

[^0]Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

## 1. compare similarities and differences

2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. draw conclusions and make generalizations
11. use a compass rose to identify cardinal directions
12. use intermediate directions
13. use a letter/number grid system to determine location
14. compare and contrast the categories of natural, cultural, and political features found on maps
15. use graphic scales to determine distances on a map
16. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
17. use a map to explain the impact of geography on historical and current event
18. draw conclusions and make generalizations based on information from maps
19. use latitude and longitude to determine location

## Literacy Skills

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
L6-8WHST1c: Write arguments focused on discipline-specific content. (Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.)

L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

| Key concept | Related concept(s) | Global context |
| :--- | :--- | :--- |
| Time, Place and Space refers to the absolute or relative <br> position of people, objects and ideas. Time, place and space | Causality (cause and consequence) <br> Patterns and Trends | Scientific and Technological Innovation Students will explore <br> the natural world; the interaction between people and the <br> natural world; how humans use their understanding of <br> scientific principles; the impact of scientific and technological |

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| Criterion A: Knowing and understanding Criterion D: Thinking critically | Is this my problem DBQ Student Handout <br> Is this my problem Scaffolded Students Handout <br> Students will explore environmental issues in Europe and create a response to the compelling question in the format of their choice. | Formative Assessment(s): <br> Europe Physical and Political Geography AMP <br> Activity SS6G7 a,b <br> European Languages AMP Activity SS6G10a <br> Summative Assessment(s): <br> Geography AMP Summative Assessment |
| :---: | :---: | :---: |
| Approaches to learning (ATL) |  |  |
| Category- Self-management Cluster- Organizations Skills Skill Indicator- To assure stud <br> Category- Research Cluster- Information Literacy Indicator- In order for studen | manage their learning effectively, they keep and use a weekly planner for assignments. <br> provide a solution for pollution, they will gather information through research and then design | posed solution. |


| Learning Experiences |  |  |
| :---: | :---: | :---: |
| Objective or Content | Learning Experiences | Personalized Learning and Differentiation |
| SS6G8C | Chernobyl: I see, I think, I wonder... show pictures of Chernobyl and students make predictions at the beginning of the lesson then at the end rewrite their predictions to show understanding |  |
| All for the unit SS6G7 | Students will utilize desk maps and/ or online resources (Setera) to label and create a map showing locations required in the unit. | Small group instruction <br> Pair-Shares <br> Read aloud |
| Content Resources |  |  |
| World Cultures and Geography Textbook |  |  |

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## World Desk Maps

Religion box Fill our the form to reserve the Museum Box to utilize artifacts for the religions learned in the unit.

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