

Grade 6 World Geography and Cultures – Unit 7: Monsoon Asia

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"> • Comparative advantage (in information technology) • Time zones • Population density • Limited land and usage <p>VOCABULARY</p> <ul style="list-style-type: none"> • Comparative Advantage • Information Technology • Outsource • Time Zone • Arable Land • Population Density • Population Distribution 	<p>SKILLS <i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying factors contributing to India's information technology workplace advantage. • Discussing the GRAPES of India. • Determining time zones around the world in relation to the other points on a map. • Analyzing Japan's limited land and how the country adapts. • Comparing and contrasting population density between Japan and Mexico.
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Stage 2 – Evidence

Code A/M/T	Evaluative Criteria	Assessment Evidence	
N/A		<p>PERFORMANCE TASK(S) <i>Students will demonstrate their understanding (meaning-making and transfer) through complex performance by...</i></p> <p>N/A</p>	Differentiation Considerations:
A M		<p>OTHER EVIDENCE</p> <p>Venn Diagram</p> <ul style="list-style-type: none"> • Venn diagram comparing population density and other geographic features of Japan and Mexico <p>Unit Test</p> <ul style="list-style-type: none"> • Multiple Choice 	Differentiation Considerations:

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| | | <ul style="list-style-type: none">• How does population density affect the way people live? | |
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