

**Curriculum Development Overview
Unit Planning for High School Social Studies**

Unit Title	Are We There Yet?		Length of Unit	5 weeks	
Focusing Lens(es)	Movement	Standards and Grade Level Expectations Addressed in this Unit	SS09-GR.HS-S.1-GLE.2 SS09-GR.HS-S.2-GLE.1 SS09-GR.HS-S.2-GLE.2	SS09-GR.HS-S.2-GLE.3 SS09-GR.HS-S.3-GLE.1 SS09-GR.HS-S.3-GLE.2	
CCSS Reading Standards for Literacy in History/ Social Studies 9-12	<u>Grades 9-10</u> CCSS.RH.9-10.3 CCSS.RH.9-10.6	<u>Grades 11-12</u> CCSS.RH.11-12.3 CCSS.RH.11-12.6	CCSS Writing Standards for Literacy in History/ Social Studies 9-12	<u>Grades 9-10</u> CCSS.WHST.9-10.2 CCSS.WHST.9-10.6 CCSS.WHST.9-10.7 CCSS.WHST.9-10.8	<u>Grades 11-12</u> CCSS.WHST.11-12.2 CCSS.WHST.11-12.6 CCSS.WHST.11-12.7 CCSS.WHST.11-12.8
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> Does the movement of people, goods and ideas need to be regulated? What predictions can be made about human migration patterns? (SS09-GR.HS-S.2-GLE.3-EO.f) Why do people move from place to place? 				
Unit Strands	History, Geography, Economics				
Foundational Geographic Concepts	Hypothesis, physical/human/natural resources, social/political/national boundaries, cultural spaces, human interactions, absolute and relative location, maps, visual/geographic representations, resource distribution, sustainability				
Concepts	Movement, human settlement, migration, cultural diffusion, population density, human and natural resources, cultural/physical landscape, colonization, allocation, density, deforestation, spatial/human distribution, migration, region, exploration, population, nationals, cartographer, place, location, goods, entrepreneur(ial)				

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Maps, charts, and tables, can visually denote physical and human resources (globally and locally) to facilitate understanding of past and current resource distribution and planning for future usage and sustainability (SS09-GR.HS-S.2-GLE.1-EO.a,c)	How have maps illustrated the increase in population density and the interdependence of human and natural resources?	How can geographic tools help us determine the fair and equitable allocation of global resources? (SS09-GR.HS-S.2-GLE.1-EO.a)
Geographic representations (across time) of the locations of social, political, and cultural spaces/boundaries can illuminate national and international cooperation/conflict and the results of shifting priorities, values, and beliefs (SS09-GR.HS-S.2-GLE.1-EO.b,d)	How have maps documented changing political/national boundaries (e.g. the breakup of the Soviet Union)?	How do maps document political, cultural and/or social priorities? How have cartographers' views of the world changed over time?

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Historical, environmental, economic, and political factors influence the movement and distribution of people, which may have both positive and negative consequences (SS09-GR.HS-S.1-GLE.2-EO.a,b,c,d) and (SS09-GR.HS-S.2-GLE.2-EO.e)	What are the economic factors that have affected the migration of labor in and out of Mexico? (SS09-GR.HS-S.3-GLE.2-EO.e)	How can entrepreneurial ideas promote the movement and distribution of goods, while balancing their positive and negative consequences? (SS09-GR.HS-S.3-GLE.1-IQ.4)
The migration of people/goods/ideas reshapes the cultural and physical landscape of places, locations, and regions, potentially creating situations of tension and conflict (SS09-GR.HS-S.2-GLE.3-EO.c,d,f)	How does the migration of Mexican nationals change the U.S. culture?	How can migrating cultures negotiate their differences to reduce potential tensions and conflict? How is the movement of people, goods, and ideas transforming the world? (SS09-GR.HS-S.3-GLE.1-N.2)
Spatial distribution of resources determines patterns of human settlement and trade (SS09-GR.HS-S.2-GLE.3-EO.e)	What are the implications of modifying the physical environment (e.g. deforestation?)	How can the quest for resources through exploration, colonization, and human settlement affect regions and cultures?

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> The diffusion of people/goods/ideas affects daily lives, communities, enriches cultures, creates new opportunities but also creates tensions/potential conflicts (e.g. the spread of disease, democratic ideals) (SS09-GR.HS-S.2-GLE.3-EO.c; RA.1,2) Patterns of distribution and arrangements of settlements and how they are affected by the diffusion of human activities (SS09-GR.HS-S.2-GLE.3-EO.e) The historical, environmental, economic, and political factors that influence the (re) distribution of people, goods, and ideas (e.g. natural hazards, jobs, transportation, routes, etc.) (SS09-GR.HS-S.1-GLE.2-EO.a,b,c,d) and (SS09-GR.HS-S.3-GLE.1-EO.a; RA.1) 	<ul style="list-style-type: none"> Organize movement data into graphic representations (SS09-GR.HS-S.2-GLE.1-EO.a) Analyze patterns of distribution of settlements and human activities(SS09-GR.HS-S.2-GLE.3-EO.e) Analyze factors that influence human movement (SS09-GR.HS-S.2-GLE.3-EO.e) Make predictions and draw conclusions about the impact of cultural diffusion (SS09-GR.HS-S.2-GLE.3-EO.f)

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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>The movement of goods, ideas, and people is fostered by economic interdependence and aided by technology.</i></p>
<p>Academic Vocabulary:</p>	<p>Movement, influence, culture, physical landscape, goods and services, historical/environmental/economic/political factors, migration, entrepreneurial, exploration, region</p>
<p>Technical Vocabulary:</p>	<p>Migration, cultural diffusion, human and natural resources, colonization, allocation, population density, visual/graphic representations, nationals, migration, spatial/human distribution</p>