

Instructional Timeframe:	Learning Goals	Suggested Learning Support
<p style="text-align: center;"><b>Unit 5</b></p> <p><b>The Geography of Europe</b></p> <p><b>4 Weeks</b></p>	<p><b>Overarching learning goals:</b> The student will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the land regions and climates of Europe</li> <li>2. Analyze the impact Europe’s landforms and natural resources had on economic activities.</li> <li>3. Evaluate the ways in which countries have preserved their languages and traditional culture.</li> <li>4. Explain why European countries decided to form the European Union.</li> <li>5. Evaluate the economic impact of a unified single currency in Europe.</li> <li>6. Describe the struggles that Eastern European countries face in transitioning from communism and democracy.</li> </ol> <p><b>Overarching language goals:</b> <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Analyze content-related tasks or assignments based on oral discourse.</li> <li>2. Take a stance and use evidence to defend it.</li> <li>3. Interpret visually or graphically supported information.</li> <li>4. Summarize content-related notes from lectures or text.</li> </ol>	<p>Adopted Text-<i>National Geographic Chapters 3 and 4</i></p> <p>Outside of the Text-  <a href="#">OKCPS Teaching Strategies</a>  <a href="#">Europe Geography video 1</a>  <a href="#">Europe Physical Geo Video</a>  <a href="#">European Geo video 3</a>  <a href="#">European cultural geog video</a>  <a href="#">OKAGE Lesson Plans</a>  <a href="#">Geography Resource Website</a>  <a href="#">Owl Teacher Resources 5 themes</a>  <a href="#">Europe Resources from EDS</a>  <a href="#">Sheppard Software</a>  <a href="#">Spoodle Geography Games</a></p>

Oklahoma Academic  
Standards

**Content Standard 2: The student will examine the human and physical characteristics of the major regions of the Eastern Hemisphere.**

1. Integrate visual information in order to describe specific political regions of the Eastern Hemisphere, and identify on a political map the major urban areas and countries including
  - A. Europe – London/United Kingdom, Paris/France, Rome/Italy, Berlin/Germany, and Moscow/Russia,
2. Integrate visual information in order to describe the characteristics and relative location of physical and cultural regions of the Eastern Hemisphere including
  - A. Physical Regions –
    - 3) Rhine-Danube industrial corridor
3. Explain and summarize how common physical or human characteristics can link as well as divide regions including
  - A. Extensive inland waterway systems of natural rivers and man made canals that link European trading centers,
  - B. Ural Mountains that physically divide Europe from Asia
4. Cite specific textual and visual evidence to analyze reasons for conflict and cooperation among groups, societies, countries, and regions of the Eastern Hemisphere and the involvement of multinational organization of the United Nations and the North Atlantic
  - D. Coordination of currency and free trade zones created by the European Union, Treaty Organization

**Content Standard 3: The student will examine the interactions of physical systems that shape the patterns of Earth's surface in the Eastern Hemisphere.**

1. Integrate visual information to identify on a physical map and describe the major landforms and bodies of water including
  - A. Landforms – the Iberian, and Scandinavian Peninsulas; the Urals, Pyrenees and Alps Mountain Ranges; the Sahara, Kalahari, and Gobi Deserts; and the Great Rift Valley.
  - B. Bodies of water – Danube and Volga Rivers; Mediterranean and North Seas Strait of Gibraltar; Atlantic Ocean

**Content Standard 4: The student will analyze the world's peoples and cultures in the context of the human systems in the Eastern Hemisphere.**

1. Compare and contrast the common cultural traits including language, ethnic heritage, social systems, religions, and traditions and how cultural diffusion impacts societies.
3. Integrate visual information to analyze data used by geographers to measure the human characteristics used to define developed versus developing countries including literacy rates, life expectancy, infant mortality rate, Gross National Product (GNP), and per capita income.
4. Compare and contrast the market and command economic systems and how governments affect economic activities in such systems

<b>Process and Literacy Skills</b>	<p><b>Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.</b></p> <p>B. Craft and Structure</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>C. Integration of Knowledge and Ideas</p> <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b>Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.</b></p> <p>A. Text Types and Purposes</p> <p>1. Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>
------------------------------------	--

Possible Learning Activities	Possible Assessments	Essential Questions
<p>Create a physical and political map of Europe</p> <p>The students can research the European Union and then divided into groups, giving time for discussion and brainstorming and then debate the success of the European Union</p>	<p><u>Formative-</u></p> <p>Quick writes</p> <p>Debates and discussions</p> <p>Question of the day</p> <p>Four Corners</p> <p>Philosophical Chairs</p> <p>Textbook section and chapter assessments</p>	<ol style="list-style-type: none"> <li>How do physical forces help shape the earth?</li> <li>Why is there a connection between physical forces and the location of ecosystems?</li> <li>How does the ecosystem you live in influence your daily life?</li> </ol>
Academic Vocabulary/Concepts	Proficiency Scales	
<p>Industrial Corridor</p> <p>Multinational Organization</p> <p>Political Stability</p> <p>Under-population</p> <p>Cultural Region</p> <p>Ethnic Heritage</p>		

**OKCPS - 6th Grade Western Hemisphere  
4th 9 Weeks**



<b>Instructional Timeframe:</b>	<b>Learning Goals</b>	<b>Suggested Learning Support</b>
-------------------------------------	-----------------------	-----------------------------------

<p style="text-align: center;"><b>Unit 6</b></p> <p style="text-align: center;"><b>Russia and the Eurasian Republics</b></p> <p style="text-align: center;"><b>5 Weeks</b></p>	<p><b>Overarching learning goals: The student will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Analyze the variety of physical features that characterize Russia and the Eurasian Republics.</li> <li>2. Describe the impact of the harsh climate on the people's lives.</li> <li>3. Analyze and describe Russia's most important resources and discuss why they are significant.</li> <li>4. Describe how the physical geography of Central Asia affects the people who live there.</li> <li>5. Analyze how Russia is both European and Asian in nature.</li> <li>6. Explain causes and effects of the collapse of the Soviet Union.</li> <li>7. Explain how oil and natural gas contribute to the economies and governments of Russia.</li> </ol> <p><b>Overarching language goals:</b> <i>By the conclusion of this unit, students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Analyze content-related tasks or assignments based on oral discourse.</li> <li>2. Take a stance and use evidence to defend it.</li> <li>3. Interpret visually or graphically supported information.</li> <li>4. Summarize content-related notes from lectures or text.</li> </ol>	<p>Adopted Text- National Geographic National Geographic Textbook Chapters 5 and 6</p> <p>Outside of the Text-  <a href="#">OKCPS Teaching Strategies</a>  <a href="#">OKAGE Lesson Plans</a>  <a href="#">OWL Teacher Resources on Russia</a>  <a href="#">United Streaming Videos and Lessons</a>  <a href="#">Learner.org Teaching Geography</a>  <a href="#">Russia Resources</a>  <a href="#">Teaching Geography.org</a>  <a href="#">Sheppard Software</a>  <a href="#">Sporele Geography Games</a>  <a href="#">Russia Resources from EDS</a></p>
--	--	--

<p><b>Oklahoma Academic Standards</b></p>	<p><b>Content Standard 2: The student will examine the human and physical characteristics of the major regions of the Eastern Hemisphere.</b></p> <ol style="list-style-type: none"> <li>1. Integrate visual information in order to describe specific political regions of the Eastern Hemisphere, and identify on a political map the major urban areas and countries including             <ol style="list-style-type: none"> <li>A. Europe - Moscow/Russia,</li> </ol> </li> <li>3. Explain and summarize how common physical or human characteristics can link as well as divide regions including             <ol style="list-style-type: none"> <li>A. Extensive inland waterway systems of natural rivers and manmade canals that link European trading centers,</li> <li>B. Ural Mountains that physically divide Europe from Asia,</li> </ol> </li> </ol> <p><b>Content Standard 3: The student will examine the interactions of physical systems that shape the patterns of Earth’s surface in the Eastern Hemisphere.</b></p> <ol style="list-style-type: none"> <li>1. Integrate visual information to identify on a physical map and describe the major landforms and bodies of water including             <ol style="list-style-type: none"> <li>A. <b>Landforms</b> –Scandinavian Peninsulas; the Urals, Pyrenees, Alps, and Himalayan Mountain Ranges; the Sahara, Kalahari, and Gobi Deserts; and the Great Rift Valley.</li> <li>B. <b>Bodies of water</b> – Danube, Volga, Nile, Congo, Niger, Tigris, Euphrates, Indus, Ganges, and Yangtze Rivers; Mediterranean, Arabian and North Seas; Persian Gulf; Bay of Bengal; Strait of Gibraltar; Atlantic, Arctic, Indian, Pacific, and the Southern Oceans.</li> </ol> </li> </ol> <p><b>Content Standard 4: The student will analyze the world’s peoples and cultures in the context of the human systems in the Eastern Hemisphere.</b></p> <ol style="list-style-type: none"> <li>5. Compare and contrast the major political systems of representative governments (democracy, republic, and constitutional monarchy) and authoritarian systems (dictatorship and absolute monarchy) including the role of the citizen in the selection of government officials, lawmaking, and the liberties guaranteed under different forms of government.             <ol style="list-style-type: none"> <li>B. The transformation of the former Soviet Union from an authoritarian system to the limited representative democracy of Russia.</li> </ol> </li> </ol> <p><b>Content Standard 5: The student will analyze the interactions of humans and their environment in the Eastern Hemisphere.</b></p> <ol style="list-style-type: none"> <li>1. Cite specific textual and visual evidence to describe the relationship between the distribution of major renewable and nonrenewable resources and evaluate how the three levels of economic activities (primary, secondary, and tertiary) contribute to the development of a country or region including the             <ol style="list-style-type: none"> <li>C. Accessibility of coal and iron reserves contributing to steel industries of western Europe and Russia, and</li> <li>D. Value of North Sea petroleum reserves to developed nations’ economies.</li> </ol> </li> <li>3. Integrate visual information to analyze regional problems and policies having spatial dimensions in the Eastern Hemisphere including the             <ol style="list-style-type: none"> <li>B. Impact of economic development on Russia’s Arctic regions,</li> </ol> </li> </ol>
<p><b>Process and Literacy Skills</b></p>	<p><b>Literacy Skills Standard 1: The student will develop and demonstrate Common Core Social Studies reading literacy skills.</b></p> <ol style="list-style-type: none"> <li>B. Craft and Structure             <ol style="list-style-type: none"> <li>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> </ol> </li> <li>C. Integration of Knowledge and Ideas             <ol style="list-style-type: none"> <li>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> </ol> </li> </ol> <p><b>Literacy Skills Standard 2: The student will develop and demonstrate Common Core Social Studies writing literacy skills.</b></p> <ol style="list-style-type: none"> <li>A. Text Types and Purposes</li> </ol>

	<ol style="list-style-type: none"> <li>1. Write arguments focused on discipline-specific content.             <ol style="list-style-type: none"> <li>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> </ol> </li> </ol>
--	---

Possible Learning Activities	Possible Assessments	Essential Questions
Outline map work The students can choose either a political or environmental issue such as the issues with the Aral Sea and research the problem and create a bubble chart with possible causes and possible solutions and roadblocks to the possible solutions. The charts can then be used as an outline and the students can write a short report about the issue.	Quick writes/Focused Free Writes Question of the Day TWEDYs Textbook section and chapter assessments	<ol style="list-style-type: none"> <li>1. How do people decide where to live?</li> <li>2. What role do natural resources and physical environment play in human movement and settlement?</li> <li>3. How do human systems affect people and landscapes?</li> <li>4. In what ways are regions and countries interdependent?</li> </ol>
Academic Vocabulary/Concepts	Proficiency Scales	
Political Stability Ethnic Heritage Desertification Imports/Exports Supply/Demand		