

## Grade 6 World Geography and Cultures – Unit 4: Europe and Russia

### Phoenixville Area School District

Stage 1 Desired Results					
	<b><i>Transfer</i></b>				
<p><b>Overarching PA Core Standards:</b></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><b>TRANSFER GOALS</b> <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>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>7.2.6.B Describe the physical processes that shape patterns on Earth’s surface.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;"> <p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> </th> <th style="width: 50%; text-align: left;"> <p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> </th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <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> </td> <td style="vertical-align: top;"> <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> </td> </tr> </tbody> </table>	<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</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>	<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>
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	<b><i>Knowledge and Skills Acquisition</i></b>				

		<p><b>KNOWLEDGE</b>  <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Supranational cooperation</li> <li>• Nation-state failures and successes</li> <li>• Nationalism</li> <li>• Ethnic groups</li> </ul> <p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• Tariff</li> <li>• Centripetal Force</li> <li>• Centrifugal Force</li> <li>• Empire</li> <li>• Nation States</li> <li>• GDP</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>• Comparing and contrasting centripetal and centrifugal forces.</li> <li>• Investigating a nation-state according to economic and political success factors.</li> <li>• Illustrating key differences across ethnic groups.</li> </ul>
<b>Stage 2 – Evidence</b>			
<b>Code A/M/T</b>	<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
M  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>Olympic Committee Presentation</b></p> <ul style="list-style-type: none"> <li>• <i>Goal:</i> Your goal is to create a presentation to the Olympic committee in order to win the bid to host the 2030 Olympics.</li> <li>• <i>Role/Audience:</i> You are a representative from your nation-state and your target audience is the Olympic committee.</li> <li>• <i>Situation:</i> You need to show economic and political success compared to other nation states.</li> <li>• <i>Product/Success Criteria:</i> Your presentation should include the aspects of your nation state as well as the economic and political factors.</li> </ul>	<p>Differentiation  Considerations:</p>
A		<p><b>OTHER EVIDENCE</b></p>	<p>Differentiation  Considerations:</p>

M		<b>Quizzes</b> <ul style="list-style-type: none"><li>• Map quiz on nation states</li><li>• Quiz on centrifugal and centripetal forces</li></ul>	
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