

Grade 6 World Geography and Cultures – Unit 3: Latin America

Phoenixville Area School District

Stage 1 Desired Results					
	<i>Transfer</i>				
<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>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. 				
	<i>Meaning</i>				
<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>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> </th> <th style="width: 50%; text-align: left;"> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> </th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <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. </td> <td style="vertical-align: top;"> <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? </td> </tr> </tbody> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p>	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</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. 	<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?
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	<i>Knowledge and Skills Acquisition</i>				

	<p>KNOWLEDGE <i>Students will know...</i></p> <ul style="list-style-type: none"> • Spatial inequality and population • Rapid growth causes and effects • Geography, Religion, Art and Architecture, Politics and Government, Economics, and Social Structures (GRAPES) of a civilization • Mayan culture • Land use conflict in the rainforest • Sustainable resources <p>VOCABULARY</p> <ul style="list-style-type: none"> • Tenement • Spatial Inequality • Standard of Living • Indigenous People • Biodiversity 	<p>SKILLS <i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Showing population growth and development using a timeline. • Researching the GRAPES and traditional culture of the Mayan civilization. • Identifying different perspectives of ways to use rainforest resources.
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Stage 2 – Evidence

Code A/M/T	Evaluative Criteria	Assessment Evidence	
M T		<p>PERFORMANCE TASK(S) <i>Students will demonstrate understanding (meaning-making and transfer) through complex performance by...</i></p> <p>Land Use Debate Group debate about rainforest land use, using differing perspectives</p> <p>Real Estate Brochure</p> <ul style="list-style-type: none"> • <i>Goal:</i> Your task is to create a brochure of the Mayan indigenous regions. • <i>Role/Audience:</i> You are a real estate agent and your client is looking to relocate. • <i>Situation/Product:</i> You will make a real estate brochure that addresses the GRAPES of the Mayan area in order to convince the client to move there. 	<p>Differentiation Considerations:</p>

		<ul style="list-style-type: none">• <i>Success Criteria:</i> Your product must include information related to Geography, Religion, Art and Architecture, Politics, Economics, and Social Structure.	
A		<p>OTHER EVIDENCE</p> <p>Unit Test</p> <ul style="list-style-type: none">• Multiple Choice• True/False• Matching	Differentiation Considerations: