



Bristol Public Schools
Office of Teaching & Learning

Department	Social Studies
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Department Philosophy The primary objective of the social studies program is to prepare students to become thoughtful individuals whose academic background and skills will enable them to function successfully in an increasingly complex, multicultural, and changing world. The social studies program must provide students with an intellectual framework of knowledge, the skills necessary to process information, and the capacity to understand and appreciate people from backgrounds and cultures different from their own. Further, the program is intended to develop an informed, discriminating citizenship essential to effective participation in the democratic processes of governance and the fulfillment of the nation’s democratic ideals. To achieve this, students examine a variety of history and social studies disciplines, integrating content, literacy skills and the application of knowledge in an interdisciplinary manner involving other content areas, among them language arts, science, art and music.

While history forms the foundation for social studies, it is understood that concepts from other social sciences, including geography, economics, psychology, and sociology must be integrated through the department’s course offerings to provide students with a firm understanding of the principles and methodologies in the social studies discipline. Students learn to use tools that allow them to think like historians, geographers, political scientists, economists, sociologists, and psychologists.

We recognize that there are many differences among our students, not only in intelligence and special talents, but also in their interests, goals, and objectives in life. Therefore, we are committed to the development and maintenance of a curriculum of such variety that we may find and serve these widely divergent needs and interests. The desired end: to prepare students to take their place in the world community, providing them with the capacity to live successful personal and public lives.

Course World Regions

Course Description This course introduces students to a regional study of physical and human geography across the globe. Students begin the course with an introduction to the tools and topics of the discipline, which they then use to study increasingly distant regions of the world, including North America, Latin America, Europe, Russia and Central Asia, and finally, Northern Africa and

<p>Grade Level</p> <p>Pre-requisites</p> <p>Credit (if applicable)</p>	<p>Southwest Asia. In each unit, students start by orienting themselves to the physical and human geography of the region before exploring human/environment interactions, people and culture, governments and economies, and current issues.</p> <p>The study of each region culminates in a document based inquiry that delves deeper into one of these spiralling themes and builds towards an evidence based argument. These summative inquiries are built using the Inquiry Design Model (IDM) Blueprint, which is based on the College, Career, and Civic Life (C3) Framework and the inquiry standards in the CT Social Studies Framework. Each of these inquiries presents students with a purposeful progression of questions, tasks, and sources in the service of answering a compelling question about the region. Although each of these regional inquiries delves deeper into one of the recurring themes of the course, they also often draw on other concepts introduced over the course of the unit, and therefore serve as culminating, summative arguments.</p> <p>In at least one unit, students will extend their learning through independent research into the questions raised over the course of their studies. Teachers can decide where in the year this research experience will best extend students' learning in collaboration with the Library Media Specialist at their school. Potential research topics are suggested in each unit, but teachers may also choose to explore questions arising from students interests or conduct additional research to support the summative inquiry at the end of each unit.</p> <p>6th</p> <p>None</p>
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UNIT 1: Intro to Geography (3 weeks)

Overview

This unit launches students' exploration of world regions by introducing the ways geographers make sense of the world. Students define various aspects of geography and its uses, both past and present. Students learn about the various ways geographers define regions and orient themselves to the kinds of tools they will continue to use throughout their study of regions around the world, including different types of maps, and practice making and using maps themselves.

Key Understandings

- Geographers study the earth's physical features, human activities, and the ways those activities both reflect and change the physical environment.
- Geographers use maps to illustrate many different types of information that is used to solve problems, identify patterns, and make comparisons.
- Geographers group places that share similar characteristics into regions, but the number of ways geographers can divide the world into regions is limitless.

Connections to Prior Units

- None

Connections to Future Units

- Students will apply what they have learned about physical features and human activities in each region for the remainder of the course.
- Students will use a variety of physical, political, and thematic maps to explore the regions of the world throughout the remainder of the course.
- Students will study regional similarities and differences throughout the remainder of the course.

Summative/Required Writing Prompts

- Unit Assessment: How can Connecticut be considered part of the “tri-state area,” but also be part of New England?

INQUIRY	TARGETS VOCABULARY	KNOWLEDGE	ASSESSMENT	STANDARDS
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<p>How do geographers look at the world?</p>	<ul style="list-style-type: none"> ● I can define geography and explain its uses ● I can locate places and navigate using scale, distance, direction, relative location, absolute location, legend, orientation, and latitude and longitude 	<p>Relative Absolute</p>	<p>Scale Distance Direction Absolute location Relative location Latitude Longitude</p>	<p>CFA GEO.6-7.2</p>
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How do geographers use maps including political, physical, and thematic to answer questions and solve problems?
 ● I can distinguish among the different types of maps,
 ● I can define the word region

and explain how grouping information regionally helps geographers understand patterns
 Distinguish Physical
 Culture
 Political map
 Physical map
 Thematic map
 Region
 CFA INQ 6-8.1
 INQ 6-8.2
 GEO.6-7.1
 GEO 6-7.2

<h2>UNIT 2: United States and Canada (6 weeks)</h2>

Overview

After an introduction to the study of geography, students begin to apply these concepts to the region of the world they are likely to find most familiar. Students are introduced to the five topics they will explore in each unit: geography, human-environment interaction, people and culture, governments and economy, and modern issues. In doing so, they will consider the many political and economic similarities between the United States and Canada, the ways the environment has shaped these countries over time, the distribution and diversity of the population, and the challenges posed by the fact that the population is aging.

Key Understandings

- The U.S. and Canada have similar political systems, strong economies, and significant influence abroad, but also face similar economic challenges.
- The distribution of people in the U.S. and Canada has changed over time, but both countries have always incorporated a diverse blend of cultural elements that remains evident in most aspects of life in this region.
- The environment of the U.S. and Canada is rich in natural resources and has always deeply impacted life in this region, but modern use of those resources comes with significant costs.
- The aging population of the United States poses challenges to the nation as a whole and has led to a variety of potential solutions.

Summative/Required Writing Prompts

- Inquiry Argument: Does the United States export more culture than it imports?

Connections to Prior Inquiries

- None

Connections to Future Inquiries

- Students will further develop their understanding of the relationship between the United States and the rest of the world by evaluating the impact of U.S. intervention on the Afghan people (6th).
- Students will further develop their understanding of how cultures spread across regions by evaluating the impact of outside cultures on the people of Sub Saharan Africa (7th).
- Students will further develop their understanding of how cultures develop over time by evaluating whether the past or present is a more powerful influence on the culture of East Asia (7th).

Opportunities for Research and Informed Action

- Students might research efforts to make English the official language of the United States, and/or the state of Connecticut, as well as the opposition to such efforts
- Students might research efforts to promote and adopt the of the Seal of Biliteracy in schools across the country and/or in Connecticut

INQUIRY	TARGETS VOCABULARY	KNOWLEDGE	ASSESSMENT	STANDARDS
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<p>How has location influenced life in the United States and Canada?</p>	<ul style="list-style-type: none"> ● I can locate the United States and Canada on a world map ● I can describe the physical characteristics of the United States and Canada ● I can describe the human characteristics of the United States and Canada 	<p>Mississippi River Rocky Mountains Appalachian Mountains Tundra Christianity</p>	<p>CFA</p>	<p>GEO 6-7.2</p>
<p>How has the environment shaped life in the United States and Canada? How have humans shaped the environment?</p> <p>How has diversity shaped the cultures of the United States and Canada?</p>	<ul style="list-style-type: none"> ● I can compare how the lifestyles of Native Americans in pre-Columbian times reflected their regional environments. ● I can describe the impact of environmental factors, including natural disasters, on life in the United States and Canada today. ● I can describe the uses of natural resources throughout the United States and Canada. ● I can analyze the impact of natural-resource use on the United States and Canada. ● I can describe the population distribution in the United States and Canada. ● I can describe the ethnic and religious diversity of the United States and Canada. ● I can trace the influence of diverse cultures on life in the United States. ● I can explain changing gender roles in the United States and Canada over the 20th century. 	<p>Igloo Adobe Katrina (2005) Levees Hydroelectric power Fossil fuels</p> <p>Rural vs Urban Urbanization Slavery Immigration Jazz/Blues Sandra Cisneros Wage Gap</p>	<p>CFA</p> <p>CFA</p>	<p>GEO 6-7.4 GEO 6-7.5</p> <p>GEO 6-7.3 GEO 6-7.6 GEO 6-7.11</p>

<p>How have the United States and Canada become influential politically and economically?</p>	<ul style="list-style-type: none"> ● I can compare the political systems of the United States and Canada. ● I can describe the economic systems of the United States and Canada. ● I can analyze the roots of the region's economic strengths and vulnerabilities. ● I can explain the influence of the United States and Canada globally. 	<p>Entrepreneur Regulation</p> <p>Representative democracy Presidential democracy Parliamentary democracy Constitutional monarchy Market economy Skilled/unskilled workforce United Nations</p>	<p>CFA</p>	<p>CIV 6-7.1 ECO 6-7.4 ECO 6-7.5</p>
<p>How should the</p>	<ul style="list-style-type: none"> ● I can explain population statistics such as life Fertile 	<p>Life expectancy</p>	<p>CFA</p>	<p>CIV 6-7.2</p>

<p>United States respond to the challenges of an aging population?</p>	<p>expectancy, fertility rate, population growth rate, and population pyramid.</p> <ul style="list-style-type: none"> ● I can analyze the population dynamics in the United States to identify challenges. ● I can evaluate the costs and benefits of potential policy solutions. 	<p>Sustain</p> <p>Fertility rate Growth rate Population pyramid Baby boom Social Security</p>		<p>CIV 6-7.3 ECO 6-7.2</p>
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Does the United States export more culture than it imports?
 ● I can compare the use of languages in America to language use throughout the world.
 ● I can compare international influence with the prevalence of American culture abroad.
 ● I can compare the prevalence of international foods in the United States with the prevalence of American food abroad.
 ● I can compare the prevalence of American culture with the spread of American culture abroad.
 ● I can compare the prevalence of international foods in the United States with the prevalence of American food abroad.

Revenue Prevalent
 IDM GEO 6-7.6 INQ 6-8.6
 INQ 6-8.8
 INQ 6-8.9
 INQ 6-8.10

UNIT 3: Latin America (6 weeks)

Overview

In this unit, students will learn how various cultures have adapted to the geography of Latin America, including both ancient civilizations (such as the Maya, Inca, and Aztec people) as well as those living in the Andes mountains today. Students will study the cultural diversity of a region which reflects indigenous, African, and European cultural traditions, as well as the impact of tropical storms, dictatorships, and political change on the economic outlook and daily lives of people living in Latin America.

Key Understandings

- People in Latin America have both modified and adapted to their environment, making use of the natural resources at their disposal to improve their quality of life.
- The cultural, linguistic, and ethnic diversity of Latin America incorporates elements of indigenous, European, and African cultures that have blended over time.
- Although a history of dictatorship and foreign exploitation led to economic inequality in Latin America, the region has become increasingly democratic and market-based in recent years.
- The Amazon rainforest contains a greater variety of plant and animal life than anywhere else in the world, but in order to make a living, the people who live there use the land in ways that cause severe environmental damage.

Summative/Required Writing Prompts

- Inquiry: Given the threat of hurricanes, is it economically beneficial for Central American countries to develop their coastlines?

Connections to Prior Inquiries

- None

Connections to Future Inquiries

- Students will also practice cost/benefit analysis in the next unit, weighing the costs and benefits of joining the European Union (6th). ● Students will further develop environmental challenges, but switch their focus to potential solutions, when studying desertification in Northern Africa and Southwest Asia (6th).
- Students will also weigh economic considerations against environmental factors when evaluating the timber industry in Southeast Asia (7th) and tourism in Australia (7th).

Opportunities for Research and Informed Action

- Students might research the impact of recent hurricanes on Puerto Rico, the response of the US government, and/or the criticisms of that response.

INQUIRY	TARGETS VOCABULARY	KNOWLEDGE	ASSESSMENT	STANDARDS
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<p>How do geographic factors impact life in Latin America?</p>	<ul style="list-style-type: none"> ● I can locate Latin America on a world map ● I can describe the physical characteristics of Latin America ● I can describe the human characteristics of Latin America 	<p>Vegetation</p> <p>Andes Mountains Central Plateau Yucatán Peninsula Amazon River Roman Catholicism Mestizos</p>	<p>CFA</p>	<p>GEO 6-7.2 GEO 6-7.7</p>
<p>How have people in Latin America used and modified the environment?</p> <p>How does Latin American culture reflect its mixed roots?</p> <p>How have democracy and economic diversification affected Latin America?</p>	<ul style="list-style-type: none"> ● I can describe the ways pre-Columbian Latin American societies used and modified their environment ● I can explain how modern Latin Americans have adapted to life in the Andes Mountains ● I can explain how modern Latin Americans use natural resources ● I can analyze the impact of hurricanes on life in the Caribbean ● I can describe the population distribution in Latin America. ● I can describe the ethnic and linguistic composition of Latin America. ● I can analyze cultural elements including religion, music, and literature to identify the roots of various traditions. ● I can analyze how Latin America has been affected by dictatorships and reliance on the primary sector of the economy. ● I can describe the current political and economic systems in Latin America. 	<p>Modify</p> <p>Terrace</p> <p>Indigenous</p> <p>Ethnic</p> <p>Vibrant</p> <p>Authoritarian</p> <p>Oppressive</p> <p>Dictator</p> <p>Aztec Maya Inca Machu Picchu Chichen Itza Panama Canal Hurricane Mitch</p> <p>Central Plateau Age of Exploration Columbian Exchange Carnival Hatian vodou Mariachi Samba Magical Realism</p> <p>Raw materials Primary sector Fidel Castro Hugo Chávez Free trade Mixed economy Command economy</p>	<p>CFA</p> <p>CFA</p> <p>CFA</p>	<p>GEO 6-7.3 GEO 6-7.5</p> <p>GEO 6-7.9</p> <p>CIV 6-7.3 ECO 6-7.1</p>

	<ul style="list-style-type: none"> I can track the efforts to change the government systems and economies in Latin America. 			
Can economic development and environmental	<ul style="list-style-type: none"> I can describe the geography, ecology, and biodiversity of the Amazon rainforest. I can analyze the various uses for the Amazon 	Incentive Conserve	Ecotourism Biodiversity Deforestation	CFA ECO 6-7.2

protectioncoexist in theAmazon?	rainforestandtheireconomicandenvironmental impact			
Given the threat of hurricanes, is it economically beneficial for Central American countries to develop their coastlines?	<ul style="list-style-type: none"> I can weigh the economic risks against the potential benefits of coastal development in Central America. I can weigh the human risks against the potential benefits of coastal development in Central America. I can evaluate other opportunities for development in Central America. 	Beneficial Reasonable	IDM	ECO6-7.1 ECO6-7.2 INQ 6-8.6 INQ 6-8.8 INQ 6-8.9 INQ 6-8.10

UNIT 4: Europe (6 weeks)

Overview

In this unit, students will learn about the continued development of Europe, a small, highly-urbanized continent that has become an increasingly diverse economic, political, and cultural hub. Students will explore how the use of natural resources that exist in the region has benefited the people who live there, but has also created significant environmental issues. Students will learn about the causes of increased immigration into the continent, as well as the different reactions and responses to this rise in immigration. Students will contextualize these changes in Europe's long history of cooperation and conflict, including the divergent economic evolutions of Western Europe and Eastern Europe, as well as more recent debates surrounding membership in the European Union.

Key Understandings

- Europeans have benefitted from the region's natural resources, but have negatively impacted their environment in the process and historically turned to trade and colonization to gain more materials.
- Europe is a diverse, highly urbanized continent, which has featured significant cultural cooperation as well as devastating ethnic and religious conflict • Eastern and Western Europe took different political and economic paths after WWII, but most European countries today have democratic governments, market economies, and strong social service policies/programs.
- As demographics shift in Europe, immigration has led to changes in culture and been met with a variety of political reactions, including nativism, assimilation, and multiculturalism.

Summative/Required Writing Prompts

- Inquiry: Do the benefits of joining the European Union outweigh the costs?

Connections to Prior Inquiries

- Students will have been introduced to cost/benefit analysis in the prior unit, weighing the benefits of economic development in Latin America against the threat of hurricanes.

Connections to Future Inquiries

- Students will return to the topic of economic growth in their study of India, but deepen their understanding by considering growth in relation to inequality (7th).
- Students will also weigh economic considerations against environmental factors when evaluating the timber industry in Southeast Asia (7th) and tourism in Australia (7th).

Opportunities for Research and Informed Action

- Students might research Europe's cooperative efforts to combat climate change, such as the Paris Climate Agreement
- Students might research the ongoing negotiations and/or conflicts to Britain's decision to leave the European Union.

INQUIRY	TARGETS VOCABULARY	KNOWLEDGE	ASSESSMENT	STANDARDS
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<p>How has location influenced life in Europe?</p>	<ul style="list-style-type: none"> ● I can locate Europe on a world map ● I can describe the physical characteristics of Europe ● I can describe the human characteristics of Europe 	<p>Scandanavian Peninsula Mediterranean Sea English Channel Northern European Plain Alps Ural Mountains</p>	<p>CFA</p>	<p>GEO 6-7.2 GEO 6-7.5</p>
<p>How have environmental resources and limitations shaped European life?</p> <p>Is European culture characterized by unity or division?</p>	<ul style="list-style-type: none"> ● I can describe how Europeans have used and modified the land to meet their needs. ● I can analyze how limited resources and economic growth have encouraged changes to European economic systems. ● I can analyze the impact of human population growth and development on the environment in Europe. ● I can describe the population distribution of people in Europe. ● I can describe the cultural characteristics of Europe and its regions. ● I can explain the tradition of transnational arts and sciences in Europe. ● I can analyze the tensions caused by diversity and ethnic nationalism in Europe. 	<p>Canals Chunnel Colonialism Columbian Exchange Acid Rain Deforestation Chernobyl</p> <p>Industrial Revolution Urbanization Christianity Islam Renaissance Enlightenment World War II Holocaust Genocide Ethnic Nationalism European Union</p>	<p>CFA</p> <p>CFA</p>	<p>GEO 6-7.7 CIV 6-7.3</p> <p>CIV 6-7.1 HIST 6-7.1</p>
<p>What role do government and economic systems play in the lives of Europeans?</p>	<ul style="list-style-type: none"> ● I can describe the current political systems in Europe and their development since WWII. ● I can describe the current economic systems of Europe and their development since WWII ● I can analyze the impact of "mixed" economic practices on European economies and people 	<p>Eastern Europe Western Europe Democracy Communism Berlin Wall Command economy Free market economies Free trade</p>	<p>CFA</p>	<p>ECO 6-7.2 ECO 6-7.7 CIV 6-7.3 HIST 6-7.1</p>

<p>How is Europe adapting culturally, economically, and politically to rising immigration?</p>	<ul style="list-style-type: none"> ● I can describe the changing demographic and population patterns in Europe. ● I can analyze the impact of changing immigration on European society and the European reaction. ● I can evaluate the costs and benefits of policy options facing nations in the European Union. 	<p>Exclude Integrate</p>	<p>Birthrate Life expectancy Open borders Multiculturalism Ethnic Nationalism Nativism</p>	<p>CFA</p>	<p>GEO 6-7.5 GEO 6-7.7 CIV 6-7.2 ECO 6-7.2</p>
<p>Do the benefits of joining the European Union outweigh the costs?</p>	<ul style="list-style-type: none"> ● I can explain the expected benefits of Britain remaining in the European Union. ● I can explain the expected benefits of Britain leaving the European Union. ● I can analyze the effects of Britain's exit from the European Union. 	<p>Cosmopolitan Sovereignty</p>	<p>Referendum</p>	<p>IDM</p>	<p>ECO 6-7.2 ECO 6-7.7 INQ 6-8.6 INQ 6-8.8 INQ 6-8.9 INQ 6-8.10</p>

UNIT 5: Russia and Central Asia (6 weeks)

Overview

This unit focuses on two regions of the world that at first glance appear vastly different. Russia, which derives a majority of its identity from Europe, and Central Asia which is influenced by Southwest and Southern Asia. Students will also explore the role in which geography has played in the history and development of the region, including the vast tundra of Siberia, the vast mountain ranges and arid deserts of Central Asia, and the impact of ongoing extraction of fossil-fuels. Students will also examine how the history of the Soviet Union has impacted a region that continues to experience religious and political tensions, as well as the impact of United States intervention in Afghanistan.

Key Understandings

- The environments of both Russia and Central Asia have created challenges for people living there, but also shielded them from invasion and deeply influenced cultural practices.
- The culture of Central Asia and Russia is influenced by its history of political change, which has at various times limited and expanded ties to other parts of the world.
- The Russian Revolution replaced monarchy with an oppressive form of communism that lasted until the collapse of the USSR in the 1990s, which has caused a mix of reform, tension, and instability in the region.
- Afghanistan has a long history of instability stemming from geographic divisions, cultural differences, and political conflicts.

Summative/Required Writing Prompts

- Inquiry: Has U.S. Involvement had a positive effect on living conditions for the Afghan people?

Connections to Prior Inquiries

- Students will have considered the interaction between the United States and the rest of the world in the first unit, having determined whether the United States imports more culture than it exports. This inquiry further develops this topic by having students evaluate America’s impact abroad.

Connections to Future Inquiries

- Students will further examine the impact of foreign intervention, but through a cultural lens, when evaluating the impact of outside cultures on the people of Sub Saharan Africa (7th).

Opportunities for Research and Informed Action

- Students might research recent debates about the United States continued military presence in Afghanistan, including proposals to withdraw troops
- Students might research ongoing political tensions in the region, such as the Ukrainian Revolution in 2014 or Russia’s subsequent annexation of Crimea
- Students might research the impact, response, and various representations of the Chernobyl Nuclear disaster

INQUIRY	TARGETS VOCABULARY	KNOWLEDGE	ASSESSMENT	STANDARDS
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<p>How do geographic characteristics affect life in Russia and Central Asia?</p>	<ul style="list-style-type: none"> I can locate Russia and Central Asia on a world map. I can describe the physical characteristics of Russia and Central Asia. I can describe the human characteristics of Russia and Central Asia. 	<p>Soviet Union/USSR Siberia Caspian Sea Black Sea Bering Strait Ural Mountains Tundra Steppes</p>	<p>CFA</p>	<p>GEO 6-7.2 GEO 6-7.4</p>
<p>How have the extreme climates and abundant natural resources impacted life in Russia and Central Asia?</p> <p>How have political and religious changes influenced the cultures of Russia and Central Asia?</p>	<ul style="list-style-type: none"> I can describe the impact of climate and physical geography on settlement patterns and history. I can analyze the impact of location and environment on the use of natural resources in the region. I can analyze the environmental impact of human life and environmental modification in Russia and Central Asia. I can describe the cultural characteristics of Russia. I can describe the cultural characteristics of Central Asia. I can describe political changes in Russia and their impact on life in the region. 	<p>Chernobyl Irrigation Geothermal Power Soil erosion Aral Sea Trans-Siberian Railroad</p> <p>Peter the Great Russian Revolution Vladimir Lenin Silk Road Catherine the Great Ivan the Terrible Eastern Orthodox Christianity</p>	<p>CFA</p> <p>CFA</p>	<p>GEO 6-7.5 GEO 6-7.7 GEO 6-7.10</p> <p>CIV 6-7.3 GEO 6-7.5 HIST 6-7.1</p>
<p>How have changing political and economic systems affected the people of Russia and Central Asia?</p>	<ul style="list-style-type: none"> I can explain the influence of the Soviet Union on the region as a whole. I can analyze the impact of the breakup of the Soviet Union on the governmental and economic systems of Russia and Central Asia. 	<p>Arm's race Communism Cold War Glasnost Perestroika</p>	<p>CFA</p>	<p>ECO 6-7.5 HIST 6-8.1</p>

How can Afghanistan gain political stability?	<ul style="list-style-type: none"> I can analyze the geographic roots of political instability in Afghanistan. I can analyze the cultural roots of Afghanistan's 	Instability Devotion	Afghanistan Osama bin Laden Taliban	CFA CIV 6-7.3 ECO 6-7.2
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	instability. <ul style="list-style-type: none"> I can analyze the historic roots of instability in Afghanistan. I can analyze the impact of past political instability on Afghanistan's current and future outlook. 		Mujahideen Al Qaeda Sunni Islam Theocratic	
Has U.S. involvement had a positive effect on living conditions for the Afghan people?	<ul style="list-style-type: none"> I can describe the living conditions in Afghanistan during Taliban rule. I can evaluate changes to the living conditions in Afghanistan that resulted from U.S. involvement. I can assess the effectiveness of the Afghan government since the Taliban rule. 		IDM	CIV 6-7.3 HIST 6-8.1 INQ 6-8.6 INQ 6-8.8 INQ 6-8.9 INQ 6-8.10

UNIT 6: North Africa and Southwest Asia (6 weeks)
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Overview

In this unit, students will learn that North Africa and the Middle East are not just one large desert, but a region that boasts numerous strategic waterways and bodies of water that have supported trade and sustained life. Students will analyze the ethnic and religious diversity that defines and often divides the region. They will also learn how massive petroleum reserves have enabled economic development, but also allowed for authoritarian leaders to remain in power under the promise of security and economic growth. Students will also learn about the rise of pro-democracy movements pushing for reforms to the long standing tradition of religious influences in North African and Middle Eastern governments.

Key Understandings

- Although the region of North Africa and Southwest Asia are known to be hot, dry deserts, inhabitants have relied on available water and oil to support life and economic growth.
- Human life within North Africa and Southwest Asia is centered around important waterways for survival and trade.
- North Africa and Southwest Asia is ethnically and religiously diverse, resulting in unification as well as division.
- The recent history of North Africa and Southwest Asia’s has been dominated by foreign interference, which has often contributed to the rise of authoritarian governments.

Summative/Required Writing Prompts

- Inquiry: How can desertification best be addressed in places like North Africa and Southwest Asia?

Connections to Prior Inquiries

- Students will have considered the challenges posed by the natural environment when studying the impact of hurricanes on Latin America. This inquiry further develops their understanding of human environment interactions by focusing on potential solutions, rather than a cost benefit analysis.

Connections to Future Inquiries

- Students will also weigh economic considerations against environmental factors when evaluating the timber industry in Southeast Asia (7th) and tourism in Australia (7th).

Opportunities for Research and Informed Action and Informed Action

- Students might research the ongoing Palestian-Israeli conflict and the impact it has on daily life of people living in the region.
- Students might research the economic benefits and drawbacks of relying on oil as a natural resource.

INQUIRY	TARGETS VOCABULARY	KNOWLEDGE	ASSESSMENT	STANDARDS
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<p>How do geographic characteristics affect life in North Africa and Southwest Asia?</p>	<ul style="list-style-type: none"> I can locate North Africa and Southwest Asia on a world map. I can describe the physical characteristics of North Africa and Southwest Asia. 	<p>Arid Concentrated</p> <p>Red Sea Mediterranean Sea Nile River Desalination</p>	<p>CFA</p>	<p>GEO 6-7.2 GEO 6-7.7</p>
<p>How has the environment shaped life in North Africa and Southwest Asia? How have humans shaped the environment in this region?</p> <p>How have religious and ethnic differences influenced life in Southwest Asia and North Africa?</p> <p>Is North Africa/Southwest Asia becoming a more or less democratic region?</p>	<ul style="list-style-type: none"> I can analyze the ways people in North Africa and Southwest Asia have used freshwater resources to adapt to life in a desert landscape. I can explain how location and trade have impacted settlement patterns and land use in the region. I can analyze the importance of natural resources, especially petroleum, to the region as a whole. I can discuss the population distribution of people in North Africa and Southwest Asia I can analyze Southwest Asia's significance as a birthplace of, and home to, the Abrahamic religions I can analyze religious tensions and conflicts in the regions. I can describe major ethnic groups and language groups in Southwest Asia. I can explain the impact of imperialism on Southwest Asian and North African economic and political systems. I can describe the current governmental structures in the region. I can describe the current economic systems in the region. I can analyze the causes and ongoing effects of the 	<p>Scarce Sustainable</p> <p>Autonomy Tension</p> <p>Mandate Secular</p> <p>Sahara Desert Fertile Crescent Irrigation Bedouin Wadis Aswan High Dam Suez Canal</p> <p>Shia Islam Sunni Islam Christianity Judaism Zionism Diaspora West Bank</p> <p>Pan-Arab Pan-Africanism Arab Spring Popular sovereignty Imperialism Nationalism Hereditary monarch Authoritarian Democracy Propaganda</p>	<p>CFA</p> <p>CFA</p> <p>CFA</p>	<p>INQ 6-8.15 GEO 6-7.8 GEO 6-7.11</p> <p>GEO 6-7.4 GEO 6-7.5 GEO 6-7.11 HIST 6-7.1</p> <p>CIV 6-7.1 CIV 6-7.3</p>

	"Arab Spring" protests in 2010–2012.			
Is there life after oil?	<ul style="list-style-type: none"> I can describe the processes of petroleum development, extraction, and use. I can discuss the costs and benefits of economies 	Consumption Lucrative	Nonrenewable resource Embargo OPEC	CFA GEO 6-7.10 GEO 6-7.8 ECO 6-7.1

	<p>based largely on the extraction of petroleum in Southwest Asia and North Africa.</p> <ul style="list-style-type: none"> I can evaluate the options for economic diversification and growth. 		Greenhouse gases Diversified economy	ECO 6-7.2
How can desertification be addressed in places like North Africa and Southwest Asia?	<ul style="list-style-type: none"> I can identify the human activities that contribute to the desertification of arid and semi arid land. I can describe past and current effects desertification has on societies. I can assess the effectiveness of China's strategies to stop desertification. 		IDM	GEO 6-7.4 GEO 6-7.8 INQ 6-8.6 INQ 6-8.8 INQ 6-8.9 INQ 6-8.10 INQ 6-8.15 INQ 6-8.16

GRE: Guaranteed Research Experience (1 week)

Overview

In at least one unit of the teachers choosing, students will use what they have learned to conduct independent research and further develop their understanding of that region. Their research should be grounded in one of the guiding questions of the unit, including (but not limited to) the shared inquiry for that region. It might explore any of the research suggestions provided in each unit, further explore a supporting question during the summative inquiry, or extend the unit by otherwise capitalizing on students' interests and knowledge of the region.

Essential Questions

- How do I find more information when I need it?
- What information will be most useful to me?
- How do I give others credit for their ideas?

Key Understandings

- People conduct research in order to answer meaningful questions, but purposefully searching for key words or phrases is often the best way to find relevant information.
- There are vast amounts of information available, so focusing on credible sources of information and reading laterally are necessary steps to ensure that information can be trusted
- Research is a collective human endeavor, so it's important to recognize the work of others and leave a record of my work for others to follow.

Connections to Future Research

- In grade 7, students will learn to generate additional supporting questions to guide their research and use MLA 9 citation style for in text citations.
- In grade 8, students will generate their own questions, both to launch and extend their research research, and learn to use MLA 9 to create a works cited page.

Target Task

- A research portfolio that includes the following:
 - At least two keywords you used to find relevant information: the first one you used as well as another you used to improve your results
 - An evaluation of at least one relevant source you found describing it's strengths and limitations as a credible source
 - At least two quoted or paraphrased pieces of information from that source that avoid plagiarism
 - A list of additional sources you considered that includes the author, publication, and date

RESEARCH STAGE	TARGETS	VOCABULARY	KNOWLEDGE	STANDARDS
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How do I find more information when I need it?	<ul style="list-style-type: none"> • I can conduct short research to answer a question • I can develop and refine keywords to find relevant information. 	Refine	Keywords	INQ 6-8.5 WHST 6-8.7
What information will be most useful to me?	<ul style="list-style-type: none"> • I can assess the relevance and credibility of each source I use. 	Credible	Lateral Reading	INQ 6-8.5 INQ 6-8.7 WHST 6-8.8

How do I give others credit for their ideas?

- I can quote or paraphrase others' work while avoiding plagiarism.

- I can provide a list of sources with basic bibliographic information.

Paraphrase Plagiarism
INQ 6-8.6 WHST 6-8.8

District Learning Expectations and Standards		Unit #						
		1	2	3	4	5	6	GRE
INQ 6-8.1	Explain how a question represents key ideas in the field.	X						
INQ 6-8.2	Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.	X						
INQ 6-8.3	Explain points of agreement experts have about interpretations and application of disciplinary concepts and ideas associated with a supporting question.							
INQ 6-8.4	Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.							X
INQ 6-8.5	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.							X

GEO 6-7.1	Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.	X	X	X	X	X	X	
GEO 6-7.2	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics	X	X	X				
GEO 6-7.3	Explain how cultural patterns and economic decisions influence environments and the daily lives of people. Analyze		X			X	X	
GEO 6-7.4	the cultural and environmental characteristics that make places both similar to and different from one another.		X	X	X	X	X	
GEO 6-7.5	Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.		X					
GEO 6-7.6	Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.							
GEO 6-7.7	Analyze how relationships between humans and environments extend or contract settlement and movement.			X	X	X	X	
GEO 6-7.8	Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.						X	
GEO 6-7.9	Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.			X				
GEO 6-7.10	Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.					X	X	
GEO 6-7.11	Explain how global changes in population distribution affect changes in land use in particular regions.		X				X	
CIV 6-7.1	Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).		X		X		X	

District Learning Expectations and Standards (cont'd)		Unit #						
		1	2	3	4	5	6	GRE
CIV 6-7.2	Assess specific rules and laws (both actual and proposed) as means of addressing public problems.		X		X			
CIV 6-7.3	Compare historical and contemporary means of changing societies and promoting the common good.		X	X	X	X	X	
ECO 6-7.1	Explain how economic decisions affect the well-being of individuals, businesses, and society			X			X	
ECO 6-7.2	Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.		X	X	X	X	X	

ECO 6-7.3	Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.							
ECO 6-7.4	Analyze the role of innovation and entrepreneurship in a market economy		X					
ECO 6-7.5	Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy		X			X		
ECO 6-7.6	Explain barriers to trade and how those barriers influence trade among nations							
ECO 6-7.7	Explain the benefits and the costs of trade policies to individuals, businesses, and society				X			
HIST 6-8.1	Use questions about historically significant people or events to explain the impact on a region.				X	X	X	
INQ 6-8.6	Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection		X	X	X	X	X	X
INQ 6-8.7	Evaluate the credibility of a source by determining its relevance and intended use.							X
INQ 6-8.8	Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.		X	X	X	X	X	
INQ 6-8.9	Develop claims and counterclaims while pointing out the strengths and limitations of both.		X	X	X	X	X	
INQ 6-8.10	Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.		X	X	X	X	X	
INQ 6-8.11	Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.							
INQ 6-8.12	Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (maps) and digital technologies (e.g., Internet, social media, and digital documentary).							
INQ 6-8.13	Critique arguments for credibility							

District Learning Expectations and Standards (cont'd)		Unit #						
		1	2	3	4	5	6	GRE
INQ 6-8.14	Critique the structure of explanations.							

INQ 6-8.15	Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.						X	
INQ 6-8.16	Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.						X	
INQ 6-8.17	Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.							