

Grade 6 World Geography and Cultures – Unit 6: Southwest and Central Asia

Phoenixville Area School District

| Stage 1 Desired Results | | | | | |
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| <p>Overarching PA Core Standards:</p> <p>7.1.7.B Explain and locate places and regions as defined by physical and human features.</p> <p>7.3.6.A. Describe the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, 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> | 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 | | | | |
| | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">UNDERSTANDINGS <i>Students will understand that...</i></th> <th style="width: 50%; text-align: left;">ESSENTIAL QUESTIONS <i>Students will keep considering...</i></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> | UNDERSTANDINGS <i>Students will understand that...</i> | ESSENTIAL QUESTIONS <i>Students will keep considering...</i> | <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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| Knowledge and Skills Acquisition | | | |
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| | | <p>KNOWLEDGE <i>Students will know...</i></p> <ul style="list-style-type: none"> • Oil is a valuable resource • Tug of war for oil <p>VOCABULARY</p> <ul style="list-style-type: none"> • Renewable resource • Nonrenewable Resource • Crude Oil • Oil Reserve | <p>SKILLS <i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying locations and geographical features of Southwest Asia. • Illustrating the creation of oil. • Evaluating the distribution and financial impact of oil. |
| Stage 2 – Evidence | | | |
| Code A/M/T | Evaluative Criteria | Assessment Evidence | |
| T | | <p>PERFORMANCE TASK(S) <i>Students will demonstrate their understanding (meaning-making and transfer) through complex performance by...</i></p> <p>Predicting the Future</p> <ul style="list-style-type: none"> • <i>Goal:</i> Your goal is to predict the future of oil. • <i>Audience:</i> You are a fortune teller and you have been asked to see into the future and determine how oil usage will change. • <i>Audience:</i> Your customer is an investor in new technology. • <i>Situation:</i> You will guide your customer using background knowledge of how oil is created, obtained and used currently to make predictions into the future. • <i>Product:</i> You can create a dialogue of conversation between you and your customer, a comic strip, or a diagram with a description. • <i>Success Criteria:</i> Projects will incorporate details regarding the formation of oil, obtaining oil, and future uses of oil or other alternate energy sources. | Differentiation Considerations: |
| N/A | | <p>OTHER EVIDENCE</p> <p>N/A</p> | Differentiation Considerations: |

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