

**Davison Community Schools  
ADVISORY CURRICULUM COUNCIL  
Phase II, April 2012**

**Seventh Grade CI Social Studies, Eastern Hemisphere**

**Course Essential Questions (from Phase I report):**

1. How does the United States fit into the global world and how is the United States impacted by other nations?
2. What is the relationship between people and the Earth?
3. How can information be used to make informed decisions about understanding the world around us?

**Phase II Curriculum**

**Unit: Geography**

**Essential Questions:**

- How do we use maps and other geographic tools to acquire information about the world?
- How do we use themes, connections and patterns to describe and study the Earth?
- How do we compare and describe natural regions?
- How do we use human characteristics to study places on the Earth?

**Essential Understanding:**

- Physical features impact where and how people live
- Geography impacts population patterns
- Latitude and elevations impact climate zones
- Geographers use 5 themes of geography to describe regions or places on earth
- Human and physical characteristics are used to study the earth
- Map skills are necessary for understanding information for a variety of maps
- Economic indicators (GDP, Literacy rate ..... ) are used to evaluate a country
- Globalization has created a global interdependence among people
- There are different purposes of world organizations

**Curriculum Standards**

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

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

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

G1.2.2 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.

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

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

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

G3.1.1 Construct a climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New /Delhi).

C4.1.1 Learn about different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), and Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political).

Embedded Knowledge and Processes

**K1 General Knowledge**

K1.1 Understand and analyze important political, and economic relationships, patterns, and trends.

- CCR # 7 integrate visual information

K1.2 Understand historical, geographical, political, and economic perspectives.

- CCR # 6 point of view/ purpose, perspectives

K1.3 Understand the diversity of human beings and human cultures.

- CCR # 10 independently and proficiently
- CCR # 9 relationship between primary and secondary sources, apply social studies concepts

**P1 Reading and Communication** – read and communicate effectively.

P1.1 Use reading strategies to read and analyze texts pertaining to social science; make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

- CCR # 1 textual evidence
- CCR # 2 central ideas, summary

P1.2 Recognize a point of view, context, and bias.

- CCR # 6 point of view/ purpose, analyze point of view

P1.3 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

- CCW # 5 develop and strengthen writing

P1.4 Present a belief when making an argument, support with evidence.

- CCW #1 arguments

**P2 Inquiry, Research, and Analysis** – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

P2.1 Read and interpret data in tables and graphs.

- CCR # 7 integrate visual information

P2.2 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence.

- CCW # 8 Gather information

**P3 Public Discourse and Decision Making** – *engage in reasoned and informed decision making that should characterize each citizen's participation in American society.*

P3.1 Clearly state an issue as a question of public policy..

- CCW #1 arguments

P3.2 Write persuasive paragraph expressing a point of view

- CCW #1 arguments

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<ul style="list-style-type: none"> <li>• different types of physical features and the importance of each:               <ul style="list-style-type: none"> <li>○ mountains, rivers, plateaus plains, coasts, valley, peninsula, island, archipelago, delta, straight, gulf, reef, desert</li> </ul> </li> <li>• there are a variety of map projections and all have</li> </ul>	<ul style="list-style-type: none"> <li>• identify different types of physical features from a map/picture or description</li> <li>• use a variety of data sources to interpret information</li> <li>• label the tropic, temperate, and polar climate zones</li> </ul>

<p>distortions</p> <ul style="list-style-type: none"> <li>• there are various ways to represent data and the key components of the data: <ul style="list-style-type: none"> <li>○ climagraphy, maps, graphs, pictographs</li> </ul> </li> <li>• latitude places a role in creating the following climate zones: tropic, temperate, and frigid/polar climate zones.</li> <li>• how GDP affects people and places.</li> <li>• how literacy rates affect the lives of people and places.</li> <li>• how life expectancy varies in different regions and what it means for the people</li> </ul> <ul style="list-style-type: none"> <li>• population density affects the lives of people and places.</li> <li>• human characteristics include and vary in each region: <ul style="list-style-type: none"> <li>○ languages, religion, economic systems, governmental systems and cultural traditions</li> </ul> </li> <li>• there are a variety of ways to describe forms of government</li> </ul> <ul style="list-style-type: none"> <li>• the academic vocabulary needed to understand this unit: <ul style="list-style-type: none"> <li>○ climate</li> <li>○ region</li> <li>○ ecosystem</li> <li>○ interdependence</li> <li>○ governmental system <ul style="list-style-type: none"> <li>▪ dictatorship</li> <li>▪ monarchy</li> <li>▪ representative government</li> <li>▪ theocracies</li> </ul> </li> <li>○ economic system <ul style="list-style-type: none"> <li>▪ free market</li> <li>▪ mixed market</li> <li>▪ command</li> <li>▪ traditional</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• use and understand economic indicators to evaluate a country</li> <li>• identify and explain population patterns</li> <li>• apply the 5 themes of geography</li> <li>• utilize reading and note taking strategies</li> <li>• use the tools of geography to explore and explain the regions of the world</li> <li>• use different maps, graphs or data sources (timelines) in order to answer a variety of questions</li> </ul>
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	

## Unit: Early Humans

### Essential Questions:

- What conceptual devices do historians use to organize and study time?
- What role did rivers play in the development of permanent settlements and early civilization?
- Why was the Agricultural Revolution a turning point in history?

### Essential Understanding:

- There are different ways to organize time
- There are differences between Paleolithic and Neolithic
- The progress of people from Paleolithic to Neolithic to civilizations
- Historians use a variety of methods to explore the past (DNA, radiocarbon dating)
- How and where early people populated the eastern hemisphere

## Curriculum Standards

W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.

W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia

W1.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).

W1.2.2 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture

- verbal vocalizations
- standardization of physical (rock, bird) and abstract (love, fear) words
- pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)

W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).

W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, technology, historical maps, radiocarbon dating, DNA analysis).

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

Embedded Knowledge and Processes

**K1 General Knowledge**

K1.1 Understand and analyze important geographical and economic relationships, patterns, and trends.

- CCR # 7 integrate visual information

K1.2 Analyze events and circumstances from the vantage point of others.

- CCR # 6 point of view/ purpose
- CCW # 9 draw evidence to support

K1.3 Understand social problems, social structure, institutions, class, groups, and interaction.

- CCR # 10 independently and proficiently

K1.4 Understand significant concepts, principles, and theories of history, geography, civics, and economics as disciplines.

- CCR # 10 independently and proficiently

**P1 Reading and Communication** – read and communicate effectively.

P1.1 Use I reading strategies to read and analyze texts pertaining to social science; make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

- CCR # 1 textual evidence
- CCR # 2 central ideas, summary

P1.2 Recognize point of view, context, and bias.

- CCR # 6 point of view/ purpose

P1.3 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics.

- CCW # 5 develop and strengthen writing

**P2 Inquiry, Research, and Analysis** – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

P2.1 Read and interpret data in tables and graphs.

- CCR # 7 integrate visual information

P2.2 Know how to find and organize information from a variety of sources, analyze.

- CCW # 8 Gather information

**P3 Public Discourse and Decision Making** – *engage in reasoned and informed decision making that should characterize each citizen’s participation in American society.*

P3.1 Clearly state an issue as a question of public policy.

- CCW #1 arguments

P3.2 Write persuasive paragraph expressing and justifying decisions on public policy issues.

- CCW #1 arguments

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<ul style="list-style-type: none"> <li>• the ways that time is measured:               <ul style="list-style-type: none"> <li>○ decades, centuries, eras, calendar systems</li> </ul> </li> <li>• historians use a variety of tools, methods to gain information about the past</li> <li>• the reasons people moved from place to place was for survival purposes and they settled where they did because of available food sources</li> <li>• before civilizations people were nomads (hunter gatherers) once civilizations developed some people continued to be nomads (pastoral society)</li> <li>• once people learned to domesticate plants and animals they began to stay in one place, this led to the Agricultural Revolution.</li> <li>• civilizations began because of the Agricultural</li> </ul>	<ul style="list-style-type: none"> <li>• identify the location of the first peoples from a map</li> <li>• identify early civilizations from a map</li> <li>• interpret a pictograph for meaning</li> <li>• read a timeline</li> <li>• explain how the availability of water impacted survival of people</li> <li>• utilize reading and note taking strategies</li> <li>• use the tools of geography to explore and explain the regions of the world</li> <li>• use different maps, graphs or data sources (timelines) in order to answer a variety of questions</li> </ul>

<p>Revolution</p> <ul style="list-style-type: none"> <li>• importance of river civilizations (common features of a civilization) and characteristics; Nile River, Tigris and Euphrates, Indus, and Yangtze</li> </ul> <p>The academic vocabulary needed to understand this unit:</p> <ul style="list-style-type: none"> <li>○ era</li> <li>○ decade</li> <li>○ century</li> <li>○ nomad (pastoral nomads)</li> <li>○ artifact</li> <li>○ Agricultural Revolution</li> <li>○ civilization</li> </ul>	
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**Phase III Textbook/Materials**

**Phase IV Summative Assessment Evidence**

<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
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**Phase V Learning Plan**

**Unit: Australia, Oceania and Antarctica**

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does the natural environment affect the way people live?</li> <li>• How did the British impact the lives of native people of the region?</li> <li>• How have people modified the environment?</li> </ul>	<p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>• Geography of the regions impacts peoples life</li> <li>• The British impacted the development of the region</li> <li>• The region has many environmental challenges</li> </ul>
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**Curriculum Standards**

W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.

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

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

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

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

G4.3.1 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water)

G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).

Embedded Knowledge and Processes

**K1 General Knowledge**

K1.1 Understand economic relationships, patterns, and trends.

- CCR # 7 integrate visual information

K1.2 Understand historical, geographical, political, and economic perspectives.

- CCR # 6 point of view/ purpose, perspectives

K1.3 Look at events and circumstances from the vantage point of others.

- CCR # 6 point of view/ purpose
- CCW # 9 draw evidence to support

K1.4 Understand social problems, social structure, institutions, class, groups, and interaction.

- CCR # 10 independently and proficiently

**P1 Reading and Communication** – read and communicate effectively.

P1.1 Use reading strategies to read and analyze texts pertaining to social science; make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

- CCR # 2 central ideas, summary

P1.2 Analyze point of view, context, and bias.

- CCR # 6 point of view/ purpose, analyze point of view

**P2 Inquiry, Research, and Analysis** – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

P2.1 Read and interpret data in tables and graphs.

- CCR # 7 integrate visual information

P2.2 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, and present the information orally and in writing.

- CCW # 8 Gather information

**P3 Public Discourse and Decision Making** – *engage in reasoned and informed decision making that should characterize each citizen's participation in American society.*

P3.1 Clearly state an issue as a question of public policy.

- CCW #1 arguments
- CCR # 2 central ideas, summary

P3.2 Examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.

- CCW #1 arguments
- CCR # 2 central ideas, summary
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P3.3 Write persuasive/argumentative paragraph..

- CCW #1 arguments
- CCR # 2 central ideas, summary

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<p>diversity within the region and will focus on the key topics of:</p> <ul style="list-style-type: none"> <li>• Geography of the region, specifically:               <ul style="list-style-type: none"> <li>○ Antarctica- is a desert with land beneath the ice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• identify an archipelago</li> <li>• state the hazards of living in the Ring of Fire</li> <li>• explain the factors that led to the Vietnam War and the consequences</li> <li>• recognize characteristics that make countries of this region unique</li> </ul>

<ul style="list-style-type: none"> <li>○ Australia - <ul style="list-style-type: none"> <li>▪ has a diverse geography from the coast to the interior</li> <li>▪ is opposite of the northern hemisphere</li> <li>▪ The Great Barrier Reef is being ruined by people. The good of having it is what is ruining the natural environment</li> <li>▪ much of the population is located along the eastern coast</li> </ul> </li> <li>○ Oceania - many island nations make up the region and fall into three major groups: Micronesia, Polynesia and Melanesia</li> <li>● History of the region will focus on : <ul style="list-style-type: none"> <li>○ Antarctica <ul style="list-style-type: none"> <li>▪ the Antarctic Treaty is important to the preservation of the land</li> <li>▪ Antarctica is a scientific location</li> </ul> </li> <li>○ Australia <ul style="list-style-type: none"> <li>▪ the native people originated in Asia</li> <li>▪ the British originally established prison colonies in Australia</li> <li>▪ the British treated aborigines harshly</li> </ul> </li> <li>○ Oceania - The Bikini Atoll was a nuclear testing site for the United States</li> </ul> </li> <li>● The academic vocabulary needed to understand this unit: <ul style="list-style-type: none"> <li>○ Aborigines</li> <li>○ atoll</li> <li>○ colonization</li> <li>○ reef</li> <li>○ desert</li> <li>○ population density</li> <li>○ Ring of Fire</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● explain the impact of genocide</li> <li>● form an opinion on a past historical event</li> <li>● utilize reading and note taking strategies</li> <li>● use the tools of geography to explore and explain the regions of the world</li> <li>● express opinion/knowledge of an issue with support</li> <li>● use different maps, graphs or data sources (timelines) in order to answer a variety of questions</li> </ul>
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**Phase III Textbook/Materials**



**Phase IV Summative Assessment Evidence**

<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
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**Phase V Learning Plan**

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**Unit: Southeast Asia**

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can economic, political and/or environmental issues impact the quality of life of Southeast Asia?</li> <li>• How does the geography of the region impact the lives of people?</li> </ul>	<p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>• Multiple countries make up the region</li> <li>• The geographic features of the region vary</li> <li>• Countries of the region have unique qualities</li> <li>• Most countries of the region are developing</li> </ul>
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**Curriculum Standards**

<p>H1.1.1: Describe and use themes of history to study patterns of change and continuity.</p> <p>G1.1.1: Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</p> <p>G1.1.2: Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.</p> <p>G1.1.3: Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region.</p> <p>G2.1.1: Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p> <p>G3.1.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).</p> <p>G4.1.1: Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).</p> <p>G5.1.1: Describe the environmental effects of human action on the atmosphere (air), biosphere</p>
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(people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).

G5.1.2: Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).

C4.1.1: Explain the challenges to governments and the cooperation needed to address international issues in the Eastern Hemisphere (e.g., migration and human rights).

E3.1.1: Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).

E3.1.2: Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).

E3.1.3: Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).

Embedded Knowledge and Processes

**K1 General Knowledge**

K1.1 Understand economic relationships, patterns, and trends.

- CCR # 7 integrate visual information

K1.2 Understand the diversity of human beings and human cultures.

- CCR # 10 independently and proficiently

K1.3 Analyze events and circumstances from the vantage point of others.

- CCR # 6 point of view/ purpose
- CCW # 9 draw evidence to support

K1.4 Understand social problems, social structure, institutions, class, groups, and interaction.

- CCR # 10 independently and proficiently

K1.5 Understand significant concepts, principles, and theories of history, geography, civics, and economics as disciplines.

- CCR # 10 independently and proficiently

**P1 Reading and Communication** – read and communicate effectively.

P1.1 Use I reading strategies to read and analyze texts pertaining to social science; make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

- CCR # 2 central ideas, summary

P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents.

- CCR # 6 point of view/ purpose, analyze point of view

P1.3 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

- CCW # 5 develop and strengthen writing

P1.4 Present an idea when making an argument, support with evidence.

- CCW #1 arguments

**P2 Inquiry, Research, and Analysis** – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

P2.1 Read and interpret data in tables and graphs.

- CCR # 7 integrate visual information

P2.2 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

- CCR # 8 fact, opinion, reasoned judgment, support interpretations with evidence
- CCW # 8 Gather information

**P3 Public Discourse and Decision Making** – *engage in reasoned and informed decision making that should characterize each citizen’s participation in American society.*

P3.1 Clearly state an issue as a question of public policy..

- CCW #1 arguments

P3.2 Deeply examine policy issues in group discussions (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.

- CCW #1 arguments

P3.3 Write persuasive/argumentative paragraphs expressing and justifying decisions on public policy issues.

- CCW #1 arguments

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<p>diversity within the region and will focus on the key topics of:</p> <ul style="list-style-type: none"> <li>• Impact of European colonization of Southeast Asia:               <ul style="list-style-type: none"> <li>○ French Indochina</li> <li>○ Dutch Indonesia</li> <li>○ Thailand was not colonized by any European country</li> </ul> </li> <li>• Unique geography of the region and the impact on life:               <ul style="list-style-type: none"> <li>○ archipelago</li> <li>○ Ring of Fire</li> <li>○ peninsulas</li> <li>○ Mainland vs. island countries</li> </ul> </li> <li>• Past conflict of the region that left lasting marks on the people:               <ul style="list-style-type: none"> <li>○ genocide in Cambodia</li> <li>○ Communism/Vietnam War</li> </ul> </li> <li>• Economics of the region:               <ul style="list-style-type: none"> <li>○ GDP – varies by country, most are poor</li> <li>○ trade – increased trade with the rest of the world, common items</li> </ul> </li> <li>• The academic vocabulary needed to understand this unit:               <ul style="list-style-type: none"> <li>○ land locked</li> <li>○ peninsula</li> <li>○ genocide</li> <li>○ colonization</li> <li>○ GDP</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• identify an archipelago</li> <li>• state the hazards of living in the Ring of Fire</li> <li>• explain the factors that led to the Vietnam War and the consequences</li> <li>• recognize characteristics that make countries of this region unique</li> <li>• explain the impact of genocide</li> <li>• form an opinion on a past historical event</li> <li>• utilize reading and note taking strategies</li> <li>• use different maps, graphs or data sources (timelines) in order to answer a variety of questions</li> </ul>

○ archipelago	
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	
<b>Unit: East Asia</b>	
<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What are key historical components of the region?</li> <li>• How can social, economic, political and/or environmental issues impact the quality of life of East Asia?</li> </ul>	<b>Essential Understanding:</b> <ul style="list-style-type: none"> <li>• Geography impacts population patterns</li> <li>• Trade networks of the region have impacted the economies and environment</li> <li>• The economic systems of the region vary</li> <li>• The policies of the government affect the lives of people</li> <li>• Key conflicts have shaped conditions of today</li> <li>• Human environment interaction can be both positive and negative</li> </ul>
<b>Curriculum Standards</b>	
<p>G1.1.1: Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.</p> <p>G1.1.2: Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.</p> <p>G1.2.1: Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region.</p>	

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

G3.1.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).

G4.1.1: Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).

G4.1.2: Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).

C1.1.1: Explain how the purposes served by government affect relationships between the individual, government, and society as a whole.

C2.1.1: Explain the challenges to governments and the cooperation needed to address international issues in the Eastern Hemisphere (e.g., migration and human rights).

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

E3.1.2: Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).

#### Embedded Knowledge and Processes

##### **K1 General Knowledge**

K1.1 Understand economic relationships, patterns, and trends.

- CCR # 7 integrate visual information

K1.2 Understand the diversity of human beings and human cultures.

- CCR # 10 independently and proficiently

K1.3 Analyze events and circumstances from the vantage point of others.

- CCR # 6 point of view/ purpose
- CCW # 9 draw evidence to support

K1.4 Understand social problems, social structure, institutions, class, groups, and interaction.

- CCR # 10 independently and proficiently
- CCR # 9 relationship between primary and secondary sources, apply social studies concepts

##### **P1 Reading and Communication** – read and communicate effectively.

P1.1 Use reading strategies to read and analyze texts pertaining to social science; make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

- CCR # 1 textual evidence
- CCR # 2 central ideas, summary

P1.2 Understand point of view, context, and bias.

- CCR # 6 point of view/ purpose, analyze point of view

P1.3 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

- CCW # 5 develop and strengthen writing

P1.4 Present a stance when making an argument, support with evidence, and present a concise, clear closing.

- CCW #1 arguments

**P2 Inquiry, Research, and Analysis** – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

P2.1 Read and interpret data in tables and graphs.

- CCR # 7 integrate visual information

P2.32 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, and present the information orally and in writing; report investigation results effectively.

- CCR # 8 fact, opinion, reasoned judgment, support interpretations with evidence
- CCW # 8 Gather information

**P3 Public Discourse and Decision Making** – *engage in reasoned and informed decision making that should characterize each citizen's participation in American society.*

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- CCW #1 arguments

P3.2 Write persuasive/argumentative paragraph expressing and justifying decisions on public policy issues.

- CCW #1 arguments

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<p>diversity within the region and will focus on the key topics of:</p> <ul style="list-style-type: none"> <li>• Key historical components and their impact of East Asia includes: <ul style="list-style-type: none"> <li>○ dynasty was an early way of rule</li> <li>○ The Silk Road</li> <li>○ Great Wall of China</li> <li>○ bombing of Pearl Harbor/ Hiroshima and Nagasaki</li> <li>○ Korean War</li> <li>○ Communism (leaders and impact of leadership) <ul style="list-style-type: none"> <li>▪ Mao Zedong</li> <li>▪ Kim Il-sung</li> <li>▪ Kim Jong-il</li> <li>▪ Kim Jong-un</li> </ul> </li> <li>○ Tiananmen Square</li> </ul> </li> <li>• Geography's role/impact on life in the region: <ul style="list-style-type: none"> <li>○ countries of East Asia</li> <li>○ major landforms and bodies of water</li> <li>○ population distribution, mega cities</li> </ul> </li> <li>• Human Environment Interaction – how humans have adapted to the environment and how humans have adapted the environment: <ul style="list-style-type: none"> <li>○ Ring of Fire</li> <li>○ Three Gorges Dam</li> <li>○ pollution (Japan controls it China does not)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• identify the importance of the Silk Road to early trade and cultural diffusion</li> <li>• explain the reason for the Great Wall of China</li> <li>• identify the cause and effect of involvement in World War II</li> <li>• explain the results of the Korean War</li> <li>• understand communist ideas and actions of the people</li> <li>• describe the types of economies of the region</li> <li>• identify areas of population density due to geography</li> <li>• identify ways government policies impact the lives of people</li> <li>• utilize reading and note taking strategies</li> <li>• express opinion/knowledge of an issue with support</li> <li>• use different maps, graphs or data sources (timelines) in order to answer a variety of questions</li> </ul>

<ul style="list-style-type: none"> <li>• Current issues/Government – ongoing issues of the region and why it matters: <ul style="list-style-type: none"> <li>○ North Korea</li> <li>○ one child policy in China</li> <li>○ natural disasters</li> <li>○ trade between countries</li> </ul> </li>   <li>• The academic vocabulary needed to understand this unit: <ul style="list-style-type: none"> <li>○ natural disaster</li> <li>○ archipelago</li> <li>○ population density</li> <li>○ communism</li> <li>○ trade network</li> <li>○ cultural diffusion</li> <li>○ dynasty</li> <li>○ export</li> <li>○ import</li> <li>○ DMZ</li> <li>○ mega city</li> <li>○ megalopolis</li> </ul> </li> </ul>	
<b>Phase III Textbook/Materials</b>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
<b>Phase V Learning Plan</b>	

**Unit: South Asia**

**Essential Questions:**

- How can social, economic and/or environmental issues impact the quality of life of South Asia?

**Essential Understanding:**

- South Asia is a sub-continent
- The region often experiences natural disasters
- Ganges River is important to the region
- India’s population is growing
- British colonization led to Gandhi’s actions
- Patterns of religion in the region
- Globalization has resulted in outsourcing in the region

**Curriculum Standards**

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

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

W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.

W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.

W2.1.1 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and

development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).

W3.1.1 Identify and describe the beliefs of the five major world religions.

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

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

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

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

G3.1.1 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France, Nairobi and Kilimanjaro, Mumbai and New Delhi).

G4.3.1 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).

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

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

E3.1.2 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).

Embedded Knowledge and Processes

**K1 General Knowledge**

K1.1 Understand economic relationships, patterns, and trends.

- CCR # 7 integrate visual information

K1.2 Understand the diversity of human beings and human cultures.

- CCR # 10 independently and proficiently

K1.3 Analyze events and circumstances from the vantage point of others.

- CCR # 6 point of view/ purpose
- CCW # 9 draw evidence to support

K1.4 Understand social problems, social structure, institutions, class, groups, and interaction.

- CCR # 10 independently and proficiently

**P1 Reading and Communication** – read and communicate effectively.

P1.1 Use reading strategies to read and analyze texts pertaining to social science; make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

- CCR # 1 textual evidence
- CCR # 2 central ideas, summary

- P1.2 Understand point of view, and bias
- CCR # 6 point of view/ purpose, analyze point of view

P1.3 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

- CCW # 5 develop and strengthen writing

P1.4 Present a stance when making an argument, support with evidence, and present a concise, clear closing.

- CCW #1 arguments

**P2 Inquiry, Research, and Analysis** – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

P2.1 Read and interpret data in tables and graphs.

- CCR # 7 integrate visual information

P2.2 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, and present the information orally and in writing; report investigation results effectively.

- CCR # 8 fact, opinion, reasoned judgment, support interpretations with evidence
- CCW # 8 Gather information

**P3 Public Discourse and Decision Making** – *engage in reasoned and informed decision making that should characterize each citizen's participation in American society.*

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- CCW #1 arguments

P3.2 Write persuasive paragraph expressing and justifying decisions on public policy issues.

- CCW #1 arguments

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<p>diversity within the region and will focus on the key topics of:</p> <ul style="list-style-type: none"> <li>• Early History of South Asia includes:               <ul style="list-style-type: none"> <li>○ Early civilization Mohenjo-daro, early empires Mauryan, Gupta (golden age of learning) and Aryan people</li> </ul> </li> <li>• European colonization impacted life of South Asia:               <ul style="list-style-type: none"> <li>○ trade changed the economy from agriculture to textile</li> <li>○ British oppression</li> <li>○ Gandhi led non-violent disobedience</li> </ul> </li> <li>• Religion of the region –beliefs and cultural traditions               <ul style="list-style-type: none"> <li>○ Hinduism</li> <li>○ Buddhism</li> <li>○ conflict in the region due to religion</li> <li>○ cultural diffusion in region because of religion</li> </ul> </li> <li>• Geography and its impact on life in the region:               <ul style="list-style-type: none"> <li>○ countries of South Asia</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• identify major landforms of the region and explain what makes the region a sub continent</li> <li>• understand the root of current conflict in the region</li> <li>• connect Gandhi’s non-violent methods to Martin Luther King Jr.</li> <li>• explain the benefits and challenges of outsourcing in the region</li> <li>• utilize reading and note taking strategies</li> <li>• Express opinion/knowledge of an issue with support</li> <li>• Use different maps, graphs or data sources (timelines) in order to answer a variety of questions</li> </ul>

<ul style="list-style-type: none"> <li>○ major landforms and bodies of water</li> <li>○ climate zones</li> <li>● Current issues/Conflict of the region and its impact on the region/world: <ul style="list-style-type: none"> <li>○ India and Pakistan</li> <li>○ Kashmir</li> <li>○ growing population</li> <li>○ poverty</li> <li>○ impacts of outsourcing</li> </ul> </li> <li>● The academic vocabulary needed to understand this unit: <ul style="list-style-type: none"> <li>○ sub-continent</li> <li>○ outsource</li> <li>○ monsoon</li> <li>○ caste system</li> </ul> </li> </ul>	
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**Phase III Textbook/Materials**

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**Phase IV Summative Assessment Evidence**

<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
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**Phase V Learning Plan**

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**Unit: Southwest Asia**

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are some of the important connections between the past and the present in Southwest Asia?</li> <li>● What are some of the causes and effects of conflict in the region?</li> </ul>	<p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>● The region is important to the world due to its natural resources</li> <li>● Birthplace of three religions</li> <li>● Conflict in the region impacts peoples' lives</li> </ul>
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**Curriculum Standards**

<p>H1.1. Identify the role of the individual in history and the significance of one person's ideas.</p> <p>H1.2.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).</p> <p>H1.3.1 Use historical perspectives to analyze global issues faced by humans long ago and today.</p>
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W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments. 7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.

W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture verbal vocalizations standardization of physical (rock, bird) and abstract (love, fear) words pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)

W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).

W3.1.1 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

W3.2.1 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.

W3.2.2 Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.  
(*National Geography Standard 6, p. 73*)

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

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

G3.1.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).

C3.1.2 Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), and Organization for the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).

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

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

Embedded Knowledge and Processes

**K1 General Knowledge**

K1.1 Understand economic relationships, patterns, and trends.

- CCR # 7 integrate visual information

K1.2 Understand the diversity of human beings and human cultures.

- CCR # 10 independently and proficiently

K1.3 Analyze events and circumstances from the vantage point of others.

- CCR # 6 point of view/ purpose

- CCW # 9 draw evidence to support

K1.4 Understand social problems, social structure, institutions, class, groups, and interaction.

- CCR # 10 independently and proficiently

K1.5 Understand significant concepts, principles, and theories of history, geography, civics, and economics as disciplines.

- CCR # 10 independently and proficiently

**P1 Reading and Communication** – read and communicate effectively.

P1.1 Use reading strategies to read and analyze texts pertaining to social science; make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

- CCR # 1 textual evidence
- CCR # 2 central ideas, summary

P1.2 Understand point of view, and bias

- CCR # 6 point of view/ purpose, analyze point of view

P1.3 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

- CCW # 5 develop and strengthen writing

P1.4 Present a stance on a topic when making an argument, support with evidence, and present a concise, clear closing.

- CCW #1 arguments

**P2 Inquiry, Research, and Analysis** – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

P2.1 Read and interpret data in tables and graphs.

- CCR # 7 integrate visual information

P2.2 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

- CCR # 8 fact, opinion, reasoned judgment, support interpretations with evidence
- CCW # 8 Gather information

**P3 Public Discourse and Decision Making** – *engage in reasoned and informed decision making that should characterize each citizen's participation in American society.*

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

- CCW #1 arguments

P3.2 Deeply examine policy issues in group discussions.

- CCW #1 arguments

P3.3 Write persuasive paragraphs expressing and justifying decisions on public policy issues.

- CCW #1 arguments

### Knowledge/Content

Students will know about....

diversity within the region and will focus on the key topics of:

- Religion –beliefs and cultural traditions of the region:
  - Holy land – important to the different religions
  - Judaism and Abraham
  - Christianity and Jesus
  - Islam and Mohammad
  - conflict due to religion, Jerusalem

### Skills/Processes

Students will be able to.....

- identify the countries of the Middle East/Southwest Asia
- locate and label major landforms, bodies of water and climate zones of Southwest Asia
- explain how the geography of Southwest Asia impacts life
- identify characteristics of a civilization and where early civilizations of Southwest Asia began
- use charts and graphs, supply demand
- compare and contrast religions
- use of historical maps to understand changes in

<ul style="list-style-type: none"> <li>○ cultural diffusion of religion</li> <li>● Geography of the region: <ul style="list-style-type: none"> <li>○ countries of Southwest Asia versus Middle East</li> <li>○ major landforms and bodies of water</li> <li>○ climate zones</li> <li>○ location and availability of natural resources (oil, water)</li> </ul> </li> <li>● Impact of European colonization of Africa: <ul style="list-style-type: none"> <li>○ carved up the continent</li> <li>○ created cultural/ethnic divisions</li> <li>○ depleted natural resources – scarcity</li> <li>○ European culture still seen today in Africa</li> <li>○ Apartheid in South Africa (Nelson Mandela)</li> </ul> </li> <li>● Current issues/Conflict of the region: <ul style="list-style-type: none"> <li>○ Oil supply and demand -Non-renewal resource, Differing impact on life due to oil supply and government use of profit – some are rich and some are not</li> <li>○ Arab-Israeli conflict</li> <li>○ Iraq, Afghanistan conflicts</li> <li>○ Persian Gulf conflicts</li> </ul> </li> <li>● The academic vocabulary needed to understand this unit: <ul style="list-style-type: none"> <li>○ monotheism</li> <li>○ polytheism</li> <li>○ Muslim</li> <li>○ OPEC</li> <li>○ import</li> <li>○ export</li> <li>○ GDP</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>territory</li> <li>● demonstrate the spread of the three major religions</li> <li>● connect current issues of Southwest Asia to events of the past</li> <li>● discuss differences in types of governments found in Southwest Asia</li> <li>● utilize reading and note taking strategies</li> <li>● express opinion/knowledge of an issue with support</li> <li>● use different maps, graphs or data sources (timelines) in order to answer a variety of questions</li> </ul>
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**Phase III Textbook/Materials**

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**Phase IV Summative Assessment Evidence**

<p><b>Common Summative Unit Assessments:</b></p>	<p><b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b></p>
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## Phase V Learning Plan

### Unit: Africa

#### Essential Questions:

- What are some important connections between the past and present in Africa?
- In what ways are the cultures and regions of Africa socially, politically and economically different?

#### Essential Understanding:

- Africa is a continent not a country
- Geography impacts everything, people, economy, culture and politics
- The history of Africa has a direct connection to present day Africa
- Current issues (health, conflict, civil unrest and environment) impact the people of Africa

### Curriculum Standards

W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.

W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.

W1.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).

W2.1.1 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).

W3.1.1 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.

W3.1.2 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).

H1.2.1 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

H1.2.2 Identify the role of the individual in history and the significance of one person's ideas.

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

G1.2.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on Earth.

G1.3.1 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

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

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

G3.1.1 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France, Nairobi and Kilimanjaro, Mumbai and New Delhi).

G4.1.1 Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.

G4.2.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become decertified in Africa).

G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).

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

C4.3.1 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).

C4.3.2 Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), and Organization for the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).

E1.1.1 Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).

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

Embedded Knowledge and Processes

**K1 General Knowledge**

K1.1 Understand economic relationships, patterns, and trends.

- CCR # 7 integrate visual information

K1.2 Analyze events and circumstances from the vantage point of others.

- CCR # 6 point of view/ purpose
- CCW # 9 draw evidence to support

K1.3 Understand social problems, social structure, institutions, class, groups, and interaction.

- CCR # 10 independently and proficiently

**P1 Reading and Communication** – read and communicate effectively.

P1.1 Use reading strategies to read and analyze texts pertaining to social science; make connections to prior knowledge, draw inferences, and determine main idea and supporting details.

- CCR # 1 textual evidence
- CCR # 2 central ideas, summary

P1.2 Understand point of view and bias .

- CCR # 6 point of view/ purpose, analyze point of view

P1.3 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.

- CCW # 5 develop and strengthen writing

**P2 Inquiry, Research, and Analysis** – *critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses.*

P2.1 Read and interpret data in tables and graphs.

- CCR # 7 integrate visual information

P2.2 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.

- CCR # 8 fact, opinion, reasoned judgment, support interpretations with evidence
- CCW # 8 Gather information

**P3 Public Discourse and Decision Making** – *engage in reasoned and informed decision making that should characterize each citizen’s participation in American society.*

P3.1 Clearly state an issue as a question of public policy.

- CCW #1 arguments

P3.2 Examine policy issues in group discussions and debates (clarify issues, consider opposing views, apply democratic values or constitutional principles, anticipate consequences) to make reasoned and informed decisions.

- CCW #1 arguments

P3.3 Write persuasive paragraph expressing and justifying decisions on public policy issues.

- CCW #1 argument

<b>Knowledge/Content</b> Students will know about....	<b>Skills/Processes</b> Students will be able to.....
<p>diversity within the region and will focus on the key topics of:</p> <ul style="list-style-type: none"> <li>• History of Africa include:                             <ul style="list-style-type: none"> <li>○ the early kingdoms of Africa had strong government, trade for a strong economy and technology which was essential to their success, e.g., Egyptians, Mali, Songhai, Bantu</li> </ul> </li> <li>• Impact of European colonization of Africa:                             <ul style="list-style-type: none"> <li>○ carved up the continent</li> <li>○ created cultural/ethnic divisions</li> <li>○ depleted natural resources – scarcity</li> <li>○ European culture still seen today in Africa</li> <li>○ Apartheid in South Africa (Nelson Mandela)</li> </ul> </li> <li>• Geography of the region influences the quality of life:</li> </ul>	<ul style="list-style-type: none"> <li>• identify characteristics of a civilization and where early civilizations of Africa began</li> <li>• construct time lines of important events in Africa</li> <li>• describe the common features of early African kingdoms</li> <li>• locate and label major landforms, bodies of water and climate zones of Africa</li> <li>• explain how the geography of Africa impacts life</li> <li>• connect current issues of Africa to events of the past; colonization of Africa by Europeans</li> <li>• interpret maps of colonial Africa</li> <li>• discuss differences in types of governments found in Africa</li> <li>• utilize reading and note taking strategies</li> <li>• use different maps, graphs or data sources (timelines) in order to answer a variety of questions</li> </ul>

<ul style="list-style-type: none"> <li>○ major landforms and bodies of water</li> <li>○ climate zones</li> <li>○ location and availability of natural resources</li>   <li>● Current issues impacting life: <ul style="list-style-type: none"> <li>○ environmental (desertification, water, animals)</li> <li>○ social (health care, poverty, famine, education, women’s rights)</li> <li>○ conflict</li> </ul> </li>   <li>● The academic vocabulary needed to understand this unit: <ul style="list-style-type: none"> <li>○ nomads</li> <li>○ cultural diffusion</li> <li>○ civilization</li> <li>○ famine</li> <li>○ refugee</li> <li>○ apartheid</li> <li>○ colonization</li> <li>○ scarcity</li> <li>○ civil war</li> <li>○ genocide</li> </ul> </li> </ul>	
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<b>Phase III Textbook/Materials</b>
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<b>Phase IV Summative Assessment Evidence</b>
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<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments:</b> (*identifies Performance Task)
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<b>Phase V Learning Plan</b>
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