

## Grade 6 World Geography and Cultures – Unit 1: Thinking Like a Geographer

### Phoenixville Area School District

Stage 1 Desired Results		
	<b><i>Transfer</i></b>	
<p><b>Overarching PA Core Standards:</b></p> <p>7.1.6.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.6.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2.6.A. Describe the characteristics of places and regions.</p>	<p>TRANSFER GOALS</p> <p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>• Identify trends in problems overtime to prepare students to be knowledgeable, analytical, and engaged citizens.</li> <li>• Engage in research to cite, generate, and evaluate claims and analyze issues to verify the credibility of different points of view.</li> <li>• Evaluate how individual and groups reflect, create, and change societal constructs and institutions.</li> <li>• Communicate information and ideas through writing, speaking, illustrations, for a target audience using appropriate vocabulary.</li> </ul>	
	<b><i>Meaning</i></b>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The natural resources and location of a place significantly affect the livelihood, politics, movement, conflict, and opportunities of the people living there.</li> <li>• The way people use environmental resources affects short-term and long-term sustainability.</li> <li>• To be effective, conclusions and interpretations must be supported with evidence and/or valid reasoning and must consider other points of view.</li> <li>• People seek change in society, based on values and viewpoints, and use different methods to accomplish change.</li> </ul>	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>• How does where you live (and what you do for a living) impact how you live?</li> <li>• How do I support my conclusions with appropriate citation of a variety of evidence?</li> <li>• What does the geographic visual (map/table/graph/chart) include and what can I conclude from the information?</li> <li>• How do human settlements and movements relate to the location and use of natural resources?</li> <li>• How have human innovations changed the way we interact with each other and the environment?</li> </ul>

<b>Knowledge and Skills Acquisition</b>			
		<p><b>KNOWLEDGE</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Elements of a map</li> <li>• Continents and oceans</li> <li>• Types of maps</li> <li>• Themes of geography</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Region</li> <li>• Human/Environment</li> <li>• Location</li> <li>• Place</li> <li>• Physical Features</li> <li>• Physical Map</li> <li>• Political Map</li> <li>• Thematic Map</li> </ul>	<p><b>SKILLS</b> <i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Constructing a written response to describe the information within a given map.</li> <li>• Identifying all continents and oceans when given a blank map of the world.</li> <li>• Highlighting and labeling the themes of geography within a given "postcard."</li> </ul>
<b>Stage 2 – Evidence</b>			
<b>Code A/M/T</b>	<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
T		<p><b>PERFORMANCE TASK(S)</b> <i>Students will demonstrate their understanding (meaning-making and transfer) through complex performance by...</i></p> <p><b>Travel Plan</b></p> <ul style="list-style-type: none"> <li>• <i>Goal:</i> Your task is to analyze the information provided on a map.</li> <li>• <i>Role:</i> You are a travel agent.</li> <li>• <i>Audience/Situation:</i> Your client is a family who will be traveling to a specific geographical region.</li> <li>• <i>Product:</i> You will create a travel plan for their visit.</li> </ul>	<p>Differentiation Considerations:</p>

		<ul style="list-style-type: none"> <li>• <i>Success Criteria:</i> A successful plan will provide the family with 3 destinations with directions from one to the other, at least one absolute location, and the distance they traveled.</li> </ul> <p><b>Postcard</b></p> <ul style="list-style-type: none"> <li>• Draw a drawing that includes at least 3 geographic features and a written description.</li> </ul>	
M A		<p>OTHER EVIDENCE</p> <p><b>Map Elements Quiz</b></p> <ul style="list-style-type: none"> <li>• Identify and label continents and oceans</li> <li>• Identify and label map features such as compass rose, scale, title, legend</li> </ul> <p><b>Unit Test</b></p> <ul style="list-style-type: none"> <li>• Identify and label elements of a map</li> <li>• Identify and label continents and oceans</li> <li>• Identify and label Types of maps</li> <li>• Identify and explain in writing the themes of geography based on a documented description of the Navajo Tribe</li> </ul>	Differentiation Considerations: