

Grade Six Social Studies Curriculum

The purpose of this class is to introduce students to the subject of social studies and the questions, knowledge and processes that develop it. In utilizing the Connecticut Social Studies Framework, the National Council for the Social Studies curriculum standards, and the Common Core State Standards, students' study of social studies will be enriched and appropriately aligned. The following narratives provide a general overview of the four units of study that students will encounter during the academic year. Throughout these four units, the students will also continually be encountering the global connections and civic ideals and practices in these countries.

Introductory Unit – Geography Overview

Students will be introduced to the concept of geography including the 5 themes, landforms & bodies of water, world population, natural resources, and the 8 components of culture. This section will also include lessons on September 11 and Constitution Day.

Unit 1 – North America

Learners will explore this region through the lens of government/civics, history, and geography in order to identify the essential characteristics that define the region today. Some of these topics include human and environment interactions, natural disasters, US government structure, immigrations and Ellis Island, Women's Suffrage Movement, the Industrial Revolution (child labor laws), and the Civil Rights Movement.

Unit 2 – Latin America

Learners will explore this region through the lens of history and geography in order to identify the essential characteristics that define the region today. Some of these topics include social issues (deforestation, air pollution, etc.), the study of ancient civilizations (Maya, Inca, Aztec), and Spanish conquest.

Unit 3 – Western Europe

Learners will explore this region through the lens of government/civics, economics, history, or geography in order to identify the essential characteristics that define the region today. Some of these topics include economic principles (supply/demand, goods and services, etc) and the European Union.

Introductory Unit – Geography Overview

Subject: <i>Social Studies</i>	Grade: 6	Timeframe: <i>Beginning of first marking period</i>
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<p>CCSS (Overarching Standards)</p>	<p>Reading Standards</p> <p>RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH. 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH. 6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>Writing Standards</p> <p>WHST.6-8.1: Write arguments focused on discipline-specific content.</p> <p>WHST.6-8.1.A: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>WHST.6-8.1.B: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>WHST.6-8.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.6-8.1.D: Establish and maintain a formal style.</p> <p>WHST.6-8.1.E: Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>WHST. 6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>WHST. 6-8.8: Gather relevant information from multiple print and digital</p>
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	<p>sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>WHST. 6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Enduring Understandings</p>	<p>Geography: The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources. Concepts such as: location, region, place, and migration, as well as human and physical systems.</p>
<p>Essential Questions</p>	<p>How do human actions change the environment, and how does the environment influence the lives of people? How are regions defined by physical characteristics? What is culture and what role does it play in personal and group behavior?</p>
<p>Priority Standards</p>	<p>Geography: GEO 6–7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world. GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people. GEO 6–7.4 Analyze the cultural and environmental characteristics that make places both similar to and different from one another. GEO 6–7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there. GEO 6–7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices. GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement. GEO 6–7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation. 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade. GEO 6–7.11 Explain how global changes in population distribution affect changes in land use in particular regions.</p>
<p>Performance Expectations</p>	<p>Geography: 1.4.9 Locate and describe specific places on a map using latitude and longitude.</p>

	<p>1.4.11 Explain the distribution of physical features across the Earth’s surface using appropriate maps.</p> <p>1.5.12 Describe how civilizations used technology to manipulate the environment (e.g., canals, dams, landfill projects).</p> <p>1.5.13 Analyze and illustrate how the environment affects a nation/civilization’s economic and social development.</p> <p>1.6.15 Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/region.</p> <p>2.5.28 Create maps of areas, regions or nations and provide relevant information.</p> <p>2.5.29 Make and use maps, globes, models, and databases to analyze spatial distributions and patterns.</p>
Benchmark Question	Should America keep the penny?
Benchmark Resources	<p>Article 1</p> <p>Article 2</p> <p>Video</p>
Strategies/Modes	<p><i>Suggested strategies/modes may include, but are not limited to:</i></p> <p>Whole Group</p> <ul style="list-style-type: none"> • Discussion relevant to course topics <p>Student to Student Discourse</p> <ul style="list-style-type: none"> • How does where we live affect how we live? • How are regions defined? <p>Small Group Instruction</p> <ul style="list-style-type: none"> • Social studies skills including text evidence, summarizing, main idea, graphic organizers <p>Short Writing Exercises</p> <ul style="list-style-type: none"> • Blogging, journaling, discussion boards <p>Social Studies Skills</p> <ul style="list-style-type: none"> • Map skills • Note-taking Strategies (outlining, two-column notes) • Graphic Organizers (KWL, Venn Diagram, T-Chart)
Materials/Resources	<p><i>Suggested materials/resources may include, but are not limited to:</i></p> <p>Chromebook</p> <p>Course textbook</p> <p>Websites</p> <p>Primary and secondary sources</p> <p>Class set of atlases</p> <p>Graphic organizer handouts</p> <p>Videos</p> <p>Teacher created supplemental materials</p> <p>Journals</p> <p>SmartBoard</p> <p>Blog</p> <p>Rubrics</p> <p>Newsela.com</p> <p>Cnnstudentnews.com</p>
Assessments	<p><i>Suggested Formative Assessments may include, but are not limited to:</i></p> <p>Journal Responses</p>

	Topic/Thematic/Skills Quizzes Entrance and Exit Slips 9/11 Remembrance Required Constitution Day activity Inquiry Quizzes Regions project
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Unit 1 – North America

Subject: *Social Studies*

Grade: 6

Timeframe: *Marking Period 1-2*

CCSS (Overarching Standards)

Reading Standards

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH. 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH. 6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Writing Standards

WHST.6-8.1: Write arguments focused on discipline-specific content.

WHST.6-8.1.A: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1.B: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1.D: Establish and maintain a formal style.

WHST.6-8.1.E: Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST. 6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST. 6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others

	<p>while avoiding plagiarism and following a standard format for citation.</p> <p>WHST. 6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>Enduring Understandings</p>	<p>Geography: The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources. Concepts such as: location, region, place, and migration, as well as human and physical systems.</p> <p>History: The contributions of key persons, cultural norms, and groups and events from the past influence the present. People’s experiences cause their judgments to differ about important past events.</p> <p>Civics: The government meets the specific needs and wants of citizens, manages conflicts and establishes order and security.</p>
<p>Essential Questions</p>	<p>How do human actions change the environment, and how does the environment influence the lives of people? How are regions defined by physical characteristics? What is culture and what role does it play in personal and group behavior? How are power, authority, and governments alike and different across groups and nations? What are the purposes and functions of government?</p>
<p>Priority Standards</p>	<p>Geography: GEO 6–7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world. GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people. GEO 6–7.4 Analyze the cultural and environmental characteristics that make places both similar to and different from one another. GEO 6–7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there. GEO 6–7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices. GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement. GEO 6–7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation. 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. GEO 6–7.10 Explain how the relationship between the environmental</p>

	<p>characteristics of places and the production of goods influences the world trade.</p> <p>GEO 6–7.11 Explain how global changes in population distribution affect changes in land use in particular regions.</p> <p>History:</p> <p>HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region</p> <p>Civics:</p> <p>CIV 6–7.1 Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders).</p> <p>CIV 6–7.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems.</p> <p>CIV 6–7.3 Compare historical and contemporary means of changing societies and promoting the common good.</p>
<p>Performance Expectations</p>	<p>Geography:</p> <p>1.4.9 Locate and describe specific places on a map using latitude and longitude.</p> <p>1.4.11 Explain the distribution of physical features across the Earth’s surface using appropriate maps.</p> <p>1.5.12 Describe how civilizations used technology to manipulate the environment (e.g., canals, dams, landfill projects).</p> <p>1.5.13 Analyze and illustrate how the environment affects a nation/civilization’s economic and social development.</p> <p>1.6.15 Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/region.</p> <p>2.5.28 Create maps of areas, regions or nations and provide relevant information.</p> <p>2.5.29 Make and use maps, globes, models, and databases to analyze spatial distributions and patterns.</p> <p>History:</p> <p>1.1.1 Identify examples of interactions between the United States and other countries/areas worldwide. (e.g. current events, relief funds for worldwide disasters, UN peacekeeping)</p> <p>1.1.2 Compare and contrast historical events in other nations with those in U.S. history (e.g. settlement, revolution, U.S. Constitution, effects of natural disasters).</p> <p>1.1.3 Compare and contrast how the influence of leaders in other nations with those in the U.S. history (e.g. pharaohs vs. presidents, Mandela vs. Martin Luther King).</p> <p>1.3.5 Explain how a civilization/nation’s arts, architecture, music, and literature reflect its culture and history.</p> <p>1.3.7 Compare and contrast cultural contributions of a variety of past and present civilizations.</p> <p>1.3.8 Identify examples where cultural differences have contributed to conflict among civilizations or nations.</p> <p>1.13.24 Compare similarities and differences of cultural groups in different world regions (e.g., beliefs, values, traditions, institutions).</p> <p>1.13.26 Describe how social, cultural, and economic circumstances influence individual lives.</p> <p>2.2.19 Analyze maps and charts to support conclusions about historical events.</p> <p>3.2.4 Cite evidence to summarize the feelings and outlook of people engaged</p>

	<p>in a historical event (e.g. immigrant experience, wartime experiences).</p> <p>Civics:</p> <p>1.7.16 Compare and contrast different forms of governance in the past and present (e.g. monarchy, dictatorship, representative democracy, parliament).</p> <p>1.8.17 Compare and contrast the roles of citizens in different forms of government.</p> <p>1.8.18 Analyze and critique examples where governments in other nations have changed through violent or peaceful means.</p> <p>1.13.25 Analyze the relationship among culture, government and social systems in various countries.</p> <p>2.1.1 Gather information from multiple print and digital sources, including text, visuals, charts, graphs, and maps.</p> <p>2.1.2 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2.1.6 Identify key steps in a text’s description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised or lowered).</p> <p>2.1.8 Conduct short as well as sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>
Inquiry Question	Has immigration influenced American culture today?
Supporting Questions	<p>What role does immigration play on cultural diffusion?</p> <p>What are some ethnic traditions that are celebrated here in the United States today?</p> <p>What are some examples of cultural characteristics (food, religion, sports, activities, language, music, arts)?</p>
Inquiry Resources	http://rightquestion.org/
Inquiry Assessment	Students will choose an ethnic group (possibly their own heritage) and create a visual representation of how that group contributed to American culture today.
Benchmark Question	Which civil rights leader most influenced society: Rosa Parks or Martin Luther King Jr.?
Benchmark Resources	<p>Video 1</p> <p>Video 2</p> <p>Directions</p>
Strategies/Modes	<p><i>Suggested strategies/modes may include, but are not limited to:</i></p> <p>Whole Group</p> <ul style="list-style-type: none"> • Discussion relevant to course topics <p>Student to Student Discourse</p> <ul style="list-style-type: none"> • How does where we live affect how we live? • How are regions defined? <p>Small Group Instruction</p> <ul style="list-style-type: none"> • Social studies skills including text evidence, summarizing, main idea, graphic organizers <p>Short Writing Exercises</p> <ul style="list-style-type: none"> • Blogging, journaling, discussion boards <p>Social Studies Skills</p> <ul style="list-style-type: none"> • Map skills • Note-taking Strategies (outlining, two-column notes) • Graphic Organizers (KWL, Venn Diagram, T-Chart)

Materials/Resources	<p><i>Suggested materials/resources may include, but are not limited to:</i></p> <ul style="list-style-type: none">ChromebookCourse textbookWebsitesPrimary and secondary sourcesClass set of atlasesGraphic organizer handoutsVideosTeacher created supplemental materialsJournalsSmartBoardBlogRubricsNewsela.comCnnstudentnews.com
Assessments	<p><i>Suggested Formative Assessments may include, but are not limited to:</i></p> <ul style="list-style-type: none">Journal ResponsesTopic/Thematic/Skills QuizzesEntrance and Exit SlipsQuizzesEnd of unit projectInquiryStudent Choice end of unit projects

Unit 2 – Latin America

Subject: *Social Studies*

Grade: 6

Timeframe: *Marking Period 2/3*

CCSS (Overarching Standards)

Reading Standards

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH. 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH. 6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Writing Standards

WHST.6-8.1: Write arguments focused on discipline-specific content.

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WHST.6-8.1.B: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1.D: Establish and maintain a formal style.

WHST.6-8.1.E: Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST. 6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST. 6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST. 6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.

	WHST.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Enduring Understandings	<p>Geography: The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources. Concepts such as: location, region, place, and migration, as well as human and physical systems.</p> <p>History: The contributions of key persons, cultural norms, and groups and events from the past influence the present. People’s experiences cause their judgments to differ about important past events.</p>
Essential Questions	<p>How do human actions change the environment, and how does the environment influence the lives of people? How are regions defined by physical characteristics? What is culture and what role does it play in personal and group behavior? What impact did the ancient civilizations have on Latin America today?</p>
Priority Standards	<p>Geography: GEO 6–7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world. GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people. GEO 6–7.4 Analyze the cultural and environmental characteristics that make places both similar to and different from one another. GEO 6–7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there. GEO 6–7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices. GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement. GEO 6–7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation. 6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade. GEO 6–7.11 Explain how global changes in population distribution affect changes in land use in particular regions.</p> <p>History: HIST 6–8.1 Use questions about historically significant people or events to explain the impact on a region</p>
Performance Expectations	<p>Geography: 1.4.9 Locate and describe specific places on a map using latitude and</p>

	<p>longitude.</p> <p>1.4.11 Explain the distribution of physical features across the Earth’s surface using appropriate maps.</p> <p>1.5.12 Describe how civilizations used technology to manipulate the environment (e.g., canals, dams, landfill projects).</p> <p>1.5.13 Analyze and illustrate how the environment affects a nation/civilization’s economic and social development.</p> <p>1.6.15 Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/region.</p> <p>2.5.28 Create maps of areas, regions or nations and provide relevant information.</p> <p>2.5.29 Make and use maps, globes, models, and databases to analyze spatial distributions and patterns.</p> <p>History:</p> <p>1.1.1 Identify examples of interactions between the United States and other countries/areas worldwide. (e.g. current events, relief funds for worldwide disasters, UN peacekeeping)</p> <p>1.1.2 Compare and contrast historical events in other nations with those in U.S. history (e.g. settlement, revolution, U.S. Constitution, effects of natural disasters).</p> <p>1.1.3 Compare and contrast how the influence of leaders in other nations with those in the U.S. history (e.g. pharaohs vs. presidents, Mandela vs. Martin Luther King).</p> <p>1.3.5 Explain how a civilization/nation’s arts, architecture, music, and literature reflect its culture and history.</p> <p>1.3.7 Compare and contrast cultural contributions of a variety of past and present civilizations.</p> <p>1.3.8 Identify examples where cultural differences have contributed to conflict among civilizations or nations.</p> <p>1.13.24 Compare similarities and differences of cultural groups in different world regions (e.g., beliefs, values, traditions, institutions).</p> <p>1.13.26 Describe how social, cultural, and economic circumstances influence individual lives.</p> <p>2.2.19 Analyze maps and charts to support conclusions about historical events.</p> <p>3.2.4 Cite evidence to summarize the feelings and outlook of people engaged in a historical event (e.g. immigrant experience, wartime experiences).</p>
Inquiry Question	Which of the three ancient civilizations had the greatest impact on Latin America today?
Supporting Questions	What examples exist today of the ancient civilization’s accomplishments?
Inquiry Resources	Rightquestion.org
Inquiry Assessment	Students can: write a detailed essay arguing their opinion, create a slideshow with their reasons why (including a presentation), or free choice that is mutually agreed upon between teacher and student.
Benchmark Question	Should the United States make laws on climate change?
Benchmark Resources	Directions Article Video

<p>Strategies/Modes</p>	<p><i>Suggested strategies/modes may include, but are not limited to:</i></p> <p>Whole Group</p> <ul style="list-style-type: none"> ● Discussion relevant to course topics <p>Student to Student Discourse</p> <ul style="list-style-type: none"> ● How does where we live affect how we live? ● How are regions defined? <p>Small Group Instruction</p> <ul style="list-style-type: none"> ● Social studies skills including text evidence, summarizing, main idea, graphic organizers <p>Short Writing Exercises</p> <ul style="list-style-type: none"> ● Blogging, journaling, discussion boards <p>Social Studies Skills</p> <ul style="list-style-type: none"> ● Map skills ● Note-taking Strategies (outlining, two-column notes) ● Graphic Organizers (KWL, Venn Diagram, T-Chart)
<p>Materials/Resources</p>	<p><i>Suggested materials/resources may include, but are not limited to:</i></p> <p>Course textbook</p> <p>Websites</p> <p>Primary and secondary sources</p> <p>Class set of atlases</p> <p>Graphic organizer handouts</p> <p>Videos</p> <p>Teacher created supplemental materials</p> <p>Journals</p> <p>SmartBoard</p> <p>Blog</p> <p>Rubrics</p>
<p>Assessments</p>	<p><i>Suggested Formative Assessments may include, but are not limited to:</i></p> <p>Pre/Post CFA</p> <p>Journal Responses</p> <p>Topic/Thematic/Skills Quizzes</p> <p>Entrance and Exit Slips</p> <p>Student to student discourse</p> <p>End of the unit project</p> <p>Inquiry</p> <p>Student free choice project</p>

Unit 3 – Western Europe

Subject: *Social Studies*

Grade: 6

Timeframe: *Marking Period 3/4*

CCSS (Overarching Standards)

Reading Standards

RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH. 6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH. 6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

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WHST.6-8.1.A: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST.6-8.1.B: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST.6-8.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.6-8.1.D: Establish and maintain a formal style.

WHST.6-8.1.E: Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST. 6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST. 6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST. 6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10: Write routinely over extended time frames (time for reflection

	and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Enduring Understandings	<p>Geography: The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources. Concepts such as: location, region, place, and migration, as well as human and physical systems.</p> <p>Civics: The government meets the specific needs and wants of citizens, manages conflicts and establishes order and security.</p> <p>Economics: The economic choices that people make have both present and future consequences.</p>
Essential Questions	<p>How do human actions change the environment, and how does the environment influence the lives of people?</p> <p>How are regions defined by physical characteristics?</p> <p>What is culture and what role does it play in personal and group behavior?</p> <p>How are power, authority, and governments alike and different across groups and nations?</p> <p>What are the purposes and functions of government?</p> <p>How does the economy affect societies today and tomorrow?</p> <p>How does the availability of resources influence decisions about production, distribution, and consumption?</p> <p>How are decisions made about which goods are produced and how they are distributed?</p>
Priority Standards	<p>Geography:</p> <p>GEO 6–7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.</p> <p>GEO 6–7.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p> <p>GEO 6–7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.</p> <p>GEO 6–7.4 Analyze the cultural and environmental characteristics that make places both similar to and different from one another.</p> <p>GEO 6–7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.</p> <p>GEO 6–7.6 Explain how changes in transportation and communication technology influence human settlements and affect the diffusion of ideas and cultural practices.</p> <p>GEO 6–7.7 Analyze how relationships between humans and environments extend or contract settlement and movement.</p> <p>GEO 6–7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.</p> <p>6–7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.</p> <p>GEO 6–7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.</p> <p>GEO 6–7.11 Explain how global changes in population distribution affect</p>

	<p>changes in land use in particular regions.</p> <p>Civics: CIV 6–7.1 Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders). CIV 6–7.2 Assess specific rules and laws (both actual and proposed) as means of addressing public problems. CIV 6–7.3 Compare historical and contemporary means of changing societies and promoting the common good.</p> <p>Economics: ECO 6–7.1 Explain how economic decisions affect the wellbeing of individuals, businesses, and society. ECO 6–7.2 Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole. ECO 6–7.3 Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies. ECO 6–7.4 Analyze the role of innovation and entrepreneurship in a market economy. ECO 6–7.5 Describe the roles of institutions such as corporations, nonprofits, and labor unions in a market economy. ECO 6–7.6 Explain barriers to trade and how those barriers influence trade among nations. ECO 6–7.7 Explain the benefits and the costs of trade policies to individuals, businesses, and society.</p>
<p>Performance Expectations</p>	<p>Geography: 1.4.9 Locate and describe specific places on a map using latitude and longitude. 1.4.11 Explain the distribution of physical features across the Earth’s surface using appropriate maps. 1.5.12 Describe how civilizations used technology to manipulate the environment (e.g., canals, dams, landfill projects). 1.5.13 Analyze and illustrate how the environment affects a nation/civilization’s economic and social development. 1.6.15 Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/region. 2.5.28 Create maps of areas, regions or nations and provide relevant information. 2.5.29 Make and use maps, globes, models, and databases to analyze spatial distributions and patterns.</p> <p>Civics: 1.7.16 Compare and contrast different forms of governance in the past and present (e.g. monarchy, dictatorship, representative democracy, parliament). 1.8.17 Compare and contrast the roles of citizens in different forms of government. 1.8.18 Analyze and critique examples where governments in other nations have changed through violent or peaceful means. 1.13.25 Analyze the relationship among culture, government and social systems in various countries. 2.1.1 Gather information from multiple print and digital sources, including text, visuals, charts, graphs, and maps. 2.1.2 Cite specific textual evidence to support analysis of primary and secondary sources.</p>

	<p>2.1.6 Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised or lowered).</p> <p>2.1.8 Conduct short as well as sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>Economics:</p> <p>1.6.14 Compare and contrast significant world trade patterns in both the past and present.</p> <p>1.10.20 Compare and contrast the availability and distribution of resources across world regions.</p> <p>1.11.21 Compare and contrast different economic systems in the world.</p> <p>1.12.22 Identify economic resources in the world and analyze their relationship to international trade.</p> <p>1.12.23 Analyze the impact of specialization on product and trade.</p> <p>1.13.26 Describe how social, cultural, and economic circumstances influence individual lives.</p>
Inquiry Question	Is it beneficial to be apart of the European Union?
Supporting Questions	What are the pros and cons of being apart of the European Union?
Inquiry Resources	rightquestion.org
Inquiry Assessment	Students can: write a detailed essay arguing their opinion, create a slideshow with their reasons why (including a presentation), or free choice that is mutually agreed upon between teacher and student.
Benchmark Question	Should the government be able to create laws about school lunch?
Benchmark Resources	Directions Video Article
Strategies/Modes	<p><i>Suggested strategies/modes may include, but are not limited to:</i></p> <p>Whole Group</p> <ul style="list-style-type: none"> • Discussion relevant to course topics <p>Student to Student Discourse</p> <ul style="list-style-type: none"> • How does where we live affect how we live? • How are regions defined? <p>Small Group Instruction</p> <ul style="list-style-type: none"> • Social studies skills including text evidence, summarizing, main idea, graphic organizers <p>Short Writing Exercises</p> <ul style="list-style-type: none"> • Blogging, journaling, discussion boards <p>Social Studies Skills</p> <ul style="list-style-type: none"> • Map skills • Note-taking Strategies (outlining, two-column notes) • Graphic Organizers (KWL, Venn Diagram, T-Chart)
Materials/Resources	<p><i>Suggested materials/resources may include, but are not limited to:</i></p> <p>Newsela.com</p> <p>Chromebooks</p> <p>cnnstudentnews.com</p> <p>Course textbook</p> <p>Websites</p> <p>Primary and secondary sources</p>

	<p>Class set of atlases Graphic organizer handouts Videos Teacher created supplemental materials Journals SmartBoard Blog Rubrics</p>
Assessments	<p><i>Suggested Formative Assessments may include, but are not limited to:</i> Pre/Post CFA Journal Responses Topic/Thematic/Skills Quizzes Entrance and Exit Slips Inquiry End of the unit project Student choice project</p>