

Grade 6 World Geography and Cultures – Unit 2: North and South America

Phoenixville Area School District

Stage 1 Desired Results		
<p>Overarching PA Core Standards:</p> <p>7.3.6.A. Describe the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.</p> <p>7.4.6.A. Describe and explain the effects of the physical systems on people within regions.</p> <p>7.4.6.B. Describe and explain the effects of people on the physical systems within regions.</p> <p>7.4.8.A Illustrate the effects of the physical systems on people within regions.</p> <p>7.1.6.A Describe how common geographic tools are used to organize and interpret information</p>	Transfer	
	<p>TRANSFER GOALS <i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Identify trends in problems overtime to prepare students to be knowledgeable, analytical, and engaged citizens. • Engage in research to cite, generate, and evaluate claims and analyze issues to verify the credibility of different points of view. • Evaluate how individual and groups reflect, create, and change societal constructs and institutions. • Communicate information and ideas through writing, speaking, illustrations, for a target audience using appropriate vocabulary. 	
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The natural resources and location of a place significantly affect the livelihood, politics, movement, conflict, and opportunities of the people living there. • The way people use environmental resources affects short-term and long-term sustainability. • To be effective, conclusions and interpretations must be supported with evidence and/or valid reasoning and must consider other points of view. • People seek change in society, based on values and viewpoints, and use different methods to accomplish change. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • How does where you live (and what you do for a living) impact how you live? • How do I support my conclusions with appropriate citation of a variety of evidence? • What does the geographic visual (map/table/graph/chart) include and what can I conclude from the information. • How do human settlements and movements relate to the location and use of natural resources? • How have human innovations changed the way we interact with each other and the environment?

about people, places, and environment.	Knowledge and Skills Acquisition	
	<p>KNOWLEDGE <i>Students will know...</i></p> <ul style="list-style-type: none"> • Great Lakes • Fresh water • Climate change • Human movement • Smart growth • Consumption patterns <p>VOCABULARY</p> <ul style="list-style-type: none"> • Pollution • Invasive Species • Reliable Sources • Urban • Suburban • Metropolitan • Consumption • Fossil Fuel • Digital Divide • Per Capita • Poverty 	<p>SKILLS <i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying causes and effects of human impact on the Great Lakes using a T-chart. • Using evidence to support a claim. • Making a prediction about human response to available fresh water sources via a letter to a local political figure requesting legislation to improve conditions. • Comparing and contrasting the pros and cons of smart growth in a writing sample when given scenarios/case studies of modernization and urban sprawl. • Creating a collage using images of consumption patterns and possible solutions.

Stage 2 – Evidence

Code A/M/T	Evaluative Criteria	Assessment Evidence	
T	<ul style="list-style-type: none"> • Success Criteria: Write a complete letter format that identifies a problem with a solution using a rubric with 	<p>PERFORMANCE TASK(S) <i>Students will demonstrate their understanding (meaning-making and transfer) through complex performance by...</i></p> <p>Letter to Politician</p> <ul style="list-style-type: none"> • <i>Goal/Product:</i> Your task is to write a letter to a local politician. 	<p>Differentiation Considerations:</p>

	<p>the following headings:</p> <ul style="list-style-type: none"> ○ Letter format ○ Introduction to the problem ○ Possible solution with details ○ Conventions <p>Use evidence to effectively support a claim.</p>	<ul style="list-style-type: none"> ● <i>Role/Audience:</i> You are a concerned citizen and you need to convince the politician to help protect fresh water sources. ● <i>Situation:</i> The challenge involves explaining the causes and how to create possible solutions. Your needs to include the causes of pollution of fresh water sources as well as a plan to resolve them. 	
		OTHER EVIDENCE	Differentiation Considerations: