

Roscommon Area Public Schools – Curriculum Framework

Course:

Unit Number:

Unit Title:

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Stage 1: Identify Desired Results		
Essential Question: <i>What thought-provoking questions will foster inquiry, meaning making and transfer?</i> <ul style="list-style-type: none">• An essential question is open ended; has no simple “right answer.”• Is meant to be investigated, argued, looked at from different points of view• Encourages active “meaning making” by the learner about important ideas.• Raises other important questions.• Naturally arises	What conditions make a place more desirable?	
Supporting Questions	How do temperature conditions differ at different latitudes? How does precipitation affect physical conditions at different latitudes? How do physical conditions change as elevation changes?	

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Brief Summary of Unit:

This unit introduces the students to the concept of latitude, focusing on the continent of Africa being that there are equal parts of Africa being north and south of the equator. The students learn about the Tropics of Cancer and Capricorn, the Rainy Belt, and what effects rain - or the lack thereof - have on the physical conditions of a place. Then, in a study of the physical conditions of South America, the students learn about elevation and why capital cities in South America are often at higher elevations. Each lesson focuses on the physical conditions of a place with an emphasis on how those conditions would make a place more - or less - desirable.

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Learning Targets

Unit 1 - Lesson 1

- I can explain how geographers study conditions and connections.
- I can place the equator and other geographic information on a world map.
- I can show which latitudes on a map/globe have the coldest/warmest average temperature.
- I can explain how temperature conditions influenced patterns of settlement.

Unit 1 - Lesson 2

- I can describe the movement of the rainy belt in Africa.
- I can explain how precipitation affects conditions in places at different latitudes.
- I can outline regions in Africa and can describe how different ecoregions provide different opportunities for people in Africa.
- I can interpret a climograph (climate graph).

Desired Understanding:

The long-term accomplishments that students should be able to do with knowledge and skill, on their own. Frames Standards as long-term performance accomplishments. Answers the questions Why? And What can you do with this?

Students will understand the relationship between the lines of latitude, temperature, and precipitation. They will be able to explain why people selected certain locations for early settlements. In addition, students will begin to understand how environmental conditions provide different opportunities. Students can then transfer that knowledge as we study physical conditions in South America, especially how temperatures change as elevation increases and how that can determine where certain animals, plants, and especially small or large populations of people might be found.

Unit 1 - Lesson 3

- I can draw a line to show where the high mountain region is in South America.
- I can describe how temperature changes as elevation goes from lower to higher elevations.
- I can explain how elevation affects where plants grow and animals live in South America..
- I can explain why people choose to live at both lower and higher elevations.

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Michigan Standards Social Studies

List all of the standards in this unit.

Unit 1 - Lesson 1 Standards

- G1.1 Spatial Thinking
- G1.2 Geographical Inquiry and Analysis
- G1.3 Geographical Understanding
- G2.1 Physical Characteristics of Place
- G3.1.1 Climate graphs
- G3.1.2 Factors that cause climate
- G3.2.1 Ecosystems: latitude, elevation/landform, location
- G3.2.2 Ecosystems: precipitation, growing season/soil
- G4.3.2 Patterns of Human Settlement

Unit 1 - Lesson 3 Standards

- G1.1.2 - Add information to an outline map of a world region
- G1.2.1 - Do geographic inquiry (acquire, organize information to analyze an issue)
- G1.2.3 - Use, interpret and create maps (population, natural features, land use)
- G2.1.1 Locate and describe landforms and ecosystems
- G2.1.2 Describe patterns of plate tectonics (e.g., uplift of Andes Mountains)
- G3.1.2 - Explain causes of different climates (elevation, landforms)
- G3.2.1 - Explain how and why ecosystems differ (due to latitude, elevation)
- G3.2.2 - Explain how ecosystems provide different opportunities for people (growing season, elevation)

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Unit 1 - Lesson 2 Standards

- G1.2.1 - Do geographic inquiry (acquire, organize information to analyze an issue)
- G1.2.3 - Use, interpret and create maps (population, natural features, land use)
- G1.3.1 - Use geographic themes (regions, human-environment interaction)
- G2.1.1 Locate and describe ecosystems and climates
- G2.1.3 Describe world climates (tropical wet, wet and dry, semi-arid, arid)
- G3.1.1 Interpret and compare climate graphs (at different latitudes)
- G3.1.2 - Explain causes of different climates (latitude)
- G3.2.1 - Explain how and why ecosystems differ (due to latitude)
- G3.2.2 - Explain how ecosystems provide different opportunities for people (precipitation)

[Link to High-Quality Instruction Teacher and Student Actions](#)

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Stage 2: Determine Acceptable Evidence (With the exception of formative assessments, all assessments listed in this section are required elements of the district's curriculum and the data associated will be collected in the district's performance management driver system.)		
Assessments - Formative Summative	Unit 1 - Lesson 1 - Assessments Exit ticket Constructed response: <ul style="list-style-type: none">• Explain how geographers study conditions and connections.• Why Jamestown settlers would want to be connected and also <u>not</u> connected to other places.• Why at least two particular physical geography conditions were especially important for deciding where to put the settlement. Map skill: Draw Equator on a world map that shows	

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	<p>continents. See Steps 3 and 5 for world maps. Indicate where warm and cold regions are located in relation to the equator. Map test: Equator, Tropic of Cancer, Tropic of Capricorn, Northern hemisphere, Southern hemisphere, Continents, oceans, compass rose Vocabulary quiz/test</p> <p>Students use their journals to complete learning target statement</p>	
	<p>Unit 1 - Lesson 2 Assessments</p> <p>Africa Clickable Map investigation (p. 2 of Step 5).</p> <p>Africa-Formative Assessment (includes a climate graph activity) with answers. Can be printed.</p> <p>Formative assessment options include: ticket-out-the-door, journal entry, constructed response-- “How does precipitation affect physical conditions at</p>	

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	<p>different latitudes?"</p> <p>Vocabulary quiz/test</p> <p>Students use their journals to complete learning target statements.</p>	
	<p>Unit 1 - Lesson 3 Assessments</p> <p>Formative assessments:</p> <ul style="list-style-type: none">- Regions in South America (See SAmerica_base maps in Step 1.): On an outline map of South America draw the equator, three lines to create seven regions, and label each region.- On a diagram of elevation and temperature zones in the Andes Mountains, match plants and animals to zones. (See Step 5, Temperature zones presentation, first slide.)- Vocabulary quiz- Students use their journals to complete learning target statements.	
Stage 3: Learning Plan (Summary of Key Learning Events and Instruction)		

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What activities, experiences and lessons will lead to achievement of the desired results and success at the assessments? <i>The learning events –</i>	<u>GIANTS.6th.U1.Lesson 1</u>	
	<u>GIANTS.6th.U1.Lesson 2</u>	
	<u>GIANTS.6th.U1.Lesson 3</u>	

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- *should be derived from the goals of Stage 1 and the assessments of Stage 2 to ensure alignment and effectiveness*

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*s of the
activities.*

- *should
match the
level of rigor
within the
standard*
- *support
student
Acquisition,
Meaning
Making,*

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<i>and Transfer.</i>		
Learning Targets, Purpose, and Success Criteria <i>What will students be taught? What should they know? What should they be able to do?</i>		
How will the unit be sequenced and differentiated to optimize achievement for all learners? <i>Teaching -</i>		

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- *should reflect the instructional approaches most appropriate to the goals (not what is easiest or most comfortable for the teacher).*
- *should employ resources most appropriate to the goals (not simply march through a textbook or commercial program).*
- *be responsive to differences in learners' readiness, interests, and preferred ways of learning.*

Key Vocabulary

[Unit 1 Lesson 1_Vocabulary Quizlet with pictures](#)

Resources

Description or link to resources

Unit 1 lesson 2 [Vocabulary Quizlet without pictures](#)

Unit 1 Lesson 3 [Vocabulary without pictures Quizlet](#)

www.MI6thgradeclass.com

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