

DARIEN PUBLIC SCHOOLS
CURRICULUM GUIDE

Grade 6 Social Studies

Approved by the Board of Education on November 14, 2006

DARIEN PUBLIC SCHOOLS

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TABLE OF CONTENTS

SECTION I – Course Information

Statement of Philosophy.....	5
Program Goals.....	6
Overview.....	7
Essential Questions.....	8
Process Skills.....	9
Student Performance Summary.....	10
Grading Guidelines.....	11

SECTION II – Units of Study

Summary of Units.....	12
Unit 1: The World: Geography and Culture	13
Unit 2: The Middle East – North Africa and Southwest Asia.....	19
Unit 3: Africa South of the Sahara.....	22
Unit 4: Asia.....	25
Unit 5: Australia, New Zealand, Oceania and Antarctica.....	28

SECTION III - Related Goals and Standards

The Connecticut Framework: K-12 Curricular Goals and Standards.....	34
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SECTION I - Course Information

STATEMENT OF PHILOSOPHY

The social studies curriculum at Middlesex Middle School is designed to provide an awareness and appreciation of the history, culture, geography, and economics of our nation and the rest of the world.

The geography component of the curriculum focuses on understanding, analyzing, and reacting to the relationships between people and their environments around the world. The history component emphasizes how human societies, including our own, change over time through the development of technology, exploration, conquest, migration, and trade. Students will use study of the past to understand and explain events today.

Our program prepares students to be active and responsible citizens, both within our democratic and diverse American society and throughout the increasingly interdependent world. This goal requires active class participation and the development of skills for critical thinking and decision-making on the part of each student. Students will be required to express their ideas clearly through writing and in discussions. It is expected that through their experiences in the middle school social studies courses students will grow to see themselves as part of a larger human experience and to recognize that every citizen shares in the responsibility of maintaining a thriving and just society.

PROGRAM GOALS

The goal of the social studies program at the middle school is to ensure that students have a broad knowledge of the geography and culture of the regions of the world. It is important that history, economics, government, and current events are integrated into the study of each region. In addition to gaining broad content knowledge, students will develop skills as critical readers, critical writers, researchers, and presenters.

Course Overview

The 6th grade curriculum builds a foundation for the middle school examination of the world with a study of the Eastern Hemisphere. Four regional units are presented: North Africa and Southwest Asia, Africa South of the Sahara, Asia, and Australia, Oceania, and Antarctica. Each unit employs thematic approaches and includes a geographic survey. An additional important unit entitled “The World” introduces key concepts of geography and shows its relation to science by explaining topics such as plate tectonics, climate zones, global warming, and the water cycle. Key world culture concepts are also introduced such as major religions, economic and political systems, world trade, and the effects of technology and globalization. Social Studies vocabulary and geography specific terms such as latitude and longitude are reviewed, explored, and practiced.

Homework focuses on extending each day’s classroom learning; the four regional units employ geography, history, culture, and current events to examine and contrast the regions of the Eastern Hemisphere. During each unit, students read the text, newspapers, and magazines keeping journals and logs in preparation for tests and final assessments that demonstrate higher level thinking. Related video segments are viewed. Tests use both recall and challenging essay questions for critical thinking. Final assessments sometimes create and use databases, often in conjunction with proving a thesis statement. Students practice synthesizing facts into opinions and predictions.

Research projects may include group work that involves simulation and role-playing. Individual presentations build confidence in public speaking and presentation skills while incorporating multi-media. The media center and computer labs are utilized, and projects are planned with the media instructors. Appropriate celebration days and field trips end regional units with interdisciplinary formats and include regional food and may include guest speakers for an entire team of students and their teachers.

The overarching Social Studies goal is to create citizens of the world; citizenship-building projects are joined such as the UNICEF Drive. Mapping skills are practiced throughout the year to enhance worldwide country location expertise. Awareness of current world events is addressed to articulate appropriate concerns and knowledge of the world at the present time. Students share an exciting, rich curriculum that is age-appropriate.

OVERVIEW

6TH GRADE:

1. Geography Skills and Concepts
2. Geography and culture of Asia
3. Geography and Culture of Southwest Asia and Northern Africa
4. Geography and Culture of Africa South of the Sahara
5. Geography and Culture of Australia, Oceania, and Antarctica

7TH GRADE:

1. Review of Geography Skills
2. Geography and Culture of Canada
3. History, Geography and Culture of Mexico
4. Central America & the Caribbean
5. Geography and Culture of South America
6. European History
7. Geography and Culture of Europe Today
8. History, Geography and Culture of Russia

8TH GRADE:

1. Colonization, Rebellion, and Independence
2. Constitution, Citizenship and the New Nation
3. Age of Jackson and Expansion
4. Sectionalism, Civil War, and Reconstruction

ESSENTIAL QUESTIONS

Units 1: The World: Geography and Culture

- How does geography impact the cultures of the world in similar and different ways?
- What is culture and how is it developed and modified by people?
- How has the rapid population growth over the past 250 years affected culture and the history of humankind?
- How does the fact that human resources are limited and distributed unevenly affect trade?
- How has modern technology changed the way many people live today?

Unit 2: Middle East (North Africa and Southwest Asia)

- What is the context in which the Middle East crises have arisen?
- What are the environmental descriptors of North Africa and Southwest Asia?
- How have the Middle East crises spread and grown to threaten world peace?

Unit 3: Africa South of the Sahara

- How has competition over resources impacted the development of Africa?
- How does the environment impact the lifestyles of the people?
- Does modernization pose a threat or assistance to cultures of Africa?

Unit 4: Asia

- What are the characteristics of this most populous region of the earth?
- How has the environment shaped both mainland and island nations in Asia?
- What are the economic factors that have created disparity in standard of living?

Units 5: Australia, Oceania and Antarctica:

- How does colonization impact indigenous cultures? How did Western Colonization affect and impact the indigenous people of colonized Australia and New Zealand?
- What are the similarities and differences between the colonization of Australia and the colonization of North America specifically focusing on the impact to the indigenous people and the formation of a new government?
- How does physical geography impact the various traits of culture in a society? How does the physical geography of Oceania impact its indigenous cultures?
- How do the natural and human characteristics of a place shape its identity focusing on the eight traits of culture?

PROCESS SKILLS

All of the following skills will be employed to develop active learners and critical thinkers in social studies:

- Reading (Decoding)
- Reading (Comprehending)
- Reading (Analyzing)
- Reading (Appreciating)
- Writing and Language Mechanics
- Speaking
- Listening
- Viewing
- Using Maps and Globes
- Studying
- Reasoning and Reflecting
- Using Learning Resources and Technology
- Working Independently and Collaboratively
- Appreciating Art and Music
- Inventing
- Designing
- Creating
- Performing
- Quantifying
- Using and Creating Formulas
- Problem Solving
- Graphing
- Applying Probability and Statistics

STUDENT PERFORMANCE SUMMARY

Middle East Peace Treaty Essay

Africa Timeline

Narrative, Expository or Persuasive Essay, Letter or Article

Research Report

Journal

Demonstration

Oral Presentation with Visuals (story board, overhead transparencies, Power Point, Whiteboard, Data Projector, Internet site, etc.)

Portfolio

Model with Written Explanation

Engage in research in the media center

Use and develop databases

Synthesize facts into opinions and predictions

Participate in citizenship projects

Participate in group debate and discussion

GRADING GUIDELINES

I. **Quarterly grade** based on average of many grades on a point scale:

- A. Single grades for nightly homework
- B. Double or triple grades for longer assignments that require two or more nights of homework: tests, essays, and maps
- C. Multiple grades for research projects
- D. Extra credit for enrichment reports and projects

II. **Homework** assignments are written on the chalkboard as well as on individual teacher websites.

- A. Chapter questions on main ideas
- B. Outline maps for each unit
- C. Essays
- D. Magazine article questions
- E. Current Events

III. **Final Assessment**

- A. A final assessment is taken at the end of the year and is valued as 15% of the 4th quarter grade.

IV. **Extra Help**

- A. Extra help may be requested by the student or assigned by the teacher. Group review sessions are held before most tests. Extra help may take place before school, during school, or after school.

SECTION II – Units of Study

SUMMARY OF UNITS

<u>Unit Title</u>	<u>Duration (Weeks)</u>
Unit 1: The World: Geography and Culture	4 Weeks
Unit 2: The Middle East – North Africa and Southwest Asia	8 Weeks
Unit 3: Africa South of the Sahara	10 Weeks
Unit 4: Asia	10 Weeks
Unit 5: Australia, New Zealand and Antarctica	5 Weeks
Final Assessment Affect of Geography, History, or Culture on Regions of the World	3 Days
Projects Teachers will assign at least three projects that involve research and presentation components. These include essays, reports, oral presentations, PowerPoint presentations, databases, and dramatic performances.	5 Weeks

UNIT 1: THE WORLD – GEOGRAPHY AND CULTURE

UNIT 1 – PART 1: THE WORLD - GEOGRAPHY

ESSENTIAL QUESTIONS

1. How does geography impact the cultures of the world in similar and different ways?
2. What physical land features are commonly found on Earth?
3. How do cartographers display absolute locations?
4. What essential features are necessary for visually representing cartographic information?
5. How does the sun drive the earth's climate through the ocean and wind?
6. How do geography and resources influence population patterns?
7. How do cultures reflect the importance of their historical geography?

SAMPLE RELATED PERFORMANCE STANDARDS FROM THE CONNECTICUT DEPT. OF EDUCATION CURRICULUM FRAMEWORKS FOR GRADES 5 - 8:

- 9.1 Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.
- 10.1 Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystem.
- 12.1 Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will identify geographic features, earth's grid system, map features, climate zones, and wind currents.

Developing an Interpretation

Students will illustrate various physical features found throughout the Eastern Hemisphere.

Students will locate physical features found throughout the Eastern Hemisphere using latitude and longitude.

Students will explain how ocean currents, wind currents, and geography influence the climate of a location.

Making Connections

Students will create a culture using limited geographical information.

Taking a Critical Stance

Students will determine the geographical factors that influence different cultures based off of cultural clues.

VOCABULARY

5 Themes of Geography	Highland	Environment	Precipitation
Location	Hill	Artifacts	Collection
Place	Island	Fossils	Aquifers
Region	Isthmus	Solar System	Weather
Human/Environment	Lake	Orbit	Climate
Interaction	Lowland	Atmosphere	Tropics
Movement	Map	Revolution	Drought
Region	Mesa	Leap Year	El Niño
Hemisphere	Mountain	Tropic of Cancer	La Niña
Equator	Mountain Peak	Tropic of Capricorn	Local Winds
Prime Meridian	Mountain Range	Summer Solstice	Rain Shadow
Latitude	Mouth	Winter Solstice	Greenhouse Effect
Longitude	Ocean	Core	Rain Forest
Parallels	Ocean Current	Mantle	
Meridians	Peninsula	Magma	Savannas
	Physical feature	Crust	Marine West Coast
Absolute Location	Plain	Continents	Mediterranean
Relative Location	Plateau	Plate Tectonics	Humid Continental
Basin	Relief	Earthquake	Humid Subtropical
Bay	River	Tsunamis	Subarctic
Canyon	Sea		Tundra
Cape	Seacoast	Weathering	Steppes
Cliff	Sea Level	Erosion	
Continent	Sound	Glaciers	Acid Rain
Cultural Feature	Source	Island	Deforestation
Delta	Strait	Continental Shelf	Crop Rotation
Divide	Tributary	Trenches	Conservation
Downstream	Upstream	Channel	Irrigation
Elevation	Valley	Delta	Pesticides
Gulf	Volcano	Evaporation	Ecosystems
Harbor		Condensation	

ACTIVITIES

Newspaper Articles
Google Earth
PPT Presentation of physical features
5 Themes Pop-up Book
Tribal Map or Imaginary Map
Where in the world am I? (use of space images...astronaut style)

ASSESSMENTS

Homework
Quizzes
Tests
Special Projects
Group Projects
Performance Assessments

CAREER AWARENESS

Cultural Anthropologist, Historian, Geographer, Cartographer, Teacher, Astronomer, Meteorologist, Climatologist, Astronauts

CORE TEXT FOR STUDENTS

Boehm, Richard, et al. *The World and Its People*. New York City: Glencoe – McGraw Hill, 2005

ADDITIONAL TEXTS / RESOURCES

ONLINE:

www.googleearth.com

<http://209.200.101.189/home.cfm> (Cultural Survival)

<http://plasma.nationalgeographic.com/places/index.html> (search countries with photos)

National Geographic Almanac of Geography. National Geographic Society. Washington, D.C. 2005.

INTEGRATED TECHNOLOGY

PowerPoint
Word processing programs
Use of Internet to research and demonstration
Video Streaming

UNIT 1- PART 2: THE WORLD - CULTURE

ESSENTIAL QUESTIONS

1. What is culture and how is it developed and modified by people?
2. How has the rapid population growth over the past 250 years affected culture and the history of humankind?
3. How does the fact that human resources are limited and distributed unevenly affect trade?
4. How has modern technology changed the way many people live today?

SAMPLE RELATED PERFORMANCE STANDARDS FROM THE CONNECTICUT DEPT. OF EDUCATION CURRICULUM FRAMEWORKS FOR GRADES 5 - 8:

- 12.1 Human and Environmental Interaction – Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.
- 15.1 Students will demonstrate how the exchange of goods and services by individuals, groups, and nations create economic interdependence and change.
- 7.1 Describe and compare Limited and Unlimited Government.
- 9.7 Locate natural and cultural features in their own and nearby communities, in the U.S, and other regions of the world.
- 11.1 Explain the patterns and characteristics of human migrations at various levels.
- 15.3 Explain how specialization increases interdependence among producers, consumers and nations which all leads to a higher Standard of Living

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will describe the nature of culture and the specific aspects of culture, such as language, religion, beliefs and the influence of those aspects on human behavior.

Students will both explore and identify how their own culture as well as others is learned, borrowed and diversified over time.

Developing an Interpretation

Students will examine and interpret how particular cultures began and have been handed down from generation to generation. Students will research how certain cultures mix well with individual economic and governmental systems. Students will investigate the many problems we have today with nations and cultures.

Making Connections

Students will compare their cultures to others in different areas of the world to better understand why they are different and in many ways alike.

Taking a Stance

Students will research articles on globalization to write an editorial on its positive and negative effects.

VOCABULARY

Cultural diffusion	Famine	Quota
Ethnic group	Population density	Developed and
Dialect	Refugee	Developing countries
Democracy	Urbanization	Free trade
Dictatorship	Economic and	Renewable and Non
Democracy	Governmental systems	Renewable resources
Monarchy	Unlimited and Limited	Interdependence
Civilization	Governments	Globalization
Emigrate	Export	Natural resources
Culture region	Import	Rights
	Tariff	Responsibilities

SAMPLE ACTIVITIES

Personal Culture Identification (Traits)

Sample Activities

Identify 8 traits of culture

Role playing simulations

Research newspaper articles

Research and write an essay

ASSESSMENT

Quizzes

Tests

Homework

Individual/Group Projects

Classroom Performance

Special Projects

Individual/Group project

Essay rubric

CAREER AWARENESS

Geographer, Cartographer, Sociologist, Psychologist, Anthropologist, Politician, Economist, Political Scientist, Archaeologist, Journalist

CORE TEXT FOR STUDENTS

Boehm, Richard, et al. *The World and Its People*. New York City: Glencoe – McGraw Hill, 2005

ADDITIONAL TEXTS / RESOURCES FOR USE BY STUDENTS

TEXT:

Glencoe *World History Primary Source Document Library*
Glencoe *Students Works Plus Textbook CD with visual and audio text*
Junior Scholastics

INTEGRATED TECHNOLOGY

Power Point with Graphics and Text
Current Events Online
Video Streaming Imbedded in Lesson Plans

UNIT 2: MIDDLE EAST: NORTH AFRICA AND SOUTHWEST ASIA

ESSENTIAL QUESTIONS

1. What is the context in which the Middle East crises have arisen?
 - What is the history of civilizations in this region?
 - How have Judaism, Christianity, and Islam influenced the region?
 - How has trade and conquest evolved into nation states here?
2. What are the environmental descriptors of North Africa and Southwest Asia?
 - How has the Sahara affected Egypt, Libya, and the Maghreb?
 - How have lack of water and the presence of the Nile been factors?
 - Why have oil resources played a destabilizing force in the region?
3. How have the Middle East crises spread and grown to threaten world peace?
 - How has the establishment of modern-day Israel affected its neighbors?
 - Why have the occupied territories and refugees been a UN concern?
 - What are the modern versus fundamentalist disputes, which threaten modern democracies as well as EU membership for Turkey?
 - How has Lebanon become the latest source of conflict and crisis?
 - Why has the Palestinian hope of re-establishing a nation not been realized?
 - How has the Arabian Peninsula been uniquely affected by a series of Gulf Wars?
 - What have been some of the components of the U.S. foreign policy in its War on Terror in Afghanistan and Iraq?
 - How has Iran's success as the first Islamic Republic affected its decision to build nuclear power and contributed to UN concerns?
 - What has been the influence of U.S. political, economic, and cultural ideas on the region?
 - How have recent international events impacted the cultures of the Middle East?

SAMPLE RELATED PERFORMANCE STANDARDS FROM THE CONNECTICUT DEPT. OF EDUCATION CURRICULUM FRAMEWORKS FOR GRADES 5 - 8:

- 1.2 Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters, and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written tests.
- 1.3 Gather information from multiple sources, including archives or electronic databases to have experience with historical sources and to appreciate the need for multiple perspectives.
- 1.4 Distinguish between primary and secondary sources.
- 1.5 Interpret data in historical maps, photographs, art works, and other artifacts.
- 4.2 Initiate questions and hypotheses about historic events being studied.
- 4.3 Describe and analyze, using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision making.
- 4.4 Be active learners at cultural institutions such as museums and historical exhibitions.
- 4.5 Display empathy for people who have lived in the past.
- 4.6 Describe relationships between historical subject matter and other subjects they study, current issues and personal concerns.

- 8.1 Describe some ways that nation-states interact with one another.
- 8.2 Explain what foreign policy is and give examples of United States foreign policy.
- 8.3 Describe the influence of U.S. political, economics, and cultural ideas on other nations and the influence of other nations' ideas on the United States.
- 8.4 Evaluate the impact of significant international events on the United States and other nations.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will identify historical aspects of Mesopotamia and Ancient Egypt and will be able to describe the basic tenants of Judaism, Christianity, and Islam. Students will be able to identify the nations of the region on a map and be able to define the region in geographic terms.

Developing an Interpretation

Students will recognize aspects of the Middle East crises: Israel's disputes with its neighbors, the Gulf Wars, the War on Terrorism, the new conflict in Lebanon, and Iran's nuclear quest. Students will recognize current concerns of the international community, especially the UN and the US. Each student will research one nation of the Middle East to determine how current events might influence a citizen to work for peace in the region.

Making Connections

Students will write a speech for a Middle East Peace Conference based on their research and will select a portion to memorize for a simulation of such a meeting.

Taking a Critical Stance

Students will be able to apply their knowledge of the history, location, and the current events in the region to decide whether or not they will sign a peace treaty.

ACTIVITIES

Analyze Newspaper Articles
Investigation and Research
Peace Treaty Speech
Simulation
Guest Speakers
End of year trip to Metropolitan Museum of Art

ASSESSMENTS

Homework
Tests
Essay Rubrics
Regional Map

CAREER AWARENESS

Historian, Diplomat, Speech Writer/Researcher

CORE TEXT FOR STUDENTS

Boehm, Richard, et al. *The World and Its People*. New York City: Glencoe – McGraw Hill, 2005

Additional Texts/Resources

TEXT:

Junior Scholastic magazines

1. Mesopotamia & Iraq
2. Islam
3. Modern Egypt & Ancient Egypt
4. Saudi Arabia
5. Spread of Islam
6. Religions of the World
7. Turkey
8. Lebanon & Israel
9. Gaza Strip & Israel's history
10. Iraq
11. Afghanistan
12. Iran

VIDEO:

1. Mesopotamia
2. Jerusalem
3. Families of the World: Egypt
4. Turkey DVD
5. Jordan
6. Afghanistan

INTEGRATED TECHNOLOGY

Word processing programs

Use of Internet to research and demonstrations

Video streaming

UNIT 3: AFRICA – SOUTH OF THE SAHARA

ESSENTIAL QUESTIONS

1. How has competition over resources impacted the development of Africa?
 - What resources are found in Africa?
 - What historical conflicts have resulted from competition of resources?
 - How do race, ethnicity, and religion play a role in African conflict?
2. How does the environment impact the lifestyles of the people?
 - How is desertification in the Sahel impact the people?
 - How is wealth valued by different African tribes?
3. Does modernization pose a threat or assistance to cultures of Africa?
 - How do urban centers promote diversity and opportunity?
 - How do borders impact migratory people in Africa?
 - What impact do machines have on rural people?

SAMPLE RELATED PERFORMANCE STANDARDS FROM THE CONNECTICUT DEPT. OF EDUCATION CURRICULUM FRAMEWORKS FOR GRADES 5 - 8:

- 3: Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions; conflict and conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to the way it is.
- 13: Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.
- 14: Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will identify climatic regions of Africa and be able to locate countries in Western, Eastern and Southern Africa. Students will recognize that poor people in some areas of Africa are fighting to control natural resources.

Developing an Interpretation

Students will research the challenges cultures face in Africa and create a timeline for one ethnic group. Students will read a reference book on one (or more) ethnic group to isolate cultural traditions that are unique as well as traditions that are common to many groups.

Making Connections

Students will compare wealth between a person in Darien, CT, to a tribal person in Africa.

Taking a Critical Stance

Students will determine whether or not modernization poses more of a risk than assistance for the people of Africa.

VOCABULARY

Mangrove	Canopy	Autonomy	Apartheid
Savanna	Hydroelectric power	Watershed	Segregation
Harmattan	Tsetse Fly	Endangered Species	Colonization
Subsistence farm	Deforestation	Genocide	Decolonization
Cacao	Coral reef	Refugee	Nomad
Compound	Poaching	Plate	Slave
Civil war	Free Enterprise	Clan	Out of Africa Theory
Overgraze	System		Creation Theory
Drought	Cassava		Rebel
Desertification	Sisal	Child Soldier	Nation-State
Bauxite	Habitat	AIDS	Human Rights
Phosphate	Ecotourist	Malaria	
Mosque	Plantains	River Blindness	

ACTIVITIES

Newspaper Articles

Google Earth

Africa Cultural Report

Tribal Database Collection

Map Activity

Find a recipe to prepare for potluck luncheon

Read and discuss Early Man reference book after viewing “Mysteries of Mankind”

ASSESSMENTS

Homework

Quizzes

Tests

Special Projects

Regional Map

Group Projects

Performance Assessments

CAREER AWARENESS

Cultural Anthropologist, Historian, Geographer, Cartographer, Teacher, Astronomer, Meteorologist, Climatologist, Astronauts.

CORE TEXT FOR STUDENTS

Boehm, Richard, et al. *The World and Its People*. New York City: Glencoe – McGraw Hill, 2005

ADDITIONAL TEXTS / RESOURCES

TEXT:

Africa South of the Sahara Junior Scholastics:

- Blue People of the Sahara
- South Africa & African Queens
- Mali & Democracy in Africa
- Aids in South Africa
- Kenya
- Mozambique & African Kingdoms
- Ugandan & Martin Luther King
- Rwanda & Caravans of Gold
- Semegal

INTERNET:

Google Earth

<http://209.200.101.189/home.cfm> (Cultural Survival)

<http://plasma.nationalgeographic.com/places/index.html> (search countries with photos)

National Geographic Almanac of Geography. National Geographic Society. Washington, D.C. 2005.

VIDEO:

Baka, People of the Rain Forest

Mysteries of Mankind

South Africa

Christian Science Monitor on Africa

Kenya and Tanzania: Aids Orphans

Masai

Nigeria

INTEGRATED TECHNOLOGY

PowerPoint

Word processing programs

Use of Internet to research and demonstration

Video Streaming

UNIT 4: ASIA

ESSENTIAL QUESTIONS

1. What are the characteristics of this most populous region of the earth?
 - How has the history of Asia developed from early civilizations through world wars and the Cold War up to today?
 - How have Hinduism, Buddhism, Confucianism, and Islam influenced Asia?
 - What role does limited vs. unlimited government play in civic life and politics in the region?
 - Which human rights like those in the U.S. Constitution are of concern to some Asian citizens who live under Communist or authoritarian regimes?
 - Why can standards of living differ in urban, suburban, and rural areas to cause migration?
2. How has the environment shaped both mainland and island nations in Asia?
 - How have the Himalayas affected transportation and culture?
 - How have the oceans, straits, and river systems affected trade?
 - How have climates affected agriculture, migration, and culture?
3. What are the economic factors that have created disparity in standard of living?
 - How have world wars and regional wars affected economies?
 - What are factors of economic freedom such as a free market?
 - How have life expectancy and health been affected by economic factors?
 - How does literacy rate relate to economic factors?
 - How has political and economic interdependence created trading partners and Asian trade groups with globalization issues and challenges?

SAMPLE RELATED PERFORMANCE STANDARDS FROM THE CONNECTICUT DEPT. OF EDUCATION CURRICULUM FRAMEWORKS FOR GRADES 5 - 8:

- 7.1 Describe and compare unlimited and limited government.
- 7.2 Explain the meaning of civic life, politics, and government.
- 7.4 Compare and evaluate forms of government found outside the United States.
- 7.5 Describe the role of the U.S. Constitution in the limitation of government powers.
- 11.2 Explain how patterns of international trade change technology, transportation, and communication, and affect economic activities and human migration.
- 11.4 Analyze the formation, characteristics, and functions of urban, suburban, and rural settlements.
- 15.2 Explain how specialization leads to more efficient use of economic resources and economic growth.
- 15.3 Explain why trade encourages specialization.
- 15.5: Explain how specialization increases interdependence among producers, consumers, and nations and consequently leads to a higher standard of living.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will identify characteristics of the region in terms of culture, religion, history, migration, government, trade, and economics. Students will be able to identify the nations of the region on a map and be able to define the region in geographic terms.

Developing an Interpretation

Students will build a database on standard of living for all the nations of the region based on current Almanac statistics for Per Capita GDP, Literacy, Life Expectancy, and People Per Car. Each student will research one nation in Asia to find a news story to develop into a script for a Network News presentation.

Making Connections

Students will use their standard of living database to create computer graphs and charts to compare nations in Asia. Students will write an essay and be able to analyze their Network News nation's standard of living, recognizing it as high, developing, or low and will also be able to analyze its economic freedom.

Taking a Critical Stance

Students will be able to apply their knowledge of how government affects a nation's economic freedom and economy as well as make predictions about regional trade and interdependence to describe a nation's standard of living.

ACTIVITIES

Simulation and role playing
Create, order and analyze databases
Computer graphing
Research to write a news script
Group work to produce a newscast
Guest speakers
Lunch at an Asian restaurant

ASSESSMENTS

Homework
Tests
Essay Rubrics
Regional Map
Network News Presentation

CAREER AWARENESS

Politician, Statistician, Economist, Writer/Researcher, Reporter

CORE TEXT FOR STUDENTS

Boehm, Richard, et al. *The World and Its People*. New York City: Glencoe – McGraw Hill, 2005

ADDITIONAL TEXTS/RESOURCES

TEXT:
The Heritage Foundation's Index of Economic Freedom

World Almanac
World Atlas
Junior Scholastic magazines

INTEGRATED TECHNOLOGY

Database work
Word processing programs
Computer graphing
Use of Internet to research
Video streaming

UNIT 5 – PART 1: AUSTRALIA AND NEW ZEALAND

ESSENTIAL QUESTIONS

1. How does colonization impact indigenous cultures?
2. How did Western Colonization affect and impact the indigenous people of colonized Australia and New Zealand?
3. What are the similarities and differences between the Colonization of Australia and the Colonization of North America specifically focusing on the impact to the indigenous people and the formation of a new government?

SAMPLE RELATED PERFORMANCE STANDARDS FROM THE CONNECTICUT DEPT. OF EDUCATION CURRICULUM FRAMEWORKS FOR GRADES 5 - 8:

- 2.1 Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United states history, world history, and Connecticut local history.
- 3.7 Identify and analyze the various causes and effects of movements of groups of people;
- 3.9 Describe, explain and analyze the impact of the exchange of ideas on societies, politics, religion, etc.
- 7.1 Compare and evaluate forms of government found outside the United States;
- 1.1 Formulate historical questions based on primary and secondary sources, including documents, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams and written texts.
- 1.2 Develop written narratives and short interpretive essays, as well as other appropriate presentations from investigations of source materials.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will identify cultural traits of the Aboriginal and Maori tribes of Australia and New Zealand while analyzing the geography and indigenous human interaction with the environment in Australia and New Zealand.

Developing an Interpretation

Students will analyze primary and secondary sources describing the British colonization and of Australia and New Zealand and the impact of colonization on indigenous cultures.

Making Connections

Students will be able to draw comparisons between British colonization in North America and British Colonization in Australia and New Zealand addressing the impact of colonization on indigenous cultures as well as the formation of new governments.

Taking a Critical Stance

Students will create a multimedia presentation of a proposed website for tourists.

Students will develop an international treaty outlining the impacts of colonization on indigenous cultures and government prescribing a course of action.

VOCABULARY

Aboriginal	Manuka	Cultural diffusion
Outback	Geothermal	Barrier reef
Marcupial	Hydroelectric power	Boomerang
Bush	Indentured	Station
Aborigine	Colonization	Coral Reef

PLACE LOCATION

Provinces

Queensland
Northern Territory
Western Australia
Australian Capital Territory
Tasmania
Southern Ocean
South Australia
New South Wales

Sydney
Queenstown
Denedin
Wellington
Nelson
Darwin
Alice Springs
Adelaide
Hobart

Southern Alps

Bodies of Water

Great Barrier Reef
Timor Sea
Indian Ocean
Coral Sea
Tasman Sea
South Pacific Ocean

Cities

Perth
Canberra
Brisbane
Botany Bay

Landforms

Sampson Desert
Kangaroo Island
Macdonnell Ranges
Ayers Rock

SAMPLE ACTIVITIES

1. Diary journaling from different perspectives
2. Inquiry investigation
3. Analyzing primary sources
4. Geographical mapping
5. Group simulation

ASSESSMENT

Homework
Quizzes
Diary journals
Presentation of International Colonization Treaty
Written assessment (colonization treaty)

CAREER AWARENESS

Cultural Anthropologist, Historian, politician, geographer, cartographer, teacher, diplomat, sociologist.

CORE TEXT FOR STUDENTS

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ADDITIONAL TEXTS / RESOURCES FOR USE BY STUDENTS

TEXT:

Glencoe *World History Primary Source Document Library*
Glencoe Students Works Plus Textbook CD with visual and audio text
Junior Scholastics

ONLINE:

www.nationalgeographic.com
www.aboriginalhistory.org
www.australianexplorer.com/australian_history

VIDEOS:

[Mystic Lands: Australia: Dreamtime](#)
[The Australian Way of Life](#)
[World Geography Asia and the Pacific](#)

MATERIALS AND SUPPLIES

Wall Maps of Eastern Hemisphere and Australia
Outline maps of Australia
Colored Pencils
Computer and Projection Access

INTEGRATED TECHNOLOGY

Students will use the Internet to access information on Australia and New Zealand's government, history of colonization, government and social systems.

UNIT 5 – PART 2: OCEANIA AND ANTARCTICA

ESSENTIAL QUESTIONS

1. How does physical geography impact the various traits of culture in a society?
2. How does the physical geography of Oceania impact its indigenous cultures?
3. How do the natural human characteristics of a place shape its identity focusing on the eight traits of culture?

SAMPLE RELATED PERFORMANCE STANDARDS FROM THE CONNECTICUT DEPT. OF EDUCATION CURRICULUM FRAMEWORKS FOR GRADES 5 - 8:

- 3.5 Describe examples of how societies throughout history have used various forms of visual arts, dance, theater, myths, literature and music to express their beliefs, sense of identity and philosophical ideas.
- 11.1 Explain the patterns and characteristics of human migrations at various levels;
- 12.4 Describe human and natural characteristics of places and how they shape or place identity.
- 12.5 Describe, explain and analyze the impact of the exchange of ideas on societies, politics, religion, etc.
- 12.6 Demonstrate and explain ways that humans depend on, adapt to and alter the physical environment.

CONTENT KNOWLEDGE OBJECTIVES

Initial Understanding

Students will identify cultural traits of the native populations of Oceania while analyzing the geography and indigenous human interaction with the environment throughout Oceania. Students will locate and identify countries, territories and major cities of the unit's geographical areas.

Developing an Interpretation

Students will conduct an investigation on one aspect of Oceania culture and simulate authentic cultural traditions within that aspect in order to analyze and understand the impact of geography on culture.

Making Connections

Students will develop a presentation of a specific aspect of Oceania culture integrating authentic customs and Oceania culture throughout the presentation.

Taking a Critical Stance

Students will be able to apply their knowledge of human and environmental interaction in Oceania by presenting an authentic cultural tradition and describing the tradition's basis in the interaction between Oceania's residents and the physical geography.

VOCABULARY

High Island
Low Island
Atoll

Trust territory
Cacao
Tapa cloth

Copra
Phosphate
Subsistence farming

Hula	International Date Line	Pidgin language
Aloha	Globalization	Trust
Maori	Crevasse	
Micronesia	Ozone	
Melanesia	Krill	

PLACE LOCATION

<u>Islands/Countries</u>	Vanuatu	Tokelau
Federated States of	American Samoa	Wallis & Futuna
Micronesia	Cook Islands	
Micronesia	French Polynesia	<u>Landforms</u>
Fiji	Guam	Continental Islands
Kiribati	Hawaii	Volcanic Islands
Marshall Islands	Tahiti	Atoll
Nauru	New Caledonia	
Palau	Niue	<u>Bodies of Water</u>
Papua New Guinea	Norfolk Island	Tasman Sea
Samoa	North Island	South Pacific Ocean
Solomon Islands	North Pacific Ocean	Coral Sea
Tonga	Northern Mariana Islands	
Tuvalu	Pitcairn Islands	

SAMPLE ACTIVITIES

Investigation and Research
Simulation
Written work
Google Earth
Geographical mapping
Oral presentation including dance
Creation of artifacts

PERFORMANCE ASSESSMENTS

Homework
Daily research log
Quizzes
Map
Polynesian Luau Cultural Presentation
Written assessment (description of the basis of their cultural tradition in human/environmental interaction)

CAREER AWARENESS

Cultural Anthropologist, Historian, geographer, cartographer, teacher, chef, dancer, musician, artist, sociologist.

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Junior Scholastics

ONLINE:

www.nationalgeographic.com
www2.hawaii.edu
www.hulapreservation.org
www.pacificisland.cc
<http://maori.com/people/>
www.pbs.org/wnet/gperf/shows/holomaipele.html

VIDEOS:

[Pacific Passages:](#)
World Geograpy: Asia and the Pacific
Tuvalu & Tonga
Into the Volcano

MATERIALS AND SUPPLIES

Wall Maps of Eastern Hemisphere and Oceania
Outline maps of Micronesia, Melanesia and Polynesia
Colored Pencils
Computer and Projection Access

INTEGRATED TECHNOLOGY

Students will use the Internet to access information on Oceania's culture; specifically cultural customs, festivals and cuisine that relate to the indigenous peoples interaction with the geography of the region.

SECTION III – Related Goals and Standards

The Connecticut Framework – K-12 Curriculum Goals and Standards:

Content Standard 1: Historical Thinking

Students will develop historical thinking, including chronological thinking and recognizing change over time; contextualizing, comprehending and analyzing historical literature; researching historical sources; understanding the concept of historical causation understanding competing narratives and interpretation; and constructing narratives and interpretations.

Content Standard 2: Local, United States and World History

Students will use historical thinking skills to develop an understanding of the major historical periods, issues and trends in United States history, world history, and Connecticut and local history.

Content Standard 3: Historical Themes

Students will apply their understanding of historical periods, issues and trends to examine such historical themes as ideals, beliefs and institutions, conflict resolution; human movement and interaction; and science and technology in order to understand how the world came to be the way it is.

Content Standard 4: Applying History

Students will recognize the continuing importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

Content Standard 6: Rights and Responsibilities of Students

Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

Content Standard 7: Political Systems

Students will explain that political systems emanate from the need of humans for order, leading to compromise and the establishment of authority.

Content Standard 8: International Relations

Students will demonstrate an understanding of how the major elements of international relations and world affairs affect their lives and the security and well-being of their community, state and nation.

Content Standard 9: Places and Regions

Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

Content Standard 10: Physical System

Students will use spatial perspective to explain the physical processes that shape the Earth's surface and its ecosystems.

Content Standard 11: Human System

Students will interpret spatial patterns of human migration, economic activities and political units in Connecticut, the nation and the world.

Content Standard 12: Human and Environmental Interaction

Students will use geographic tools and technology to explain the interactions of humans and the larger environment, and the evolving consequences of those interactions.

Content Standard 13: Limited Resources

Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.

Content Standard 14: Economic Systems

Students will demonstrate that various economic systems coexist, and that economic decisions are made by individuals and/or governments, influenced by markets, cultural traditions, individuals and governments in the allocation of goods and services.

Content Standard 15: Economic Interdependence

Students will demonstrate how the exchange of goods and services by individuals, groups and nations, creates economic interdependence and how trade results in change.

National Standards

Standard 1: Chronological Thinking

- E. Interpret data presented in time lines.
- F. Reconstruct patterns of historical succession and duration.
- G. Compare alternative models for periodizations.

Standard 2: Historical Comprehension

- C. Read historical narratives imaginatively.
- D. Evidence historical perspectives.
- E. Draw upon data in historical maps.
- F. Utilize visual and mathematical data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers.
- G. Draw upon visual data, literary, and musical sources.

Standard 3: Historical Analysis and Interpretation

- A. Identify the author or source of the historical document or narrative.
- B. Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions.
- C. Differentiate between historical facts and historical interpretations.

- D. Consider multiple perspectives.
- E. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas, and the role of chance.
- F. Challenge arguments of historical inevitability.
- G. Compare competing historical narratives.
- H. Hold interpretations of history as tentative.
- I. Evaluate major debates among historians.
- J. Hypothesize the influence of the past.

Standard 4: Historical Research Capabilities

- A. Formulate historical questions.
- B. Obtain historical data.
- C. Interrogate historical data.
- D. Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place, and construct a sound historical interpretation.

Standard 5: Historical Issues-Analysis and Decision-Making

- A. Identify issues and problems in the past.
- B. Marshal evidence of antecedent circumstances and contemporary factors contributing to problems and alternative courses of action.
- C. Identify relevant historical antecedents.
- D. Evaluate alternative courses of action.
- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.