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	**Grades 9-10** CCSS.RH.9-10.3 CCSS.RH.9-10.6	**Grades 11-12** CCSS.RH.11-12.3 CCSS.RH.11-12.6 .	**CCSS Writing Standards for Literacy in History/ Social Studies 9-12**	**Grades 9-10** CCSS.WHST.9-10.2 CCSS.WHST.9-10.6 CCSS.WHST.9-10.7 CCSS.WHST.9-10.8	**Grades 11-12** CCSS.WHST.11-12.2 CCSS.WHST.11-12.6 CCSS.WHST.11-12.7 CCSS.WHST.11-12.8
Inquiry Questions (Engaging- Debatable):	• 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?

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)**…
- 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) - Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions (DOK 1-2) CMAS - ℝ The world is geographically interconnected, affecting daily life in such ways as the spread of disease, global impact of modern technology, and the impact of cultural diffusion. - ℝ Technology creates new life choices, new interconnections between l people, new opportunities, and new conflicts. For example the spread of knowledge and democratic ideals throughout the world changes lives. - 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) - Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities (DOK 1-3) CMAS	- Organize movement data into graphic representations (SS09-GR.HS-S.2-GLE.1-EO.a) - Gather data, make inferences and draw conclusions from maps and other visual representations (DOK 1-3) CMAS - 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) - Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities (DOK 1-3) CMAS - Make predictions and draw conclusions about the global impact of cultural diffusion (SS09-GR.HS-S.2-GLE.3-EO.f) (DOK 1-3) CMAS

- 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)
  - ○ Evaluate continuity and change over the course of world history (DOK 1-3) CMAS
  - ○ Investigate causes and effects of significant events in world history (DOK 1-2) CMAS
  - ○ Analyze the complexity of events in world history (DOK 2-3) CMAS
  - ○ Examine and evaluate issues of unity and diversity in world history (DOK 1-3) CMAS
  - ○ Analyze the relationships between economic goals and the allocation of scarce resources (DOK 2-3) CMAS
  - ℝ The availability of natural resources, such as fossil fuels and blood diamonds, has an impact on economic decisions made in a global economy.

- Provide a detailed analysis of a series of events, including whether earlier events caused later ones or simply preceded them. (CCSS RH 9-10 3) PARCC
- Provide an evaluation of various explanations for actions or events, designating which explanations best accords with textual evidence. (CCSS RH 11 3a) PARCC
- Provide an evaluation of various explanations for actions or events where the text leaves the explanation for an action or event uncertain) (CCSS RH 11 3b) PARCC
- Provide a comparison of the points of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. (CCSS RH 9-10 6) PARCC
- Provide an evaluation of the authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, or evidence. (CCSS RH 11 6) PARCC
- Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. (CCSS W 9-10 2 a-f) PARCC
  - ✓ Introduce a topic; organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension.
  - ✓ Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - ✓ Use appropriate and varied transitions to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts.
  - ✓ Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  - ✓ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - ✓ Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. (CCSS W 11 2 a-f) PARCC

	✓ Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ✓ Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ✓ Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ✓ Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. ✓ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ✓ Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). - Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS W 9-10 6) PARCC - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS W 11 6) PARCC - Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (CCSS W 9-10 6) PARCC - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (CCSS W 11 6) PARCC - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS W 9-11 7) PARCC

	• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (CCSS W 9-11 8) PARCC

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: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*The movement of goods, ideas, and people is fostered by economic interdependence and aided by technology.*
Academic Vocabulary:	Movement, influence, culture, physical landscape, goods and services, historical/environmental/economic/political factors, migration, entrepreneurial, exploration, region
Technical Vocabulary:	Migration, cultural diffusion, human and natural resources, colonization, allocation, population density, visual/graphic representations, nationals, migration, spatial/human distribution