

WS/FCS Unit Planning Organizer

Subject(s)	Social Studies	Conceptual Lenses <ul style="list-style-type: none"> • Geography • Civilization • Culture • Place
Grade/Course	6 th & 7 th Grade	
Unit of Study	Unit 1: Human Geography	
Unit Title	Social Studies 101	
Pacing	10 days	

Unit Overview

This unit lays the groundwork for the study of world history by exploring the relationship between physical [geography](#) and human [geography](#). This will start with an exploration of the factors which define the environment of a [place](#), along with an examination of the ways that geographic data is communicated (maps, charts, graphs, etc.). They will then study systems of human organization, specifically [culture](#) and [civilization](#), and the ways that these systems are influenced by environmental factors.

- **Basics of Geography:** Students will examine the relationship between specific physical features and a region's general environment. They will begin by studying features such as mountain ranges, rivers, oceans, deserts, plains, and valleys and analyzing the way that those physical features unify and isolate larger regions of the world. Students will also learn about climate bands throughout the world (tropical zones, temperate zones, tundras, etc.) and the way that the existence of those zones relates to questions of latitude and elevation. They will learn about climate and seasons relative to the rotation of the earth. They will conclude by studying the types of environments in which people usually choose to live (beginning with river valleys) by considering how those environments make it possible for societies to meet their own needs and to ultimately provide peoples' wants in addition to their needs.
- **Maps, Charts, & Graphs:** Students will learn to read a number of maps and charts, paying special attention to the different types of information which can be conveyed using such graphic representations of information. Students will learn to read physical, political, topographical, climate, and population maps (with attention paid to different map projections if time permits). They will also learn how line graphs, bar graphs, and other visual representations of data convey information about geographic data like population, migration, production, climate, and social organization.
- **Civilization:** Students will study the ideas of civilization and culture using the origins of the Catal Huyuk civilization in Asia Minor as an exemplar. Textbooks and curricula often create arbitrarily rigid definitions of civilization, positing that societies must have a long list of features to qualify as "civilizations." Students will learn that any society which demonstrates a number of such features—economic specialization, political organization, rule of law, religious institutions, cities, technology, record keeping/writing, etc.—can be reasonably considered a civilization. Students will examine the relationship between the environment in which a society develops and its ability to evince these features. This will include an introduction to a framework for understanding culture: the acronym PERSIA, signifying the systems which make up culture (politics, economics, religion, society, ideas, art). This will lead easily into the second unit, which focuses on the origins of Mesopotamian civilization and the way in which Neolithic hunter-gatherer societies ultimately became sedentary.

Unit Enduring Understanding(s)	Unit Essential Question(s)
<ul style="list-style-type: none"> Human’s lives are influenced by their physical environment. Humans organize themselves in complicated ways. 	<ul style="list-style-type: none"> How does the physical environment influence how people live? How do humans organize themselves when they live together in large groups?

Essential State Standards	
Priority Objectives	Supporting Objectives
<ul style="list-style-type: none"> 6.G.1.3 Compare <u>distinguishing characteristics of various world regions.</u> 6.G.2.1 Use <u>maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies, and regions.</u> 6.G.2.2 Construct <u>maps, charts and graphs to explain data about geographic phenomena.</u> 6.C.1.3 Summarize <u>systems of social structure within various civilizations and societies over time.</u> 	<ul style="list-style-type: none"> 6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions.

“Unpacked” Concepts (students need to know)	“Unpacked” Skills (students need to be able to do)	COGNITION (RBT Level)
<p>6.G.1.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> distinguishing characteristics of various world regions. <p>6.G.2.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> maps, charts, graphs, geographic data and available technology tools <input type="checkbox"/> emergence, expansion and decline of civilizations, societies, and regions. <p>6.G.2.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> maps, charts and graphs <input type="checkbox"/> geographic phenomena. <p>6.C.1.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> systems of social structure within various civilizations and societies over time. 	<p>6.G.1.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> COMPARE <p>6.G.2.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> USE <input type="checkbox"/> DRAW CONCLUSIONS <p>6.G.2.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> CONSTRUCT <input type="checkbox"/> EXPLAIN <p>6.C.1.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> SUMMARIZE 	<p>6.G.1.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand <p>6.G.2.1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apply <input type="checkbox"/> Analyze <p>6.G.2.2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create <input type="checkbox"/> Understand <p>6.C.1.3</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand

Essential Vocabulary	Enrichment Vocabulary
<ul style="list-style-type: none"> • environment • climate • civilization • society • population • migration 	<ul style="list-style-type: none"> • politics • economics • religion • ideas • art • demographics
	Enrichment Factual Content
	<ul style="list-style-type: none"> • Climate types <ul style="list-style-type: none"> ○ tropical ○ steppe ○ tundra ○ desert ○ savanna • 5 Themes of Geography <ul style="list-style-type: none"> ○ location ○ place ○ human-environment interaction ○ movement ○ region • Equator • Prime Meridian • Tropics <ul style="list-style-type: none"> ○ Tropic of Cancer ○ Tropic of Capricorn

Unit “Chunking” & Enduring Understandings	Essential Factual Content	Suggested Lesson Essential Questions	H	G	C & G	E	C
Basics of Geography Physical features influence the environment of a region.	<ul style="list-style-type: none"> • geography • continent • mountain range • river valley • desert • peninsula 	How do physical features create regions?	1.1	1.1 1.3 2.1 2.2			
		How does the location of a region influence its climate?	1.1	1.1 1.3			

	<ul style="list-style-type: none"> • plateau • plain • rainforest • ocean • sea • river 			2.1 2.2			
		How do environmental factors affect where people choose to live?	1.1	1.1 1.2 2.1 2.2			
Maps, Charts, & Graphs Geographic data can be used to explain the choices humans make.	<ul style="list-style-type: none"> • climate • population • migration • map • compass rose • direction • chart • demographics 	How can maps, charts, and graphs be used to represent features of physical geography?	1.1	2.1 2.2			
		How can maps, charts, and graphs be used to represent features of human geography?	1.1	2.1 2.2			
Civilization Civilizations use cultural systems to keep order.	<ul style="list-style-type: none"> • environment • civilization • government • politics • economics • religion • society • ideas • art 	How do environmental factors influence the ways that human societies organize themselves?	1.1 2.1	1.1 1.2 2.1 2.2	1.1		1.1 1.2 1.3
		What features define a group of people as a civilization?	2.1				1.1 1.3
		How do civilizations maintain political order?	2.1		1.1		1.3
		How do civilizations help people to get what they need and want?	1.1			1.1 1.2	1.3
Sub Concepts							
HISTORY	GEOGRAPHY	CIVICS & GOVERNMENT	ECONOMICS		CULTURE		
Migration Civilization	Region Climate Environment	Politics Order	Scarcity Needs & Wants		Systems Economics		

Language Objective EXAMPLES

Key Vocabulary LO: SWBAT define and explain the terms *migration, scarcity, empire and artifacts*.

Language Functions LO: SWBAT explain how environments can influence the development of civilizations.

Language Skills LO: SWBAT read two passages about two different climate zones and discuss the similarities and differences between the two. (*Reading passages should be chosen/modified in accordance with the LEP students' zone of proximal development*).

Grammar and Language LO: SWBAT use adjectives in a writing assignment that describes one of the major climate zones of the world.

Lesson Tasks LO: SWBAT read and summarize a passage about the motivating factors of migration and explain this summary to a group.

Language Learning Strategy LO: SWBAT develop a cause/effect graphic organizer analyzing and identifying the causes and effects of migration of large populations. (*The linguistic load will vary from LEP student to LEP student. Level 1-2 LEP students may need a word bank or other supplement to complete this activity using this strategy*).

Historical Thinking and Geography Skill Resources

○ "Straight Ahead"	□ "Uphill"	△ "Mountainous"
Historical Thinking	Geography Skills	
<p>6.H.1.1 Construct charts, graphs & historical narratives to explain particular events or issues over time.</p> <p>△ • This site offers a detailed description of different climate types, differentiated according to proximity to sea level. This site involves a number of interrelated variables providing a very sophisticated picture of climate. It could be used to create a chart comparing climate types.</p> <p>6.H.1.2 Summarize the literal meaning of historical documents in order to establish context.</p> <p>△ • A site detailing the results of the Catal Huyuk excavations, containing links to articles and a number of photographs.</p> <p>□ • National Geographic's site contains links to many geography-related articles and excellent photographs to be used in teaching kids about different regions of the world.</p>	<p>6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.</p> <p>○ • Various climate-related maps of the world.</p> <p>• An interactive climate map.</p> <p>• This site contains a number of graphs and charts showing the rate of population growth through the history of the world.</p> <p>• A chart detailing world population growth.</p> <p>6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g., migration patterns and population, resource distribution patterns, etc.)</p> <p>△ • This site offers a detailed description of different climate types, differentiated according to proximity to sea level. This site involves a number of interrelated</p>	

<p>6.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <ul style="list-style-type: none"> ○ • An interactive site allowing students to examine the features of Catal Huyuk, an early civilization in Asia Minor. ○ • Basic information about Catal Huyuk 	<p>variables providing a very sophisticated picture of climate.</p>
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General Unit Resources	
	○ “Straight Ahead” □ “Uphill” Δ “Mountainous”
○	<ul style="list-style-type: none"> • An interactive site allowing students to examine the features of Catal Huyuk, an early civilization in Asia Minor. • Basic information about Catal Huyuk
□	<ul style="list-style-type: none"> • This link to the National Map provides links to a number of map-generating sites with detailed maps of the United States. • Various climate-related maps of the world. • An interactive climate map. • This description of climate types is far easier to navigate than the site listed in the “Mountainous” section below, but provides equally comprehensive information. • National Geographic’s site contains links to many geography-related articles and excellent photographs to be used in teaching kids about different regions of the world. • National Geographic’s interactive map site. • This site contains a number of graphs and charts showing the rate of population growth through the history of the world. • A chart detailing world population growth.
Δ	<ul style="list-style-type: none"> • This site offers a detailed description of different climate types, differentiated according to proximity to sea level. This site involves a number of interrelated variables providing a very sophisticated picture of climate. • A site detailing the results of the Catal Huyuk excavations, containing links to articles and a number of photographs.

Text differentiation symbols: Texts will be categorized in teacher resource documents as Straight Ahead (less challenging for struggling readers), Uphill (having some challenging words and more complex sentence structure that is appropriate for on-grade level readers), or Mountainous (containing challenging vocabulary, complex sentences, and more abstract ideas).

Performance Assessments

Item #	Formative Assessments	Task Description
1		
2		
3		
	Summative Assessment	
4 Culminating Task		•

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Performance Task #1:

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Scoring Guide for Performance Task #1

Advanced	Proficient	Progressing	Beginning
Student includes all of the “Proficient” criteria PLUS an example of higher level thinking. For example: <input type="checkbox"/>	<input type="checkbox"/>	Student includes <input type="checkbox"/> of the “Proficient” criteria in written response.	Student includes <input type="checkbox"/> of the “Proficient” criteria in written response.

Proficient: Student gives a solid, consistent performance and demonstrates competency of knowledge and skills included in assessed objectives.

Advanced: Student demonstrates mastery of “Proficient” requirements AND evidence of self-directed higher level thinking/sophistication. This criteria does not apply to MORE work... it implies a deeper understanding.

Progressing: Student is close to “Proficient” and could reach those criteria with simple “5 minute fix-up” to their work.

Beginning: Student has missed “Proficient” and could not reach criteria with simple “5 minute fix-up”. Re-teaching needed to correct misconceptions or reach understanding.

Performance Task #2:

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Scoring Guide for Performance Task #2

Advanced	Proficient	Progressing	Beginning
Student includes all of the "Proficient" criteria PLUS	<input type="checkbox"/>		<input type="checkbox"/>

Proficient: Student gives a solid, consistent performance and demonstrates competency of knowledge and skills included in assessed objectives.

Advanced: Student demonstrates mastery of "Proficient" requirements AND evidence of self-directed higher level thinking/sophistication. This criteria does not apply to MORE work... it implies a deeper understanding.

Progressing: Student is close to "Proficient" and could reach those criteria with simple "5 minute fix-up" to their work.

Beginning: Student has missed "Proficient" and could not reach criteria with simple "5 minute fix-up". Re-teaching needed to correct misconceptions or reach understanding.

Performance Task #3:

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Scoring Guide for Performance Task #3

Advanced	Proficient	Progressing	Beginning
Student includes all of the “Proficient” criteria PLUS an example of higher level thinking. For example: □		Student includes _____ of the “Proficient” criteria in written response.	Student includes _____ of the “Proficient” criteria in written response.

Proficient: Student gives a solid, consistent performance and demonstrates competency of knowledge and skills included in assessed objectives.

Advanced: Student demonstrates mastery of “Proficient” requirements AND evidence of self-directed higher level thinking/sophistication. This criteria does not apply to MORE work... it implies a deeper understanding.

Progressing: Student is close to “Proficient” and could reach those criteria with simple “5 minute fix-up” to their work.

1. **Beginning:** Student has missed “Proficient” and could not reach criteria with simple “5 minute fix-up”. Re-teaching needed to correct misconceptions or reach understanding.

Unit 2 Culminating Performance Task:

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Scoring Guide for Culminating Performance Task:

Advanced	Proficient	Progressing	Beginning
Student includes all of the “Proficient” criteria PLUS an example of higher level thinking. For example:	□	Student includes _____ of the required “Proficient” items and has only minor issues with the quality criteria in written response.	Student includes the required “Proficient” items and has multiple issues with the quality criteria in written response.

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Unit Reflection

What worked well?

What didn't work well?

Suggestions for Change

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