



Diocese of Alexandria ~ Catholic Schools

Where faith and knowledge grow



DIOCESE OF ALEXANDRIA

As the Diocese of Alexandria seeks to provide a comprehensive learning environment, we are charged to “Teach More” by showing how all learning flows from and relates to our Creator. In this way, we will give our teaching a deeper meaning and purpose than simply the content itself. With this as our goal, the Catholic Schools Office has intertwined our selected curricular standards with the Catholic Standards developed by the Cardinal Newman Society. Through the merging of these two curricula, English Language Arts, Mathematics, Science, and Social Studies, teachers will be provided a roadmap to guide student’s understanding and recognition of the relationship between learning and the connection to our God.

Thomas E. Roque, Sr.
Superintendent of Catholic Schools



DIOCESE OF ALEXANDRIA

Through comprehensive review of curricula from high performing districts throughout the United States in combination with parochial schools and Newman Cardinal Standards, the Curriculum Team for the Diocese of Alexandria has generated curricula for English Language Arts, Mathematics, Science, and Social Studies. The development of this framework is designed to guide the instructional path of teachers as they focus on the formation of their students in the areas of faith, academic excellence, responsible citizenry, and effective communication and collaboration. This process is a continuous improvement process with no defined beginning or end.

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6th Grade – Social Studies



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HOW TO USE THE CURRICULUM MAP

Social Studies Curriculum Maps are guides to social studies instruction. The Social Studies Curriculum Maps assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must consider the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

The four Curriculum Cycles for the year help pace instruction and ensure students have consistent coverage of the social studies content. The Cycle Duration (the suggested amount of time to spend on each cycle) does not accommodate for the scheduling of special events, inclement weather or school events. Teachers, with principal guidance, should adjust pacing as needed to accommodate for these events. Identified Compelling Question guide student inquiry during the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. This question guides the student's in the study of the content for the curriculum cycle. The curriculum cycle is further broken down into topics. The Topics indicate the instructional focus of the curriculum cycle.

Each topic map contains these components:

- **Diocese of Alexandria Academic Standards**
- **Supporting questions** to guide the inquiry of each topic.
- **Vocabulary:** potential terms student must be familiar with and may struggle with during this topic. This list is not the sole list of terms students must learn or be able to apply while studying social studies.
- **Learning Targets** are the expected skills and concepts students are to know and be able to do by the end of each topic. The Learning Targets in the curriculum maps are starting points. The list is not exhaustive or exclusionary. The school, based on an analysis of student data, identifies the understandings, skills, and concepts that support these targets established by the school.
- **Instructional Resources** include resources that promote inquiry, student understanding, and mastery of skills.

RESEARCH-BASED HIGH-YIELD PRACTICES FOR TIER 1 INSTRUCTION

These strategies have proven effective in affecting student learning and achievement gains. As you plan daily instruction, consider how and where to integrate these strategies into the instructional sequence. Effect size in parentheses.

- Classroom Discussion/Discourse (.82)
- Teacher Clarity/making the learning visible with expectations for learning (.75)
- Reciprocal Teaching (.74)
- Feedback (.73)
- Metacognitive Strategies (.69)

6th Grade – Social Studies



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Unit 1: Introduction to Concepts: The Basics of Geography and Economics

Topics Introduction to Geography Introduction to Economics	Assessments: <ul style="list-style-type: none">• Ongoing teacher-created formative assessments• Teacher-created summative assessments	Duration: 10 days
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Topic 1: Introduction to Geography Suggested Duration: 7 Days

Supporting Question:
How does geography help us understand our world?

VOCABULARY: geography, absolute location, relative location, place, human-environmental interaction, movement, region, map, latitude, longitude, equator, continent, ocean, prime meridian, grid system, projection, legend or key, scale, compass rose, physical map, political map, thematic map, physical features or physical characteristics, mountains, waterways, landforms, peninsula, vegetation, natural resources, weather, climate, precipitation, advantages and disadvantages, physical environment, patterns of human settlement, environmental factors and geographic factors

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

- SS-06-2.1.1** Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives
- SS-06-4.1.1** Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth's surface in the present day.
- SS-06-2.3.1** Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occur among individuals and groups in the present day.
- SS-06-2.3.2** Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day.
- SS-06-4.2.1** Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).
- SS-06-4.2.2** Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.
- SS-06-4.3.1** Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs.
- SS-06-4.3.2** Students will explain why and give examples of how human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day.
- SS-06-4.4.1** Students will explain how technology in the present day assists human modification (e.g., irrigation, clearing land, building roads) of the physical environment in regions.
- SS-06-4.4.2** Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promotes and limits human activities (e.g., exploration, migration, trade, settlement, development) in the present day.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can locate places on Earth using a variety of geographic tools (06-4.1.1). ▪ I can explain why geographers use a variety of maps to show information (06-4.1.1). ▪ I can explain how the physical environment affects how people live (06-4.2.1; 06-4.2.2; 06-4.3.1; 06-4.3.2; 06-4.4.1; 06-4.4.2). ▪ I can explain how regions are different and how these differences create advantages and disadvantages (06-4.2.1; 06-4.4.2). ▪ I can explain how human needs influence where people move and settle (06-2.1.1; 06-4.3.1; 06-4.3.2). ▪ I can explain how and why human populations change or migrate (06-2.3.1; 06-2.3.2; 06-4.2.1; 06-4.3.1; 06-4.3.2) ▪ I can explain why the physical environment and regional differences are so important in determining human actions and activities (06-4.2.1; 06-4.3.1; 06-4.3.2). 	<ul style="list-style-type: none"> • Have students discuss why people might move to your area. Ask students to think about reasons people might want to move to your town, city, or state. Possible answers could be related to the weather and climate, job opportunities, natural resources, the economy, culture, and more. Ask students which of these they considered when they thought about the new place they might like to move to. • Introduce the term <i>migration</i> and brainstorm questions about human migration. Ask students what they think <i>migration</i> means. Students' answers may relate to the migration of birds, butterflies, or other animals. Explain to students that <i>human migration</i> is the movement of people from one place in the world to another. Ask: <i>What questions do you have about human migration?</i> Record students' questions on the board. • Great Migration Maps • http://www.bbc.co.uk/schools/gcsebitesize/geography/migration/migration_trends_rev_2.shtml • https://video.search.yahoo.com/search/video?fr=yfp-t-s&p=why+do+people+migrate+for+kids#id=2&vid=1ac6d99358e8520afd2c415b754a64e7&action=click • https://study.com/academy/lesson/how-to-locate-places-on-the-world-map.html • https://www.1worldglobes.com/international-date-line.htm • https://study.com/academy/lesson/geography-tools-maps-gps-gis.html • https://www.education.com/worksheet/article/regions-of-the-united-states/

Topic 2: Introduction to Economics**Suggested Duration: 3 Days****SUPPORTING QUESTION (S):**

- Why can't we have everything we want?
- What is to be produced and how?
- For whom are the goods produced?

VOCABULARY: economics, resources, wants, scarcity, inputs, outputs, economic problem, goods and services, production, labor, land, capital, human capital, tangible and intangible, self-interest, opportunity cost, producer and consumer, market, price, cost, buyer and seller, supply and demand, specialization, division of labor, trade, economy, market economy, command economy, mixed economy

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-06-3.1.1 Students will explain and give examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources capital goods) are used.

SS-06-3.2.1 Students will compare present day economic systems (traditional, command, market, mixed).

SS-06-3.3.1 Students will explain how in present day market economies, the prices of goods and services are determined by supply and demand.

SS-06-3.4.2 Students will describe how new knowledge, technology/tools and specialization increase human productivity in the present day.

SS-06-3.4.3 Students will explain how international economic activities are interdependent in the present day.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can define the economic terms scarcity, production, market and cost (06-3.1.1; 06-3.2.1; 06-3.3.1; 06-3.4.2). ▪ I can identify the big economic problem and possible solutions to it (06-3.1.1; 06-3.2.1; 06- 3.3.1; 06-3.4.2). ▪ I can describe the importance of economics for an individual producer and consumer (06-3.1.1; 06- 3.2.1; 06-3.3.1; 06-3.4.2; 06-3.4.3). 	<ul style="list-style-type: none"> • https://video.search.yahoo.com/search/video?fr=aaplw&p=economics+for+kids+supply+and+demand#id=1&vid=cbb2517ee72779f9aab4ccb030d239af&action=view • http://www.scholastic.com/browse/article.jsp?id=3750579 • https://www.youtube.com/watch?v=fxfbvQsCeTE • https://study.com/academy/lesson/economic-needs-and-wants-definition-lesson-quiz.html • http://www.scholastic.com/browse/collection.jsp?id=455 • Review definitions and examples of wants and needs. • Ask kids to think about items they use every day and decide which of those are need/wants. • Read, A Chair for My Mother by Vera Williams and discuss whether the items the family receives are a need or a want. • Conduct an activity with the class that allows them to experience scarcity, followed by discussion. • Draw or cut out pictures of different kinds of natural resources. Discuss which of these are "very scarce." How do you know? (The price is high relative to the prices of the others.) • Write a paragraph about a scarcity situation students faced when purchasing a specific good or service (choosing how to spend limited income on several desired items).

6th Grade – Social Studies



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Unit 2: North America: An Emphasis on Government, Culture, and Economics

Topics: United States Canada Mexico	Assessments: <ul style="list-style-type: none">• Ongoing teacher-created formative assessments• Teacher-created summative assessments	Duration: 25 days
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Topic 1: United States Suggested Duration: 10 Day

Supporting Question:

How does a democratic government organize its economy?

VOCABULARY: culture, trait, diffusion, migration, natural resources, environment, ecosystem, forms of government, executive branch, legislative branch, judicial branch, republic, democracy, elect, rights, responsibilities, bicameral, federal, state, rural, urban, suburb, developed country, developing country, economy, trade, free enterprise, gross domestic product, push or pull factor

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

- SS-06-1.1.1** Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.
- SS-06-1.1.2** Students will describe and give examples to support how present day democratic governments function to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws.
- SS-06-2.1.1** Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives
- SS-06-3.1.1** Students will explain and give examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources capital goods) are used.
- SS-06-3.2.1** Students will compare present day economic systems (traditional, command, market, mixed).
- SS-06-3.3.1** Students will explain how in present day market economies, the prices of goods and services are determined by supply and demand.
- SS-06-3.4.2** Students will describe how new knowledge, technology/tools and specialization increase human productivity in the present day.
- SS-06-3.4.3** Students will explain how international economic activities are interdependent in the present day.
- SS-06-4.2.1** Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can identify the type of government that exists in the U.S. and how it works (06-1.1.1). ▪ I can describe the rights and responsibilities of citizens in the U.S. (06-1.1.1; 06-1.1.2). ▪ I can explain why and describe how regions of the U.S. use their productive resources to meet their economic needs (06-3.1.1; 06-3.2.1; 06-3.4.2; 06- 4.2.1). ▪ I can describe the free enterprise system of the U.S. (06-3.2.1; 06-3.3.1; 06-3.4.2) ▪ I can explain the importance of international trade on the economy of the U.S. (06-3.1.1; 06-3.2.1; 06- 3.4.3) ▪ I can compare and contrast different types of economic systems (market, command, traditional) to a mixed economy (06-3.2.1; 06-3.3.1; 06-3.4.3). ▪ I can explain why the U.S. economy is a mixed economy rather than a market economy (06-3.2.1; 06-3.3.1). ▪ I can make an argument (using claims, reasons and evidence) for why countries declare independence (06-1.1.1; 06-1.1.2; 06-2.1.1). 	<ul style="list-style-type: none"> • http://mrnussbaum.com/government/ • https://www.youtube.com/watch?v=Q5EASiHAKpY • https://www.youtube.com/watch?v=UJVxNfjwP-U • http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=307&id=1712 • https://study.com/academy/lesson/rights-responsibilities-lesson-for-kids.html • http://www.congressforkids.net/citizenship_1_wearefree.htm • https://study.com/academy/lesson/what-is-the-free-enterprise-system-definition-examples.html • http://www.socialstudieshelp.com/Eco_Free_Enterprise.htm • https://www.youtube.com/watch?v=61I9tOXGDWc • http://webquestregions.weebly.com/resources.html • https://study.com/academy/lesson/the-5-regions-of-the-united-states-lesson-for-kids.html • http://encyclopedia.kids.net.au/page/ec/Economy_of_the_United_States • http://rightquestion.org/education/

Topic 2: Canada**Suggested Duration: 5 Days****Supporting Question:**

How do regional differences affect life in Canada?

VOCABULARY: glacier, fresh water, salt water, watershed, runoff, sediment, wetlands, metropolitan area, public transit, plural society, humid, semiarid, subarctic, marine, tundra, forestry, hydroelectric power, provinces, regionalism, maritime, democracy, appoint, prime minister, parliament, legislature, provincial

DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:

SS-06-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.

SS-06-1.1.2 Students will describe and give examples to support how present day democratic governments function to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws.

SS-06-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives

SS-06-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occur among individuals and groups in the present day.

SS-06-2.3.2 Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day

SS-06-3.1.1 Students will explain and give examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources capital goods) are used.

SS-06-3.2.1 Students will compare present day economic systems (traditional, command, market, mixed).

SS-06-3.3.1 Students will explain how in present day market economies, the prices of goods and services are determined by supply and demand.

SS-06-3.4.2 Students will describe how new knowledge, technology/tools and specialization increase human productivity in the present day.

SS-06-3.4.3 Students will explain how international economic activities are interdependent in the present day.

SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth's surface in the present day

SS-06-4.2.1 Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).

SS-06-4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available

SS-06-4.3.1 Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs.

SS-06-4.3.2 Students will explain why and give examples of how human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can identify the type of government that exists in Canada and how it works (06-1.1.1). ▪ I can describe the rights and responsibilities of citizens in Canada (06-1.1.1; 06-1.1.2). ▪ I can identify major exports and imports of Canada’s economy (06-3.1.1; 06-3.2.1; 06-3.3.1; 06-3.4.3; 06-4.1.1). ▪ I can describe how regionalism influences interactions between the Canadian people (06- 2.1.1; 06-2.3.1; 06-2.3.2; 06-4.1.1; 06-4.2.1; 06- 4.2.2; 06-4.3.1; 06-4.3.2). ▪ I can explain the geographic factors responsible for the location of economic activities in the five regions of Canada (06-3.1.1; 06-3.3.1; 06-3.4.2; 06- 4.1.1; 06-4.2.1; 06-4.2.2). 	<ul style="list-style-type: none"> • http://option.canada.pagesperso-orange.fr/images/01Elections/chart_government.jpg • https://www.youtube.com/watch?v=USK3Q4rsgnw • https://www.youtube.com/watch?v=JgBBfM8SYPA • https://www.youtube.com/watch?v=7C8uDuhLqvg • https://www.youtube.com/watch?v=8AFU17NpVS4 • https://www.reference.com/world-view/canada-s-major-imports-36ada9cc2a7ca3c8 • https://www.slideshare.net/jdsmith390/5-regions-of-canada • http://www.answers.com/Q/What is the 5 economic regions of Canada • https://study.com/academy/lesson/economic-characteristics-of-canadas-different-regions.html • https://www.quora.com/How-do-French-speaking-and-English-speaking-Canadians-interact-with-each-other

Topic 3: Mexico**Suggested Duration: 10 Days****Supporting Question:**

How does Mexico's culture reflect different aspects of its history?

VOCABULARY: Yucatan Peninsula, empire, mestizos, missions, haciendas, inflation, slash-and-burn agriculture, cash crop, industry, tourism, maquiladoras, spatial inequality, standard of living, urbanization, ejidos or communal lands, smog, air quality, slums, tenements, estates**DIOCESE OF ALEXANDRIA ACADEMIC STANDARDS:**

SS-06-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.

SS-06-1.1.2 Students will describe and give examples to support how present day democratic governments function to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws.

SS-06-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives

SS-06-3.1.1 Students will explain and give examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources capital goods) are used.

SS-06-3.2.1 Students will compare present day economic systems (traditional, command, market, mixed).

SS-06-3.3.1 Students will explain how in present day market economies, the prices of goods and services are determined by supply and demand.

SS-06-3.4.3 Students will explain how international economic activities are interdependent in the present day.

SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth's surface in the present day

SS-06-4.2.1 Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).

SS-06-4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available

SS-06-4.3.1 Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs.

SS-06-4.3.2 Students will explain why and give examples of how human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day.

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can identify the type of government that exists in Mexico and how it works (06-1.1.1). ▪ I can describe the rights and responsibilities of citizens in Mexico (06-1.1.1; 06-1.1.2). ▪ I can identify major exports and imports of Mexico's economy (06-3.1.1; 06-3.2.1; 06-3.3.1; 06-3.4.3; 06-4.1.1). ▪ I can analyze geographic characteristics of modern day Mexico that resulted from historical events or factors (06-4.2.1; 06-4.2.2; 06-4.3.1; 06-4.3.2; 06-5.1.1). ▪ I can identify and describe common traits that describe Mexican culture and how they are displayed in daily life (06-2.1.1). 	<ul style="list-style-type: none"> • http://image.slidesharecdn.com/spanish-mexico-100418142815-phpapp02/95/spanish-mexico-5-728.jpg?cb=1271601019 • https://www.youtube.com/watch?v=btDoiODVWGo • http://www.everyculture.com/Ma-Ni/Mexico.html • https://study.com/academy/lesson/the-structure-of-mexicos-government.html • https://en.wikipedia.org/wiki/Mexican_nationality_law • http://qa.answers.com/Q/What are the rights duties and obligations of a Mexican citizen • https://www.reference.com/world-view/mexico-s-main-exports-8071741974ba964e • https://www.worldatlas.com/articles/mexico-exports-and-imports.html • https://kids.nationalgeographic.com/explore/countries/mexico/#mexico-dancers.jpg • http://www.everyculture.com/Ma-Ni/Mexico.html - Culture • http://mrmoyer.pbworks.com/w/page/21727065/Geography%20Aztec - Geography • http://mayas.mrdonn.org/geography.html - Mexican culture

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Unit 3: Latin America: An Emphasis on Culture, Economics and History

Topics: Central America The Caribbean South America	Assessments: <ul style="list-style-type: none">• Ongoing teacher-created formative assessments• Teacher-created summative assessments	Duration: 35 days
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FUNDAMENTAL SKILL STANDARDS

- SS-06-1.1.1** Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.
- SS-06-1.1.2** Students will describe and give examples to support how present day democratic governments function to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws.
- SS-06-2.1.1** Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives.
- SS-06-2.3.1** Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occur among individuals and groups in the present day.
- SS-06-2.3.2** Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day.
- SS-06-3.1.1** Students will explain and give examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources capital goods) are used.
- SS-06-3.2.1** Students will compare present day economic systems (traditional, command, market, mixed)
- SS-06-3.3.1** Students will explain how in present day market economies, the prices of goods and services are determined by supply and demand.
- SS-06-3.4.2** Students will describe how new knowledge, technology/tools and specialization increase human productivity in the present day.
- SS-06-3.4.3** Students will explain how international economic activities are interdependent in the present day.
- SS-06-4.1.1** Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth's surface in the present day.
- SS-06-4.2.1** Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).
- SS-06-4.2.2** Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.
- SS-06-4.3.1** Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs.
- SS-06-4.3.2** Students will explain why and give examples of how human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day.
- SS-06-4.4.1** Students will explain how technology in the present day assists human modification (e.g., irrigation, clearing land, building roads) of the physical environment in regions.
- SS-06-4.4.2** Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promotes and limits human activities (e.g., exploration, migration, trade, settlement, development) in the present day.

Topic 1: Central America**Suggested Duration: 10 Days****Supporting Question:**

How have geography and economics affected daily life for people in Central America?

VOCABULARY: spatial map, population map, physical map, natural resources map, climate map, First World country, Second World country, Third World country, Isthmus, archipelago, cloud forest, ecotourism, civil war, Panama canal, indigenous people, ethnic group, adaptation, subsistence farming, adobe, migrant workers, barter, rituals, modification**LEARNING TARGETS****POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES**

- I can analyze different patterns in Central America by using special-purpose maps (06-4.1.1).
- I can analyze ways people in Central America have modified their environment to meet their needs (06-3.1.1; 06-4.2.1; 06-4.2.2; 06-4.3.1; 06-4.3.2; 06-4.4.1; 06-4.4.2).
- I can define and give examples of agricultural, manufacturing, and service industries in Central America (06-2.1.1; 06-2.3.1; 06-2.3.2; 06-3.2.1; 06-3.3.1; 06-3.4.2).
- I can analyze the economic importance of ecotourism to Central America (06-2.1.1; 06-2.3.1; 06-2.3.2; 06-3.1.1; 06-3.2.1; 06-3.3.1; 06-3.4.2).
- I can explain how the scarcity of resources influences economic development in Central America (06-2.1.1; 06-3.2.1; 06-3.3.1; 06-3.4.2).
- I can describe how the cultures of Central America reflect their colonial heritage (06-2.1.1; 06-5.1.1).

- <https://www.worksheetworks.com/miscellaneous/graphic-organizers.html> - Graphic Organizers
- [Question Formulation Technique – Strategy](#)
- <http://www.learner.org/workshops/geography/workshop2/wkp2intr.html> -Latin America: Teaching Geography
- https://d43fweuh3sg51.cloudfront.net/media/media_files/ukcmu2mhs8cazf6bkvvbfhuc4ldj5nr8.pdf - Languages of Central America and the Caribbean
- https://d43fweuh3sg51.cloudfront.net/media/media_files/6u5v3lrbllau4vi7zk0coudtdeq3y0m.pdf - Map Activity: Discovering Central America
- https://d43fweuh3sg51.cloudfront.net/media/media_files/1pftg9mtmr49lbg5h6ob68fawybnk0r.pdf Map Analysis: Central America
- https://d43fweuh3sg51.cloudfront.net/media/media_files/as29x62y5vmc8m7g893ly2x7gqx5q659.pdf - Map-Based Exploration: Central America
- http://www.answers.com/Q/What_are_some_natural_resources_found_in_Central_America - Natural Resources in Central America
- <http://worldregionsproject.wikispaces.com/Environmental+Issues+in+South+America> - Environmental Issues
- <https://www.centralamericadata.com/en/tsearch?q=Manufacturing>
- http://qa.answers.com/Q/Where_are_most_service_industries_located_in_Central_America
- <http://ecotourism.org/ecodestinations-central-america-and-the-caribbean>
- <https://www.frommers.com/destinations/central-america/planning-a-trip/sustainable-travel--ecotourism>
- <http://www.bizymoms.com/vacationsandtravel/latin-america/latin-america-culture.html> - Cultures of Central America
- <https://www.thoughtco.com/introduction-to-the-colonial-era-2136329>

Topic 2: The Caribbean	Suggested Duration: 10 Days
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SUPPORTING QUESTION (S):
 How has geography affected the economy of the Caribbean islands?

VOCABULARY: dialect, refugee, plantation, cash crop, tourism, atmosphere, convection, current, prevailing winds, hurricanes, typhoons, cyclones, condensation, tropical disturbance, tropical depression, tropical storm, eye wall, El Nino, rain bands, storm surge, landmass, sewage, sanitation, traditional economy, single product economy, command economy, missions, communism

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
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<ul style="list-style-type: none"> ▪ I can analyze different patterns in the Caribbean by using special-purpose maps (06-4.1.1). ▪ I can analyze the economic importance of ecotourism to the Caribbean (06-2.1.1; 06-2.3.1; 06-2.3.2; 06-3.1.1; 06-3.2.1; 06-3.3.1; 06-3.4.2). ▪ I can explain how the scarcity of resources influences economic development in the Caribbean (06-2.1.1; 06-3.2.1; 06-3.3.1; 06-3.4.2). ▪ I can define and give examples of agricultural, manufacturing, and service industries in the Caribbean (06-2.1.1; 06-2.3.1; 06-2.3.2; 06-3.2.1; 06-3.3.1; 06-3.4.2). 	<ul style="list-style-type: none"> • https://www.teachingchannel.org/blog/ausl/2013/08/07/student-historians-inquiry-based-learning-in-a-literacy-and-social-studies-classroom/ - Strategy • https://d43fweuh3sg51.cloudfront.net/media/media_files/ukcmu2mhs8cazf6bkvbfhuc4ldj5nr8.pdf - Languages of the Caribbean • http://traveltips.usatoday.com/effects-tourism-caribbean-63368.html - Tourism in the Caribbean • https://www.trails.com/facts_11808_effects-tourism-caribbean.html • https://en.wikipedia.org/wiki/Economy_of_the_Caribbean - Caribbean Economy • https://en.wikipedia.org/wiki/Category:Agriculture_in_the_Caribbean - Caribbean Agriculture • https://www.caribbeanislands.com/ • http://qa.answers.com/Q/What_is_the_most_important_service_industry_in_the_Caribbean_islands - Service Industry • https://d43fweuh3sg51.cloudfront.net/media/media_files/qtbwjc0qfjkgyqol7n513zoioz0qmjs.pdf - Natural Resources of the Caribbean • https://d43fweuh3sg51.cloudfront.net/media/media_files/gyvnoqljauqey1ywu32ob47io69unmu1.pdf - The Caribbean Region: Map Analysis
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Topic 3: South America	Suggested Duration: 15 Day
<p>Supporting Question: How has the geography and history of South America shaped its culture?</p>	
<p>VOCABULARY: cordillera, plateau, basin, climate, temperate, arid, semi-arid, tropical, tropical wet, tropical dry, tropical rain forest, highlands, desert scrub, tropical grasslands, vegetation zone, forest floor, Tierra Helada, alpine, tree line, snow line, glaciers, terracing, biodiversity, guerillas, colony, independence, revolution, <i>loropo</i>, <i>llaneros</i>, strike, referendum, vertical trade, <i>apus</i>, <i>paramos/punas</i>, quinoa, policy, estuary, deforestation, reforestation, habitat, reserves, clear-cut, soil exhaustion, megacity, favelas, gauchos, Mercosur, informal economy, landlocked, <i>altiplano</i>, strait, empire, dictators, viceroy Creoles, government, coup, traditional economy, single product economy</p>	
LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can explain how individual and group perspectives of how to use natural resources influence the political, social, and economic development of countries in South America (06-1.1.1; 06-2.1.1; 06-2.3.1; 06-2.3.2; 06-3.1.1; 06-3.4.2; 06-4.2.2; 06-4.3.2). ▪ I can argue what the real cost of bananas is to both producers and consumers (06-3.2.1; 06-3.3.1). 	<ul style="list-style-type: none"> • https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0 • http://rightquestion.org/education/ • https://ket.pbslearningmedia.org/resource/social-studies-217-ws1-r1-grades-6-12/geographic-determinism-in-mesoamerica-and-south-america/#.WzLF5S0-Ich • http://www.nationsonline.org/oneworld/third_world_countries.htm • https://www.worldatlas.com/continents/south-america.html • https://ket.pbslearningmedia.org/resource/social-studies-217-ws1-r1-grades-6-12/geographic-determinism-in-mesoamerica-and-south-america/#.WzLI CO-Ich • https://ket.pbslearningmedia.org/resource/arct14.soc.charg/country-report-argentina/#.WzLJIS0-Ich • https://ket.pbslearningmedia.org/resource/arct14.soc.chbra/country-report-brazil/#.WzLJSi0-Ich

6th Grade – Social Studies



THE DIOCESE
of ALEXANDRIA

Unit 4 Europe and Africa: Emphasis on Economics, Government and History

Topics: Russia and Caucasus Eastern Europe and Northern Europe West Central Europe Southern Europe	West Africa North Africa East Africa Central Africa Southern Africa	Assessments: <ul style="list-style-type: none">• Ongoing teacher-created formative assessments• Teacher-created summative assessments	Duration: 80 days
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FUNDAMENTAL SKILL STANDARDS

- SS-06-1.1.1** Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.
- SS-06-1.1.2** Students will describe and give examples to support how present day democratic governments function to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws.
- SS-06-2.1.1** Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives.
- SS-06-2.3.1** Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occur among individuals and groups in the present day.
- SS-06-2.3.2** Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day.
- SS-06-3.1.1** Students will explain and give examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources capital goods) are used.
- SS-06-3.2.1** Students will compare present day economic systems (traditional, command, market, mixed).
- SS-06-3.3.1** Students will explain how in present day market economies; the prices of goods and services are determined by supply and demand.
- SS-06-3.4.2** Students will describe how new knowledge; technology/tools and specialization increase human productivity in the present day.
- SS-06-3.4.3** Students will explain how international economic activities are interdependent in the present day.
- SS-06-4.1.1** Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth's surface in the present day.
- SS-06-4.2.1** Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).
- SS-06-4.2.2** Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.
- SS-06-4.3.1** Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs.
- SS-06-4.3.2** Students will explain why and give examples of how human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day.
- SS-06-4.4.1** Students will explain how technology in the present day assists human modification (e.g., irrigation, clearing land, building roads) of the physical environment in regions.
- SS-06-4.4.2** Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promotes and limits human activities (e.g., exploration, migration, trade, settlement, development) in the present day.

Topic 1: Russia and Caucasus	Suggested Duration: 5 Days
<p>Supporting Question: How have changes in economic systems affected GDP?</p>	
<p>VOCABULARY: Gross Domestic Product or GDP, taiga, Cyrillic, steep, temperate grasslands, deciduous forests, coniferous forests, mixed forests, tundra, erosion, glaciation, tectonic activity, volcanic activity, sediment, moraines, czar, empire, ethnic group, Bolsheviks, revolution, communism, Soviet Union, super power, command economy, gulags, propaganda, federal republic, prime minister, legislature, dachas, smelters, Trans-Siberian Railroad</p>	
LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can analyze the relationship between past conflicts and current conditions (06-1.1.1; 06- 2.1.1; 06-2.3.1; 06-2.3.2; 06-3.1.1; 06-3.2.1; 06- 3.3.1; 06-3.4.2; 06-4.1.1; 06-4.2.1; 06-4.2.2; 06- 4.4.2; 06-5.1.1). ▪ I can describe how geographic factors are directly related to economic factors (06-3.1.1; 06-3.2.1; 06-3.3.1; 06-3.4.2; 06-4.2.1; 06-4.2.2; 06-4.4.2). ▪ I can explain how governmental factors are directly related to economic factors (06-1.1.1; 06- 4.2.1; 06-4.2.2; 06-4.4.2). ▪ I can explain how the move from a command to a market economy has affected economic growth in Russia and the Caucasus (06-1.1.1; 06-1.1.2; 06- 3.2.1; 06-3.3.1; 06-3.4.2). 	<ul style="list-style-type: none"> • https://d43fweuh3sg51.cloudfront.net/media/media_files/8p2u8iytd2dkh01mg7dwdoc8lm71e5ig.pdf - Activity: Mapping out the Soviet Union • http://www.pbs.org/weta/faceofrussia/reference/lesson3.html - Lesson Plan: Living under Communism • http://www.pbs.org/weta/faceofrussia/reference/lesson5.html - The Face of Russia • http://www.pbs.org/weta/faceofrussia/reference/lesson1.html - Design an Icon • https://d43fweuh3sg51.cloudfront.net/media/media_files/chernobyl.html- Chernobyl, What Really Happened? • http://www.pbs.org/weta/faceofrussia/reference/lesson2.html - The Power of Architecture • https://d43fweuh3sg51.cloudfront.net/media/media_files/rs-map.gif - Map of Russia • https://d43fweuh3sg51.cloudfront.net/media/media_files/tjukuxrmn64kavwuhjgcx87k4q1b3644.pdf - Society's Impact on the Environment, Russia • http://www.pbs.org/wgbh/commandingheights/lo/countries/ru/ru_full.html - Country Report: Russia • http://www.learner.org/workshops/geography/workshop6/wkp6intr.html Teaching Geography: Russia • http://www.worldbank.org/en/country/russia/publication/rer -Russia Economic Outlook • https://www.economist.com/finance-and-economics/2004/04/07/command-and-control - Russia: Command and Control Essay

Topic 2: Eastern Europe and Northern Europe	Suggested Duration: 4 Days
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SUPPORTING QUESTION (S):
 How can the physical characteristics of a region create economic advantages and disadvantages?

VOCABULARY: isles, fjord, geothermal energy, drift, constitutional monarchy, Magna Carta, Vikings, pillage, uninhabitable, geysers, radiation, war, conflict, invasion, communism, infrastructure, Commonwealth of Independent States, genocide, ethnic cleansing, nuclear radiation, pollution, Industrial Revolution, acid rain, river system, toxic

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
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- I can identify and explain multiple problems caused by the scarcity of resources in Europe (06- 3.1.1; 06-4.1.1; 06-4.2.1; 06-4.2.2; 06-4.3.1; 06- 4.3.2).
- I can explain how command economy policies continue to affect the economies of Eastern European countries (06-1.1.1; 06-3.2.1). ^[SEP]
- I can describe how physical characteristics have created advantages and disadvantages for the people in Greenland, Iceland and Scandinavia (06-4.2.1; 06- 4.2.2; 06-4.3.1; 06-4.3.2; 06-4.4.1; 06-4.4.2). ^[SEP]
- I can describe how Northern Europe’s primary natural resources help to make it one of the wealthiest regions in the world (06-4.2.1; 06-4.2.2; 06-4.3.1; 06-4.3.2; 06- 4.4.1; 06-4.4.2).

- <http://rightquestion.org/education/> - Strategy
- <https://www.teachingchannel.org/blog/ausl/2013/08/07/student-historians-inquiry-based-learning-in-a-literacy-and-social-studies-classroom/> - Strategy
- <http://www.learner.org/workshops/geography/workshop7/wkp7intr.html> - Europe: Teaching Geography
- <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0> Strategy
- https://d43fweuh3sg51.cloudfront.net/media/media_files/8p2u8iytd2dkh01mg7dw_doc8lm71e5ig.pdf - Activity: Mapping out the Soviet Union
- <http://www.pbs.org/weta/faceofrussia/reference/lesson3.html> - Living Under Communism
- <https://www.reference.com/geography/natural-resources-europe-a2035b30bb2577c7> - Natural Resources.
- <https://www.reference.com/geography/physical-features-iceland-23047b4dded6b89c> - Features of Iceland

Topic 3: West Central Europe	Suggested Duration: 7 Day
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Supporting Question:
Why is cooperation between European nations important?

VOCABULARY: channel, navigable river, cathedral, café, cuisine, menu, cosmopolitan, seat of government, currency , chancellor, cantons, European Union, supranational cooperation, centripetal forces, centrifugal forces, common market, currency, euro, trade bloc, cultural identity, diversity, polder

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can define the European Union and describe its purpose and goal (06-1.1.1; 06-3.1.1; 06-3.2.1; 06- 3.3.1; 06-3.4.2; 06-3.4.3; 06-4.2.2; 06-4.3.1; 06- 4.3.2; 06-4.4.1; 06-4.4.2). ▪ I can explain how organizations, such as the EU have promoted cooperation among nations in West Central Europe (06-1.1.1; 06-3.1.1; 06-3.2.1; 06-3.3.1; 06-3.4.2; 06-3.4.3; 06-4.2.2; 06-4.3.1; 06- 4.3.2; 06-4.4.1; 06-4.4.2). ▪ I can explain how the EU has increased trade and other economic activities throughout Europe (06- 3.2.1; 06-3.3.1; 06-3.4.2; 06-3.4.3; 06-4.2.2; 06- 4.3.1; 06-4.3.2; 06-4.4.1; 06-4.4.2). ▪ I can explain reasons why countries would want to withdraw from the EU (06-1.1.1; 06-1.1.2; 06- 3.1.1; 06-3.1.2; 06-3.3.1; 06-3.4.2; 06-3.4.3). 	<ul style="list-style-type: none"> • http://europa.eu/kids-corner/index_en.htm - European Union Games and Quizzes • https://publications.europa.eu/en/publication-detail/-/publication/a5ba73c6-3c6a-11e8-b5fe-01aa75ed71a1/language-en - European Union • https://www.youtube.com/watch?v=VvIPSY_Sbfg - European Union • http://www.learner.org/workshops/geography/workshop7/wkp7time.html - Teaching Geography: European Union Timeline • https://www.youtube.com/watch?v=KHpbu9mqFJs - The Brexit Debate Explained • https://www.theguardian.com/politics/ng-interactive/2016/jun/23/eu-referendum-live-results-and-analysis - Brexit Vote Results

Topic 4: Southern Europe	Suggested Duration: 4 Days
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Supporting Question:
How has the EU affected life in Southern Europe?

VOCABULARY: democracy, architecture, orthodox, renaissance, pope, Christianity, Roman Catholicism, Greek Orthodox, constitutional monarchy, parliament, birth rate and death rate, total fertility rate and replacement rate, life expectancy, dependency ratio, demographic transition model, pension

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can describe the contribution of ancient Greeks to the forms of government in the present day (06-1.1.1; 06-1.1.2; 06-2.1.1; 06-2.3.1; 06-2.3.2; 06-5.1.1). ▪ I can explain how the culture of Southern Europe’s past is reflected in their societies today (06-2.1.1; 06-2.3.1; 06-2.3.2; 06-5.1.1). ^[L]_[SEP] ▪ I can explain how the EU has affected the economy of Greece (06-3.2.1; 06-3.3.1; 06-3.4.2; 06-3.4.3; 06-4.2.2; 06-4.3.2). 	<ul style="list-style-type: none"> • http://www.pbs.org/wgbh/commandingheights/lo/countries/it/it_full.html - Country Report: Italy • https://d43fweuh3sg51.cloudfront.net/media/media_files/Introduction_to_Italy.pdf - Introduction to Italy • http://mapofeurope.com/topographical-map-of-europe/ - Topographical Map of Europe • https://www.youtube.com/watch?v=ULQiCNOYNmw - How the Euro Caused the Greek Crisis • https://www.bbc.co.uk/newsround/15576454 - Greece’s Debt Crisis • https://www.youtube.com/watch?v=3PZDLG-rtGs - What Happens if a Country Goes Bankrupt

Topic 5: West Africa**Suggested Duration: 4 Days****Supporting Question:**

What factors have helped to shape the cultures of West Africa?

VOCABULARY: Sahel, desertification, savanna, monarchy, slave trade, animism, extended family, secede, famine, desert, ethnic groups, linguistic groups, dialect, colonialism, drought, Islam, Muslim, five pillars of Islam, Shari'a law, shantytowns, human modification**LEARNING TARGETS**

- I can explain how the physical geography of West Africa impacts human settlement (**06-4.2.1; 06-4.2.2; 06-4.3.1; 06-4.3.2; 06-4.4.1; 06-4.4.2**).
- I can explain the impact of various diseases and epidemics on the human populations in West Africa (**06-2.1.1; 06-2.3.1; 06-2.3.1; 06-4.2.2; 06-4.3.1; 06-4.3.2**).
- I can explain how the diverse West African cultures reflect three main influences: traditional African, European, and Islamic (**06-2.1.1; 06-2.3.1; 06-2.3.2; 06-06-4.2.1; 06-4.2.2; 06-4.3.1; 06-4.3.2; 06-5.1.1**).

POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES

- https://d43fweuh3sg51.cloudfront.net/media/media_files/Deserts_and_Grasslands_VFT_Teachers_Guide.pdf - Virtual Field Trip of Africa
- <http://www.catalyzingchange.org/dogon-tribe-africa-extraterrestrial-history/> - The Dogon of Africa
- <https://www.thoughtco.com/brief-history-of-cameroon-43616> - The Baka of Cameroon
- https://d43fweuh3sg51.cloudfront.net/media/media_files/4xqi1miohh082p2ohe9xq13cz525k71q.pdf - Map Activity: Sub-Saharan Africa
- https://d43fweuh3sg51.cloudfront.net/media/media_files/wkaqwgjbhp9mh8tzb1tnrchops959mnu.pdf - Map Activity: Natural Resources of West Africa
- https://d43fweuh3sg51.cloudfront.net/media/media_files/PBS_146_DA_Africa_population.pdf - Data Analysis: Population Changes in Africa Before European Arrival
- https://d43fweuh3sg51.cloudfront.net/media/media_files/8lhbwlfjwkse8275z1vzps1u71zazm.pdf - Map Activity: Connecting Africa
- https://d43fweuh3sg51.cloudfront.net/media/media_files/pfgilnoer53mbypfdhk5oba6t6z9omwj.pdf - Map Activity: A History of Africa Through Maps
- https://en.wikipedia.org/wiki/West_African_Ebola_virus_epidemic - Ebola
- <https://www.cdc.gov/vhf/ebola/history/2014-2016-outbreak/index.html> - Ebola Outbreak

Topic 6: North Africa	Suggested Duration: 4 Days
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SUPPORTING QUESTION (S):
How has Islam shaped life in North Africa?

VOCABULARY: headwaters, confluence, cataracts, wadis, reservoir, floodplains, delta, basin, irrigation, desert, pastoral nomads, ergs, hammadas, regs, silt, canal, oasis, mountains, highlands, plateaus, monarchy, kingdom, king, pharaoh, hieroglyphics, Berbers, polytheism, Islam, Muslim, five pillars of Islam, Muhammad, Arabic, republic, constitution, Maghreb, souks, dictator

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can explain how the physical geography of North Africa impacts human settlement (06-4.1.1; 06-4.2.1; 06-4.2.2; 06-4.3.1; 06-4.3.2; 06-4.4.2). ▪ I can describe conflicts North African countries have experienced over the role of Islam in government (06-1.1.1; 06-1.1.2; 06-2.1.1; 06-2.3.1; 06-2.3.2). <small>[SEP]</small> ▪ I can explain why North African countries share many aspects of culture (06-2.1.1; 06-2.3.1; 06-2.3.2; 06-4.4.1; 06-4.4.2). <small>[SEP]</small> ▪ I can explain how the expression of democratic principles has changed over time in North Africa (06-1.1.1; 06-1.1.2; 06-2.1.1; 06-2.3.1; 06-2.3.2; 06-4.4.1; 06-4.4.2). 	<ul style="list-style-type: none"> • https://www.teachingchannel.org/blog/ausl/2013/08/07/student-historians-inquiry-based-learning-in-a-literacy-and-social-studies-classroom/ - Strategy • http://www.learner.org/workshops/geography/workshop4/wkp4intr.html - Teaching Geography: Northern Africa • http://www.freeworldmaps.net/africa/egypt/map.html - Map of Egypt • https://www.worldatlas.com/articles/what-is-the-arab-spring.html - Arab Spring • https://www.tripline.net/trip/Map_of_the_Arab_Spring_Protests-2173004375451003A9ECA90105EA623D - Map of Arab Spring • https://d43fweuh3sg51.cloudfront.net/media/media_files/Deserts_and_Grasslands_VFT_Teachers_Guide.pdf - Virtual Field Trip of Africa • https://d43fweuh3sg51.cloudfront.net/media/media_files/Revolution_in_Egypt_August_2013_Materials.pdf - Revolution in Egypt • http://www.pbs.org/wgbh/commandingheights/lo/countries/eg/eg_full.html - Country Report: Egypt

Topic 7: East Africa	Suggested Duration: 4 Days
Supporting Question: How has violent conflict affected life in East Africa?	
VOCABULARY: rift valleys, droughts, Christianity, Islam, slave trade, imperialism, ancestors, safari, Geothermal energy, genocide, micro-enterprise, micro- entrepreneurs, developing countries, undernourished, civil war, division of labor, informal economy	
LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can explain ways in which people have modified the environment in East Africa (06-4.2.1; 06-4.2.2; 06- 4.3.1; 06-4.3.2; 06-4.4.1; 06-4.4.2). ▪ I can explain the sources of conflict political, cultural, economic, and geographical in East Africa (06-1.1.1; 06-2.1.1; 06-2.3.1; 06-2.3.2). ^[L]_{SEP} ▪ I can describe the impact refugees are having on the countries of East Africa (06-2.1.1; 06-2.3.1; 06-2.3.2; 06-4.3.1; 06-4.3.2; 06-4.4.1; 06-4.4.2). 	<ul style="list-style-type: none"> • https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0 - Strategy • http://rightquestion.org/education/ - Strategy • https://d43fweuh3sg51.cloudfront.net/media/media_files/Deserts_and_Grasslands_VFT_Teachers_Guide.pdf - Teacher’s Guide: Virtual Field Trip of Africa • https://d43fweuh3sg51.cloudfront.net/media/media_files/4xqi1miohh082p2ohe9xq13cz525k71q.pdf - Map Activity: Sub-Saharan Africa • http://comminit.com/africa/content/eyes-darfur - Eyes On Darfur • https://www.courses.psu.edu/test/test100_hkr/AFIM/Main_HTML/NR_E.html - East Africa’s Natural Resources • https://wwwcache.pbs.org/wgbh/pages/frontline/teach/ghosts/GhostsOfRwanda.pdf - Teacher’s Guide: Ghost of Rwanda

Topic 8: Central Africa**Suggested Duration: 4 Days****Supporting Question:**

How has colonization affected life in Central Africa?

VOCABULARY: basin, river, periodic market, copper belt, kingdom, trade, tax, dialects, inflation, malnutrition**LEARNING TARGETS**

- I can explain how the physical geography of Central Africa impacts human settlement (**06-4.1.1; 06-4.2.1; 06-4.2.2; 06-4.3.1; 06-4.3.2; 06-4.4.2**). ^[SEP]
- I can explain ways in which people have modified the environment in Central Africa (**06-4.2.1; 06-4.2.2; 06-4.4.2**). ^[SEP]
- I can explain how the societies of Central Africa continue to be impacted by European colonization (**06-1.1.1; 06-2.1.1; 06-2.3.1; 06-2.3.2; 06-5.1.1**).

POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES

- <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0> - Strategy
- <http://rightquestion.org/education/> - Strategy
- https://d43fweuh3sg51.cloudfront.net/media/media_files/Deserts_and_Grasslands_VFT_Teachers_Guide.pdf - Teacher's Guide: Virtual Field Trip of Africa
- https://d43fweuh3sg51.cloudfront.net/media/media_files/4xqi1miohh082p2ohe9xq13cz525k71q.pdf - Map Activity: Sub-Saharan Africa
- http://www.newworldencyclopedia.org/entry/Central_Africa - Central Africa
- https://d43fweuh3sg51.cloudfront.net/media/media_files/8lhbwlffjwkse8275z1vzpz1u71zazm.pdf - Map Activity: Connecting Africa
- https://d43fweuh3sg51.cloudfront.net/media/media_files/pfgilnoer53mbypfdhk5oba6t6z9omwj.pdf - Map Activity: A History of Africa Through Maps

Topic 9: Southern Africa**Suggested Duration: 4 Days****Supporting Question:**

What was apartheid and how has South Africa changed since it ended?

VOCABULARY: escarpment, veld, desert, pans, stone-walled town, Dutch, colony, cape, Afrikaners, apartheid, townships, sanctions, protests, enclave, multiracial, ethnic groups, segregation, distribution**LEARNING TARGETS**

- I can explain the effect of European colonization on the societies of Southern Africa **(06-1.1.1; 06-2.1.1; 06-2.3.1; 06-2.3.2; 06-5.1.1)**. [SEP]
- I can describe how the policy of apartheid in South Africa promoted cultural/racial division and inequality **(06-1.1.1; 06-2.1.1; 06-2.3.1; 06-2.3.2)**. [SEP]
- I can build an argument for what social, political or economic actions brought an end to Apartheid in South Africa **(06-1.1.1; 06-2.1.1; 06-2.3.1; 06-2.3.2; 06-5.1.1)**.

POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES

- <https://www.brown.edu/academics/education-alliance/teaching-diverse-learners/strategies-0/culturally-responsive-teaching-0> - Strategy
- <http://rightquestion.org/education/> - Strategy
- https://d43fweuh3sg51.cloudfront.net/media/media_files/Deserts_and_Grasslands_VFT_Teachers_Guide.pdf - Teacher's Guide: Virtual Field Trip of Africa
- https://d43fweuh3sg51.cloudfront.net/media/media_files/4xqi1miohh082p2ohe9xq13cz525k71q.pdf - Map Activity: Sub-Saharan Africa
- https://d43fweuh3sg51.cloudfront.net/media/media_files/tyf2hymdq8tm37bc5n6p3d5qjg2s1vqh.pdf - Assignment: Roads Across Southern Africa
- <https://www.britannica.com/place/South-Africa> - South Africa
- <http://www.learner.org/workshops/geography/workshop5/wkp5time.html> - South Africa Timeline
- http://www.pbs.org/wgbh/commandingheights/lo/countries/za/za_full.html - Country Report: South Africa
- https://d43fweuh3sg51.cloudfront.net/media/media_files/pfqilnoer53mbypfdhk5oba6t6z9omwj.pdf - Map Activity: A History of Africa Through Maps

6th Grade – Social Studies



THE DIOCESE
of ALEXANDRIA

Unit 5: Asia, Australia and the Pacific World: Emphases on Culture, Economics and Government

Topics:

Southwest Asia
Central Asia
South Asia
East Asia
Southeast Asia
Australia and New Zealand
Cultures of the Pacific World
Environmental Issues in Oceania
Antarctica

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments

Duration: 9 Weeks

FUNDAMENTAL SKILL STANDARDS

SS-06-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day.

SS-06-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives.

SS-06-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occur among individuals and groups in the present day.

SS-06-2.3.2 Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day.

SS-06-3.1.1 Students will explain and give examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources capital goods) are used.

SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth's surface in the present day.

SS-06-4.2.1 Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development).

SS-06-4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available.

SS-06-4.3.1 Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs.

SS-06-4.3.2 Students will explain why and give examples of how human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day.

SS-06-4.4.1 Students will explain how technology in the present day assists human modification (e.g., irrigation, clearing land, building roads) of the physical environment in regions.

SS-06-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promotes and limits human activities (e.g., exploration, migration, trade, settlement, development) in the present day.

Topic 1: Southwest Asia	Suggested Duration: 5 Days
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Supporting Question:

What are the similarities and differences between the Abrahamic religions?

VOCABULARY: gulf, inland seas, freshwater, Middle East, Israel, Jerusalem, Gaza, West Bank, Fertile Crescent, monotheism, Abraham, Moses, Jesus of Nazareth, Muhammad, Torah, Talmud, Bible, Koran or Quran, Hadith, temple, synagogue, church, mosque, ten commandments, five pillars, Shia, Sunni, Zionism, diaspora, democracy, monarchy, theocracy, revolution, vegetation zones, temperate grassland, mixed forest, chaparral, nomadic herding, fossil fuels, nomad, impermeable rock

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can describe the nature of the conflicts that exist in Southwest Asia today from different perspectives (06-2.1.1; 06-2.3.1; 06-2.3.2; 06- 5.1.1). ▪ I can describe how different groups have used compromise and cooperation to resolve conflicts in the region (06-2.3.1; 06-2.3.2). ▪ I can compare and contrast religions of Southwest Asia (06-2.1.1) ▪ I can explain the reasons for various types of conflict in Southwest Asia (06-1.1.1; 06-2.1.1; 06- 2.3.1; 06-2.3.2; 06-5.1.1). ▪ I can describe how the United States has both affected and has been affected by conflict in Southwest Asia (06-1.1.1; 06-2.1.1; 06-2.3.1; 06- 2.3.2; 06-5.1.1). 	<ul style="list-style-type: none"> • https://d43fweuh3sg51.cloudfront.net/media/media_files/Visual_Resources_for_Teaching_Syria.pdf - Visual Resources for Teaching Syria • http://www.pbs.org/wgbh/globalconnections/mideast/educators/nations/lesson3.html - Peace in Israeli-Palestinian Conflict • http://www.pbs.org/newshour/extra/lessons-plans/lesson-plan-attack-syria/ - Lesson plan: An Attack on Syria. What Would You Do? • http://www.freeworldmaps.net/asia/iraq/map.html?cx=partner-pub-8171035853582216%3A9nu9kb-hydv&ie=UTF-8&q=iraq&sa=Search • http://www.pbs.org/wgbh/commandingheights/lo/countries/iq/iq_full.html - Country Report: Iraq • http://www.pbs.org/wgbh/commandingheights/lo/countries/il/il_full.html - Country Report: Israel • http://www.pbs.org/wgbh/commandingheights/lo/countries/sa/sa_full.html - Country Report: Saudi Arabia • http://www.pbs.org/wgbh/commandingheights/lo/countries/tr/tr_full.html - Country Report: Turkey

Topic 2: Central Asia**Suggested Duration: 3 Days****SUPPORTING QUESTION (S):**

How has conflict in Central Asia affected the rest of the world?

VOCABULARY: climate zones, arid, semiarid, steppes, landlocked, Arab, Mongol, Soviet Union, Silk Road, nomad, yurt, Taliban, dryland farming, arable, desert scrub, deciduous forest, coniferous forests, ice cap, primate city, environmental degradation, water stress, potable, saline, salinization, groundwater, pesticides, fishery, migrate, sewage, wastewater**LEARNING TARGETS**

- I can describe how human activities have caused the Aral Sea to shrink **(06-4.4.1; 06-4.4.2)**.
- I can describe how the collapse of the Soviet Union has directly affected life in Central Asia **(06-2.1.1; 06-2.3.1; 06-2.3.2; 06-4.3.2; 06-5.1.1)**.

POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES

- <http://rightquestion.org/education/> - Strategy
- <https://www.teachingchannel.org/blog/ausl/2013/08/07/student-historians-inquiry-based-learning-in-a-literacy-and-social-studies-classroom/> - Strategy
- https://d43fweuh3sg51.cloudfront.net/media/media_files/z66122ouabt7lxzp0a8l996n3dbrzljib.pdf - Mapping Activity: Mapping Central Asia
- https://d43fweuh3sg51.cloudfront.net/media/media_files/ajyxmrjur3xkbhh3f4j4wdmps02pzihz.pdf - Data Analysis: Pollution in Asia
- https://d43fweuh3sg51.cloudfront.net/media/media_files/wxgjdweha93hospzrmhw73uy7214lejn.pdf - Data Analysis: Society's Impact on the Environment in Asia
- https://d43fweuh3sg51.cloudfront.net/media/media_files/8p2u8iytd2dkh01mg7dwdoc8lm71e5ig.pdf - Mapping Activity: Mapping Out the Soviet Union
- <http://www.pbs.org/weta/faceofrussia/reference/lesson3.html> - Living Under Communism
- <https://jsis.washington.edu/nie/> - The Shrinking of the Aral Sea
- https://d43fweuh3sg51.cloudfront.net/media/media_files/82rpmn6bssyf569pof70zrwvsoddg31.pdf - Mapping Activity: Environment and Natural Resources in Central and Southeast Asia

Topic 3: South Asia	Suggested Duration: 4 Days
<p>Supporting Question: How does religion affect daily life in India?</p>	
<p>VOCABULARY: subcontinent, delta, monsoons, Harappan, Mohenjo Daro, Aryans, Mauryan, Mughal, Gupta, Sanskrit, Hindi, empire, colony, partition, polytheism, Hinduism, Buddhism, caste system, Sikhism, Jainism, Diwali, urbanization, green revolution, Bollywood, Sherpas, atmospheric pressure, upwind, downwind, orographic effect, tropical cyclones, runoff, slums, cloud seeding, information technology, outsource, comparative advantage, time zones, cost of living, standard of living, linguistic groups, illiterate, brain drain, foreign investment, World Heritage Site, acclimatize, exposure, carrying capacity, developing country, avalanche</p>	
LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can describe how religion plays a key role in the daily life of India (06-2.1.1; 06-2.3.1; 06-2.3.2). ▪ I can describe how Gandhi used religious values to promote justice, equality, responsibility, and freedom (06-1.1.1; 06-1.1.2; 06-2.1.1; 06-2.3.1; 06-2.3.2). ▪ I can construct an argument for whether or not religious freedom exists using specific claims and relevant evidence from historical sources (06-2.1.1). 	<ul style="list-style-type: none"> • http://rightquestion.org/education/ - Strategy • https://www.worldatlas.com/webimage/countrys/as.htm - Map of Asia • http://www.teachindiaproject.org/Mahatma_Gandhi_Lesson_Plan.htm - Resources on Gandhi • https://d43fweuh3sg51.cloudfront.net/media/media_files/k8pddrvdnvm7v5nishkf1jwi701xrlr.pdf - Map Analysis: Southeast Asia • https://d43fweuh3sg51.cloudfront.net/media/media_files/ajyxmrjur3xkbh3f4j4wdmps02pzihz.pdf - Data Analysis: Pollution in Asia • https://d43fweuh3sg51.cloudfront.net/media/media_files/ajyxmrjur3xkbh3f4j4wdmps02pzihz.pdf - Data Analysis: Society's Impact on the Environment in Asia • http://www.pbs.org/wgbh/commandingheights/lo/countries/in/in_full.html - Country Report: India • http://www.pbs.org/wgbh/commandingheights/lo/countries/pk/pk_full.htm - Country Report: Pakistan

Topic 4: East Asia**Suggested Duration: 5 Days****Supporting Question:**

How has urban growth affected East Asian culture?

VOCABULARY: plateau, basins, loess, dynasty, Shang, Zhou, Qin, Han, dialect, Daoism, Confucianism, pagodas, martial arts, great wall, drought, famine, birth rate and death rate, urban, rural, propaganda, toxic, pollution, hydroelectric power, renewable resource, migrant worker, standard of living, developing country, population density, commute time, extended families, nuclear families, earthquake zone, earthquake-resistant construction techniques, terracing, life expectancy, pollution, natural resources, gers, tsunamis, fishery, shoguns, samurai, empire, Shinto, Buddhism, kimonos, kimchi, work ethic, trade surplus, tariff, democracy, republic, communist, totalitarian, demilitarized zone

LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can explain how cultures change as a result of urban growth (06-2.1.1; 06-2.3.1; 06-2.3.2; 06-3.4.2; 06-4.2.2; 06-4.4.1). ▪ I can describe how countries in East Asia have modified their environments to accommodate urban population growth (06-4.2.1; 06-4.3.1; 06-4.4.1). ▪ I can explain how geography promotes urban growth in East Asia (06-4.2.1; 06-4.2.2; 06-4.3.1; 06-4.3.2; 06-4.4.1; 06-4.4.2). 	<ul style="list-style-type: none"> • http://www.pbs.org/wgbh/peoplescentury/teachers/tgasia.html - Teacher’s Guide: Asia Rising • http://pbs.lm-prod.media.ingest.s3.amazonaws.com/General%20Audience%202017/Story%20of%20China/soc-interactives-for-pbs-learning-media/where-in-china.html - Where is China? • http://www.pbs.org/wgbh/peoplescentury/episodes/asiarising/description.html - Asia Rising • https://d43fweuh3sg51.cloudfront.net/media/media_files/ajyxmrjur3xkbh3f4j4wdmps02pzihz.pdf - Data Analysis: Pollution in Asia • https://www.worldatlas.com/webimage/countrys/as.htm - Map of Asia • https://www.worldatlas.com/webimage/countrys/asia/cn.htm - Map of China • https://www.worldatlas.com/webimage/countrys/asia/jp.htm - Map of Japan • https://www.worldatlas.com/webimage/countrys/asia/kr.htm - Map of South Korea • http://www.pbs.org/wgbh/commandingheights/lo/countries/cn/cn_full.html - Country Report: China • https://d43fweuh3sg51.cloudfront.net/media/media_files/wxgjdweha93hospzrmhw73uy7214lejn.pdf - Data Analysis: Society’s Impact on the Environment in Asia • https://d43fweuh3sg51.cloudfront.net/media/media_files/cdwyw06v4b83kpf2os6lyntvkwb9kev.pdf - Assignment: Natural Resources in China • http://www.pbs.org/kqed/chinainside/women/population.html - China’s Future with Fewer Women • http://www.pbs.org/kqed/chinainside/nature/greengdp.html - Accounting for the Environment in China • http://www.pbs.org/kqed/chinainside/nature/environment.html - China’s Environmental Future • http://www.pbs.org/wgbh/commandingheights/lo/countries/jp/jp_full.html - Country Report: Japan • http://www.pbs.org/wgbh/commandingheights/lo/countries/kp/kp_full.html - Country Report: North Korea • https://d43fweuh3sg51.cloudfront.net/media/media_files/Introduction_to_Japan.pdf - Japan

Topic 5: Southeast Asia**Suggested Duration: 3 Days****Supporting Question:**

How has cultural diffusion affected people in Southeast Asia?

VOCABULARY: archipelago, river, tsunami, Khmer, Buddhism, domino theory, wats, Islam, human rights, klongs, kamong, free ports, sultan, globalization, toxic waste, foreign investment, geographic determinism**LEARNING TARGETS****POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES**

- I can explain the factors that have influenced cultural change in Southeast Asia **(06-2.1.1; 06-2.3.1; 06-2.3.2)**.

- https://d43fweuh3sg51.cloudfront.net/media/media_files/k9p3ahd7djj687u6jyb3owlqmanqk0q0.pdf - Assignment: Geographic Determinism in Southeast Asia
- https://d43fweuh3sg51.cloudfront.net/media/media_files/82rpmn6bsssyf569pof70zrwvsoddg31.pdf - Map Activity: Environment and Natural Resources in Central and Southeast Asia
- https://d43fweuh3sg51.cloudfront.net/media/media_files/g3qljvux5l5ihcj1edl21qv9sjozt4zm_f875MNk.pdf - Activity: The Expansion of Hinduism in Southeast Asia
- <https://www.worldatlas.com/webimage/countrys/as.htm> - Map of Asia
- <https://www.worldatlas.com/webimage/countrys/asia/kh.htm> - Map of Cambodia
- https://d43fweuh3sg51.cloudfront.net/media/media_files/Introduction_to_Cambodia.pdf - Introduction to Cambodia
- http://www.pbs.org/wgbh/commandingheights/lo/countries/id/id_full.html - Country Report: Indonesia
- http://www.pbs.org/wgbh/commandingheights/lo/countries/my/my_full.html - Country Report: Malaysia
- https://d43fweuh3sg51.cloudfront.net/media/media_files/oowk4klv68ttxg00g9jagnijv3rq2l2g.pdf - Activity: Japan and Asia: A History of Isolation and Intervention
- http://www.pbs.org/wgbh/commandingheights/lo/countries/sg/sg_full.html - Country Report: Singapore

Topic 6: Australia and New Zealand		Suggested Duration: 3 Days
Supporting Question: How do distance and isolation affect a region's connection to the rest of the world?		
VOCABULARY: coral reef, colony, prime minister, monarchy, Outback, continental island, immigrate, refugees, ethnic groups, plural society, extinct		
LEARNING TARGETS		POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can compare the regions of Australia and different advantages and disadvantages (06-4.2.1; 06-4.2.2; 06-4.3.1; 06-4.3.2; 06-4.4.1; 06-4.4.2). ▪ I can explain how geography has and continues to influence the cultures of Australia and New Zealand (06-4.2.1; 06-4.2.2; 06-4.3.1; 06-4.3.2; 06-4.4.1; 06-4.4.2). 		<ul style="list-style-type: none"> • http://rightquestion.org/education/ - Strategy • https://d43fweuh3sg51.cloudfront.net/media/media_files/52ae4nt9bmnqtjaej2avogdbtr722b63.pdf - Assignment: Geographic Determinism in Australia and New Zealand • https://www.youtube.com/watch?v=q2WhhyUnNcQ - Video About Australia • http://www.pbs.org/wgbh/commandingheights/lo/countries/nz/nz_full.html - Country Report: New Zealand

Topic 7: Cultures of the Pacific World		Suggested Duration: 4 Days
SUPPORTING QUESTION (S): Why are there so many diverse cultures in Oceania?		
VOCABULARY: Aborigines, Maori, British, Samoans, Pacific Islanders, Polynesia, Micronesia, Melanesia		
LEARNING TARGETS		POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES
<ul style="list-style-type: none"> ▪ I can describe the elements of culture for Australia (06-2.1.1). ▪ I can describe the elements of culture for New Zealand (06-2.1.1). ▪ I can explain the colonial history of the Pacific World (06-1.1.1; 06-2.1.1; 06-5.1.1). ▪ I can describe the traditional cultures and customs that exist throughout the Pacific World (06-1.1.1; 06-2.1.1; 06-5.1.1). 		<ul style="list-style-type: none"> • http://rightquestion.org/education/ - Strategy • https://www.teachingchannel.org/blog/ausl/2013/08/07/student-historians-inquiry-based-learning-in-a-literacy-and-social-studies-classroom/ - Strategy • http://www.ocs.cnyric.org/webpages/phyland/files/history%20of%20australia%20and%20new%20zealand.pdf - History of Australia and New Zealand • https://sites.google.com/site/ourculturesourpride/home/the-pacific-islands - Pacific Island Culture • http://www.southpacific.org/history/colonialism.html - Colonial History of the Pacific World • https://www.acu.edu.au/_data/assets/pdf_file/0011/52103/pauscult2007.pdf - Australian Culture • https://activeadventures.com/new-zealand/about/culture - New Zealand Culture

Topic 8: Environmental Issues in Oceania		Suggested Duration: 2 Days
Supporting Question: What is climate change and whom does it affect?		
VOCABULARY: continental island, atoll, volcanic island, territory, hemispheres, arid, flora and fauna, supercontinent, landmass, tectonic plates, continental drift theory, biodiversity, exotic species, endangered species, threatened species, immigrate, refugees, ethnic groups, plural society, extinct, ozone hole, glaciers, desalinization plants		
LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES	
<ul style="list-style-type: none"> I can explain how climate change continues to affect the people of Oceania (06-4.2.2; 06-4.3.1; 06-4.3.2; 06- 4.4.1; 06-4.4.2). 	<ul style="list-style-type: none"> http://rightquestion.org/education/ - Strategy http://wwf.panda.org/wwf_offices/australia/environmental_problems_in_australia/ - Environmental Problems in Australia https://carissawyatt.files.wordpress.com/2011/09/lesson-plan-1-take-25.pdf - Great Barrier Reef Lesson Plan https://www.lausanne.org/content/lga/2014-03/climate-change-in-oceania-ecomission-and-ecojustice - Affects of Climate Change on People of Oceania https://climatekids.nasa.gov/ocean/ - How is Climate Change Affecting Our Oceans 	

Topic 9: Antarctica		Suggested Duration: 2 Days
Supporting Question: Is Antarctica good for anything?		
VOCABULARY: polar desert, peninsula, ozone layer, environmental threats, atmospheric temperature, climate change, global warming, manmade causes, natural causes, medieval warm period, greenhouse effect, greenhouse gases, glaciers, solar energy, precipitation, biome, ecosystem, biome, ice streams, ice cap, ice shelf, fossil fuels, Industrial Revolution, icebergs		
LEARNING TARGETS	POSSIBLE INSTRUCTIONAL STRATEGIES/ACTIVITIES/RESOURCES	
<ul style="list-style-type: none"> I can explain the differing viewpoints of scientific research in Antarctica (06-4.2.2; 06-4.3.1; 06-4.3.2; 06-4.4.1; 06-4.4.2). I can describe how the physical environment of Antarctica allows researchers a unique opportunity to monitor the environment (06-4.2.2; 06-4.3.1; 06-4.3.2; 06-4.4.1; 06-4.4.2). 	<ul style="list-style-type: none"> https://www.coolantarctica.com/schools/antarctica_project_lesson_plans.php - Antarctica Lesson Plan https://study.com/academy/lesson/scientific-research-in-antarctica-lesson-for-kids.html - Scientific Research in Antarctica http://www.e-learningforkids.org/science/lesson/antarctica-research-center-weather-patterns/ - Antarctica Lesson Plan https://wiki.kidzsearch.com/wiki/Antarctica - Antarctica Facts http://www.antarctica.gov.au/environment/human-impacts-in-antarctica - Humans impact in Antarctica 	