

**Main Criteria:** Maryland College and Career-Ready Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 6

**Correlation Options:** Show Correlated

**Maryland College and Career-Ready Standards**

**Science**

Grade: 6 - Adopted: 2013

STRAND / TOPIC / STANDARD	NGSS.MS- PS.	PHYSICAL SCIENCE
TOPIC / INDICATOR	MS-PS1.	Matter and Its Interactions
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

STRAND / TOPIC / STANDARD	NGSS.MS- LS.	LIFE SCIENCE
TOPIC / INDICATOR	MS-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

**Social Studies Online**

How Coral Reefs Are Formed

OBJECTIVE MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

**Social Studies Online**

Galapagos Islands

How Coral Reefs Are Formed

OBJECTIVE MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

**Social Studies Online**

Who Lives On a Coral Reef?

STRAND / TOPIC / STANDARD	NGSS.MS- LS.	LIFE SCIENCE
TOPIC / INDICATOR	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics

INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:
OBJECTIVE	MS-LS2-2.	<p>Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.</p> <p><b><u>Social Studies Online</u></b>  African Safari  Amazon Rainforest - Grades 2-5  Amazon Rainforest - Grades 6-8  Amazon Rainforest - People and Threats - Grades 2-5  Amazon Rainforest - People and Threats - Grades 6-8  Canada: Coast to Coast  Galapagos Islands  How Coral Reefs Are Formed  National Parks - Alaska &amp; Hawaii  The Sahara Desert  Who Lives On a Coral Reef?</p>
OBJECTIVE	MS-LS2-3.	<p>Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - Grades 2-5  Amazon Rainforest - Grades 6-8  Amazon Rainforest - People and Threats - Grades 2-5  Amazon Rainforest - People and Threats - Grades 6-8  Galapagos Islands  Who Lives On a Coral Reef?</p>
OBJECTIVE	MS-LS2-4.	<p>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - Grades 2-5  Amazon Rainforest - Grades 6-8  Amazon Rainforest - People and Threats - Grades 2-5  Amazon Rainforest - People and Threats - Grades 6-8  Canada: Coast to Coast  Galapagos Islands  How Coral Reefs Are Formed  National Parks - Alaska &amp; Hawaii  National Parks - Washington, Oregon, Idaho, Montana, Colorado  The Sahara Desert  Who Lives On a Coral Reef?</p>
OBJECTIVE	MS-LS2-5.	<p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><b><u>Social Studies Online</u></b>  African Safari  Amazon Rainforest - People and Threats - Grades 2-5  Amazon Rainforest - People and Threats - Grades 6-8  Canada: Coast to Coast  Galapagos Islands  National Parks - Alaska &amp; Hawaii  National Parks - Nevada, California  National Parks - Washington, Oregon, Idaho, Montana, Colorado  National Parks - Wyoming, Utah  Who Lives On a Coral Reef?</p>
STRAND / TOPIC / STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE

TOPIC / INDICATOR	MS-ESS2.	Earth's Systems
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	MS-ESS2-1.	<p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - People and Threats - Grades 2-5  Amazon Rainforest - People and Threats - Grades 6-8  Galapagos Islands</p>
OBJECTIVE	MS-ESS2-2.	<p>Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p><b><u>Social Studies Online</u></b>  National Parks - Alaska &amp; Hawaii  National Parks - Nevada, California  National Parks - Washington, Oregon, Idaho, Montana, Colorado  National Parks - Wyoming, Utah</p>
OBJECTIVE	MS-ESS2-3.	<p>Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p> <p><b><u>Social Studies Online</u></b>  National Parks - Alaska &amp; Hawaii  National Parks - Wyoming, Utah</p>
OBJECTIVE	MS-ESS2-5.	<p>Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</p> <p><b><u>Social Studies Online</u></b>  Canada: Coast to Coast</p>
OBJECTIVE	MS-ESS2-6.	<p>Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p><b><u>Social Studies Online</u></b>  Galapagos Islands</p>

STRAND / TOPIC / STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	MS-ESS3.	Earth and Human Activity
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	MS-ESS3-1.	<p>Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">The Sahara Desert</a></p>
OBJECTIVE	MS-ESS3-3.	<p>Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Galapagos Islands</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
OBJECTIVE	MS-ESS3-4.	<p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
OBJECTIVE	MS-ESS3-5.	<p>Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Canada: Coast to Coast</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">Who Lives On a Coral Reef?</a></p>

**Maryland College and Career-Ready Standards**

**Social Studies**

Grade: **6** - Adopted: **2023**

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	2.0.	Peoples of the Nations and World

INDICATOR / PROFICIENCY LEVEL		<p>Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - Grades 6-8</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Exploring Cuba</a>  <a href="#">Washington, DC - Grades 6 - 12</a></p>
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STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	3.0.	Geography

INDICATOR / PROFICIENCY LEVEL		<p>Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - Grades 6-8</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Exploring Cuba</a>  <a href="#">How Coral Reefs Are Formed</a>  <a href="#">London - City of Pomp &amp; Majesty</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a>  <a href="#">Paris - City of Light - Grades 6 - 12</a>  <a href="#">The Sahara Desert</a>  <a href="#">Tokyo - City of Contrasts</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
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STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	5.0.	History

INDICATOR / PROFICIENCY LEVEL		<p>Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.</p> <p><b><u>Social Studies Online</u></b>            Ancient China - Qin &amp; Han Dynasties            Ancient China - Shang &amp; Zhou Dynasties            Ancient Egypt - Land of the Pharaohs            Ancient Egypt - Land of the Pyramids            Ancient Greece            Ancient Mayan Civilization            Ancient Rome            Canada: Coast to Coast            Canada: Our Northern Neighbor            Rome - The Eternal City            Washington, DC - Grades 6 - 12</p>
STRAND / TOPIC / STANDARD		Unit 1: Geographic Thinking
TOPIC / INDICATOR		<p>Unit Enduring Understanding: Geographers ask questions about movement, place and region, human systems, and human interaction with the environment to interpret the world we live in. Unit Question: How would a geographer interpret Earth and the land now called the United States?</p>
INDICATOR / PROFICIENCY LEVEL		Geographic Understandings (2000 – present): Why study Earth and the people who live on it?
OBJECTIVE		Students will analyze geography as a tool for learning about the past, present, and planning for future by:
EXPECTATION		<p>Analyzing how the physical and human attributes or characteristics of a location make areas unique.</p> <p><b><u>Social Studies Online</u></b>            African Safari            Amazon Rainforest - Grades 2-5            Amazon Rainforest - Grades 6-8            Amazon Rainforest - People and Threats - Grades 2-5            Amazon Rainforest - People and Threats - Grades 6-8            Ancient China - Qin &amp; Han Dynasties            Barcelona            Canada: Coast to Coast            Canada: Our Northern Neighbor            Exploring Cuba            London - City of Pomp &amp; Majesty            National Parks - Alaska &amp; Hawaii            National Parks - Nevada, California            National Parks - Washington, Oregon, Idaho, Montana, Colorado            National Parks - Wyoming, Utah            Paris - City of Light - Grades 6 - 12            The Sahara Desert            Tokyo - City of Contrasts</p>
EXPECTATION		<p>Analyzing how people, goods, and ideas move across the planet through immigration, emigration, and other mechanisms.</p> <p><b><u>Social Studies Online</u></b>            Amazon Rainforest - People and Threats - Grades 6-8            Ancient China - Qin &amp; Han Dynasties</p>

EXPECTATION	<p>Compare how humans recognize geographic limitations and strengths and create economic, social, political, cultural, and religious structures that connect and divide people across location, region, and the globe.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - People and Threats - Grades 2-5  Amazon Rainforest - People and Threats - Grades 6-8  Ancient China - Qin &amp; Han Dynasties  Canada: Coast to Coast  Canada: Our Northern Neighbor  Jerusalem - Then and Now (Older Grades)</p>
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EXPECTATION	<p>Identifying how humans adapt, exploit, and manipulate the environment to meet wants and needs.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - Grades 2-5  Amazon Rainforest - Grades 6-8  Amazon Rainforest - People and Threats - Grades 2-5  Amazon Rainforest - People and Threats - Grades 6-8</p>
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STRAND / TOPIC / STANDARD		Unit 2: Human Interaction with the Environment
TOPIC / INDICATOR		Unit Enduring Understanding: Humans adapt to, modify, protect, and exploit the environment. Unit Question: Why do humans adapt to, modify, protect, and exploit their environments?
INDICATOR / PROFICIENCY LEVEL		The Neolithic Revolution and River Valley Civilizations (12,000 BCE-450 BCE): Why do complex societies emerge?
OBJECTIVE		Students will analyze how the regional and local growth of early complex societies emerged from humans adapting to, modifying, and exploiting their environment by:

EXPECTATION	<p>Comparing and contrasting how early complex societies in Africa, Asia, and the Americas interacted with the environment to create thriving settlements.</p> <p><b><u>Social Studies Online</u></b>  Ancient China - Qin &amp; Han Dynasties  Ancient China - Shang &amp; Zhou Dynasties  Ancient Egypt - Land of the Pharaohs  Ancient Egypt - Land of the Pyramids  Ancient Mayan Civilization</p>
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EXPECTATION	<p>Evaluating the role of human interactions with the environment in the progression of early complex societies.</p> <p><b><u>Social Studies Online</u></b>  Ancient China - Qin &amp; Han Dynasties  Ancient China - Shang &amp; Zhou Dynasties  Ancient Egypt - Land of the Pharaohs  Ancient Egypt - Land of the Pyramids  Ancient Mayan Civilization</p>
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STRAND / TOPIC / STANDARD		Unit 2: Human Interaction with the Environment
TOPIC / INDICATOR		Unit Enduring Understanding: Humans adapt to, modify, protect, and exploit the environment. Unit Question: Why do humans adapt to, modify, protect, and exploit their environments?
INDICATOR / PROFICIENCY LEVEL		Industrialization and Urbanization (1800s CE – 2000s CE): Are industrialization and urbanization good for everyone?
OBJECTIVE		Students will evaluate regional and local examples of how humans adapted to, modified, or exploited their environment to promote industrialization and urbanization by:

EXPECTATION		Identifying the geographic factors that led to societies becoming industrialized and urbanized.  <b><u>Social Studies Online</u></b> Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Tokyo - City of Contrasts
STRAND / TOPIC / STANDARD		Unit 3: Human Systems – Political Structures
TOPIC / INDICATOR		Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe. Unit Question: How do political structures use power to generate stability, promote conflict and/or cause rebellion and connect and divide people across location, region, and the globe?
INDICATOR / PROFICIENCY LEVEL		Early State Formation (3100 BCE–500 CE): How is power lost and gained?
OBJECTIVE		Students will analyze regional and local examples of how early political structures generated stability, promoted conflict, and/or caused rebellion by:

EXPECTATION		Examining social structures and belief systems in the early states of Greece, Rome, China, and Nubia/Egypt to compare how power is divided and maintained.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Rome
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EXPECTATION		Analyzing the motivations for territorial expansion among early complex societies.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece
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EXPECTATION		Analyzing how power shifts from one authority to another.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization
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STRAND / TOPIC / STANDARD		Unit 3: Human Systems – Political Structures
TOPIC / INDICATOR		Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe. Unit Question: How do political structures use power to generate stability, promote conflict and/or cause rebellion and connect and divide people across location, region, and the globe?
INDICATOR / PROFICIENCY LEVEL		Authoritarian Regimes (2000 CE – today): Can authoritarian regimes survive in the 21st century?
OBJECTIVE		Students will analyze local, regional, and global examples of authoritarian regimes as attempts to generate stability and connect and divide people across location by:

EXPECTATION	Examining efforts to resist the centralization of power within authoritarian regimes and the ways that they connected and divided people.
	<a href="#">Social Studies Online</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>

EXPECTATION	Evaluating how policies in 21st century authoritarian regimes have challenged universal human rights, limited economic opportunities and access to technology.
	<a href="#">Social Studies Online</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>

STRAND / TOPIC / STANDARD		Unit 4: Movement of Pathogens and Ideas
TOPIC / INDICATOR		Unit Enduring Understanding: The movement of pathogens and ideas drives innovation, generates fear, and facilitates change. Unit Question: How can the movement of ideas and the spread of disease create change?
INDICATOR / PROFICIENCY LEVEL		The Movement of Faith (600 BCE-1000 CE): How do religious systems move and spread?
OBJECTIVE		Students will evaluate the global movement of religion and its impacts by:

EXPECTATION	Examining the similarities and differences between Judaism, Christianity, Hinduism, Buddhism, Sikhism, and Islam.
	<a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Jerusalem - Then and Now (Older Grades)</a>

EXPECTATION	Analyzing how trade, war, and other factors facilitate the spread of religions.
	<a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Ancient Rome</a> <a href="#">Jerusalem - Then and Now (Older Grades)</a>

EXPECTATION	Evaluating how religions influenced human communities and the formation of societies and empires.
	<a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Ancient Rome</a> <a href="#">Jerusalem - Then and Now (Older Grades)</a>

STRAND / TOPIC / STANDARD		Unit 6: Human Systems - Economic Systems
TOPIC / INDICATOR		Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create economic structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe. Unit Question: How can economic systems connect and divide people regionally and globally?
INDICATOR / PROFICIENCY LEVEL		Networks of Exchange (1200 CE-1450 CE): Is trade worth it?

OBJECTIVE		Students will investigate how regional control of resources promoted regional and global trade among complex societies by:
EXPECTATION		<p>Determining the incentives, costs, and benefits of the salt and spice trade in Asia, Africa, and Europe.</p> <p><a href="#">Social Studies Online</a> Ancient China - Qin &amp; Han Dynasties</p>
EXPECTATION		<p>Analyzing the movement of goods and ideas traded along the Silk Road, Indian Ocean Trade Routes, and Trans Saharan trade routes.</p> <p><a href="#">Social Studies Online</a> Ancient China - Qin &amp; Han Dynasties</p>
EXPECTATION		<p>Evaluating the impact of the trade systems that emerged to meet the demand for salt and spice.</p> <p><a href="#">Social Studies Online</a> Ancient China - Qin &amp; Han Dynasties</p>
STRAND / TOPIC / STANDARD		Unit 6: Human Systems - Economic Systems
TOPIC / INDICATOR		Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create economic structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe. Unit Question: How can economic systems connect and divide people regionally and globally?
INDICATOR / PROFICIENCY LEVEL		Centralized Planning in the Twentieth Century (1900 CE-2000 CE): How did centrally planned economies connect and divide people?
OBJECTIVE		Students will investigate how centrally planned economies impacted regional and global relationships by:
EXPECTATION		<p>Identifying the principles of communism and socialism.</p> <p><a href="#">Social Studies Online</a> Exploring Cuba</p>
STRAND / TOPIC / STANDARD		Unit 7: Place and Region
TOPIC / INDICATOR		Unit Enduring Understanding: The physical and human characteristics of a location are defined and redefined by internal and external factors. Unit Question: How do the physical and human characteristics of a place impact internal and external power relationships?
INDICATOR / PROFICIENCY LEVEL		Pre-Columbian Civilizations in the Americas (250 CE-1600 CE): Does where you live determine how you live?
OBJECTIVE		Students will analyze the local and regional growth connections and decline of Pre-Columbian civilizations by:
EXPECTATION		<p>Assessing how geographic features impacted trade, economics, and settlement patterns of the Mayan, Aztec, and Incan civilizations.</p> <p><a href="#">Social Studies Online</a> Ancient Mayan Civilization</p>
EXPECTATION		<p>Examining the social structures and belief systems of the Maya, Aztec, and Inca civilizations.</p> <p><a href="#">Social Studies Online</a> Ancient Mayan Civilization</p>

EXPECTATION	Explaining the internal and external causes for the decline of the Maya, Aztec, and Inca civilizations.
	<a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Ancient Mayan Civilization</u></a>

STRAND / TOPIC / STANDARD		Unit 7: Place and Region
TOPIC / INDICATOR		Unit Enduring Understanding: The physical and human characteristics of a location are defined and redefined by internal and external factors. Unit Question: How do the physical and human characteristics of a place impact internal and external power relationships?
INDICATOR / PROFICIENCY LEVEL		Tokugawa Shogunate (1600 CE-1868 CE): How do geographic features influence the distribution of power?
OBJECTIVE		Students will analyze how Japan's physical and human characteristics impacted regional and power relationships under the Tokugawa Shogunate by:

EXPECTATION	Investigating the physical and human characteristics of Japan and how they influenced the development of Japanese feudalism.
	<a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Tokyo - City of Contrasts</u></a>

EXPECTATION	Assessing the effectiveness of the tools and methods used to unify, stabilize, and centralize Japanese life under the Tokugawa Shogunate Empire.
	<a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Tokyo - City of Contrasts</u></a>

EXPECTATION	Evaluating the myth of Japanese isolationism under the Tokugawa Shogunate.
	<a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Tokyo - City of Contrasts</u></a>