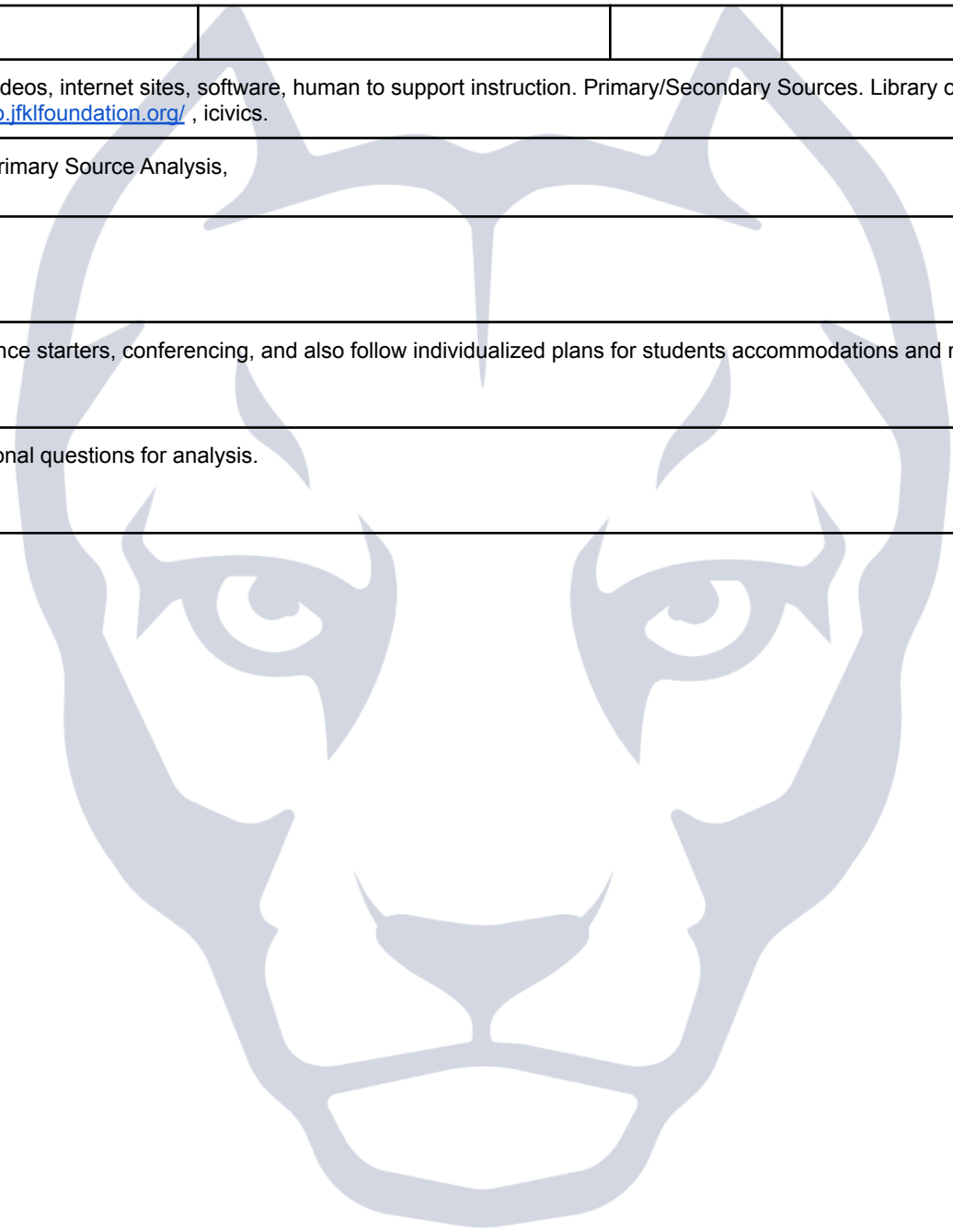


IAA Curriculum

Content Area	Social Studies	Grade	6
Course Name	World Geography		

Unit	Module 1: A Geographer's World					
Concepts	<ul style="list-style-type: none"> ○ learn that geography is the study of the world. ○ find out how geography studies are organized and what tools are used. 					
Big Ideas	How does the use of geographic tools help us view the world in new ways?					
Essential Understandings	Advancement in technology and living styles changed the way people lived.					
Competencies	Itemize the tools created and how they supported civilization. Understand how farming changed the way people lived.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 7.1.6.A. 7.2.6.B.			What is the essential vocabulary of the unit or concept?
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.6.B CC.1.2.6.F CC.1.2.6.H CC.1.4.6.H CC.1.4.6.I CC.1.4.6.J CC.1.4.6.P CC.1.4.6.Q			

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					

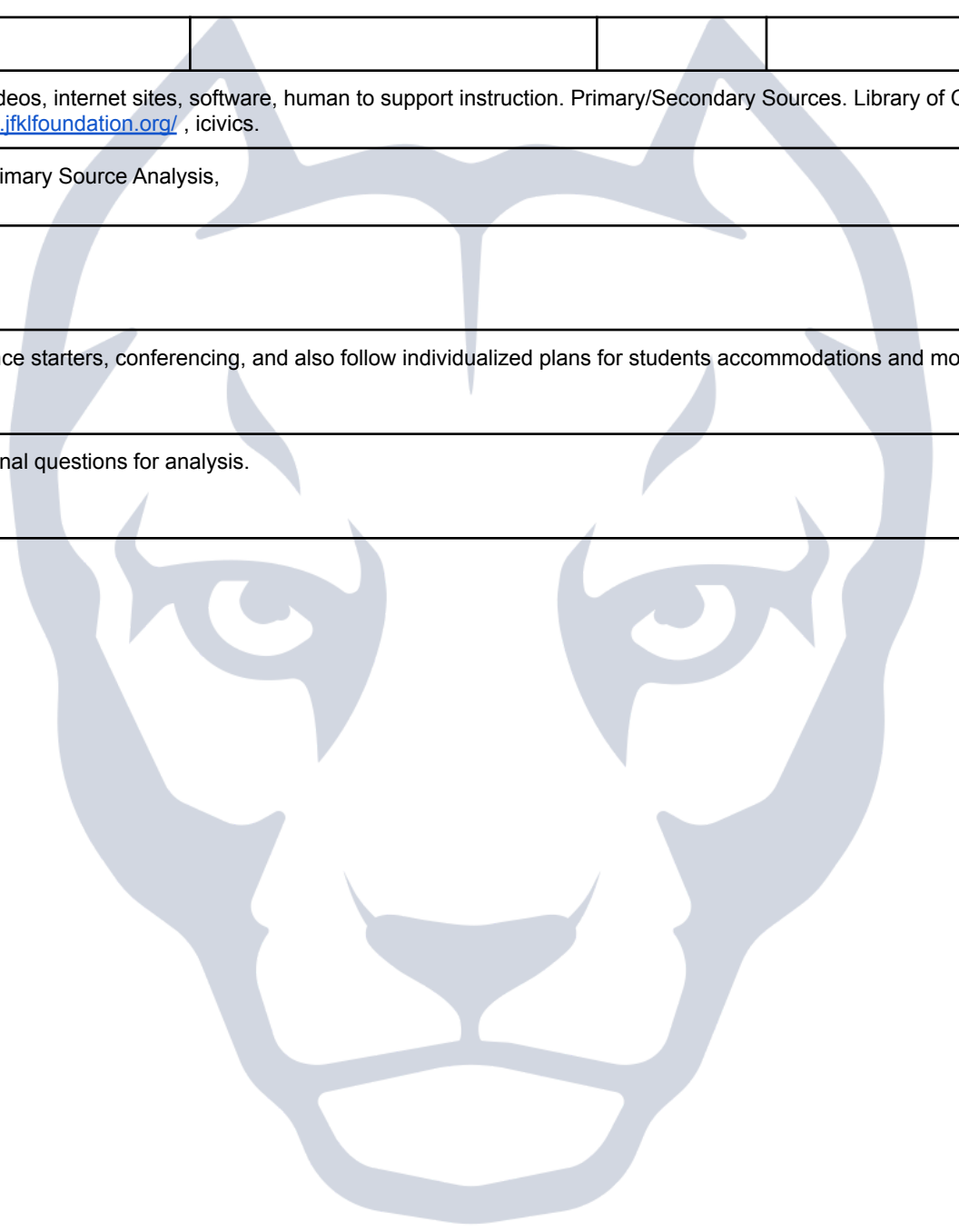


IAA Curriculum

Content Area	Social Studies	Grade	6
Course Name	World Geography		

Unit	Unit 2 : Mod 4/5: Government, Citizenship, and Economics					
Concepts	<ul style="list-style-type: none"> ○ learn about how nations across the globe interact and form a world community. ○ learn about the different world governments and how people participate in those governments. ○ learn how economics plays an important role in the way people interact throughout the world. 					
Big Ideas	The type of government of a country has a direct impact on the way people live and how the economy supports that.					
Essential Understandings	Statements summarizing important ideas and core processes that are central to the unit or concept and have lasting value beyond the classroom. <ul style="list-style-type: none"> ○ How do systems of government affect the roles of citizens across the globe? ○ How does studying economics give us more insight into a country or region? 					
Competencies	The student will be an active and engaged participant in daily life and society.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 7.1.6.A. 7.2.6.B.			What is the essential vocabulary of the unit or concept?
	Students will read primary sources. Students will extract relevant facts to support the DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.6.B CC.1.2.6.F CC.1.2.6.H CC.1.4.6.H CC.1.4.6.I CC.1.4.6.J CC.1.4.6.P CC.1.4.6.Q			Economy, Scarcity, Income, Profit Wealth, Function of Government, Democracy, Communism, Socialism.

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					



IAA Curriculum

Content Area	Social Studies	Grade	6
Course Name	World Geography		

Unit	Unit 3 : Module 6, 7,9					
Concepts	<ul style="list-style-type: none"> ○ learn about the United States and how this large and diverse country is often divided into regions that share common characteristics. ○ learn about the major physical, cultural, and economic features of Mexico. ○ learn about Canada’s physical geography, history, culture, and what the country is like today. 					
Big Ideas	The countries of North America have unique relationships with one another that maintain a strong balance among the three.					
Essential Understandings	How do the three countries of North America work together and how does that affect the cultural and economical relationships among the three?					
Competencies	Students will be able to compare and contrast the economies, regions, and cultures of the United states, Mexico, and Canada.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 7.1.6.A. 7.2.6.B.			Relationship, Geography, Trade, Ecosystem, Regions
	Students will read primary sources. Students will extract relevant facts to support the DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.6.B CC.1.2.6.F CC.1.2.6.H CC.1.4.6.H CC.1.4.6.I CC.1.4.6.J CC.1.4.6.P			

			CC.1.4.6.Q			
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.ifklfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					

IAA Curriculum

Content Area	Social Studies	Grade	6
Course Name	World Geography		

Unit	Unit 4: Module 10,11					
Concepts	<ul style="list-style-type: none"> ○ learn how geography, history, and challenges have shaped Central America and the Caribbean. ○ learn about the varied physical geography of South America. ○ read about the different people who have shaped its history and developed the continent's many and diverse cultures. 					
Big Ideas	The countries of South American countries and the nations of Central America and the Caribbean face economic, political or environmental challenges.					
Essential Understandings	What are the most important challenges facing South American countries and the nations of Central America and the Caribbean?					
Competencies	Students will be able to compare and contrast North American and South American economies, societies, environments, and governments with the completion of this unit.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 7.1.6.A. 7.2.6.B.			Latin America, Central America, Climate, Culture, Caribbean
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.6.B CC.1.2.6.F CC.1.2.6.H CC.1.4.6.H CC.1.4.6.I CC.1.4.6.J CC.1.4.6.P			

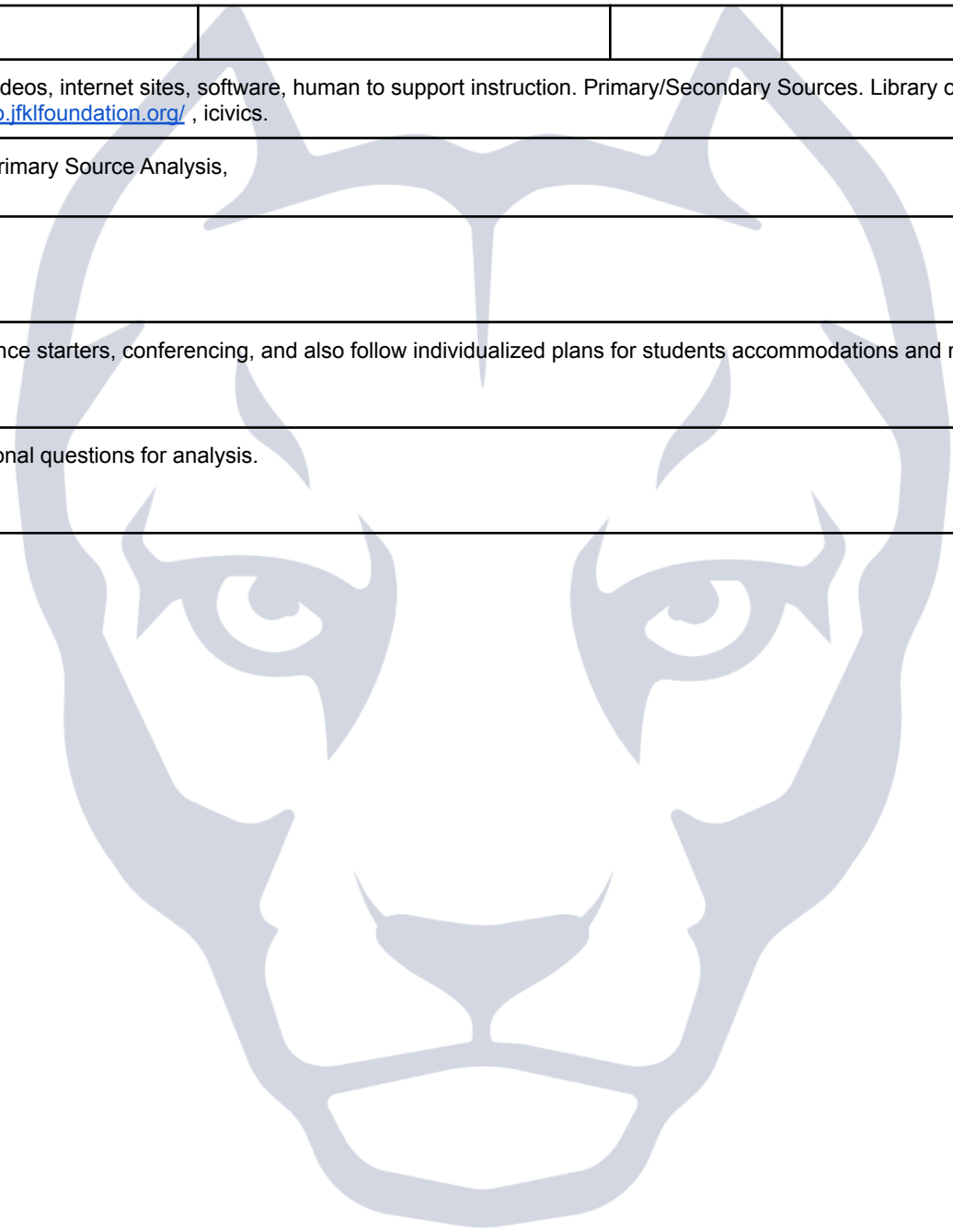
			CC.1.4.6.Q			
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.ifklfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					

IAA Curriculum

Content Area	Social Studies	Grade	6
Course Name	World Geography		

Unit	Unit 5: Western Europe Mod 14, 15					
Concepts	<ul style="list-style-type: none"> ○ learn about the mild climates of Southern Europe and the influential civilizations that have developed there. ○ learn about the diverse region of Western Europe, its cultures, governments, and history. 					
Big Ideas	Climate and geography influences the people of Western Europe.					
Essential Understandings	How has climate and physical geography influenced the land and people of Western Europe?					
Competencies	- Students will be able to understand and describe how climate plays a role in shaping the way Europeans live and how they make decisions that affect their economy and culture.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 7.1.6.A. 7.2.6.B.			Geographical traits, Western Europe, Climate, European Union, Regions, Diversity, Civilization, Physical Geography
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.6.B CC.1.2.6.F CC.1.2.6.H CC.1.4.6.H CC.1.4.6.I CC.1.4.6.J CC.1.4.6.P CC.1.4.6.Q			

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					



IAA Curriculum

Content Area	Social Studies	Grade	6
Course Name	World Geography		

Unit	Unit 6 : Eastern Europe Mod 16,17					
Concepts	<ul style="list-style-type: none"> ○ learn about the geography and history of Eastern Europe. ○ They will also learn how these nations have changed since the collapse of the Soviet Union ○ learn about Russia's geography, history, and challenges, as well as the history and challenges of the Caucasus 					
Big Ideas	The Soviet Union was faced with a variety of challenges when it collapsed.					
Essential Understandings	How can Eastern Europe overcome the challenges presented since the breakup of the Soviet Union?					
Competencies	- Students will be able to understand the significance the collapse of the Soviet Union had on the economy and culture of Eastern Europe and how it played a role in shaping and defining the region heading into the 21st century.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 7.1.6.A. 7.2.6.B.			Eastern Europe, Soviet Union, Communism, Collapse, Caucasus, Democracy,
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.6.B CC.1.2.6.F CC.1.2.6.H CC.1.4.6.H CC.1.4.6.I CC.1.4.6.J			

			CC.1.4.6.P CC.1.4.6.Q			
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					

IAA Curriculum

Content Area	Social Studies	Grade	6
Course Name	World Geography		

Unit	Unit 7 Mod 20,21 : The Middle East					
Concepts	<ul style="list-style-type: none"> ○ learn about the Eastern Mediterranean’s climate and resources as well as its land disputes and religious society ○ learn about the cultural and geographic characteristics of the Arabian Peninsula to Central Asia. ○ learn how foreign invasion and influence have affected the region. 					
Big Ideas	Cultural, religious, and resources play a role in the development of the countries of the Middle East.					
Essential Understandings	In what ways has religion been a big influence on the development of Eastern Mediterranean nations and can the region achieve stability after a long history of conflict?					
Competencies	- Students will be able to develop an educated summary of why Middle Eastern conflict has always been around and why it will never go away throughout the course of past and present history.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 7.1.6.A. 7.2.6.B.			Mediterranean, Central Asia, Middle East, Religion, Land Disputes, Culture, Conflict, Arabian Peninsula.
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.6.B CC.1.2.6.F CC.1.2.6.H CC.1.4.6.H CC.1.4.6.I CC.1.4.6.J			

			CC.1.4.6.P CC.1.4.6.Q			
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					

IAA Curriculum

Content Area	Social Studies	Grade	6
Course Name	World Geography		

Unit	Unit 8 : Mod 22,24,25, Africa					
Concepts	<ul style="list-style-type: none"> ○ learn about North Africa's history and its challenges. ○ learn about the geographic and historical forces that have shaped life in East and Southern Africa ○ learn about the diversity of West and Central Africa's geography, climate, and peoples as well as the regions' resources and current challenges. 					
Big Ideas	Africa has a diverse climate, geography, culture, and set of resources which has shaped the various regions.					
Essential Understandings	How has Africa been shaped by the diversity of climates, people, geography and resources?					
Competencies	<ul style="list-style-type: none"> ○ Students will be able to explain and elaborate on the unique diversity that the countries in Africa have when it comes to climate, culture, and resources in comparison to the other areas around the world. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 7.1.6.A. 7.2.6.B.			North Africa, Democracy, Diversity, Climate, Challenge, Migration, Resource, Regions
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.6.B CC.1.2.6.F CC.1.2.6.H CC.1.4.6.H CC.1.4.6.I			

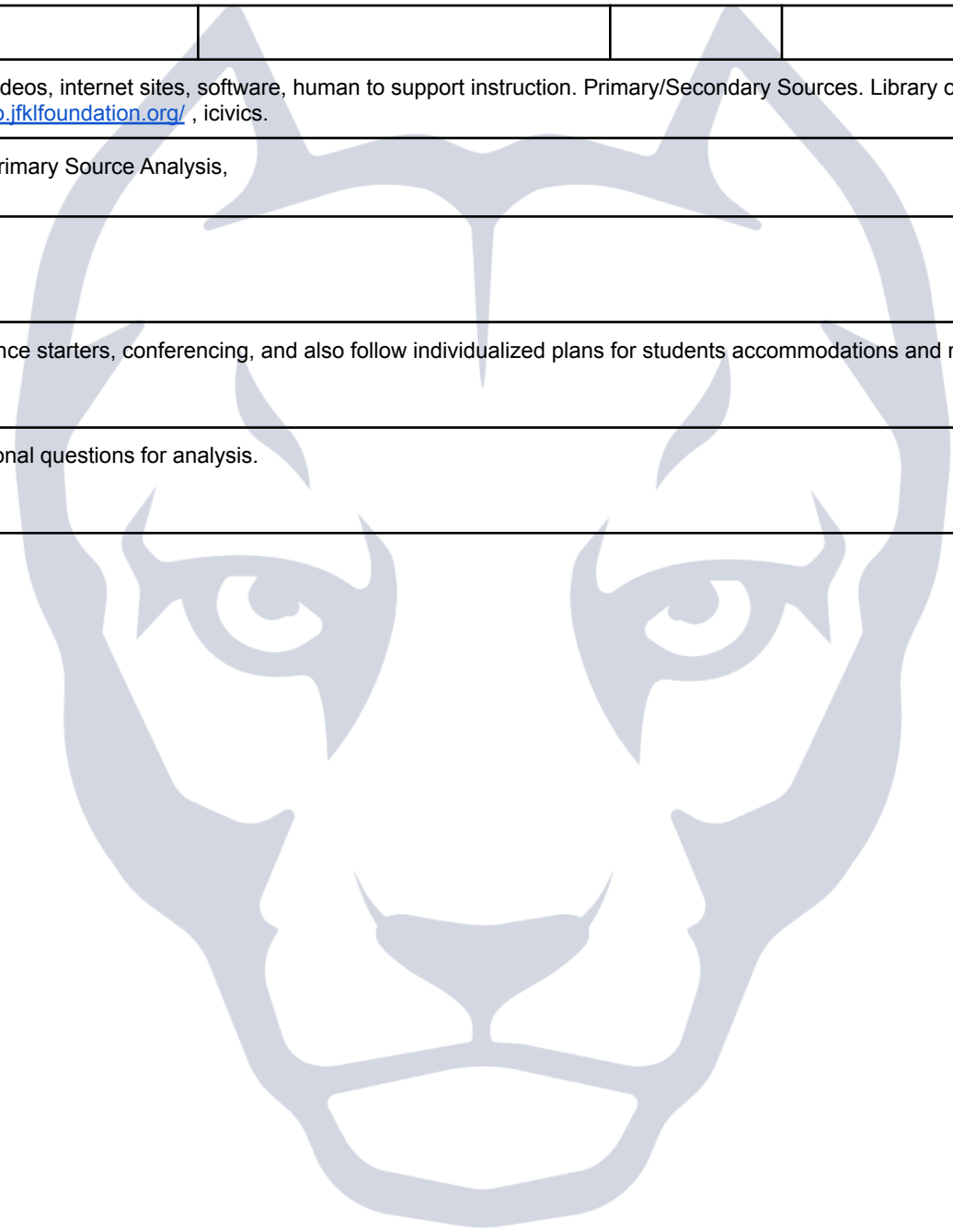
			CC.1.4.6.J CC.1.4.6.P CC.1.4.6.Q			
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.ifklfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					

IAA Curriculum

Content Area	Social Studies	Grade	6
Course Name	World Geography		

Unit	Unit 9 Module 29: China, Mongolia, and Taiwan					
Concepts	<ul style="list-style-type: none"> learn about the geographic and historical forces that have influenced where people live in China, Mongolia, and Taiwan 					
Big Ideas	China, Mongolia, and Taiwan's geography and histories have played a role in shaping the people of the present day.					
Essential Understandings	How can history and geography help us understand population patterns in China, Mongolia and Taiwan?					
Competencies	- Students will be able to make connections from the past and the present history of China, Mongolia, and Taiwan and create an understanding of why their geographic history plays a key role in shaping their cultures.					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 7.1.6.A. 7.2.6.B.			Mongolia, Taiwan, China, Patterns,
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.6.B CC.1.2.6.F CC.1.2.6.H CC.1.4.6.H CC.1.4.6.I CC.1.4.6.J CC.1.4.6.P CC.1.4.6.Q			

Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					



IAA Curriculum

Content Area	Social Studies	Grade	6
Course Name	World Geography		

Unit	Unit 10 Module 30: Japan and the Koreas					
Concepts	<ul style="list-style-type: none"> ○ Learn about how geography has shaped Japan and the Koreas' history, culture, and daily life, and how these countries developed after major global conflicts. 					
Big Ideas	<ul style="list-style-type: none"> - The climates ,resources, and geography of Japan and the Koreas vary from north to south. 					
Essential Understandings	<ul style="list-style-type: none"> - How does geography affect daily life in Japan and the Koreas? 					
Competencies	<ul style="list-style-type: none"> - Students will be able to understand and explain how geography played a vital role in shaping the culture and history of these regions along with developing an understanding of how major global conflicts shaped the modern worlds of Japan and the Korea's. 					
Dates (estimates only)	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Keystone or PSSA Anchors	Keystone / PSSA Eligible Content	Vocabulary
(10 days)	What do students have to do related to the content?	Used to develop the skills and knowledge	SS 7.1.6.A. 7.2.6.B.			Japan, Korea, Global, Conflict, Longitude, Latitude, Asia,
	Students will read primary sources. Students will extract relevant facts to support DBQ question.	Use annotation skills while reading primary sources. Create outlines Craft paragraphs to answer the DBQ question.	ELA CC.1.2.6.B CC.1.2.6.F CC.1.2.6.H CC.1.4.6.H CC.1.4.6.I CC.1.4.6.J			

			CC.1.4.6.P CC.1.4.6.Q			
Resources	Materials, texts, videos, internet sites, software, human to support instruction. Primary/Secondary Sources. Library of Congress, DBQ Project, National Archives, https://go.jfkfoundation.org/ , icivics.					
Formative Assessments	Thesis outlines, Primary Source Analysis,					
Summative Assessments	DBQ Essay,					
Strategies for ELL and IEP Support	Sentence starters, conferencing, and also follow individualized plans for students accommodations and modifications.					
Acceleration Strategies	Additional questions for analysis.					