

Priority Standard: 6-8.GEO.1.CC.B - Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.

Learning Targets

- I can . . .
- Identify problems within and among world regions
- Explore historical solutions to an identified problem
- Analyze solutions to an identified problem
- Compare solutions to historical problems
- Compare and contrast historical problems to current and future problems
- Evaluate a historical solution to an identified problem
- Draw conclusions about current problems and potential solutions
- Propose solutions to current and potential problems

Common Student Misconceptions/Mistakes

Misconception - modern problems are unique to our times, historical solutions can't work today
 Misconception - the solution that was reached was the only possible solution -
 Mistake - can identify the solutions to problems, but does not assess whether the solution was the best one possible
 Mistake - can make an evaluative statement, but does not support that with evidence (knee-jerk reaction)

Meeting Expectations

A student who has mastered this standard can identify historical problems, make comparisons and support their evaluation of historical solutions and apply their understanding of historical solutions to current and future decisions independently and consistently.

Approaching Expectations

A student who is approaching mastery may identify historical problems and solutions, but may not yet support their evaluation with evidence or make connections to problems in the present or future or may meet the standard inconsistently or with teacher assistance

Beginning to Learn

The Beginning to Learn student may need teacher assistance to identify historical problems and solutions and does not yet evaluate those solutions or make connections to present or future problems. . . .

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| <p>Evidence of Mastery</p> | <p>Graphic organizers, timeline analysis activity Create and present problem and solutions argument Class Debate, small group debate</p> |
| <p>Previous Level what students who are struggling at a 1 might need to revisit</p> | <p>Find more connections to current and modern problems/personal connections Define terms (historical problem, evaluate, compare/contrast, needs)</p> |
| <p>Next Level What students will do if they have consistently mastered the standard</p> | <p>Take action - create a solution to a real-world problem that directly affects their local community and implement their plan</p> |

Priority Standard: 6-8.GEO.1.CC.B - Evaluate historical solutions to problems within and among world regions in order to draw conclusions about current and future decisions.

| <u>Meeting (3)</u> | <u>Approaching (2)</u> | <u>Beginning (1)</u> |
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| <ul style="list-style-type: none"> ● Identify historical problems ● Make comparisons ● Evaluate historical solutions ● Apply understanding of historical solutions to current and future decisions ● Does these independently and consistently. | <ul style="list-style-type: none"> ● May identify historical problems and solutions ● May not yet support their evaluation with evidence ● May not yet make connections to problems in the present or future ● May meet the standard inconsistently or with teacher assistance | <ul style="list-style-type: none"> ● May need teacher assistance to identify historical problems and solutions ● Does not yet evaluate those solutions or make connections to present or future problems.. . . |

Priority Standard: 6-8.GEO.1.CC.C - Develop a research plan, identify appropriate resources for investigating social studies topics and create a research product that applies an aspect of geography to a contemporary issue.

Learning Targets

- I can . . .
- Explain a compelling question
- Create an argument in response to the compelling question
- Follow the steps of the research process
- Identify primary sources and secondary sources.
- Define POV and bias.
- Explain how POV and bias are related and affect each other.
- Choose a reputable/relevant source.
- Search for and use both print and digital sources.
- Use search terms effectively to conduct research.
- Paraphrase a resource in my own style and structure.
- Quote a resource using standard citation format to support my topic.
- Recognize and avoid plagiarism.
- Provide bibliographic information for a source using a standard citation system.
- Produce a final research product to answer the question

Common Student Misconceptions/Mistakes

- May not understand the importance of using a question to guide research about a topic
- Using only one source when multiple sources are needed
- Using the first source they find
- Misquoting sources
- Paraphrasing by only substituting words rather than rewriting in own words
- Facts and details from source materials are minimal, irrelevant, absent, incorrectly used, or predominantly copied
- Leaving off bibliographic citations
- Mislabeling Bias
- Assuming that a primary source must be true/accurate

| Meeting Expectations | Approaching Expectations | Beginning to Learn |
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| A student who has mastered this standard can develop a research plan, identify and use appropriate resources for investigating social studies topics and create a research product that applies an aspect of geography to a contemporary issue independently and consistently. | A student who is approaching mastery may develop a research plan and create a research product, but may not yet identify and use appropriate resources or may meet the standard inconsistently or with teacher assistance | The Beginning to Learn student may need substantial teacher support to develop a research plan or finalize a research product. |
| Evidence of Mastery | A written researched report A researched presentation or multimedia product A researched debate in class | |
| Previous Level what students who are struggling at a 1 might need to revisit | Review research process Discuss what it means to be a reliable source Practice paraphrasing, putting sources into your own words | |
| Next Level What students will do if they have consistently mastered the standard | Create your own compelling questions and find sources to support them Identify and defend opposing arguments | |

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| Priority Standard: 6-8.GEO.1.CC.C - Develop a research plan, identify appropriate resources for investigating social studies topics and create a research product that applies an aspect of geography to a contemporary issue. | | |
| Meeting (3) | Approaching (2) | Beginning (1) |

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| <ul style="list-style-type: none">• Develops a research plan• Identifies and uses appropriate resources• Investigates social studies topics• Creates a research product that applies an aspect of geography to a contemporary issue• Does these independently and consistently. | <ul style="list-style-type: none">• Develops a research plan• Creates a research product• May not yet identify and use appropriate resources• May meet the standard inconsistently or with teacher assistance | <ul style="list-style-type: none">• May need substantial teacher support to develop a research plan or finalize a research product. |
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Priority Standard: 6-8.GEO.1.CC.D - Using an inquiry lens, develop compelling geographic questions, determine helpful resources and consider multiple points of views represented in the resources.

Learning Targets

- I can . . .
- Define a compelling question
- Create a compelling geographic question
- Distinguish between strong resources and weak resources
- Determine the point of view of the resource creator
- Determine the purpose of the resource

Common Student Misconceptions/Mistakes

- Mistake - questions are closed or too narrow
- Compelling questions have one correct answer
- Misunderstanding - all you need to do is answer the question, you don't need to support your answer
- Misreading the author's intent/ ignoring the author's intent

Meeting Expectations

A student who has mastered this standard can develop open-ended geographic questions that facilitate student investigation, find high-quality, reliable primary and secondary resources while considering multiple points of views represented in the resources independently and consistently.

Approaching Expectations

A student who is approaching mastery may develop open ended questions or find high quality resources or consider multiple points of view, but may not yet connect these skill together .or may meet the standard inconsistently or with teacher assistance

Beginning to Learn

The Beginning to Learn student may need substantial teacher support to create an open-ended geographic question, find resources, and/or consider multiple points of view

Evidence of Mastery

Topic Web with proposed compelling questions
Bibliography of resources

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| <p>Previous Level what students who are struggling at a 1 might need to revisit</p> | <p>Distinguish between types of questions (open and closed, compelling vs informational) Discuss point-of-view as a concept Define primary and secondary source</p> |
| <p>Next Level What students will do if they have consistently mastered the standard</p> | <p>Create arguments in response to self-generated compelling questions</p> |

Priority Standard: 6-8.GEO.1.CC.D - Using an inquiry lens, develop compelling geographic questions, determine helpful resources and consider multiple points of views represented in the resources.

| <u>Meeting (3)</u> | <u>Approaching (2)</u> | <u>Beginning (1)</u> |
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| <ul style="list-style-type: none"> ● Develops open-ended geographic questions that facilitate student investigation ● Finds high-quality, reliable primary and secondary resources ● Considers multiple points of views represented in the resources ● Does these independently and consistently. | <ul style="list-style-type: none"> ● Develops open ended questions ● Finds resources but may not yet distinguish higher quality resources from lower-quality ● Consider multiple points of view, but may not yet connect these skill together ● May meet the standard inconsistently or with teacher assistance | <ul style="list-style-type: none"> ● May need substantial teacher support to create an open-ended geographic question, find resources, and/or consider multiple points of view |

Priority Standard: 6-8.GEO.1.GS.A - Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effect on individuals and groups in society.

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| <p>Learning Targets</p> | <ul style="list-style-type: none"> • I can . . . • Understand the purpose behind laws and their consequences. • Distinguish between rules and laws. • Compare two geographical regions and the governmental systems of those regions • Compare how laws and governmental systems affect individuals versus groups | |
| <p>Common Student Misconceptions/Mistakes</p> | <p>Misconception - Laws aren't needed Misconception - Laws and morals are the same thing Misconception - If it works here will work there and vice/versa</p> | |
| <p>Meeting Expectations</p> | <p>Approaching Expectations</p> | <p>Beginning to Learn</p> |
| <p>A student who has mastered this standard can understand the purpose of laws and other governmental systems of a place and summarize their effects on individuals and groups in society independently and consistently.</p> | <p>A student who is approaching mastery may acknowledge the laws and governmental systems of a place but may not be able to explain the effects on individuals and groups in society .or may meet the standard inconsistently or with teacher assistance</p> | <p>The Beginning to Learn student may be able to list laws or governmental systems but can not explain the effects these systems have on individuals and groups in society without substantial teacher support.</p> |
| <p>Evidence of Mastery</p> | <p>Is able to compare and contrast the ancient and modern laws of a specific geographic region.</p> | |
| <p>Previous Level</p> | <p>The differences between laws, rules, and morals</p> | |

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| what students who are struggling at a 1 might need to revisit | The purpose and structure of government |
| Next Level What students will do if they have consistently mastered the standard | Making connections between geographic regions and their respective laws and systems of government. |

Priority Standard: 6-8.GEO.1.GS.A - Using a geographic lens, analyze the laws and governmental systems of a place in order to determine their effect on individuals and groups in society.

| <u>Meeting (3)</u> | <u>Approaching (2)</u> | <u>Beginning (1)</u> |
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| <ul style="list-style-type: none"> • Explain and analyze the purpose of laws and other governmental systems of a place • Summarize their effects on individuals and groups in society • Does these independently and consistently. | <ul style="list-style-type: none"> • Identifies the laws and governmental systems of a place • May not yet explain the effects on individuals and groups in society • May meet the standard inconsistently or with teacher assistance | <ul style="list-style-type: none"> • May identify laws or governmental systems but can not explain the effects these systems have on individuals and groups in society without substantial teacher support |

Priority Standard: 6-8.GEO.1.CC.E - Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem.

Learning Targets

- I can . . .
- Determine what a current geographic issue is
- Identify the challenges of a geographic issue
- Identify the causes of a geographic issue
- Identify the effects of a geographic issue
- Identify solutions of a geographic issue
- Make predictions about challenges/opportunities created by a current geographic issue

Common Student Misconceptions/Mistakes

Misconception - denying a situation exists
 Misconception - not understanding the true cause or impact of a geographic issue
 Mistake - incorrectly identifying what is a cause and what is an effect/consequence
 Mistake - creating unrealistic solutions

Meeting Expectations

A student who has mastered this standard can identify, list and analyze challenges, causes and effects of current geographic issues and identify the opportunities presented to those trying to address the problems and can distinguish between realistic and unrealistic solutions independently and consistently.

Approaching Expectations

A student who is approaching mastery may identify and list challenges, causes and effects of current geographic issues, but may not yet analyze those issues. May identify the opportunities presented in trying to address the problems but may not yet distinguish between realistic and unrealistic solutions or may meet the

Beginning to Learn

The Beginning to Learn student may not yet identify challenges, or causes and effects of geographic issues without substantial teacher guidance. May not yet identify realistic solutions to those issues or recognize opportunities presented .

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| | standard inconsistently or with teacher assistance | |
| Evidence of Mastery | <p>Create an analysis of causes and effects of current issues and further opportunities stemming from those issues</p> <p>Create a (shark tank type) proposal to a company outlining a problem and solution that the company could resolve</p> | |
| Previous Level what students who are struggling at a 1 might need to revisit | <p>What cause/effect relationships are</p> <p>What realistic solutions to problems are</p> | |
| Next Level What students will do if they have consistently mastered the standard | | |

Priority Standard: 6-8.GEO.1.CC.E - Analyze the causes and consequences of a current geographic issue as well as the challenges and opportunities faced by those trying to address the problem.

| Meeting (3) | Approaching (2) | Beginning (1) |
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| <ul style="list-style-type: none"> Identifies and lists challenges, causes and effects of current geographic issues Analyzes challenges, causes and effects of current geographic issues Identifies the opportunities presented to those trying to address the problems | <ul style="list-style-type: none"> Identifies and lists challenges, causes and effects of current geographic issues May not yet analyze those issues May identify the opportunities presented in trying to address the problems | <ul style="list-style-type: none"> May not yet identify challenges, or causes and effects of geographic issues without substantial teacher guidance May not yet identify realistic solutions to those issues or recognize opportunities presented |

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| <ul style="list-style-type: none">• Distinguishes between realistic and unrealistic solutions• Does these independently and consistently. | <ul style="list-style-type: none">• May not yet distinguish between realistic and unrealistic solutions• May meet the standard inconsistently or with teacher assistance | |
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Priority Standard: 6-8.GEO.1.CC.A - Create and use maps and timelines in order to represent continuity and change within and among regions over time

Learning Targets

- I can...
- identify/define the basic elements of a map
- identify/define different types of maps
- identify the pro/cons of each map type
- compare changes in regions over time
- use a timeline to identify a series of historical events
- create a map and timeline

Common Student Misconceptions/Mistakes

- Using the incorrect map type
- Confusing political map lines with geographic features
- incorrectly labeling timelines (B.C./B.C.E./A.D.)
- Not understanding/agreeing on "significant events"

Meeting Expectations

A student who has mastered this standard can define basic elements of maps and timelines, while identifying and comparing different types of maps, create maps and/or timelines in order to correctly represent continuity or compare change over time independently and consistently.

Approaching Expectations

A student who is approaching mastery may define basic elements of a map and identify different types of maps, may create a map or timeline to represent continuity or change but may not yet represent the relationships between events or incorporate sufficient detail or may meet the standard inconsistently or with teacher assistance

Beginning to Learn

The Beginning to Learn student may be able to list elements of a map or timeline, but not yet identify or define them. They may need substantial teacher assistance to create a map or timeline.

Evidence of Mastery

Creating a map with all elements and projections

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| | Creating a timeline appropriate to the subject matter |
| Previous Level what students who are struggling at a 1 might need to revisit | Review the elements of a map or timeline Review definitions of the elements Identify different types of maps and/or timelines |
| Next Level What students will do if they have consistently mastered the standard | Creating multiple timelines and comparing the significant events of multiple regions. Creating multi-layer maps that compare topics across different themes, connecting geographic regions. |

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| Priority Standard: 6-8.GEO.1.CC.A - Create and use maps and timelines in order to represent continuity and change within and among regions over time | | |
| <u>Meeting (3)</u> | <u>Approaching (2)</u> | <u>Beginning (1)</u> |
| <ul style="list-style-type: none"> • Defines basic elements of maps and timelines • Identifies and compares different types of maps • Creates maps and/or timelines in order to correctly represent continuity or compare change over time • Does these independently and consistently. | <ul style="list-style-type: none"> • May define basic elements of a map • Identifies different types of maps • Creates a map or timeline to represent continuity or change • May not yet represent the relationships between events or incorporate sufficient detail • May meet the standard inconsistently or with teacher assistance | <ul style="list-style-type: none"> • May be able to list elements of a map or timeline, but not yet identify or define them • May need substantial teacher assistance to create a map or timeline |

Priority Standard: 6-8.GEO.1.PC.A - Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.

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| <p>Learning Targets</p> | <ul style="list-style-type: none"> • I can . . . • Define economic terms, such as economy, GDP, inflation, depression, surplus, deficit, etc • Identify/describe different societies' economic systems • Identify effects of economic decisions by a society • compare/contrast different types of economies | |
| <p>Common Student Misconceptions/Mistakes</p> | <ul style="list-style-type: none"> - Not understanding economic terms - Assuming economies are the same everywhere - Assuming economies don't ever change - Assuming Natural disasters can't change an economy - Assuming all currency is the same worldwide | |
| <p>Meeting Expectations</p> | <p>Approaching Expectations</p> | <p>Beginning to Learn</p> |
| <p>A student who has mastered this standard can define key economic terms, compare and contrast different economic systems and evaluate economic decisions to determine costs and benefits independently and consistently.</p> | <p>A student who is approaching mastery may identify key economic terms and compare and contrast economic systems but may not yet evaluate economic decisions or may meet the standard inconsistently or with teacher assistance</p> | <p>The Beginning to Learn student may not yet identify key economic terms or compare and contrast economic systems or evaluate economic decisions without substantial teacher assistance.</p> |
| <p>Evidence of Mastery</p> | <p>End of unit quiz/test over the required information - Three Gorges Dam T-chart comparing economic decisions by two different countries/regions</p> | |
| <p>Previous Level</p> | <p>Review the vocabulary from this unit</p> | |

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| what students who are struggling at a 1 might need to revisit | Review the economic systems of societies |
| <p>Next Level</p> <p>What students will do if they have consistently mastered the standard</p> | <p>Explore a specific society's economic system and explain how their choices have affected the current status of the their economy</p> <p>Given a specific situation, predict how a society's economy could be affected.</p> |

Priority Standard: 6-8.GEO.1.PC.A - Using a geographic lens, evaluate economic decisions to determine costs and benefits on contemporary society.

| <u>Meeting (3)</u> | <u>Approaching (2)</u> | <u>Beginning (1)</u> |
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| <ul style="list-style-type: none"> • Defines key economic terms • Compare and contrast different economic systems • Evaluate economic decisions to determine costs and benefits • Does these independently and consistently. | <ul style="list-style-type: none"> • May identify key economic concepts and terms • May compare and contrast different economic systems • May not yet analyze economic decisions • May meet the standard inconsistently or with teacher assistance | <ul style="list-style-type: none"> • May not yet identify key economic terms or compare and contrast economic systems or evaluate economic decisions without substantial teacher assistance |

Priority Standard: 6-8.GEO.1.PC.B.1 - Explain how the physical and human characteristics of places and regions connect human identities and cultures within and among contemporary and historic regions over time.

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| <p>Learning Targets</p> | <ul style="list-style-type: none"> • I can . . . • identify and define geographic concepts. • Compare and contrast regions using physical and human characteristics • Explain how culture is affected by physical and/or human characteristics • Compare and contrast physical and human characteristics • Compare ancient civilizations to their modern day regions | |
| <p>Common Student Misconceptions/Mistakes</p> | <ul style="list-style-type: none"> - Mislabeling physical and human characteristics - assuming physical and human characteristics are universal - thinking culture is the only component of identity that matters and vice versa - not knowing where the ancient civilization is compared to modern day - not understanding the relationship between human and physical characteristics | |
| <p>Meeting Expectations</p> | <p>Approaching Expectations</p> | <p>Beginning to Learn</p> |
| <p>A student who has mastered this standard can define and distinguish between physical and human characteristics, regions and culture, and explain their effect on each other using contemporary and ancient examples independently and consistently.</p> | <p>A student who is approaching mastery can define and distinguish between physical/human characteristics, regions and culture, but may not yet be able to explain their effect on each other using contemporary and ancient examples or may meet the standard inconsistently or with teacher assistance</p> | <p>The Beginning to Learn student may not yet define or distinguish between physical and human characteristics, regions and culture or be able to explain their effect on each other using contemporary and ancient examples without substantial teacher assistance</p> |
| <p>Evidence of Mastery</p> | <p>Presentation/report on the changes in a region over time, covering the relationships between Physical/Human characteristics, and culture.</p> | |

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| <p>Previous Level what students who are struggling at a 1 might need to revisit</p> | <ul style="list-style-type: none"> - Essential vocabulary - identifying examples of human and physical characteristics - Identifying components of different cultures |
| <p>Next Level What students will do if they have consistently mastered the standard</p> | <p>Choose two regions of the world, compare/contrast the contemporary and ancient cultures, and how the physical and human characteristics changed throughout time.</p> |

Priority Standard: 6-8.GEO.1.PC.B - Explain how the physical and human characteristics of places and regions connect human identities and cultures.

| <u>Meeting (3)</u> | <u>Approaching (2)</u> | <u>Beginning (1)</u> |
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| <ul style="list-style-type: none"> • define and distinguish between physical and human characteristics, regions and culture • explain their effect on each other using contemporary and ancient examples • Does these independently and consistently. | <ul style="list-style-type: none"> • define and distinguish between physical/human characteristics, regions and culture • may not yet be able to explain their effect on each other using contemporary and ancient examples • May meet the standard inconsistently or with teacher assistance | <ul style="list-style-type: none"> • may not yet define or distinguish between physical and human characteristics, regions and culture • May not yet be able to explain their effect on each other using contemporary and ancient examples • May need substantial teacher assistance to |



If you don't know/now you know