



**Bristol Public Schools**  
**Office of Teaching & Learning**

<b>Department</b>	Social Studies
<b>Department Philosophy</b>	<p>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.</p> <p>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.</p> <p>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.</p>
<b>Course</b>	World Regions
<b>Course Description</b>	This course continues the global study of physical and human geography students beginning in 6th grade. Students study five distinct regions of the world: Sub Saharan Africa, South Asia, East Asia, Southeast Asia, and Oceania. In each unit, students

	<p>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. Students conclude their study of world regions by studying conflicts, globalization, and migration across the globe.</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>
<b>Grade Level</b>	7th
<b>Pre-requisites</b>	None
<b>Credit (if applicable)</b>	Social Studies

## UNIT 1: Sub Saharan Africa

### Overview

In this unit, students will explore Sub-Saharan Africa, a diverse, complex, and often misunderstood region. Students will learn about the various geographic and cultural features of the region. They will examine the ways that Sub-Saharan Africa's environment has led to challenges for its citizens including exploitation, illness, and lack of basic necessities. Students will study the impact of migration and colonization on culture and conflict in the region. They will then analyze the ways in which Colonialism has negatively impacted the governments and economies of Sub-Saharan Africa and discover innovations in the region that are helping address the problems created by this system. Students will investigate public health in the region and evaluate solutions to this ongoing issue.

### Key Understandings

- Sub-Saharan Africa is home to many valuable resources, but the exploitation of these resources, lack of resources needed for survival, and dangerous insects have been challenges for people of the region.
- Since the development of humankind in Sub-Saharan Africa, the region has been shaped by migration and colonization, which has created a diverse population and, in some cases, conflict.
- Governments established in Sub-Saharan Africa by European colonizers exploited African resources and excluded African citizens, leading to severe obstacles for the now-independent African nations who are now finding innovative ways to address the issues created by Colonialism.
- Due to a lack of infrastructure, weak economies, and limited resources, public health has been a big struggle in Sub-Saharan Africa, but the region's governments and international organizations are working together to provide resources and services that are creating a healthier population.

### Summative/Required Writing Prompts

- Inquiry Argument: Have outside cultures generally had a positive impact on the people of Sub-Saharan Africa?

### Connections to Prior Inquiries

- Students will have considered the spread of cultures across regions by considering whether the United States imports or exports more culture (6th).

### Connections to Future Inquiries

- Students will weigh cultural factors against environmental and political factors in understanding the source of the conflict in Kashmir (7th).
- Students will consider the extent to which culture might unify a region when determining whether Southeast Asia is unified by national culture or government authority (7th).

### Opportunities for Research and Informed Action

- Students might research additional humanitarian efforts in the region of Sub Saharan Africa, either international or local.
- Students might research the rise of Islamic extremism in Sub Saharan Africa, as well as international efforts to provide security in the region.

INQUIRY	TARGETS	VOCABULARY	KNOWLEDGE	ASSESSMENT	STANDARDS
How has location influenced life in Sub-Saharan Africa?	<ul style="list-style-type: none"> <li>I can locate Sub-Saharan Africa on a world map.</li> <li>I can describe the physical characteristics of Sub-Saharan Africa.</li> <li>I can describe the human characteristics of Sub-Saharan Africa.</li> </ul>	Homogeneous Heterogeneous Vital	Sahel Serengeti Sahara Desert Niger River Nigeria	CFA	GEO 6-7.2
How has the environment shaped life in Sub-Saharan Africa?	<ul style="list-style-type: none"> <li>I can describe how people have used environmental resources throughout the history of Sub-Saharan Africa.</li> <li>I can describe environmental challenges of life in Sub-Saharan Africa.</li> <li>I can analyze the way modern Sub-Saharan Africans use natural resources.</li> <li>I can analyze the way in which the people in Sub-Saharan Africa have had an impact on the environment.</li> </ul>	Poach Inhibit	Salt/gold deposits Impact on colonization Malaria Tsetse Fly Drought Subsistence farming Diamonds Poaching Lake Chad Overgrazing	CFA	GEO 6-7.3 GEO 6-7.10
How has ethnic diversity contributed to cultural diffusion and conflict in Sub-Saharan Africa?	<ul style="list-style-type: none"> <li>I can trace the origins of mankind and early development in Sub-Saharan Africa.</li> <li>I can describe the religious and ethnic diversity of Sub-Saharan Africa</li> <li>I can analyze the ethnic and religious roots of conflict in Sub-Saharan Africa</li> </ul>	Inhabit Derived	Bantu Colonialism Indigenous Religions Christianity Islam Zulu Maasai Sudan Civil War Genocide	CFA	GEO 6-7.3 GEO 6-7.8
Why are political stability and development important to life in Sub-Saharan Africa?	<ul style="list-style-type: none"> <li>I can explain the impact of colonialism on Sub-Saharan Africa's economic and political systems</li> <li>I can describe current governments and economic systems in the region</li> <li>I can identify current innovations and efforts to improve life in Sub-Saharan Africa</li> </ul>	Corruption Legacy Innovate	"Scramble for Africa" Pan-Africanism Military Rule Transitional Government Democracy South Africa Subsistence Farming Ecotourism Microlending	CFA	GEO 6-7.3 HIST 6-8.1 CIV 6-7.3

			Mobile Phones		
What can developing countries do to keep their people healthy?	<ul style="list-style-type: none"> <li>• I can describe Sub-Saharan Africa’s developing public health infrastructure.</li> <li>• I can analyze major public health risks and their impacts on Sub-Saharan Africa.</li> <li>• I can evaluate the success and efficiency of programs to reduce these risks.</li> </ul>	Inadequate Implement	Public Health HIV Tuberculosis Malaria Parasites Educational Outreach Pit Latrines Foreign Aid	CFA	GEO 6-7.3 CIV 6-7.3
Have outside cultures generally had a positive impact on the people of Sub-Saharan africa?	<ul style="list-style-type: none"> <li>• I can describe how outside cultures influenced Sub-Saharan Africa both positively and negatively in ancient times.</li> <li>• I can compare the effects of colonialism on Sub-Saharan Africa to the influence of outside cultures in ancient times.</li> <li>• I can evaluate the impact of outside cultures on Sub Saharan Africa from ancient times to the present day.</li> </ul>	Contemporary Beneficent Humanitarian		<a href="#">IDM</a>	HIST 6-8.1 CIV 6-7.3 INQ 6-8.6 INQ 6-8.8 INQ 6-8.9 INQ 6-8.10

## UNIT 2: South Asia

### Overview

In this unit, students will study one of the most populous regions of the world and the challenges of sustaining such populations. Students will study how water has both sustained life in the region throughout history, while also contributing to ongoing tensions and conflicts in the region of Kashmir. Students will also study the lasting impact of Colonialism in the region, including the Indian movement for independence, subsequent partition, and continued political and religious divisions between India and Pakistan. Students will also learn about the economic growth of both nations, as well as challenges associated with economies and populations across the region.

### Key Understandings

- Monsoons and rivers are vital to agriculture in the region throughout human history, but recent population growth has placed a significant strain on environmental resources.
- A significant portion of the world's population lives in South Asia, which was once united under British rule, but now is divided along religious and ethnic lines.
- After gaining independence from British colonial rule, India and Pakistan became economic and political rivals and have both experienced significant economic growth as well as persistent instability and inequality.
- India in particular has seen massive economic growth since the turn of the century, but several factors prevent wealth from being evenly distributed among the population.

### Summative/Required Writing Prompts

- Inquiry Argument: Are environmental factors the reason for the conflict in Kashmir?

### Connections to Prior Inquiries

- Students will have considered human environment interaction in Latin America by determining whether it was beneficial to further develop the coastline in that region (6th).
- Students will have studied potential solutions to environmental challenges when studying desertification in Northern Africa and Southwest Asia (6th).

### Connections to Future Inquiries

- Students will weigh the ecological costs of tourism against the economic benefits when studying the region of Oceania (7th)

### Opportunities for Research and Informed Action

- Students might research the history of and efforts to reform the caste system in India.
- Students might research population growth of India, including challenges, projections, and implications for the future.

INQUIRY	TARGETS	VOCABULARY	KNOWLEDGE	ASSESSMENT	STANDARDS
How does geography influence life in South Asia?	<ul style="list-style-type: none"> <li>I can locate South Asia on a world map</li> <li>I can describe the physical characteristics (i.e., landforms, climate, and vegetation) of South Asia</li> <li>I can describe the human characteristics of South Asia</li> </ul>	Imposing Congregate	Himalayas Mount Everest Hindu Kush Deccan Plateau Ganges River/Valley, India Pakistan Nepal	CFA	GEO 6-7.2
How has access to natural resources shaped life in South Asia?	<ul style="list-style-type: none"> <li>I can analyze the impact of the monsoons and access to water on settlement patterns</li> <li>I can describe the impact humans have had on the environment in South Asia</li> </ul>	Advocate Ameliorate Dependent	Monsoons Drought Indus River Kashmir Deforestation Desertification	CFA	GEO 6-7.3 GEO 6-7.11 ECO 6-7.7
How do culture and religion unite and divide South Asia?	<ul style="list-style-type: none"> <li>I can discuss the population distribution of people in South Asia</li> <li>I can analyze the role of colonialism, religion, and partition in the political geography of India</li> <li>I can compare and contrast cultural and ethnic characteristics of South Asian populations</li> </ul>	Partition Caste	Urbanization Overpopulation Hinduism Caste System Islam Buddhism Sikhism British Rule Bollywood/Lollywood	CFA	GEO 6-7.4 GEO 6-7.9 HIST 6-8.1
How have governmental and economic changes impacted life in the region?	<ul style="list-style-type: none"> <li>I can trace the development of modern government in South Asia after British colonialism</li> <li>I can describe current governments and economic systems in the region</li> </ul>	Volatile Colonialism	East India Tea Company Mohandas Gandhi Salt March (1930) Independence (1947) Planned Economy Market Economy The Nehru Family The Bhutto Family	CFA	CIV 6-7.1 GEO 6-7.3 HIST 6-8.1 ECO 6-7.5
How can India keep up with its own	<ul style="list-style-type: none"> <li>I can analyze the factors behind India's rapid economic growth</li> </ul>	Inequality Perpetuate	Market economy Planned Economy	CFA	ECO 6-7.1 ECO 6-7.2

growth?	<ul style="list-style-type: none"> <li>● I can identify persistent challenges to India's continued economic growth.</li> <li>● I can evaluate possible solutions to Indian inequality</li> </ul>		Income distribution Urban/rural divisions Brain Drain Skilled Workers Caste system Infrastructure		
Are environmental factors the reason for the conflict in Kashmir?	<ul style="list-style-type: none"> <li>● I can trace the history of the conflict in Kashmir</li> <li>● I can describe how water contributes to the conflict in the region.</li> <li>● I can describe how culture and politics contribute to the conflict in the region.</li> </ul>	Reliant Dispute		<a href="#">IDM</a>	GEO 6-7.4 GEO 6-7.8 INQ 6-8.6 INQ 6-8.8 INQ 6-8.9 INQ 6-8.10



## UNIT 3: East Asia

### Overview

In this unit, students will learn about one of the most populous and influential regions in the world today. Students will learn how the geography of the region led to highly concentrated human populations and forced people to adapt to limited space and natural resources. Students will also explore the significant cultural influence China has had on the region, as well as the growing influence of the west on East Asian cultures, governments, and economies. Finally, students will explore the natural phenomena that cause earthquakes, the ways countries in the region have successfully adapted to life on “The Ring of Fire,” as well as the limitations of those adaptations.

### Key Understandings

- A lack of space and natural resources have caused the people of East Asia to modify their environments in a variety of ways, many of which have come with significant environmental costs.
- East Asian cultures are deeply connected due to the historical influence of China, but various countries have also developed distinct traditions of their own, and the region has been increasingly connected to western culture.
- East Asian countries include a range of governments, but those that have relinquished centralized control and increased foreign investment have generally achieved greater economic success.
- Although Japan has developed sophisticated preparations that have largely succeeded in protecting its population from earthquakes, the Tsunami of 2011 demonstrated the limits of these measures.

### Summative/Required Writing Prompts

- Inquiry Argument: Has manufacturing benefited the people of China?

### Connections to Prior Inquiries

- Students will have considered the costs and benefits of joining the European Union (6th).
- Students will have considered the benefits of economic development against the threat of hurricanes in Latin America (6th).

### Connections to Future Inquiries

- None.

### Opportunities for Research and Informed Action

- Students might research recent developments in relations between the United States and China, such as trade agreements
- Students might research efforts to reduce pollution in the region, such as China’s investments in renewable energy

INQUIRY	TARGETS	VOCABULARY	KNOWLEDGE	ASSESSMENT	STANDARDS
How does location impact life in East Asia?	<ul style="list-style-type: none"> <li>I can locate East Asia on a world map</li> <li>I can describe the physical characteristics (i.e., landforms, climate, and vegetation) of East Asia</li> <li>I can describe the human characteristics of East Asia</li> </ul>	Nomadic Rugged	China Japan North Korea South Korea Himalayan Mountains Tibetan Plateau Pacific Ocean Gobi Desert Yangtze River Yellow River	CFA	GEO 6-7.2
How have humans modified and impacted the environment in East Asia?	<ul style="list-style-type: none"> <li>I can describe how early civilizations in East Asia used the land</li> <li>I can analyze the impact of limited resources on geographically smaller nations, including Japan and the Koreans</li> <li>I can evaluate the impact of industrial growth (particularly in China) on the environment in East Asia</li> </ul>	Intensive Reclaim Efficient	Loess Terracing Intensive Farming Reclaimed land Arable land Hydroelectric power Three Gorges Dam Industrialization Pollution	CFA	GEO 6-7.3 ECO 6-7.2
How have the cultures of East Asia balanced tradition and modernization?	<ul style="list-style-type: none"> <li>I can describe the population distribution of people in East Asia</li> <li>I can explain the causes and effects of cultural diffusion across East Asia</li> <li>I can describe the influence of traditional practices, philosophy, and religion on modern life in East Asia.</li> </ul>	Intertwined Distinct Ubiquitous	Chinese influence Buddhism Confucianism Rice Farming Writing systems Cultural Revolution Tai Chi Haiku Block Painting	CFA	GEO 6-7.5 GEO 6-7.6 GEO 6-7.7
How do the varied governments and economic systems of East Asian countries impact the lives of their citizens?	<ul style="list-style-type: none"> <li>I can compare and contrast the governments and economic systems of East Asia</li> <li>I can describe the factors impacting economic growth throughout the region</li> </ul>	Collective Censor	Constitutional monarchy Representative democracy Authoritarian government Foreign Investment Export economy Market economy	CFA	ECO 6-7.5 ECO 6-7.6 ECO 6-7.7

			Command Economy Special economic zones Shenzen		
How do the people of East Asia adapt to earthquakes, volcanoes, and tsunamis?	<ul style="list-style-type: none"> <li>I can explain the geological phenomena that cause earthquakes and tsunamis, particularly on the Pacific Rim</li> <li>I can evaluate the effectiveness of Japanese engineering ability to plan for and respond to natural disasters</li> </ul>	Devastation Sophisticated Magnitude	Fault line Tectonic plates Ring of Fire Building Codes 2011 Earthquake	CFA	HIST 6-8.1 INQ 6-8.16 CIV 6-7.3
Is the past or the present a more powerful influence on East Asian culture today?	<ul style="list-style-type: none"> <li>I can describe life in a Chinese factory.</li> <li>I can evaluate the costs and benefits of working in a Chinese factory.</li> <li>I can explain the impact of Chinese manufacturing around the world.</li> </ul>	Monotonous		<a href="#">IDM</a>	GEO 6-7.3 ECO 6-7.2 INQ 6-8.6 INQ 6-8.8 INQ 6-8.9 INQ 6-8.10

## UNIT 4: Southeast Asia

### Overview

In this unit, students will learn that Southeast Asia is a very diverse area of the world made up of lush green nations with long coastlines and thousands of islands. Despite the challenges posed by mountains and rainforests, students will analyze how people have adapted and modified their environment to survive. Students will also learn about rapid population growth and increased urbanization in the region and the accompanying strain on once abundant natural resources. They will also examine the complex historical roots of Southeast Asia and the influence of colonialism on religion and ethnic traditions, as well as the successes and failures of the range of governments that were established in the wake of colonial rule.

### Key Understandings

- People in Southeast Asia have historically adapted to and made use of the natural resources available in the region, but growing populations and industrialization are placing a strain on the environment.
- Although the region is mostly rural, the region is home to growing cities and a diverse culture that reflects Indian, Arab, Chinese, and European influences.
- Much of Southeast Asia has struggled to create independent, democratic governments since the mid 1900s, and much of the region is experiencing economic growth due to increasing industrialization.
- The Indonesian government has adopted a variety of approaches to unify an extremely diverse and divided population, but has achieved limited success.

### Summative/Required Writing Prompts

- Is Southeast Asia unified by national culture or government authority?

### Connections to Prior Inquiries

- Students will have considered the spread of cultures across regions by considering whether the United States imports or exports more culture (6th).
- Students will have studied how cultures spread across regions by evaluating the impact of outside cultures on the people of Sub Saharan Africa (7th).
- Students will weigh cultural factors against environmental and political factors in understanding the source of the conflict in Kashmir (7th).

### Connections to Future Inquiries

- None

### Opportunities for Research and Informed Action

- Students might research the history or current state of relations between the US and the Philippines.
- Students might research recent political unrest in Myanmar.

INQUIRY	TARGETS	VOCABULARY	KNOWLEDGE	ASSESSMENT	STANDARDS
How does geography affect life in Southeast Asia?	<ul style="list-style-type: none"> <li>● I can locate Southeast Asia on a world map</li> <li>● I can describe the physical characteristics of Southeast Asia</li> <li>● I can describe the human characteristics of Southeast Asia</li> </ul>	Eviction Variation Dominant	Mekong River Indian Ocean Pacific Ocean South China Sea Philippine Sea Bay of Bengal Tropical Rainforest Archipelago Buddhist Muslim	CFA	GEO 6-7.2
How have the people of Southeast Asia adapted to and modified their environments?	<ul style="list-style-type: none"> <li>● I can describe the key features of Southeast Asia's physical geography</li> <li>● I can describe how early civilizations in Southeast Asia adapted to the environment</li> <li>● Explain how modern residents use natural resources</li> </ul>	Correspond Influence	Rainforests Ring of Fire Slash-and-burn agriculture Semi-Nomadic Khmer Empire Angkor Wat Deforestation/logging Fish farming Urbanization Ecotourism	CFA	GEO 6-7.7 GEO 6-7.9
How have location and colonialism influenced the cultures of Southeast Asia?	<ul style="list-style-type: none"> <li>● Discuss the population distribution in Southeast Asia.</li> <li>● Describe the influences of neighboring countries and colonial powers on Southeast Asian culture</li> <li>● I can describe the cultural characteristics (i.e., religion, foods, languages, ethnicities, and customs) of Southeast Asia.</li> </ul>	Vestige Ideology	Mahayana Buddhism Vietnam Singapore Philippines Theravada Buddhism Cambodia Confucianism Court dancing Wayang Kroncong Rural Urban	CFA	GEO 6-7.5 GEO 6-7.6

<p>What factors have contributed to growth and inequality in Southeast Asia?</p>	<ul style="list-style-type: none"> <li>● I can analyze the impact of post-colonial conflict on the nations of Southeast Asia.</li> <li>● I can explain the economic structures and challenges of Southeast Asia.</li> </ul>	<p>Disparity Atrocity Accountable</p>	<p>Vietnam War Khmer Rouge Communism Philippines Democratic republic Thailand Constitutional monarchy Wealth disparity Market economy Command economy Authoritarian governments</p>	<p>CFA</p>	<p>HIST 6-8.1 CIV 6-7.2</p>
<p>How does diversity impact Indonesia culturally and politically?</p>	<ul style="list-style-type: none"> <li>● I can explain the roots of Indonesia's diverse ethnic, religious, and cultural makeup.</li> <li>● I can describe how diversity has created tension in some portions of Indonesia.</li> <li>● I can describe how the Indonesian government has used semiautonomous zones and unifying cultural attributes to govern the varied groups inside its boundaries.</li> </ul>	<p>Intolerance Separatist</p>	<p>Arab and European trade Javanese Sudanese Islam General Suharto Pancasila Bahasa Indonesia</p>	<p>CFA</p>	<p>GEO 6-7.4 CIV 6-7.2 GEO 6-7.5 CIV 6-7.3</p>
<p>Is Southeast Asia unified by national culture or government authority?</p>	<ul style="list-style-type: none"> <li>● I can identify the similarities and differences that the people of Indonesia have among culture, religion, ethnicities and languages.</li> <li>● I can explain the philosophy of Pancasila and the impact it has on Indonesian cultural unity.</li> <li>● I can analyze religious intolerance in Indonesia and the impact this has on national unity.</li> <li>● I can assess the Indonesian government's response to independence movements within their nation.</li> </ul>	<p>Suppress Fragmented</p>	<p>Pancasila</p>	<p><u>IDM</u></p>	<p>GEO 6-7.4 CIV 6-7.2 CIV 6-7.3 INQ 6-8.6 INQ 6-8.8 INQ 6-8.9 INQ 6-8.10</p>

## UNIT 5: Australia, Oceania, and Antarctica

### Overview

Throughout this unit students will explore some of the world's most unique landscapes, as well as the benefits and significant challenges of living in these vast areas. Students will discover how people first arrived to these territories and migrated between the thousands of islands in this region. Students will learn how the cultures and of those living in the region reflect Indigenous, European, American, and Asian influences. Students will learn how governments in the region overcome the challenges of vast physical space before also studying threats to the Great Barrier Reef and potential means of restoring this unique but diminishing ecosystem.

### Key Understandings

- The region of Australia, Oceania and Antarctica is a place of vast and unique landscapes that have experienced much migration and development over the last several centuries.
- The earliest civilizations in Australia and Oceania have had to adapt to different environments around them, whereas Antarctica, without any permanent citizens, is a harsh and nearly barren terrain inhabited by international teams of dedicated scientists.
- The environments and immigration patterns of Australia, Oceania and Antarctica have influenced diverse, modern cultures that have resulted in large urban populations in some places and almost no inhabitants in others.
- The governments of Australia, Oceania and New Zealand include vast political structures and organization whereas Antarctica has no national government and is not an inhabited country.

### Summative/Required Writing Prompts

- Inquiry Argument: Do the benefits of tourism outweigh the costs?

### Connections to Prior Inquiries

- Students will have been introduced to environmental cost/benefit analysis in their study of Latin America, weighing the benefits of economic development against the threat of hurricanes (6th).
- Students will have studied potential solutions to environmental challenges when studying desertification in Northern Africa and Southwest Asia (6th).
- Students will have studied how environmental factors contribute to regional conflict when studying the dispute over Kashmir in South Asia (7th)

### Connections to Future Inquiries

- None

### Opportunities for Research and Informed Action

- Students might research the history of World Heritage Sites, other World Heritage Sites around the world, or the selection process
- Students might research the history of discrimination against Aboriginal and Maori populations, such as the "Stolen Generation," of Aboriginal children and subsequent National Apology in 2008

INQUIRY	TARGETS	VOCABULARY	KNOWLEDGE	ASSESSMENT	STANDARDS
How does geography influence life, or lack of life, in Australia, Oceania, and Antarctica	<ul style="list-style-type: none"> <li>I can locate Australia, Oceania, and Antarctica on a world map</li> <li>I can describe the physical characteristics (i.e., landforms, climate, and vegetation) of Australia, Oceania, and Antarctica</li> <li>I can describe the human characteristics of Australia, Oceania, and Antarctica</li> </ul>	Migration Barren	Australia New Zealand Papua New Guinea Pacific Ocean Indian Ocean Great dividing range Outback Antarctica Ring of Fire Great Barrier Reef	CFA	GEO 6-7.2 GEO 6-7.4
How have people interacted with the environment in Australia, Oceania, and Antarctica?	<ul style="list-style-type: none"> <li>I can explain how the earliest civilizations in Australia and Oceania adapted to their environment.</li> <li>I can discuss the ways in which the people in Australia, Oceania and Antarctica have affected the environment and the way the environment has made an impact on the people</li> <li>I can describe the study of Antarctica's environment</li> </ul>	Interior Sparse Monolithic	Aborigine Maori Livestock Hydroelectric power McMurdo Station Great Dividing Range New Zealand Desertification Deforestation Greenhouse effect	CFA	GEO 6-7.7
How have patterns of migration changed the cultures of Australia, Oceania, and Antarctica?	<ul style="list-style-type: none"> <li>I can discuss the population distribution of people in Australia, Oceania and Antarctica</li> <li>I can describe the cultural characteristics (i.e., religion, food, ethnicities, languages, customs) of Australia, Oceania and Antarctica</li> <li>I can describe the temporary human settlements of Antarctica</li> </ul>	Intrepid Congregate	Mauri Haka Christianity Melanania Micronesia Australian Gold Rush Penal Colony	CFA	GEO 6-7.7 GEO 6-7.9
How have natural history and geography influenced the political and economic structures in Australia, Oceania, and Antarctica?	<ul style="list-style-type: none"> <li>I can describe the different government structures in Australia, Oceania and Antarctica</li> <li>I can compare the economies of Australia and New Zealand to those of smaller islands or Antarctica</li> </ul>	Commodity Commonwealth	Constitutional monarchy Commonwealth of Nations Queen Elizabeth II Market economy Subsistence farming Tourism Exports	CFA	GEO 6-7.4 GEO 6-7.10



			Antarctic Treaty		
How have humans impacted life in underwater ecosystems?	<ul style="list-style-type: none"> <li>I can explain the formation and biodiversity of the Great Barrier Reef</li> <li>I can explain how human activity and climate change are threatening the Great Barrier Reef</li> </ul>	Biodiversity Preserve	World Heritage Site Ecosystem Global warming Coral reef	CFA	GEO 6-7.8 INQ 6-8.15
	<ul style="list-style-type: none"> <li>I can identify the environmental impact of tourism in Antarctica.</li> <li>I can identify the economic impact of tourism in Antarctica.</li> <li>Evaluate potential changes to the tourism industry in Antarctica.</li> </ul>	Ambassador Obscure		<a href="#">IDM</a>	GEO 6-7.10 INQ 6-8.6 INQ 6-8.8 INQ 6-8.9 INQ 6-8.10

## UNIT 6: Reaching Across Regions

### Overview

Students conclude their study of world regions by exploring interactions between countries and between regions. Specifically, students examine the causes of conflict and attempts to keep the peace around the globe, the impact of globalization, and migration patterns across the world. In doing so, students draw upon and deepen their understanding of the world they have worked to develop over the past two years.

### Key Understandings

- Countries are divided by a variety of different borders and come into conflict for a host of overlapping reasons, but have also made formal agreements and alliances to promote peace and cooperation around the world.
- Economic systems have grown increasingly interconnected over time, resulting in significant economic development in some parts of the world but not others.
- Human migration has been caused by a variety of factors, facilitated by technological advances, and continues to impact populations, environments, and cultures across the globe.

### Summative/Required Writing Prompts

- Inquiry Argument: None

### Connections to Prior Inquiries

- Students will have considered unity and division in their study of Europe, having weighed the costs and benefits of joining the European Union.

### Connections to Future Inquiries

- None

### Opportunities for Research and Informed Action

- Students might research efforts to make global trade more equitable, such as Fair Trade or WRAP certification.
- Students might research current migration patterns, such as the impact of the Syrian refugee crisis and its impact.

INQUIRY	TARGETS	VOCABULARY	KNOWLEDGE	ASSESSMENT	STANDARDS
What causes conflict and war? Can conflict and war be avoided?	<ul style="list-style-type: none"> <li>● I can describe different types of borders and their impact on countries across the globe</li> <li>● I can compare and contrast different causes of historical conflicts around the world</li> <li>● I can describe the efforts of and organizations promoting promote peace and cooperation around the world</li> </ul>	Alliance Convert Mediate	Political borders Cultural borders Physical borders Six Day War World War II Genocide in Darfur NATO United Nations NAFTA Camp David Accords	CFA	GEO 6-7.9 CIV 6-7.2
Has the globalization of trade made our world more or less fair?	<ul style="list-style-type: none"> <li>● I can identify factors that influence economic activities and trade between and among regions of the world</li> <li>● I can describe ways in which different countries and regions form economic alliances</li> <li>● I can describe the link between infrastructure, development, and the standard of living in countries and/or regions</li> </ul>	Contingent Interdependent	Globalization Supply and demand Specialization Free Trade NAFTA European Union Infrastructure Standard of living North v. South Korea	CFA	GEO 6-7.10 ECO 6-7.2 ECO 6-7.3 ECO 6-7.6 ECO 6-7.7
Has global contact and migration created a more culturally united or divided world?	<ul style="list-style-type: none"> <li>● I can discuss historical and contemporary migration patterns in the world's regions</li> <li>● I can explain the causes and effects of migration throughout human history</li> </ul>	Displace Persecution	Push factors Pull factors Voluntary migration Involuntary migration Refugee Diffusion Great Migration Spread of Islam/Christianity	CFA	GEO 6-7.3 GEO 6-7.6 GEO 6-7.7

## 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 any such question can be further broken down into focused supporting questions to guide one's thinking .
- There are vast amounts of information available, so reading laterally to determine the credibility and accuracy of each source is necessary to ensure that information can be trusted.
- Research is a collective human endeavor, so it's important to recognize the work of others in a common format that makes it easier for others to follow my thinking.

### Connections to Prior Research

- In grade 6, students learned to refine keywords to search effectively, evaluate the relevance and credibility of sources, and quote/paraphrase textual evidence

### Connections to Future Research

- 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:
  - A supporting question you created to further explore your topic, and a brief rationale explaining why it seemed worth exploring.
  - 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 correctly use MLA 9 format for in text citations
  - A list of additional sources you considered that includes the author, publication, and date.

RESEARCH STAGE	TARGETS	VOCABULARY	KNOWLEDGE	STANDARDS
How do I find more information when I need it?	<ul style="list-style-type: none"> <li>I can conduct short research to answer a question.</li> <li>I can generate additional supporting questions to further my research.</li> </ul>	Exhaustive		INQ 6-8.5 WHST 6-8.7
What information will be most useful to me?	<ul style="list-style-type: none"> <li>I can evaluate the credibility and accuracy of each source I use.</li> </ul>	Valid	Lateral Reading	INQ 6-8.5 INQ 6-8.7 WHST 6-8.8
How do I give others credit for their ideas?	<ul style="list-style-type: none"> <li>I can quote or paraphrase others' work while avoiding plagiarism.</li> <li>I can use MLA 9 citation style for in text citations.</li> </ul>	Intellectual	MLA 9	INQ 6-8.6 WHST 6-8.8

District Learning Expectations and Standards		Unit #						
		1	2	3	4	5	6	GRE
<b>INQ 6-8.1</b>	Explain how a question represents key ideas in the field.							
<b>INQ 6-8.2</b>	Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.							
<b>INQ 6-8.3</b>	Explain points of agreement experts have about interpretations and application of disciplinary concepts and ideas associated with a supporting question.							
<b>INQ 6-8.4</b>	Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.							<b>x</b>
<b>INQ 6-8.5</b>	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.							<b>x</b>
<b>GEO 6-7.1</b>	Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.							
<b>GEO 6-7.2</b>	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	x	x		
<b>GEO 6-7.3</b>	Explain how cultural patterns and economic decisions influence environments and the daily lives of people.	x	x	x			x	
<b>GEO 6-7.4</b>	Analyze the cultural and environmental characteristics that make places both similar to and different from one another.		x		x	x		
<b>GEO 6-7.5</b>	Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.			x	x			
<b>GEO 6-7.6</b>	Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.			x	x		x	
<b>GEO 6-7.7</b>	Analyze how relationships between humans and environments extend or contract settlement and movement.		x	x	x	x	x	
<b>GEO 6-7.8</b>	Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.	x	x			x		
<b>GEO 6-7.9</b>	Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.		x		x	x	x	
<b>GEO 6-7.10</b>	Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.	x				x	x	
<b>GEO 6-7.11</b>	Explain how global changes in population distribution affect changes in land use in particular regions.		x					
<b>CIV 6-7.1</b>	Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).		x					

District Learning Expectations and Standards (cont'd)		Unit #						
		1	2	3	4	5	6	GRE
<b>CIV 6-7.2</b>	Assess specific rules and laws (both actual and proposed) as means of addressing public problems.				x		x	
<b>CIV 6-7.3</b>	Compare historical and contemporary means of changing societies and promoting the common good.	x		x	x			
<b>ECO 6-7.1</b>	Explain how economic decisions affect the well-being of individuals, businesses, and society		x					
<b>ECO 6-7.2</b>	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		
<b>ECO 6-7.3</b>	Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.					x		
<b>ECO 6-7.4</b>	Analyze the role of innovation and entrepreneurship in a market economy					x		
<b>ECO 6-7.5</b>	Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy		x	x				
<b>ECO 6-7.6</b>	Explain barriers to trade and how those barriers influence trade among nations			x		x		
<b>ECO 6-7.7</b>	Explain the benefits and the costs of trade policies to individuals, businesses, and society		x	x		x		
<b>HIST 6-8.1</b>	Use questions about historically significant people or events to explain the impact on a region.	x	x		x			
<b>INQ 6-8.6</b>	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		
<b>INQ 6-8.7</b>	Evaluate the credibility of a source by determining its relevance and intended use.							x
<b>INQ 6-8.8</b>	Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	x	x	x	x	x		
<b>INQ 6-8.9</b>	Develop claims and counterclaims while pointing out the strengths and limitations of both.	x	x	x	x	x		
<b>INQ 6-8.10</b>	Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.	x	x	x	x	x		
<b>INQ 6-8.11</b>	Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.							
<b>INQ 6-8.12</b>	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).							
<b>INQ 6-8.13</b>	Critique arguments for credibility							

District Learning Expectations and Standards (cont'd)		Unit #						
		1	2	3	4	5	6	GRE
<b>INQ 6-8.14</b>	Critique the structure of explanations.							
<b>INQ 6-8.15</b>	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		
<b>INQ 6-8.16</b>	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				
<b>INQ 6-8.17</b>	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.							