

## *Social Studies*

**Course Title: Social Studies      Unit Title: Foundations of World Geography      Length of Unit: 5 weeks**

**Grade Level: 6<sup>th</sup> grade**

**Page 1 of 2**

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.</p> <p>6 – G1.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).</p> <p>6 – G1.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.</p> <p>6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>6 – G1.2.5 Use information from modern technology such as Geographic</p>	<p>-How can the approaches and perspectives of different social scientists better help us understand our world?</p> <p>-How can the five themes of geography help us investigate our world?</p> <p>-What makes an issue or problem global in scope?</p>	<p>-Five themes of geography</p> <p>-Geographic features</p> <p>-Geographic inquiry</p> <p>-Geographic thinking</p> <p>-Geographic tools and technologies</p> <p>-Global</p> <p>-Human vs. physical geography</p> <p>-Perspective</p> <p>-Social science fields (anthropology, civics, economics, geography, history, sociology)</p> <p>-Spatial scales</p>	<p>-Pretest/posttest</p> <p>-World geography map project</p> <p>-5 themes of geography flipbook</p> <p>-variety of formative assessment tools</p>	<p>-Bulletin board paper (used for chart paper)</p> <p>-Chromebooks</p> <p>-Highlighters</p> <p>-Colored pencils</p> <p>-Lined paper</p> <p>-Data projector</p> <p>-Elmo</p> <p>-Scissors</p>

<p>Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.</p> <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p>6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of</p>				
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<p>natural resources, power, wealth, and cultural diversity).</p> <p>6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).</p> <p>6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</p> <p>6 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)</p>				
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## *Social Studies*

**Course Title: Social Studies**

**Unit Title: The World in Spatial Terms Unit 2**

**Length of Unit: 6 weeks**

**Grade Level: 6<sup>th</sup> grade**

**Page 1 of 3**

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.</p> <p>6 – G1.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.</p> <p>6 – G1.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.</p> <p>6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p>	<p>-How can a global perspective help me understand my world?</p> <p>-What factors should we consider when using maps and why?</p> <p>-How and why do people organize (categorize or regionalize) the world to study global issues or problems?</p> <p>-How do the physical (natural) features and physical processes of Earth present challenges and opportunities for human societies?</p> <p>-How and why does a natural hazard become a global natural disaster?</p>	<p>-climate</p> <p>-distortion</p> <p>-geographic representations</p> <p>-global</p> <p>-global grid</p> <p>-human/environment interaction</p> <p>-human vs. physical geography/features</p> <p>-map projection</p> <p>-natural disasters</p> <p>-natural hazards</p> <p>-natural or physical processes</p> <p>-region</p> <p>-spatial patterns</p>		<p>-paper</p> <p>-basketball</p> <p>-chart paper</p> <p>-computer</p> <p>-data projector</p> <p>-Elmo</p> <p>-Internet</p> <p>-Globe</p> <p>-highlighters</p> <p>-colored pencils</p> <p>-atlas</p> <p>-sample travel brochure</p> <p>-scissors</p> <p>-tape</p>

<p>6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.</p> <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p>6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>6 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</p>		<p>-spatial scales</p>		
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<p>6 – G2.1.2 Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.</p> <p>6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).</p> <p>6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).</p> <p>6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).</p> <p>6 – C4.3.3 Give examples of how countries work together for mutual</p>				
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<p>benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</p>				
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## *Social Studies*

**Course Title: Social Studies**

**Unit Title: Population and Migration Unit 3**

**Length of Unit: 6 weeks**

**Grade Level: 6<sup>th</sup> grade**

**Page 1 of 3**

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.</p> <p>6 – G1.2.3 Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.</p> <p>6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.</p> <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions,</p>	<p>-How can a global perspective help me understand my world?</p> <p>-How do social scientists investigate population issues?</p> <p>-How are population, migration, and urbanization issues connected?</p> <p>-In what ways are issues related to population, migration, and urbanization global problems?</p> <p>-How do social, political, and economic decisions societies make reflect and influence demographics?</p>	<p>-demographic</p> <p>-transition theory/model</p> <p>-demography</p> <p>-emigration</p> <p>-global problem</p> <p>-human/environment interaction</p> <p>-immigration</p> <p>-land bridge theory</p> <p>-push/pull factors</p> <p>-migration</p> <p>-population density</p> <p>-population distribution</p> <p>-population growth</p>		<p>-calculators</p> <p>-colored pencils</p> <p>-computer</p> <p>-data projector</p> <p>-Elmo</p>



<p>acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p>6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America,</p>		<p>-population pyramid</p> <p>-refugee</p> <p>-urbanization</p>		
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<p>high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).</p> <p>6 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).</p> <p>6 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).</p> <p>6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).</p> <p>6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</p> <p>6 – E2.3.1 Describe the impact of governmental policy (sanctions, tariffs,</p>				
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<p>treaties) on that country and on other countries that use its resources.</p> <p>6 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).</p> <p>6 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>6 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p> <p>6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>6 – W1.1.1 Describe the early migrations of people among Earth’s continents (including the Beringa Land Bridge).</p> <p>6 – W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire)</p>				
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## *Social Studies*

**Course Title: Social Studies**

**Unit Title: Culture Unit 4**

**Length of Unit: 6 weeks**

**Grade Level: 6<sup>th</sup> grade**

**Page 1 of 3**

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>6 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>6 – H1.2.5 Identify the role of the individual in history and the significance of one person’s ideas.</p> <p>6 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).</p> <p>6 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p>	<p>-How can a global perspective help me understand my world?</p> <p>-How and why are groups of people culturally similar and different?</p> <p>-Why is it necessary to understand culture when studying a global problem and potential solutions?</p> <p>-How has globalization influenced cultural diversity?</p>	<p>-adaptation</p> <p>-anthropology</p> <p>-culture</p> <p>-cultural change</p> <p>-cultural diffusion</p> <p>-cultural diversity</p> <p>-cultural heritage</p> <p>-cultural landscape</p> <p>-global problem</p> <p>-globalization</p> <p>-human/environment interaction</p> <p>-values and beliefs</p>		<p>-computer</p> <p>-data projector</p> <p>-Elmo</p> <p>-highlighters</p> <p>-scissors</p> <p>-note cards</p> <p>-paper</p> <p>-pencils</p>

<p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p>6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</p> <p>6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).</p>				
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<p>6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).</p> <p>6 – G4.1.1 Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).</p> <p>6 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).</p> <p>6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).</p> <p>6 – C4.3.3 Give examples of how countries work together for mutual benefits through international</p>				
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organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).				
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## *Social Studies*

**Course Title: Social Studies**

**Unit Title: Human/Environment Interaction Unit 5 Length of Unit: 8 weeks**

**Grade Level: 6<sup>th</sup> grade**

**Page 1 of 3**

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.</p> <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p>	<p>-How can a global perspective help me understand my world?</p> <p>-How do humans create and address global environmental problems?</p> <p>-How can environmental changes in one location become a global issue?</p> <p>-How does energy production and distribution affect the environment?</p> <p>-How does the distribution and utilization of natural resources influence the ways societies interact?</p>	<p>-adaptation</p> <p>-climate change</p> <p>-conflict</p> <p>-energy</p> <p>-global issues</p> <p>-human/environment interaction</p> <p>-modification of the environment</p> <p>-natural resources</p> <p>-renewable vs. nonrenewable energy</p> <p>-resource depletion</p> <p>-resource distribution</p> <p>-resource utilization</p> <p>-spatial scale</p>		<p>-10 feet of string</p> <p>-10 large paper clips</p> <p>-5 sets of markers for group activities</p> <p>-chart paper</p> <p>-computer</p> <p>-glue sticks</p> <p>-highlighters</p> <p>-scissors</p> <p>-white construction paper or cardstock</p> <p>-pencil</p> <p>-colored pencils</p>



<p>6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).</p> <p>6 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America’s location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).</p> <p>6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).</p>		<p>-technology</p>		
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<p>6 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).</p> <p>6 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).</p> <p>6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).</p> <p>6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).</p>				
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<p>6 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)</p> <p>6 – C4.3.1 Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).</p> <p>6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).</p> <p>6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</p> <p>6 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).</p>				
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## *Social Studies*

**Course Title: Social Studies**

**Unit Title: Economics and World Trade Unit 6 Length of Unit: 6 weeks**

**Grade Level: 6<sup>th</sup> grade**

**Page 1 of 4**

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>6 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).</p> <p>6 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>6 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</p> <p>6 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.</p>	<p>-How can a global perspective help me understand my world?</p> <p>-How has globalization affected the interactions between buyers and sellers?</p> <p>-How can the social science fields of geography, history, economics, and political science help us explain why some countries are “rich” while others are “poor”?</p> <p>-To what extent are trade restrictions an effective tool in a globalized economy?</p>	<p>-balance of trade</p> <p>-circular flow</p> <p>-colonization</p> <p>-economic growth</p> <p>-economic systems (command, mixed, market economies)</p> <p>-globalization/global trade</p> <p>-materialism</p> <p>-interdependence</p> <p>-level of development</p> <p>-productive resources</p> <p>-role of the government</p> <p>-specialization</p> <p>-technology</p>		<p>-chart paper</p> <p>-computer</p> <p>-data projector</p> <p>-Elmo</p> <p>-glue sticks</p> <p>-highlighters</p> <p>-Internet</p> <p>-light colored card stock</p> <p>-colored pencils</p> <p>-scissors</p> <p>-Atlas</p> <p>-pencil</p> <p>-paper</p>

<p>6 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).</p> <p>6 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.</p> <p>6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</p> <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p> <p>6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>6 – G1.3.2 Explain the locations and distributions of physical and human</p>		<p>-trade restrictions/barriers</p>		
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<p>characteristics of Earth by using knowledge of spatial patterns.</p> <p>6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).</p> <p>6 – G2.2.3 Analyze how culture and experience influence people’s perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).</p> <p>6 – G4.1.1 Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health</p>				
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<p>care, Internet, consumer brands, currency, restaurants, international migration).</p> <p>6 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals’ ideas as voice and image messages on electronic networks such as the Internet).</p> <p>6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).</p> <p>6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).</p> <p>6 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)</p>				
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<p>6 – C4.3.1 Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).</p> <p>6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).</p> <p>6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</p> <p>6 – E1.1.1 Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).</p> <p>6 – E2.3.1 Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.</p> <p>6 – E3.1.1 Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.</p>				
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<p>6 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).</p> <p>6 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)</p>				
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## Social studies

**Course Title: Social studies**

**Unit Title: Civics, Government, and Global Politics**

**Length of Unit: 4 weeks**

**Grade Level: 6<sup>th</sup> grade**

**Page 1 of 3**

Standards & Benchmarks	Essential Questions, Learning Targets & "I can" Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>6 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</p> <p>6 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).</p> <p>6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.</p> <p>6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</p>	<p>-How can a global perspective help me understand my world?</p> <p>-Why do people institute different forms of government?</p> <p>-How do nations of the world interact?</p> <p>-How can people address global problems?</p>	<p>-civics and government</p> <p>-cooperation</p> <p>-forms of government</p> <p>-freedom/liberty</p> <p>-global problems</p> <p>-international/regional organizations</p> <p>-representative government</p> <p>-rights of citizens</p> <p>-sovereignty</p> <p>-treaty</p>		<p>-12" X 18" white construction paper cut into 4" X 18" strips</p> <p>-large pieces of poster paper</p> <p>-6 markers</p> <p>-computer</p> <p>-data projector</p> <p>-Elmo</p> <p>-Internet</p> <p>-highlighters</p> <p>-tape</p> <p>-pencil</p> <p>-paper</p> <p>-colored pencils</p>

<p>6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</p> <p>6 – G2.2.3 Analyze how culture and experience influence people’s perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).</p> <p>6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).</p> <p>6 – C1.1.1 Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).</p> <p>6 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly</p>				
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<p>defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.</p> <p>6 – C3.6.2 Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.</p> <p>6 – C4.3.1 Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).</p> <p>6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).</p> <p>6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</p> <p>6 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would</p>				
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<p>plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p> <p>6 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.</p>				
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