

# Fairfield Public Schools Social Studies Curriculum

## World Regional Studies I Grade 6



**FAIRFIELD  
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## World Regional Studies I: Description

World Regional Studies is a two-year Social Studies course for grades 6 and 7. Through an in-depth study of world regions, students will explore the physical and human geography, history, cultures, economics, and civic structures of diverse areas of the world. Through a geographic lens, students will develop a wide range of social studies knowledge and skills in order to foster a general understanding of the increasingly interdependent world in which we live. Students will explore how to use maps and geographic representations to acquire, process, report and analyze information from a spatial perspective. In exploring the physical and human characteristics of places, they will gain an understanding of how culture, experience, and the physical environment influence the evolution of societies and civilizations. Students will explore the characteristics, distribution, and migration of human populations and the complexity and diversity of cultures around the world. Furthermore, students will explore how the forces of cooperation and conflict among people influence the division and control of Earth's surface and how changes occur in the meaning, use, distribution, and importance of resources. Relevant historical and contemporary issues will provide opportunities for addressing multiple standards through focused inquiry.

Objectives and Standards:

**Content Understandings:** Shown as content objectives, these goals define what students should know about each of the world's regions upon completion of each unit. These understandings are drawn from the *Connecticut Social Studies Frameworks (2015)*, as well as the *National Geography Standards* developed by National Geographic. These understandings provide students with the global perspectives required to analyze geographic, historical, and contemporary issues and problems.

**Historical Thinking / Inquiry Skills:** These standards center on four dimensions driven by the use of questions to spark curiosity, guide instruction, deepen investigation, acquire rigorous content, and enable students to apply knowledge and ideas in real world settings so they can become active and engaged citizens. Drawn from the *Connecticut Social Studies Frameworks (2015)* and the *C3 Social Studies for the Next Generation National Framework (2013)*, these standards enable students to evaluate evidence, develop comparative and causal analyses, interpret the course content, and construct sound arguments and perspectives.

# World Regional Studies I: Overview

## Central Understandings

- Utilize maps and other geographic representations, tools, and technologies to acquire, process, report, and analyze spatial information.
- Analyze and interpret the physical and human characteristics of the Earth and its regions.
- Assess the characteristics, distribution, and complexity of Earth's diverse cultures.
- Analyze how culture and experience influence people's perceptions, values, and social structures.
- Understand how the forces of cooperation and conflict among people influence the division and control of Earth's surface.
- Understand how physical systems affect human systems.
- Analyze the changes that occur in the meaning, use, distribution, and importance of resources.
- Apply geographic concepts to interpret the past and present, and make predictions about the future.
- Identify and work with different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding.
- Analyze and evaluate historical sources and interpretations (e.g. credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation).
- Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data.
- Compose arguments / positions, and participate in debates on different interpretations of the same historical events or global issues; synthesize primary and secondary sources to justify position.
- Develop open-ended questions that can be addressed through research and interpretation.

## Course Themes

- **GEO: Geography:** Geographic Representations; Human-Environment Interaction; Culture; Human Populations; Global Interconnections
- **HIST: History:** Change, Continuity, and Context; Perspectives; Historical Sources and Evidence; Causation and Argumentation
- **ECO: Economics:** Economic Decision-Making; Exchange and Markets; the Global Economy
- **CIV: Civics and Government:** Civic and Political Institutions; Process, Rules, and Laws

## Course Compelling Questions

- How has physical geography shaped the people and places of the world?
- How has human civilization changed over time?
- How do world cultures develop, evolve and interact?
- How do economic and political decisions affect a society?
- How does the distribution of power impact a society?

## World Regional Studies I: Year-at-a Glance

Unit	Title	Unit Compelling Questions
1	The Essentials of Geography and Culture	<ul style="list-style-type: none"> <li>• How do geographers think about the world?</li> <li>• What tools do geographers use to make sense of the world?</li> <li>• How is the earth continually changing?</li> <li>• What shapes the earth's varied environments?</li> <li>• What is the significance of culture in human life?</li> </ul>
2	The Middle East and North Africa	<ul style="list-style-type: none"> <li>• How have climate and location influenced the region in the past and today?</li> <li>• What factors led to the development of civilizations in Southwest Asia and North Africa?</li> <li>• How did an advanced civilization develop in Egypt?</li> <li>• How have resources and migration shaped culture in the Middle East and North Africa?</li> <li>• What forces have affected the development of modern countries in the region?</li> </ul>
3	South Asia	<ul style="list-style-type: none"> <li>• How have physical features shaped the development of the region?</li> <li>• How have religion and empires shaped the development of the region?</li> <li>• How is diversity reflected in the cultures of South Asia?</li> <li>• Why has India experienced an economic boom?</li> <li>• What are some effects of South Asia's rapid changes?</li> </ul>
4	Europe	<ul style="list-style-type: none"> <li>• How has Europe's physical geography encouraged the development of diverse cultures?</li> <li>• How has European thought shaped Western culture?</li> <li>• How did Europe develop and extend its influence around the world?</li> <li>• How is the diversity of Europe reflected in its cultural achievements?</li> <li>• What are the costs and benefits of European unification?</li> </ul>

## **Monitoring Student Progress**

Students' progress in relation to the content and skill standards will be measured with teacher-generated, as well as district-wide, formative and summative assessments in the following areas:

1. Determine the central ideas or information of geographical and historical content; provide an accurate summary of content distinct from prior knowledge or opinions (INQ DIM 1-3; CCSS.ELA-LITERACY.RH6-8.1-2, 8, 10).
2. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to social studies (INQ DIM 1-3; CCSS.ELA-Literacy.RH6-8.4).
3. Produce arguments (written or presented) focused on discipline-specific content (INQ DIM 3-4; CCSS.ELA-LITERACY.WHST.6-8.1).
4. Produce informative / explanatory interpretations (written or presented) focused on discipline-specific content (INQ DIM 3-4; CCSS.ELA-LITERACY.WHST.6-8.2).
5. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (INQ DIM 4; CCSS.ELA-LITERACY.WHST.6-8.4).
6. Cite specific textual evidence to support analysis of primary and secondary sources (INQ DIM 1-4; CCSS.ELA-LITERACY.RH6-8.1).
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (INQ DIM 1-4; CCSS.ELA-LITERACY.RH6-8.7).
8. Analyze the relationship between a primary and secondary source on the same topic. (INQ DIM 1-4; CCSS.ELA-LITERACY.RH6-8.9).
9. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (INQ DIM 1-4; CCSS.ELA-LITERACY.WHST.6-8.7).
10. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (INQ DIM 1-4; CSS.ELA-LITERACY.WHST.6-8.8).
11. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (INQ DIM 4; CCSS.ELA-LITERACY.WHST.6-8.10).

# The Essentials of Geography and Culture

## Overview

This unit provides an introduction to geographic thinking, maps, physical geography, and culture. Through an investigation of the primary concepts and tools geographers use to interpret the world and its many societies, students will explore how geography influences the way in which people live, and how people adapt to their environment. Students will also begin to understand the many elements of culture, and the ways in which each culture around the world is unique through an introduction to religions and belief systems, as well as various economic and political systems.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Analyze the spatial organization of people, places, and environments on the Earth's surface.
- Identify and describe the functions of a variety of geographic representations to acquire, process, and report information from a spatial perspective.
- Identify, describe, and create geographic representations.
- Identify attributes of Earth's different physical systems (e.g. land forms, climate, currents, and distribution of flora and fauna).
- Identify and explain the physical processes that shape the patterns of Earth's surface.
- Define culture and identify the elements common to all cultures.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How do geographers think about the world?
- What tools do geographers use to make sense of the world?
- How is the earth continually changing?
- What shapes the earth's varied environments?
- What is the significance of culture in human life?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in sixth-grade World Regional Studies will individually and with others:

**INQ 6-8.1** Explain how a question represents key ideas in the field.

**INQ 6-8.2** Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 6-8.3** Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 6-8.4** Explain how a relationship between supporting questions and compelling questions is mutually reinforcing.

**INQ 6-8.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.6-8.1; CCSS.ELA-Literacy.WHST.6-8.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

## **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in sixth-grade World Regional Studies will individually and with others:

### Geographic Representations: Spatial Views of the World

**GEO 6-7.1** Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.

**GEO 6-7.2** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

### Human-Environmental Interaction: Places, Regions, and Culture

**GEO 6-7.3** Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

**GEO 6-7.4** Analyze the cultural and environmental characteristics that make places both similar and different from one another.

**GEO 6-7.5** Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

### Human Population: Spatial Patterns and Movement

**GEO 6-7.6** Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.

**GEO 6-7.7** Analyze how relationships between humans and environments extend or contract settlement and movement.

**GEO 6-7.8** Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.

### Global Interconnections

**GEO 6-7.9** Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

**GEO 6-7.10** Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.

**GEO 6-7.11** Explain how global changes in population distribution affect changes in land use in particular regions.

### Change, Continuity and Context

**HIST 6-7.1** Use questions about historically significant people or events to explain the impact on a region.

**HIST 6-7.2** Classify series of historical events and developments as examples of change and/or continuity.

Perspectives

**HIST 6-7.4** Explain how and why perspectives of people have changed over time.

Historical Sources and Evidence

**HIST 6-7.5** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

**HIST 6-7.6** Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

Causation and Argumentation

**HIST 6-7.7** Explain multiple causes and effects of events and developments in the past.

**HIST 6-7.8** Organize applicable evidence into a coherent argument about the past.

Civic and Political Institutions

**CIV 6-7.1** Explain specific roles played by citizens (such as votes, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).

Processes, Rules, and Laws

**CIV 6-7.2** Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

Economic Decision-Making

**ECO 6-7.1** Explain how economic decisions affect the well-being of individuals, businesses, and society.

Exchange and Markets

**ECO 6-7.4** Analyze the role of innovation and entrepreneurship in a market economy.

The Global Economy

**ECO 6-7.6** Explain barriers to trade and how those barriers influence trade among nations.

**ECO 6-7.7** Explain the benefits and the costs of trade policies to individuals, businesses, and society.

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**DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in sixth-grade World Regional Studies will individually and with others:

**INQ 6-8.6** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the



sources to guide the selection.

**INQ 6-8.7** Evaluate the credibility of a source by determining its relevance and intended use.

**INQ 6-8.8** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

**INQ 6-8.9** Develop claims and counterclaims while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1-10; CCSS.ELA-WHST.6-8.1-2; CCSS.ELA-Literacy.WHST.6-8.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

#### **DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in sixth-grade World Regional Studies will individually and with others:

**INQ 6–8.10** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments

**INQ 6.8.11** Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

**INQ 6–8.12** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 6–8.13** Critique arguments for credibility.

**INQ 6–8.14** Critique the structure of explanations.

**INQ 6–8.15** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

**INQ 6–8.16** Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.

**INQ 6–8.17** Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1; CCSS.ELA-Literacy.WHST.6-8.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

# The Middle East and North Africa

## Overview

This unit focuses on the geography, major themes of history, culture, government, and economics of the Middle East and North Africa. With a focus on the early civilizations of Mesopotamia and Egypt, students will explore the primary characteristics of civilizations and identify the significance of geography in their development. A major focus will also be the development of the three major religions (Judaism, Christianity, and Islam) that had their birthplace in this region. Through an investigation of the natural resources, and the development of trade, migration, and ethnic / national identities, students will gain a broad understanding of the diversity of cultures. Finally, a study of some of the most significant contemporary issues will highlight the challenges that the region faces today.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Analyze the influence of the physical environment on the development of the Middle East and North Africa.
- Define the characteristics of civilization as it developed in the Middle East and North Africa.
- Examine the origins, characteristics, and diffusion of Judaism, Christianity, and Islam.
- Analyze how economic resources, trade, and human migration have shaped the culture of the Middle East and North Africa.
- Analyze the contemporary problems and promise of the region.

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How have climate and location influenced the region in the past and today?
- What factors led to the development of civilizations in Southwest Asia and North Africa?
- How did an advanced civilization develop in Egypt?
- How have resources and migration shaped culture in the Middle East and North Africa?
- What forces have affected the development of modern countries in the region?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in sixth-grade World Regional Studies will individually and with others:

**INQ 6-8.1** Explain how a question represents key ideas in the field.

**INQ 6-8.2** Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 6-8.3** Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 6-8.4** Explain how a relationship between supporting questions and compelling questions is mutually reinforcing.

**INQ 6-8.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.6-8.1; CCSS.ELA-Literacy.WHST.6-8.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

## **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in sixth-grade World Regional Studies will individually and with others:

### Geographic Representations: Spatial Views of the World

**GEO 6-7.1** Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.

**GEO 6-7.2** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

### Human-Environmental Interaction: Places, Regions, and Culture

**GEO 6-7.3** Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

**GEO 6-7.4** Analyze the cultural and environmental characteristics that make places both similar and different from one another.

**GEO 6-7.5** Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

### Human Population: Spatial Patterns and Movement

**GEO 6-7.6** Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.

**GEO 6-7.7** Analyze how relationships between humans and environments extend or contract settlement and movement.

**GEO 6-7.8** Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.

### Global Interconnections

**GEO 6-7.9** Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.

**GEO 6-7.10** Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.

**GEO 6-7.11** Explain how global changes in population distribution affect changes in land use in particular regions.

### Change, Continuity and Context

**HIST 6-7.1** Use questions about historically significant people or events to explain the impact on a region.

**HIST 6-7.2** Classify series of historical events and developments as examples of change and/or continuity.

Perspectives

**HIST 6-7.3** Analyze multiple factors that influenced the perspectives of people during different historical eras.

**HIST 6-7.4** Explain how and why perspectives of people have changed over time.

Historical Sources and Evidence

**HIST 6-7.5** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.

**HIST 6-7.6** Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

Causation and Argumentation

**HIST 6-7.7** Explain multiple causes and effects of events and developments in the past.

**HIST 6-7.8** Organize applicable evidence into a coherent argument about the past.

Civic and Political Institutions

**CIV 6-7.1** Explain specific roles played by citizens (such as votes, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).

Processes, Rules, and Laws

**CIV 6-7.2** Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

**CIV 6-7.3** Compare historical and contemporary means of changing societies and promoting the common good.

Economic Decision-Making

**ECO 6-7.1** Explain how economic decisions affect the well-being of individuals, businesses, and society.

**ECO 6-7.2** Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

Exchange and Markets

**ECO 6-7.3** Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.

**ECO 6-7.4** Analyze the role of innovation and entrepreneurship in a market economy.

**ECO 6-7.5** Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy.

The Global Economy

**ECO 6-7.6** Explain barriers to trade and how those barriers influence trade among nations.

**ECO 6-7.7** Explain the benefits and the costs of trade policies to individuals, businesses, and society.

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**DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in sixth-grade World Regional Studies will individually and with others:

**INQ 6-8.6** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**INQ 6-8.7** Evaluate the credibility of a source by determining its relevance and intended use.

**INQ 6-8.8** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

**INQ 6-8.9** Develop claims and counterclaims while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1-10; CCSS.ELA-WHST.6-8.1-2; CCSS.ELA-Literacy.WHST.6-8.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

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**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in sixth-grade World Regional Studies will individually and with others:

**INQ 6-8.10** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments

**INQ 6.8.11** Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

**INQ 6-8.12** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 6-8.13** Critique arguments for credibility.

**INQ 6-8.14** Critique the structure of explanations.

**INQ 6-8.15** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

**INQ 6-8.16** Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.

**INQ 6-8.17** Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1; CCSS.ELA-Literacy.WHST.6-8.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

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# South Asia

## Overview

This unit focuses on the geography, major themes of history, culture, government, and economics of South Asia. An exploration of the geography of the region will focus on the physical characteristics of the Indian subcontinent, the Himalaya Mountains, the importance of the Indus and Ganges Rivers, and the natural resources and land use of the region. The history of the region will focus on the development of early civilizations around river systems, the historic empires of the region, the development of Hinduism, and the impact of colonization and partition. In a study of South Asia today, students will explore contemporary culture of the region including changing traditions and popular culture. As the largest democracy in the world, the Indian political and economic systems will be important case studies. Finally, a study of the most significant contemporary issues may highlight the region's water crisis, the impact of urbanization and globalization, and issue of poverty and economic development.

## Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Analyze the influence of the physical environment on the development of South Asia.
- Examine how the early civilizations of South Asia developed around river systems.
- Analyze how conflict over resources and trade has impacted the development of modern South Asia.
- Explore how diversity is reflected in the cultures of South Asia through religion, social systems, and traditions.
- Evaluate the successes and challenges of India's democratic government and economy.
- Analyze the current challenges of South Asia (e.g. population, urbanization, poverty, resources, and geopolitical tensions).

## Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How have physical features shaped the development of the region?
- How have religion and empires shaped the development of the region?
- How is diversity reflected in the cultures of South Asia?
- Why has India experienced an economic boom?
- What are some effects of South Asia's rapid changes?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in sixth-grade World Regional Studies will individually and with others:

**INQ 6-8.1** Explain how a question represents key ideas in the field.

**INQ 6-8.2** Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 6-8.3** Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 6-8.4** Explain how a relationship between supporting questions and compelling questions is mutually reinforcing.

**INQ 6-8.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.6-8.1; CCSS.ELA-Literacy.WHST.6-8.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in sixth-grade World Regional Studies will individually and with others:

#### Geographic Representations: Spatial Views of the World

**GEO 6-7.1** Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.

**GEO 6-7.2** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

#### Human-Environmental Interaction: Places, Regions, and Culture

**GEO 6-7.3** Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

**GEO 6-7.4** Analyze the cultural and environmental characteristics that make places both similar and different from one another.

**GEO 6-7.5** Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

#### Human Population: Spatial Patterns and Movement

**GEO 6-7.6** Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.

**GEO 6-7.7** Analyze how relationships between humans and environments extend or contract settlement and movement.

**GEO 6-7.8** Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.

#### Global Interconnections

- GEO 6-7.9** Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- GEO 6-7.10** Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.
- GEO 6-7.11** Explain how global changes in population distribution affect changes in land use in particular regions.

#### Change, Continuity and Context

- HIST 6-7.1** Use questions about historically significant people or events to explain the impact on a region.
- HIST 6-7.2** Classify series of historical events and developments as examples of change and/or continuity.

#### Perspectives

- HIST 6-7.3** Analyze multiple factors that influenced the perspectives of people during different historical eras.
- HIST 6-7.4** Explain how and why perspectives of people have changed over time.

#### Historical Sources and Evidence

- HIST 6-7.5** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- HIST 6-7.6** Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

#### Causation and Argumentation

- HIST 6-7.7** Explain multiple causes and effects of events and developments in the past.
- HIST 6-7.8** Organize applicable evidence into a coherent argument about the past.

#### Civic and Political Institutions

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#### Economic Decision-Making

- ECO 6-7.1** Explain how economic decisions affect the well-being of individuals, businesses, and society.
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#### Exchange and Markets

- ECO 6-7.3** Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.



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The Global Economy

**ECO 6-7.6** Explain barriers to trade and how those barriers influence trade among nations.

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**DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE**

It is expected that students in sixth-grade World Regional Studies will individually and with others:

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**INQ 6-8.7** Evaluate the credibility of a source by determining its relevance and intended use.

**INQ 6-8.8** Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

**INQ 6-8.9** Develop claims and counterclaims while pointing out the strengths and limitations of both.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1-10; CCSS.ELA-WHST.6-8.1-2; CCSS.ELA-Literacy.WHST.6-8.7-10**

**Key academic vocabulary: *argument, sources, evidence, claims, counterclaims***

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**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION**

It is expected that students in sixth-grade World Regional Studies will individually and with others:

**INQ 6-8.10** Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments

**INQ 6-8.11** Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

**INQ 6-8.12** Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

**INQ 6-8.13** Critique arguments for credibility.

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**INQ 6-8.15** Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

**INQ 6-8.16** Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.

**INQ 6-8.17** Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

**Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.6-8.1; CCSS.ELA-Literacy.WHST.6-8.1-8**

**Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility***

## Europe

### Overview

This unit focuses on the geography, major themes of history, culture, government, and economics of Europe. An exploration of the geography of the region will focus on the mountains, rivers, and plains, and importance of the coastline in settlement and economic development. The history of the region will focus on the roots of western civilization with a study of Classical Greece and Rome, the Middle Ages, the Renaissance, and the Reformation, as well as the emergence of Europe as a center of global influence with a study of colonization, and the Industrial Revolution. Students will also explore the concept of nationalism and the impact of Europe's development through case studies on the world wars, and the cold war. Students will then explore Europe today, through an exploration of contemporary culture, government, economics, and current issues.

### Unit Content Objectives

At the conclusion of this unit, students will be able to:

- Analyze the influence of the physical environment on the development of Europe.
- Define western culture and explore its roots from early European civilizations through the Reformation.
- Analyze how Europe developed and extended its influence around the world.
- Identify and analyze the various political and economic belief systems that have shaped modern Europe.
- Explore the diversity of European cultures.
- Analyze the benefits and the challenges of modern European cooperation.

### Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How did Europe's physical geography encourage the development of diverse cultures?
- How has European thought shaped Western culture?
- How did Europe develop and extend its influence around the world?
- How is the diversity of Europe reflected in its cultural achievements?
- What are the costs and benefits of European unification?

## Standards Emphasized in the Unit: Inquiry in the Social Studies

### **DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY**

It is expected that students in sixth-grade World Regional Studies will individually and with others:

**INQ 6-8.1** Explain how a question represents key ideas in the field.

**INQ 6-8.2** Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

**INQ 6-8.3** Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

**INQ 6-8.4** Explain how a relationship between supporting questions and compelling questions is mutually reinforcing.

**INQ 6-8.5** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.

**Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.6-8.1; CCSS.ELA-Literacy.WHST.6-8.7**

**Key academic vocabulary: *questioning, argument, explanation, point of view***

### **DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS**

It is expected that students in sixth-grade World Regional Studies will individually and with others:

#### Geographic Representations: Spatial Views of the World

**GEO 6-7.1** Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.

**GEO 6-7.2** Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

#### Human-Environmental Interaction: Places, Regions, and Culture

**GEO 6-7.3** Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

**GEO 6-7.4** Analyze the cultural and environmental characteristics that make places both similar and different from one another.

**GEO 6-7.5** Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

#### Human Population: Spatial Patterns and Movement

**GEO 6-7.6** Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.

**GEO 6-7.7** Analyze how relationships between humans and environments extend or contract settlement and movement.

**GEO 6-7.8** Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.

#### Global Interconnections

- GEO 6-7.9** Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- GEO 6-7.10** Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.
- GEO 6-7.11** Explain how global changes in population distribution affect changes in land use in particular regions.

#### Change, Continuity and Context

- HIST 6-7.1** Use questions about historically significant people or events to explain the impact on a region.
- HIST 6-7.2** Classify series of historical events and developments as examples of change and/or continuity.

#### Perspectives

- HIST 6-7.3** Analyze multiple factors that influenced the perspectives of people during different historical eras.
- HIST 6-7.4** Explain how and why perspectives of people have changed over time.

#### Historical Sources and Evidence

- HIST 6-7.5** Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
- HIST 6-7.6** Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

#### Causation and Argumentation

- HIST 6-7.7** Explain multiple causes and effects of events and developments in the past.
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