megacities).

G5 Environment and Society

Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

G5.1 Humans and the Environment

Describe how human actions modify the environment.

6 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).

6 – G5.1.1 Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, level of consumption, and technology.

Civics & Government

C4 Relationship of United States to Other Nations And World Affairs

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.

C4.3 Conflict and Cooperation Between and Among Nations Explain the various ways that nations interact both positively and negatively.

6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).

6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).

6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).

6 – C4.3.3 Analyze the impact of treaties, agreements, and international organizations on global issues.

Economics

E2 The National Economy

Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.

E2.3 Role of Government

Describe how national governments make decisions that affect the national economy

6 – E2.3.1 Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.

6 – E2.3.1 Describe the impact of governmental policy (e.g., sanctions, tariffs, treaties) on that country and on other countries that use its resources.

History

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

Geography

G1.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective

7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

G1.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.

7 – G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.

7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

7 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.

7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

G2 Places and Regions Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.

G2.1 Physical Characteristics of Place

Describe the physical characteristics of places.

7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

G2.2 Human Characteristics of Place

Describe the human characteristics of places.

7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).

G3.2 Ecosystems

Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.

7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).

5.2 Physical and Human Systems

Describe how physical and human systems shape patterns on the Earth's surface.

7 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).

Civics & Government

C4 Relationship of United States to Other Nations And World Affairs

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.

C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that nations interact both positively and negatively.

7 – C4.3.1 Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).

Knowledge/Content

I Know ...

- Population maps show how people are distributed in an area.
- The geography of an area can effect the population.
- Population density is the number of people per square mile.
- Population growth depends on 3 factors: birth rate, death rate and migration.
- Migration is the movement of people from one area to another.
- Immigration is when people migrate into a new region.
- Immigration affects the size of the population.

Vocabulary

- immigration
- migration
- population density

Skills/Processes

I Can ...

- Use a map to determine where people live
- Explain how the geography of an area can impact the number of people who live there
- Define population density and discuss the population density of the United States
- List causes that influences where population is distributed.
- Define migration
- Define immigration and explain how it affects the size of the population.
- Identify the cause and effect of consequences with the increase of population.

Phase II Curriculum

Unit 4: Culture

Essential Questions:

1. How and why are groups of people culturally similar and different?

Essential Understanding:

1. People who live near one another have a similar way of thinking and living, but people who live in other areas or regions may have different values, beliefs and behaviors that reflect their culture.

Curriculum Standards- DOK noted where applicable with Standards

6th Grade

History

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

6 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

6 – H1.2.5 Identify the role of the individual in history and the significance of one person's ideas.

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

6 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

6 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.

6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.

Geography

G1.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

6 – G1.2.4 Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.

6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere

6 – G1.2.6 Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

6 – G1.3.2 Use maps of physical features, land-use, and transportation to generalize about the reasons for the distribution of population.

6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

G2.2 Human Characteristics of Place

Describe the human characteristics of places.

6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

G3.2 Ecosystems

Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.

6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).

6 – G3.2.2 Identify major ecosystems of the region under study and explain why some provide greater opportunities (fertile soil, length of growing season, precipitation) for humans and how land use changes with technology.

G4.3 Patterns of Human Settlement

Describe patterns, processes, and functions of human settlement.

6 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).

6 – G4.3.2 Describe patterns of settlement and explain why people settle where they do (e.g., coastal and river towns in the past and present, location of megacities).

G5 Environment and Society

Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

G5.1 Humans and the Environment

Describe how human actions modify the environment.

6 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).

6 – G5.1.1 Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, level of consumption, and technology.

Civics & Government

C4 Relationship of United States to Other Nations And World Affairs

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.

C4.3 Conflict and Cooperation Between and Among Nations Explain the various ways that nations interact both positively and negatively.

6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).

6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).

6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).

6 – C4.3.3 Analyze the impact of treaties, agreements, and international organizations on global issues.

Economics

E2 The National Economy

Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.

E2.3 Role of Government

Describe how national governments make decisions that affect the national economy

6 – E2.3.1 Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.

6 – E2.3.1 Describe the impact of governmental policy (e.g., sanctions, tariffs, treaties) on that country and on other countries that use its resources.

History

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

Geography

G1.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective

7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

G1.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.

- 7 – G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.
- 7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- 7 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.
- 7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

- 7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
- 7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

G2 Places and Regions Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.

G2.1 Physical Characteristics of Place

Describe the physical characteristics of places.

- 7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

G2.2 Human Characteristics of Place

Describe the human characteristics of places.

- 7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).

G3.2 Ecosystems

Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.

- 7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).

5.2 Physical and Human Systems

Describe how physical and human systems shape patterns on the Earth's surface.

- 7 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).

Civics & Government

C4 Relationship of United States to Other Nations And World Affairs

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.

C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that nations interact both positively and negatively.

- 7 – C4.3.1 Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • Culture is the values, beliefs and behaviors that reflect the way of life of a certain group of people. • Characteristics of culture: food, beliefs, languages, behaviors, religion government, art, etc. • The geography of an area can impact the culture that is developed. • Cultural diffusion is the spread of ideas, beliefs and goods from one place to another. <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • culture • cultural diffusion 	<ul style="list-style-type: none"> • Define culture and list the characteristics • Describe the culture of where they live • Compare another culture to their own • Give an example of how a physical characteristic can impact a culture (for example: people who live near a river will likely eat more fish). • Define cultural diffusion and give examples

Phase II Curriculum

Unit 5: Human-Environment Interaction

Essential Questions:	Essential Understanding:
<ol style="list-style-type: none"> 1. In what ways do humans effect the environment? 2. How can the environment effect people's lives? 	<ol style="list-style-type: none"> 1. Humans use, modify, and/or adapt to their environment. 2. Humans have positive and negative effects on the environment. 3. The environment effects how people live.

Curriculum Standards- DOK noted where applicable with Standards

Geography

G1.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

6 – G1.2.4 Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.

6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.

6 – G1.2.5 Locate and use information from Geographic Information Systems (GIS) and satellite remote sensing to answer geographic questions.

6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.

6 – G1.2.6 Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

G2.2 Human Characteristics of Place

Describe the human characteristics of places.

6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).

6 – G2.2.2 Explain how communities are affected positively or negatively by changes in technology.

G3.2 Ecosystems

Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.

6 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).

6 – G3.2.2 Identify major ecosystems of the region under study and explain why some provide greater opportunities (fertile soil, length of growing season, precipitation) for humans and how land use changes with technology.

G4.4 Forces of Cooperation and Conflict

Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.

6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).

6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., control/use of natural resources, power, wealth, and cultural diversity).

G5 Environment and Society

Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

G5.1 Humans and the Environment

Describe how human actions modify the environment.

6 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).

6 – G5.1.1 Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, level of consumption, and technology.

6 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).

6 – G5.1.2 Explain how different technologies can have positive and negative impacts on the environment.

6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).

6 – G5.1.3 Identify ways in which human-induced changes in the physical environment in one place can cause changes in other places.

G5.2 Physical and Human Systems

Describe how physical and human systems shape patterns on the Earth’s surface.

6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).

6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change.

G6 Global Issues Past and Present (H1.4.3, G1.2.6)

Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.

G6.1 Global Topic Investigation and Issue Analysis (P2)

6 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)

6 – G6.1.1 Contemporary Investigations - Investigate a contemporary global issue by applying the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) and, when practical, develop a plan for action.

Civics & Government

C4 Relationship of United States to Other Nations And World Affairs

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.

C4.3 Conflict and Cooperation Between and Among Nations Explain the various ways that nations interact both positively and negatively.

6 – C4.3.1 Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).

6 – C4.3.1 Explain how governments address national and international issues and form policies and how the policies may not be consistent with those of other countries.

6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).

6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).

6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).

6 – C4.3.3 Analyze the impact of treaties, agreements, and international organizations on global issues.

Economics

E3 International Economy

Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

E3.1 Economic Interdependence

Describe patterns and networks of economic interdependence, including trade.

6 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).

6 – E3.1.2 Use the circular flow of economic activity to diagram or map the flow of materials, labor, and capital into a manufactured consumer good sold in the marketplace.

Knowledge/Content I Know ... (includes academic vocabulary)	Skills/Processes I Can ...
<ul style="list-style-type: none"> • People modify the environment to fit their needs. • People adapt to their environment. • People can negatively affect their 	<ul style="list-style-type: none"> • Give examples of how people modify the environment. • Give examples of how people adapt to the environment. • Give examples of how people negatively affect

<p>environment (pollution, cutting down trees, etc.)</p> <ul style="list-style-type: none"> • People can positively affect their environment (recycling, planting trees, creating parks, etc.) • The environment can impact how people live. <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • human-environment interaction • modify • adapt 	<p>their environment.</p> <ul style="list-style-type: none"> • Give examples of how people positively affect their environment. • Give examples of how the environment can impact people.
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Phase II Curriculum

Unit 6: Economics and World Trade

Essential Questions:

1. Why is trade important?
2. How can trade affect the economy?

Essential Understanding:

1. People trade items they have a surplus of to get items they don't have.
2. People and nations can make a profit from trading.

Curriculum Standards- DOK noted where applicable with Standards

History

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

- 6 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).
- 6 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
- 6 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
- 6 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

- 6 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).
- 6 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.
- 6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.

Geography

G1.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

- 6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.
- 6 – G1.2.4 Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.**
- 6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.
- 6 – G1.2.6 Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.**

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

6 – G1.3.2 Use maps of physical features, land-use, and transportation to generalize about the reasons for the distribution of population.

6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

G2.2 Human Characteristics of Place

Describe the human characteristics of places.

6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).

6 – G2.2.2 Explain how communities are affected positively or negatively by changes in technology.

6 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).

6 – G2.2.3 Explain how culture and experience influence people's perception of places and regions.

G4 Human Systems

Explain that human activities may be seen on Earth's surface.

G4.1 Cultural Mosaic

Describe the characteristics, distribution and complexity of Earth's cultural mosaic.

6 – G4.1.1 Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).

6 – G4.1.1 Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and consequences.

G4.2 Technology Patterns and Networks

Describe how technology creates patterns and networks that connect people, products, and ideas.

6 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).

6 – G4.2.1 Identify and describe the advantages, disadvantages and impact of different technologies used to move people, products, and ideas throughout the world.

G4.4 Forces of Cooperation and Conflict

Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.

6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).

6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., control/use of natural resources, power, wealth, and cultural diversity).

G5 Environment and Society

Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

G5.1 Humans and the Environment

Describe how human actions modify the environment.

6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).

6 – G5.1.3 Identify ways in which human-induced changes in the physical environment in one place can cause changes in other places.

G6 Global Issues Past and Present (H1.4.3, G1.2.6)

Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students

will require to complete in-depth capstone projects.

G6.1 Global Topic Investigation and Issue Analysis (P2)

6 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)

6 – G6.1.1 Contemporary Investigations - Investigate a contemporary global issue by applying the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) and, when practical, develop a plan for action.

Civics & Government

C4 Relationship of United States to Other Nations And World Affairs

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.

C4.3 Conflict and Cooperation Between and Among Nations Explain the various ways that nations interact both positively and negatively.

6 – C4.3.1 Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).

6 – C4.3.1 Explain how governments address national and international issues and form policies and how the policies may not be consistent with those of other countries.

6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).

6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).

6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).

6 – C4.3.3 Analyze the impact of treaties, agreements, and international organizations on global issues.

Economics

E1 The Market Economy

Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

E1.1 Individual, Business, and Government Choices

Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy.

6 – E1.1.1 Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).

6 – E1.1.1 Explain how incentives in different economic systems can change the decision-making process (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).

E2 The National Economy

Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.

E2.3 Role of Government

Describe how national governments make decisions that affect the national economy

6 – E2.3.1 Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.

6 – E2.3.1 Describe the impact of governmental policy (e.g., sanctions, tariffs, treaties) on that country and on other countries that use its resources.

E3 International Economy

Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

E3.1 Economic Interdependence

Describe patterns and networks of economic interdependence, including trade.

6 – E3.1.1 Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.

6 – E3.1.1 Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.

6 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).

6 – E3.1.2 Use the circular flow of economic activity to diagram or map the flow of materials, labor, and capital into a manufactured consumer good sold in the marketplace.

E3.3 Economic Systems

Describe how societies organize to allocate resources to produce and distribute goods and services.

6 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)

6 – E3.3.1 Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced?

7th Grade

History

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.

7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

Geography

G1 The World in Spatial Terms: Geographical Habits of Mind

Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

G1.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective.

7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

G1.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

G2.2 Human Characteristics of Place

Describe the human characteristics of places.

7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).

7 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

G4 Human Systems

Explain that human activities may be seen on Earth's surface.

G4.1 Cultural Mosaic

Describe the characteristics, distribution and complexity of Earth's cultural mosaic.

7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).

7 – G4.1.2 Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.

G4.2 Technology Patterns and Networks

Describe how technology creates patterns and networks that connect people, products, and ideas.

7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas as voice and image messages on electronic networks such as the Internet).

G4.4 Forces of Cooperation and Conflict

Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.

7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).

G5 Environment and Society

Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

G5.1 Humans and the Environment Describe how human actions modify the environment.

7 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).

Civics & Government

4 Relationship of United States to Other Nations And World Affairs

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.

C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that nations interact both positively and negatively.

7 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).

Economics

E1 The Market Economy

Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

E1.1 Individual, Business, and Government Choices

Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy

7 – E1.1.2 Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).

E2 The National Economy

Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.

E2.3 Role of Government

Describe how national governments make decisions that affect the national economy

7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).

E3 International Economy

Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

E3.1 Economic Interdependence

Describe patterns and networks of economic interdependence, including trade.

7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).

7 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).

E3.3 Economic Systems

Describe how societies organize to allocate resources to produce and distribute goods and services.

7 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).

Knowledge/Content I Know ... (includes academic vocabulary)	Skills/Processes I Can ...
<ul style="list-style-type: none"> • Trade is when people exchange items to get something they want or need. • Surplus is having more of something. • Scarcity is not having enough. • Trade can create jobs which helps our economy. • The geography of an area can effect what people are able to trade. <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • trade • surplus • scarcity • economy 	<ul style="list-style-type: none"> • Explain what trade is and give examples • Define surplus and scarcity • Give an example of how trade can create jobs • Explain how the geography of an area impacts what people trade

Phase II Curriculum

Unit 7: Civics, Government and Global Politics

Essential Questions:

1. What is a government?
2. What are different types of government?

Essential Understanding:

1. A government is a system of laws and rules in a country.
2. Some governments have more power than others.

Curriculum Standards- DOK noted where applicable with Standards

6th Grade

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

6 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

6 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.

Geography

G1.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.

6 – G1.2.6 Create or interpret a map of the population distribution of a region and generalize about the factors influencing the distribution of the population.

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

G2.2 Human Characteristics of Place

Describe the human characteristics of places.

6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

6 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).

6 – G2.2.3 Explain how culture and experience influence people's perception of places and regions.

G4.4 Forces of Cooperation and Conflict

Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.

6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).

6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., control/use of natural resources, power, wealth, and cultural diversity).

Civics & Government

1 Purposes of Government

Analyze how people identify, organize, and accomplish the purposes of government.

C1.1 Nature of Civic Life, Politics, and Government Describe Civic Life, Politics, and Government and explain their relationships.

6 – C1.1.1 Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).

6 – C1.1.1 Compare and contrast competing ideas about the purposes of government in different countries.

C3 Structure and Functions of Government

Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

C3.6 Characteristics of Nation-States Describe the characteristics of nation-states and how they may interact.

6 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.

6 – C3.6.1 Define the characteristics of modern nation-states.

6 – C3.6.2 Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.

6 – C3.6.2 Compare and contrast various forms of government (e.g., democracy, parliamentary, dictatorships, oligarchies, theocracies) around the world.

C4 Relationship of United States to Other Nations And World Affairs

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.

C4.3 Conflict and Cooperation Between and Among Nations Explain the various ways that nations interact both positively and negatively.

6 – C4.3.1 Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).

6 – C4.3.1 Explain how governments address national and international issues and form policies and how the policies may not be consistent with those of other countries.

6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).

6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).

6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).

6 – C4.3.3 Analyze the impact of treaties, agreements, and international organizations on global issues.

Discourse, Decisions, Ctz n Inv

P4.2 Citizen Involvement

Act constructively to further the public good.

6 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters

of public policy, report the results, and evaluate effectiveness.

6 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

6 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

6 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

7th Grade

History

H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

Geography

G1 The World in Spatial Terms: Geographical Habits of Mind

Describe and study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

G1.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective.

7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

G1.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

G2.2 Human Characteristics of Place

Describe the human characteristics of places.

7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

7 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

G4.4 Forces of Cooperation and Conflict

Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.

7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).

Civics & Government

C1 Purposes of Government

Analyze how people identify, organize, and accomplish the purposes of government.

C1.1 Nature of Civic Life, Politics, and Government

Describe Civic Life, Politics, and Government and explain their relationships.

7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.

C3 Structure and Functions of Government

Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

C3.6 Characteristics of Nation-States

Describe the characteristics of nation-states and how they may interact.

7 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.

C4 Relationship of United States to Other Nations And World Affairs

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.

C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that nations interact both positively and negatively.

7 – C4.3.1 Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).

7 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).

7 – C4.3.3 Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).

Economics

2 The National Economy

Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.

E2.3 Role of Government

Describe how national governments make decisions that affect the national economy

7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).

Discourse, Decisions, Ctzn Inv

P4.2 Citizen Involvement Act constructively to further the public good.

7 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

<p align="center">Knowledge/Content I Know ... (includes academic vocabulary)</p>	<p align="center">Skills/Processes I Can ...</p>
<ul style="list-style-type: none"> • A government is a system of laws and rules in a nation. • There are different types of governments including democracy and dictatorship. • The type of government impacts how much freedom the people have. <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> • government • democracy • dictator • 3 Branches: Judiciary, Executive and Legislative 	<ul style="list-style-type: none"> • Explain the importance of having a government by describing what it would be like without a government or laws • Explain how the government can impact how much freedom the people have • Explain how we elect our leaders in the United States • Give the 3 branches of government and explain how they check and balance the power in the United States