

**Jones Public Schools**  
**Year at a Glance – Curriculum Units**

**6<sup>th</sup> Grade Geography 2018-2019**

<b>Time of Year</b>					
August – September	October – November	December	January-February	March-April	May
<b>Content Units</b>					
<b>Introduction to Geography Skills</b>  <b>Earth's Physical Geography</b>  <b>Earth's Human Geography</b>	<b>Earth's Human Geography (cont.)</b>  <b>Cultures of the World</b>  <b>Natural Resources</b>  <b>Physical Geography of the US and Canada</b>	<b>Physical Geography of the US and Canada (cont.)</b>  <b>History Shaping the Geography of the US and Canada</b>	<b>History Shaping the Geography of the US and Canada (cont.)</b>  <b>Culture in the US and Canada</b>  <b>Regions of the United States</b>  <b>Provinces and Territories of Canada</b>	<b>Physical Geography of Latin America</b>  <b>History Shaping the Geography of Latin America</b>  <b>Culture of Latin America</b>  <b>Geography of Mexico and Central America</b>	<b>Geography of the Caribbean Islands and South America</b>

## Jones Middle School Curriculum Map Template 2018

Unit of Study: Introduction to Geography		Grade: 6 <sup>th</sup>	Content Area	
Month: August	Core Standard	Learning Goals/I Can Statement	Concepts/Content Vocabulary	Essential Questions
Basic Geography Skills	<ul style="list-style-type: none"> <li>Content Standard 1.2 – Use of skills and tools of geography; utilize graphs, thematic maps, contour / relief maps</li> <li>Content Standard 1.3 - Describe basic types of map projections; apply concepts of scale, distance, absolute location, relative location, latitude and longitude</li> </ul>	<ul style="list-style-type: none"> <li>I can name the 5 themes of Geography and tell what each one represents</li> <li>I can identify key items on a map to help me read it (key, compass, scale)</li> <li>I can identify various types of maps and their uses</li> </ul>	location, hemisphere, latitude, longitude, place, human-environment interaction, movement, region, map, globe, distortion, projection, compass rose, cardinal directions, intermediate directions, legend, scale, locator	<ul style="list-style-type: none"> <li>What are the 5 themes of geography and how do they apply in our world?</li> <li>What are the various types of maps we will utilize this year?</li> </ul>
Big Ideas/Enduring Understanding			Possible Learning Activities	
<ul style="list-style-type: none"> <li>5 Themes of Geography (Location, Place, Human Environment Interaction, Movement, Regions), Map skills</li> </ul>			<ul style="list-style-type: none"> <li>Mapping activities using a World Atlas as resource</li> <li>Vocabulary reviews / puzzlers</li> </ul>	
Unit Proficiency Scale			Possible Assessments	
<ul style="list-style-type: none"> <li><u>4</u> – I can identify and teach to my peers the 5 themes of geography and how they relate to real world situations</li> <li><u>3</u> – I can distinguish between the 5 themes of geography and how they play a role in real world situations</li> <li><u>2</u> – I can explain and describe the 5 themes of geography with some help and I can recognize these key academic vocabulary terms: latitude, longitude, geography, cardinal directions, hemisphere, projection, scale</li> <li><u>1</u> – With a lot of help, I can recognize the 5 themes of geography</li> <li><u>0</u> – I have NO concept of the 5 themes of geography</li> </ul>			<ul style="list-style-type: none"> <li>Chapter Tests</li> <li>Reviews</li> </ul>	

## Jones Middle School Curriculum Map Template 2018-2019

Unit of Study: Physical / Human Geography		Grade: 6 <sup>th</sup>	Content Area	
Month: September	Core Standard	Learning Goals/I Can Statement	Concepts/Content Vocabulary	Essential Questions
Physical Geography	<ul style="list-style-type: none"> <li>Content Standard 1.4, 2.1, 3.1, 3.2 – Examining Physical, Political, and Cultural Regions of the Western Hemisphere; Examining interactions of physical systems that shape the patterns of Earth's surface</li> </ul>	<ul style="list-style-type: none"> <li>I can identify various landforms on the Earth</li> <li>I can identify reasons for variations in climate around the Earth</li> <li>I can describe differences in vegetation based on regions and climate of the regions</li> </ul>	orbit, axis, rotation, revolution, solstice, equinox, seasons, atmosphere, landforms, plate tectonics, weathering, erosion, climate, precipitation, acid rain, forecasting, vegetation	<ul style="list-style-type: none"> <li>How are seasons caused? Why do climates vary around the world?</li> <li>What are various forces that shape the Earth?</li> <li>How does climate affect vegetation at various altitudes around the world?</li> </ul>
Big Ideas/Enduring Understanding			Possible Learning Activities	
<ul style="list-style-type: none"> <li>Forces shaping Earth, Physical features, Climate and Weather, Affects of Climate on Vegetation</li> <li>World Population and Migration</li> </ul>			<ul style="list-style-type: none"> <li>Mapping activities using a World Atlas as resource</li> <li>Vocabulary reviews / puzzlers</li> </ul>	
Unit Proficiency Scale			Possible Assessments	
<ul style="list-style-type: none"> <li><u>4</u> – I can differentiate between forces shaping the Earth, climates in various regions, and how they affect the vegetation and explain it to my peers</li> <li><u>3</u> – I can describe the effects of forces that shape the Earth and the effects of climate on vegetation in various regions</li> <li><u>2</u> – With some help, I can locate and label various climate regions and how it affects vegetation. I can also explain these key academic vocabulary terms: revolution, orbit, rotation, seasons, weathering, erosion, climate, precipitation, weather, vegetation</li> <li><u>1</u> – With a lot of help, I can identify some forces that shape the Earth and how some climates can affect vegetation of that region</li> <li><u>0</u> – I have NO concept of physical geography</li> </ul>			<ul style="list-style-type: none"> <li>Chapter Tests</li> </ul>	

## Jones Middle School Curriculum Map Template 2018-2019

Unit of Study: Physical / Human Geography		Grade: 6 <sup>th</sup>	Content Area	
Month: September (part II)	Core Standard	Learning Goals/I Can Statement	Concepts/Content Vocabulary	Essential Questions
Human Geography	<ul style="list-style-type: none"> <li>Content Standard 3.3 and 4.1 – Analyzing human systems Western Hemisphere in context of world population and cultures</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the difference in population distribution and population density on the Earth</li> <li>I can identify various reasons for migration within the Push / Pull Theory</li> </ul>	population, density, distribution, demography, life expectancy, migration, immigration, famine, colonization, ethnic cleansing, refugees, snowbirds, urbanization, overpopulation	<ul style="list-style-type: none"> <li>What is the difference between population distribution and population density?</li> <li>Why do people migrate?</li> </ul>
Big Ideas/Enduring Understanding			Possible Learning Activities	
<ul style="list-style-type: none"> <li>World Population and Migration</li> </ul>			<ul style="list-style-type: none"> <li>Mapping activities using a World Atlas as resource</li> <li>Vocabulary reviews / puzzlers</li> </ul>	
Unit Proficiency Scale			Possible Assessments	
<ul style="list-style-type: none"> <li><u>4</u> – I can determine the patterns of human migration in the world, explain it to my peers, and relate it to real world situations</li> <li><u>3</u> – I can describe reasons for human migration within the world</li> <li><u>2</u> – With some help, I can recognize some reasons for human migration. I can also identify these key academic vocabulary terms: population, density, distribution, demography, migration, urbanization, capitalism, communism, empire</li> <li><u>1</u> – I can identify some reasons for human migration on the Earth, but I still need a lot of help</li> <li><u>0</u> – I have NO concept of human geography</li> </ul>			<ul style="list-style-type: none"> <li>Chapter Tests</li> </ul>	

## Jones Middle School Curriculum Map Template 2018-2019

Unit of Study: Physical / Human Geography		Grade: 6 <sup>th</sup>	Content Area	
Month: October	Core Standard	Learning Goals/I Can Statement	Concepts/Content Vocabulary	Essential Questions
World Economies and Governments	<ul style="list-style-type: none"> <li>Content Standard 1.4, 2.1, 4.1, 4.2, 4.3 – Examining cultural and physical characteristics of major regions in the Western Hemisphere; Analyzing human systems Western Hemisphere in context of world population and cultures</li> </ul>	<ul style="list-style-type: none"> <li>I can identify different kinds of economies in the world, past and present.</li> <li>I can describe the levels of economic development.</li> <li>I can identify various forms of governments in the world, past and present.</li> </ul>	Economy, producer, consumer, capitalism, communism, mixed economy, developed nations, developing nations, commercial farming, subsistence farming, government, dependency, empire, monarchy, dictator, oligarchy, tyranny, theocracy, constitution	<ul style="list-style-type: none"> <li>What is the difference between capitalism and communism?</li> <li>How does a nation-state differ from a city-state from past civilizations?</li> <li>What type of government do we currently have in the United States and why?</li> </ul>
Big Ideas/Enduring Understanding			Possible Learning Activities	
<ul style="list-style-type: none"> <li>World Economies and Governments</li> <li>Understanding world cultures, society, and how cultures change</li> </ul>			<ul style="list-style-type: none"> <li>Mapping activities using a World Atlas as resource</li> <li>Vocabulary reviews / puzzlers</li> </ul>	
Unit Proficiency Scale			Possible Assessments	
<ul style="list-style-type: none"> <li><u>4</u> – I can distinguish between various world governments and economies, past and present, and explain them to my peers</li> <li><u>3</u> – I can compare and contrast differences in various world governments and economies</li> <li><u>2</u> – With a little help, I can identify several governments and economies in the world today. I can also recognize these key academic vocabulary terms: population, density, distribution, demography, migration, urbanization, capitalism, communism, empire</li> <li><u>1</u> – I can recognize from a list several world government systems, but I still need a lot of help</li> <li><u>0</u> – I have NO concept of human geography</li> </ul>			<ul style="list-style-type: none"> <li>Chapter Tests</li> </ul>	

# Jones Middle School Curriculum Map Template 2018-2019

Unit of Study: Physical / Human Geography		Grade: 6 <sup>th</sup>	Content Area	
Month: October (part II)	Core Standard	Learning Goals/I Can Statement	Concepts/Content Vocabulary	Essential Questions
World Cultures	<ul style="list-style-type: none"> <li>Content Standard 2.1, 4.1, 4.2, 4.3 – Examining cultural and physical characteristics of major regions in the Western Hemisphere; Analyzing human systems Western Hemisphere in context of world population and cultures</li> </ul>	<ul style="list-style-type: none"> <li>I can explain reasons for the development of culture in early civilizations.</li> <li>I can explain how society is organized in various world cultures.</li> <li>I can identify various reasons for cultural change in parts of the world.</li> </ul>	culture, customs, cultural landscape, technology, civilization, agriculture, cultivation, domestication, society, social pyramid, patriarchal, matriarchal, nuclear family, language, bilingual, religion, monotheism, polytheism, ethics, values, multicultural, acculturation, anthropology, archaeology, melting pot	<ul style="list-style-type: none"> <li>How does geography have an effect on world cultures?</li> <li>How is society organized in various parts of the world?</li> <li>What are various factors that contribute to cultural change in the world today?</li> </ul>
Big Ideas/Enduring Understanding			Possible Learning Activities	
<ul style="list-style-type: none"> <li>Understanding world cultures, society, and how cultures change</li> </ul>			<ul style="list-style-type: none"> <li>Mapping activities using a World Atlas as resource</li> <li>Vocabulary reviews / puzzlers</li> </ul>	
Unit Proficiency Scale			Possible Assessments	
<ul style="list-style-type: none"> <li><u>4</u> – I can analyze various elements of world cultures and examine how they change with the growth of their populations</li> <li><u>3</u> – I can trace the development of early world cultures and locate on a world map where they began</li> <li><u>2</u> – I can show on a map the location of early river valley civilizations, and I comprehend the following key academic vocabulary terms: customs, society, language, religion, values, ethics, cultural diffusion, acculturation</li> <li><u>1</u> – I can recall several elements that make up a culture, but still need help with many details</li> <li><u>0</u> – I have NO idea what culture even is about</li> </ul>			<ul style="list-style-type: none"> <li>Chapter Tests</li> </ul>	

## Jones Middle School Curriculum Map Template 2018-2019

Unit of Study: Physical / Human Geography		Grade: 6 <sup>th</sup>	Content Area	
Month: November	Core Standard	Learning Goals/I Can Statement	Concepts/Content Vocabulary	Essential Questions
Natural Resources	<ul style="list-style-type: none"> <li>Content Standard 5.2 – Summarize the impact of the distribution of major renewable and nonrenewable resources</li> </ul>	<ul style="list-style-type: none"> <li>I can identify renewable and nonrenewable natural resources found on Earth.</li> <li>I can explain how natural resources have an effect on my life and my world around me.</li> <li>I can identify energy sources in the environment.</li> </ul>	natural resource, renewable resource, nonrenewable resource, raw materials, manufacturing, deforestation, pollution, acid rain, civil engineering, industrialization, colonization, ecosystem, habitat, cartel, embargo, extraction, distribution, extinction, endangered species, fossil fuels, alternative energies, greenhouse effect	<ul style="list-style-type: none"> <li>What is the difference in renewable and nonrenewable resources?</li> <li>What are some examples of fossil fuels and how can we conserve more of them?</li> <li>How do people have an effect on their environment around them?</li> </ul>
Big Ideas/Enduring Understanding			Possible Learning Activities	
<ul style="list-style-type: none"> <li>Natural resources and land use on Earth / How people have an effect on their environment</li> </ul>			<ul style="list-style-type: none"> <li>Mapping activities using a World Atlas as resource</li> <li>Vocabulary reviews / puzzlers</li> </ul>	
Unit Proficiency Scale			Possible Assessments	
<ul style="list-style-type: none"> <li><u>4</u> – I can distinguish between renewable and nonrenewable resources, elements that comprise these natural resources, and can explain it all to my peers</li> <li><u>3</u> – I can identify different types of natural resources, the things that comprise natural resources, and the way they interact with the environment around me</li> <li><u>2</u> – I can recognize from a list different natural resources, and can identify the following key academic vocabulary terms: renewable resource, nonrenewable resource, fossil fuels, environment, pollution</li> <li><u>1</u> – I can identify various natural resources from a list, but still need a lot of help determining the difference in renewable and nonrenewable</li> <li><u>0</u> – I have NO idea what a natural resource even is</li> </ul>			<ul style="list-style-type: none"> <li>Chapter Tests</li> </ul>	

# Jones Middle School Curriculum Map Template 2018-2019

Unit of Study: Physical / Human Geography		Grade: 6 <sup>th</sup>	Content Area	
Month: December / January	Core Standard	Learning Goals/I Can Statement	Concepts/Content Vocabulary	Essential Questions
History of the US and Canada	<ul style="list-style-type: none"> <li>Content Standard 4.1 - Analyze human systems of the Western Hemisphere in context of the world's peoples; describe cultural traits of language, social systems, traditions and the impact on society</li> </ul>	<ul style="list-style-type: none"> <li>I can recall the colonization of North America by European countries.</li> <li>I can recall the events that shaped the United States: American Revolution, Louisiana Purchase, War with Mexico, purchase of Alaska.</li> <li>I can recall events leading to the Civil War and how the Reconstruction changed Americans.</li> <li>I can identify various events that led to the population growth of the United States: independence, democratic government, Industrial Revolution, immigration.</li> </ul>	Beringia, indigenous, New Spain, pueblo, missionary, New France, barter, Jamestown, pilgrims, William Penn, slavery, indentured servant, boycott, revolution, expansion, manifest destiny, Industrial Revolution, Indian Removal, Louisiana, plantation, textile, reconstruction, emancipation, segregation, abolitionist, Boomtown, nationalism, tenement, immigration, migration, civil rights, working class	<ul style="list-style-type: none"> <li>Why were the 13 British colonies founded; What led them to break away from Britain?</li> <li>Why were the Articles of Confederation weak; How is the Constitution still successful over 200 years after it was written?</li> </ul>
Big Ideas/Enduring Understanding			Possible Learning Activities	
<ul style="list-style-type: none"> <li>Various ways history has shaped the geography of the United States and Canada</li> </ul>			<ul style="list-style-type: none"> <li>Mapping activities using a World Atlas as resource</li> <li>Vocabulary reviews / puzzlers</li> </ul>	
Unit Proficiency Scale			Possible Assessments	
<ul style="list-style-type: none"> <li><u>4</u> – I can analyze elements of how geography has shaped the history of the United States and Canada, how it affected the people of each region, past and present, and I can explain it all to my peers</li> <li><u>3</u> – I can differentiate between the histories of the United States and Canada and how the events affect the people who live in each region</li> <li><u>2</u> – I can identify historical events of the United States and Canada and recognize these key academic vocabulary terms: indigenous, missionary, indentured servant, boycott, immigrant, slavery, plantation</li> <li><u>1</u> – I can recall some historical events of the United States and Canada, but still need a lot of help</li> <li><u>0</u> – I have NO concept of any historical events in North America</li> </ul>			<ul style="list-style-type: none"> <li>Chapter Tests</li> </ul>	



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Unit of Study: Physical / Human Geography		Grade: 6 <sup>th</sup>	Content Area	
Month: January	Core Standard	Learning Goals/I Can Statement	Concepts/Content Vocabulary	Essential Questions
Culture of the US and Canada	<ul style="list-style-type: none"> <li>Content Standard 4.1 - Analyze human systems of the Western Hemisphere in context of the world's peoples; describe cultural traits of language, social systems, traditions and the impact on society</li> </ul>	<ul style="list-style-type: none"> <li>I can identify early Native American cultures that developed within the U.S. and Canada.</li> <li>I can identify ways different cultures influence daily life within the U.S. and Canada.</li> <li>I can identify various reasons why people immigrate to the U.S. and Canada: the high standard of living, high literacy rate, democratic governments</li> </ul>	diversity, ethnic group, cultural exchange, diffusion, acculturation, multiculturalism, political asylum, literacy, standard of living, economy, reservations, treaties, First Nations, bilingual	<p>How are the Native American cultures in the U.S. and Canada preserved in today's society?</p> <ul style="list-style-type: none"> <li>How does multiculturalism play a role in everyday life within the U.S. and Canada?</li> <li>What are some examples of the high standard of living within the U.S. and Canada today?</li> </ul>
Big Ideas/Enduring Understanding			Possible Learning Activities	
<ul style="list-style-type: none"> <li>Past and present cultural development within the United States and Canada</li> </ul>			<ul style="list-style-type: none"> <li>Mapping activities using a World Atlas as resource</li> <li>Vocabulary reviews / puzzlers</li> </ul>	
Unit Proficiency Scale			Possible Assessments	
<ul style="list-style-type: none"> <li><u>4</u> – I can analyze various elements of cultures within the United States and Canada and examine how they change with the growth of their populations</li> <li><u>3</u> – I can trace the development of early cultures within the United States and Canada</li> <li><u>2</u> – I can show on a map the location of early cultural development within the United States and Canada, and I comprehend the following key academic vocabulary terms: cultural diversity, cultural exchange, ethnic group, reservation, treaty, reserve</li> <li><u>1</u> – I can recall several elements that make up a culture, but still need help with many details</li> <li><u>0</u> – I have NO idea what culture even is about</li> </ul>			<ul style="list-style-type: none"> <li>Chapter Tests</li> </ul>	

## Jones Middle School Curriculum Map Template 2018-2019

Unit of Study: Introduction to Geography		Grade: 6 <sup>th</sup>	Content Area	
Month:	Core Standard	Learning Goals/I Can Statement	Concepts/Content Vocabulary	Essential Questions
February				
Regions of the United States	<ul style="list-style-type: none"> <li>Content Standard 1.4, 2.1, 3.1, 3.2 – Examining Physical, Political, and Cultural Regions of the Western Hemisphere; Examining interactions of physical systems that shape the patterns of Earth's surface</li> </ul>	<ul style="list-style-type: none"> <li>I can identify physical similarities within states of the Northeast region of the U.S.</li> <li>I can identify cultural similarities within states of the Southern region of the U.S.</li> <li>I can identify economic similarities within Midwestern states of the U.S.</li> <li>I can identify climate similarities within Western states of the U.S.</li> </ul>	megalopolis, service economy, Wall Street, Broadway, Ellis Island, Confederacy, Hispanics, boll weevil, petrochemicals, industrialization, textiles, aerospace, tourism, mixed-crop farm, recession, corporate farm, hydroelectric plant, forty-niners, mass transit	<ul style="list-style-type: none"> <li>Why is the Northeast region of the U.S. smaller than the other regions, but has some of the largest cities?</li> <li>Why is the Midwest region, once known for farming, now known more for manufacturing?</li> <li>What are some activities that attract so many tourists to the South region of the U.S.?</li> </ul>
Big Ideas/Enduring Understanding			Possible Learning Activities	
<ul style="list-style-type: none"> <li>Physical and cultural similarities within regions of the United States (Northeast, South, Midwest, West)</li> </ul>			<ul style="list-style-type: none"> <li>Mapping activities using a World Atlas as resource</li> <li>Vocabulary reviews / puzzlers</li> </ul>	
Unit Proficiency Scale			Possible Assessments	
<ul style="list-style-type: none"> <li><u>4</u> – I can differentiate between various climate regions within the United States, how they affect the vegetation, and explain it to my peers</li> <li><u>3</u> – I can describe the effects of the climate on vegetation in various regions within the United States</li> <li><u>2</u> – With some help, I can locate and label various climate regions and how it affects vegetation. I can also explain these key academic vocabulary terms: service economy, mixed-crop farm, recession, petrochemicals</li> <li><u>1</u> – With a lot of help, I can identify how some climates in the United States can affect vegetation of that region</li> <li><u>0</u> – I have NO concept of physical geography</li> </ul>			<ul style="list-style-type: none"> <li>Chapter Tests</li> <li>Reviews</li> </ul>	

## Jones Middle School Curriculum Map Template 2018-2019

Unit of Study: Introduction to Geography		Grade: 6 <sup>th</sup>	Content Area	
Month: February II	Core Standard	Learning Goals/I Can Statement	Concepts/Content Vocabulary	Essential Questions
Provinces and Territories of Canada	<ul style="list-style-type: none"> <li>Content Standard 1.4, 2.1, 3.1, 3.2 – Examining Physical, Political, and Cultural Regions of the Western Hemisphere; Examining interactions of physical systems that shape the patterns of Earth's surface</li> </ul>	<ul style="list-style-type: none"> <li>I can identify physical similarities within provinces and territories of Canada</li> <li>I can identify cultural similarities within provinces and territories of Canada</li> <li>I can identify economic similarities within provinces and territories of Canada</li> <li>I can identify climate similarities within provinces and territories of Canada</li> </ul>	Francophones, boomtowns, province, separatists, immunity, Pacific Rim, totem pole, Inuits, wireless telegraph, exiled, maritime, aquaculture, Aurora Borealis	<ul style="list-style-type: none"> <li>Why is there such a strong French influence in the Quebec area?</li> <li>Why was immigration to the Prairie Provinces so large in the mid-1800s?</li> <li>What are some influences in British Columbia that attracted settlers in the late 1800s?</li> </ul>
Big Ideas/Enduring Understanding		Possible Learning Activities		
<ul style="list-style-type: none"> <li>Physical and cultural similarities within provinces of Canada</li> </ul>		<ul style="list-style-type: none"> <li>Mapping activities using a World Atlas as resource</li> <li>Vocabulary reviews / puzzlers</li> </ul>		
Unit Proficiency Scale		Possible Assessments		
<ul style="list-style-type: none"> <li><u>4</u> – I can differentiate between various climate regions within Canada, how they affect the vegetation, and explain it to my peers</li> <li><u>3</u> – I can describe the effects of the climate on vegetation in various regions within Canada</li> <li><u>2</u> – With some help, I can locate and label various physical regions of Canada. I can also explain these key academic vocabulary terms: Francophones, exiled, maritime, aquaculture, separatists</li> <li><u>1</u> – With a lot of help, I can identify how some climates in Canada can affect vegetation of that region</li> <li><u>0</u> – I have NO concept of physical geography</li> </ul>		<ul style="list-style-type: none"> <li>Chapter Tests</li> <li>Reviews</li> </ul>		

## Jones Middle School Curriculum Map Template 2018-2019

Unit of Study: Introduction to Geography		Grade: 6 <sup>th</sup>	Content Area	
Month: March	Core Standard	Learning Goals/I Can Statement	Concepts/Content Vocabulary	Essential Questions
<b>Latin America Overview / Physical Geography</b>	<ul style="list-style-type: none"> <li>Content Standard 2.1 - Examine physical characteristics of major regions in the Western Hemisphere</li> <li>Content Standard 3.1 - Identify / describe on a physical map the major landforms and bodies of water of the Western Hemisphere</li> </ul>	<ul style="list-style-type: none"> <li>I can identify major landforms of Latin America</li> <li>I can identify factors that influence climate in Latin America</li> <li>I can identify natural resources important to Latin American economy</li> </ul>	Plateau, isthmus, pampas, rain forest, Amazon, tributary, El Nino, elevation, economy, natural resources, hydroelectricity, one-resource economy, diversify	<ul style="list-style-type: none"> <li>How do Latin America's waterways affect the region?</li> <li>What factors influence the climate of Latin America?</li> <li>How does climate and vegetation affect the way people live?</li> <li>Why has depending on a one-resource economy been a problem for many Latin American countries?</li> </ul>
<b>Big Ideas/Enduring Understanding</b>		<b>Possible Learning Activities</b>		
<ul style="list-style-type: none"> <li>Physical Geography of Latin America</li> </ul>		<ul style="list-style-type: none"> <li>Mapping activities using a World Atlas as resource</li> <li>Latin America Tourist t-shirt Design</li> <li>Vocabulary reviews / puzzlers</li> </ul>		
<b>Unit Proficiency Scale</b>		<b>Possible Assessments</b>		
<p><b>4</b> – I can describe the physical geography of Latin America, how the geography affects the people who live in each region today, and can explain this to my peers</p> <p><b>3</b> – I can illustrate on a map some of the physical geography of Latin America and explain how it affects the people that live in each region</p> <p><b>2</b> – I can label on a map most geographical features of Latin America and can recognize the following key academic vocabulary terms: plateau, Pampas, Rio de la Plata, El Niño, Patagonia, hydroelectricity</p> <p><b>1</b> – I can recognize some physical features of Latin America, but still need a lot of help</p> <p><b>0</b> – I have NO concept of the physical geography of Latin America</p>		<ul style="list-style-type: none"> <li>Chapter Tests</li> <li>Reviews</li> </ul>		

## Jones Middle School Curriculum Map Template 2018-2019

Unit of Study: Physical / Human Geography		Grade: 6 <sup>th</sup>	Content Area	
Month:	Core Standard	Learning Goals/I Can Statement	Concepts/Content Vocabulary	Essential Questions
April I				
History of Latin America	<ul style="list-style-type: none"> <li>Content Standard 4.1 - Analyze human systems of the Western Hemisphere in context of the world's peoples; describe cultural traits of language, social systems, traditions and the impact on society</li> </ul>	<ul style="list-style-type: none"> <li>I can recall how the Aztecs built their empire and the creation of their society</li> <li>I can recall how the Incas built up their empire and tell where their descendants live today</li> <li>I can recall events leading to the conquering of the Aztec and Inca empires by Spanish conquistadors</li> <li>I can identify ways in which Latin American countries are trying to improve their economies today</li> </ul>	Hieroglyphics, maize, chinampas, Tenochtitlan, Cuzco, Inca, census, quipu, aqueduct, conquistador, Cortes, Pizarro, mastizo, hacienda, revolution, criollo, Bolivar, caudillo, dictator, export, import, foreign debt, regime	<ul style="list-style-type: none"> <li>Why did Europeans sail to the Americas?</li> <li>What were the Spanish Conquistadors searching for in the Americas?</li> <li>How did many Latin American countries gain their independence?</li> <li>How are Latin American countries trying to improve their economies today?</li> </ul>
Big Ideas/Enduring Understanding			Possible Learning Activities	
<ul style="list-style-type: none"> <li>Various ways history has shaped the geography of Latin America</li> </ul>			<ul style="list-style-type: none"> <li>Mapping activities using a World Atlas as resource</li> <li>Vocabulary reviews / puzzlers</li> </ul>	
Unit Proficiency Scale			Possible Assessments	
<p><u>4</u> – I can analyze elements of how geography has shaped the history of Latin America, how it affected the people of each region, past and present, and I can explain it all to my peers</p> <p><u>3</u> – I can differentiate between the histories of the regions of Latin America and how the events affect the people who live in each region</p> <p><u>2</u> – I can identify historical events of Latin America and recognize these key academic vocabulary terms: civilization, hieroglyphics, tribute, chinampas, Quipu, aqueduct, gorges, conquistador</p> <p><u>1</u> – I can recall some historical events of Latin America, but still need a lot of help</p> <p><u>0</u> – I have NO concept of any historical events in Latin America</p>			<ul style="list-style-type: none"> <li>Chapter Tests</li> <li>Open-Note Reviews</li> </ul>	

## Jones Middle School Curriculum Map Template 2018-2019

Unit of Study: Physical / Human Geography		Grade: 6 <sup>th</sup>	Content Area	
Month: April II	Core Standard	Learning Goals/I Can Statement	Concepts/Content Vocabulary	Essential Questions
Cultures of Latin America	<ul style="list-style-type: none"> <li>Content Standard 4.1 - Analyze human systems of the Western Hemisphere in context of the world's peoples; describe cultural traits of language, social systems, traditions and the impact on society</li> </ul>	<ul style="list-style-type: none"> <li>I can identify reasons in which people in Central America have been moving away from the countryside into big cities</li> <li>I can recall how different cultures of the region have blended to create Caribbean culture</li> <li>I can identify various ethnic groups in different cultural regions of Latin America</li> </ul>	Indigenous, maquiladora, emigrate, immigrant, ethnic group, Carnival, West Indies, Calypso, Reggae, Quechua, totora reeds, gauchos, subsistence farming, cash crops	<ul style="list-style-type: none"> <li>Why are people in Mexico and Central America leaving the countryside for the bigger cities??</li> <li>What various ethnic groups make up the people of the Caribbean?</li> <li>How are Latin American countries trying to improve their economies today?</li> </ul>
Big Ideas/Enduring Understanding			Possible Learning Activities	
<ul style="list-style-type: none"> <li>Past and present cultural development within Latin America</li> </ul>			<ul style="list-style-type: none"> <li>Mapping activities using a World Atlas as resource</li> <li>Vocabulary reviews / puzzlers</li> </ul>	
Unit Proficiency Scale			Possible Assessments	
<p><u>4</u> – I can analyze various elements of cultures within Latin America and examine how they change with the growth of their populations</p> <p><u>3</u> – I can trace the development of early cultures within Latin America</p> <p><u>2</u> – I can show on a map the location of early cultural development within Latin America, and I comprehend the following key academic vocabulary terms: indigenous, maquiladora, emigrate, ethnic group, gaucho, subsistence farming</p> <p><u>1</u> – I can recall several elements that make up a culture, but still need help with many details</p> <p><u>0</u> – I have NO idea what culture even is about</p>			<ul style="list-style-type: none"> <li>Chapter Tests</li> <li>Open-Note Reviews</li> </ul>	

## Jones Middle School Curriculum Map Template 2018-2019

Unit of Study: Introduction to Geography		Grade: 6 <sup>th</sup>	Content Area	
Month:	Core Standard	Learning Goals/I Can Statement	Concepts/Content Vocabulary	Essential Questions
May				
<b>Regions of Latin America (central America, Caribbean, South America)</b>	<ul style="list-style-type: none"> <li>Content Standard 1.4 ,2.1, 3.1, 3.2- Examining Physical, Political, and Cultural Regions of the Western Hemisphere; Examining interactions of physical systems that shape the patterns of Earth's surface</li> <li>Content Standard 4.1 – Analyze human systems of the Western Hemisphere in context of the world's peoples; describe cultural traits of language, social systems, traditions and the impact on society</li> </ul>	<ul style="list-style-type: none"> <li>I can identify physical similarities within regions of Latin America</li> <li>I can identify cultural similarities within various regions of Latin America</li> <li>I can identify economic similarities within Latin American countries</li> <li>I can identify climate similarities within Latin America</li> </ul>	migrant worker, campesino, squatter, ladino, strike, Panama Canal, ecotourism, communism, exile, illiterate, refugee, Creole, glacier, cartel, commonwealth, rain forest, Altiplano, oasis, circumnavigate, privatization, coup	<ul style="list-style-type: none"> <li>Why did people want to build a canal across the Isthmus of Panama?</li> <li>Why are the rain forests important to Brazil and to the whole world?</li> <li>How has geography affected the way people live in the three regions of Peru?</li> </ul>
<b>Big Ideas/Enduring Understanding</b>			<b>Possible Learning Activities</b>	
<ul style="list-style-type: none"> <li>Physical and cultural similarities within regions of Latin America (Mexico, Central America, Caribbean, South America)</li> </ul>			<ul style="list-style-type: none"> <li>Mapping activities using a World Atlas as resource</li> <li>Vocabulary reviews / puzzlers</li> </ul>	
<b>Unit Proficiency Scale</b>			<b>Possible Assessments</b>	
<p><u>4</u> – I can differentiate between various regions within Latin America (Middle America / South America), how they affect the vegetation and can explain this to my peers</p> <p><u>3</u> – I can describe the effects of the climate on vegetation in various regions within Latin America</p> <p><u>2</u>- With some help, I can locate and label various climate regions and how it affects vegetation. I can explain these key academic vocabulary words terms: migrant worker, squatter, ladino, strike, Panama Canal, ecotourism, communism, exile, illiterate, refugee, Creole, commonwealth, rain forest,</p>			<ul style="list-style-type: none"> <li>Chapter Tests</li> <li>Reviews</li> </ul>	

Altiplano, oasis, circumnavigate, privatization, coup

1-With a lot of help, I can identify how some climates throughout Latin America can affect Vegetation of that region

0 – I have NO concept of Latin American physical geography