

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GRADE 6 SOCIAL STUDIES **World Regional Studies: Western Hemisphere** **2017**

(Last revision date: 2016)



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Grade 6 Social Studies
World Regional Studies: Western Hemisphere
Table of Contents

Core Values & Beliefs	2
Introduction & Philosophy	2
Course Goals	2
Course Enduring Understandings	8
Course Essential Questions	9
Course Knowledge & Skills	9
Unit 1: Thinking like Social Scientists	11
Unit 2: Canada	14
Unit 3: Middle America & the Caribbean	17
Unit 4: South America	21
Unit 5: Europe	25

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

World Regional Studies is a two-year course for grades 6 and 7. In grade 6, Western Hemisphere, students will begin learning to think like social scientists. Through the lens of geography, students will explore and learn about economics, history, and civics in regions of the western hemisphere, including Canada, Middle America & the Caribbean, South America, and Europe.

In all units, using guided inquiry, students will work with, generate, and research compelling and supporting questions, and will discover how analyzing a country's geography can deepen their understanding of its history, culture, and place in the world. The course will also provide perspective in the analysis of relevant global issues.

Students will apply geographic concepts and skills as they progress through the regions of study, using national and state geography as windows into larger geographic themes. Analyzing a variety of viewpoints and perspectives on topics studied, students will engage in inquiry-based activities that promote the development of research, reading, writing, speaking, and listening skills in the social studies classroom.

COURSE GOALS

The following course goals derive from the 2015 Connecticut Elementary and Secondary Social Studies Frameworks.

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

Constructing Compelling Questions

It is expected that students will work individually and with others to:

- INQ 6-8.1 Explain how a question represents key ideas in the field.
- INQ 6-8.2 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

Constructing Supporting Questions

It is expected that students will work individually and with others to:

- INQ 6-8.3 Explain points of agreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- INQ 6-8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

Determining Helpful Sources

- INQ 6-8.5 Determine the kind of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

Geographic Representations: Spatial Views of the World

It is expected that students will work individually and with others to:

- 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.

Human-Environmental Interaction: Places, Regions, and Culture

It is expected that students will work individually and with others to:

- 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.

Human Population: Spatial Patterns and Movement

It is expected that students will work individually and with others to:

- 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.

Global Interconnections

It is expected that students will work individually and with others to:

- GEO 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.

Civic and Political Institutions

It is expected that students will work individually and with others to:

- CIV 6-7.1 Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protestors, and officeholders).

Processes, Rules, and Laws

It is expected that students will work individually and with others to:

- 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.

Economic Decision-Making

It is expected that students will work individually and with others to:

- ECO 6-7.1 Explain how economic decisions affect the well-being 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.

Exchange and Markets

It is expected that students will work individually and with others to:

- 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.

The Global Economy

It is expected that students will work individually and with others to:

- 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.

Change, Continuity, and Context

It is expected that students will work individually and with others to:

- HIST 6-8.1 Use questions about historically significant people or events to explain the impact on a region.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

Gathering and Evaluating Sources

It is expected that students will work individually and with others to:

- INQ 6-8.6 Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 6-8.7 Evaluate the credibility of a source by determining its relevance and intended use.
- INQ 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- INQ 6-8.9 Develop claims and counterclaims while pointing out the strengths and limitations of both.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

Communicating and Critiquing Conclusions

It is expected that students will work individually and with others to:

- INQ 6-8.10 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- INQ 6-8.11 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
- INQ 6-8.12 Present adaptations of arguments and explanations on topics of interest to others to reach audience and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- INQ 6-8.13 Critique arguments for credibility.
- INQ 6-8.14 Critique the structure of explanations.
- INQ 6-8.15 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
- INQ 6-8.16 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.
- INQ 6-8.17 Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

The following course goals derive from the 2010 Connecticut Core Standards.

- CCS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCS.ELA-Literacy.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.
- CCS.ELA-Literacy.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).
- CCS.ELA-Literacy.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.
- CCS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCS.ELA-Literacy.RH.6-8.10	Read and comprehend history/social studies texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.WHST.6-8.1	<p>Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> 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. 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. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
CCS.ELA-Literacy.WHST.6-8.2	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

CCS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.WHST.6-8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CCS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for research, 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.

COURSE ENDURING UNDERSTANDINGS

Content: Interrelationships

Students will understand that . . .

- there is a strong interdependence between geography and culture.
- the geography, history, and government of a region impacts a society's development.
- competition for resources and land affects the economic development of a region.
- focused inquiry enhances the depth and mastery of social studies concepts.

Content: Geography

Students will understand that . . .

- social scientists use a variety of resources and tools to understand a region
- maps reflect a region's history, politics, and economics.
- the distribution of resources affects the relationships among various nations and the citizens.
- changes in our ability to communicate rapidly have affected the spread of different cultural practices.
- trade influences culture.

Content: Civics

Students will understand that . . .

- regions with participatory governments differ from those without such governments.
- nations use rules and laws to address public problems and promote the common good, thus creating change.

Content: Economics

Students will understand that . . .

- economic decisions affect the well-being of individuals, businesses, and society.
- changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies.
- market economies are impacted by several factors, including innovation, entrepreneurship, and actions of institutions such as corporations, nonprofits, and labor unions.
- there are benefits and costs of trade policies to individuals, businesses, and society as a whole.

Content: History

Students will understand that . . .

- a region's history impacts the development of the region.

Skills: Inquiry

Students will understand that . . .

- compelling and supporting questions frame and support inquiry.
- an inquiry is based upon analyzing information and coming to conclusions.
- claims can be constructed and communicated for a variety of purposes and audiences.

Skills: Reading

Students will understand that . . .

- textual evidence is necessary to support analysis of central idea, inference, and summary.
- close reading will increase comprehension of text.
- there are similarities and differences between written text and other media.
- word meanings, structure, and point of view shape understanding of text.

Skills: Writing

Students will understand that . . .

- each type of writing (argumentative, informative, and narrative) has its unique purpose, style, and structure.
- the production of clear, coherent writing is a process that requires planning, revising, editing, rewriting, and using technology as a means to publish, and to possibly find a new approach.
- effective research presents knowledge gained from the evaluation of multiple, credible, and reliable sources that will clearly support a claim or explain a topic.

Skills: Speaking & Listening

Students will understand that . . .

- speakers use strategies and techniques for effective academic conversation and presentation.
- listeners need to analyze purpose and to evaluate information presented in different formats.
- listeners need to evaluate a speaker's argument/reasoning and determine relevance.

COURSE ESSENTIAL QUESTIONS

- What tools do geographers use to analyze the regions of the world?
- How do values and beliefs impact society?
- How have geographic factors helped shape the culture, government, history, and economics of the regions we study?
- What are the questions we need to ask to assess how geography affects people?
- What reading, writing, speaking, and listening skills do I need in order to think like a social scientist?

COURSE KNOWLEDGE & SKILLS

Students will understand . . .

- the major geographic aspects of Canada, Middle America & the Caribbean, South America, and Western Europe.
- relationships between the geographies of Canada, Middle America & the Caribbean, South America, and Western Europe and those countries' governments, economies, and histories.

- changes over time in the geographies, governments, economies, and histories of Canada, Middle America & the Caribbean, South America, and Western Europe

Students will be able to . . .

- summarize text.
- use close reading strategies to analyze a text.
- distinguish fact from opinion.
- define key academic and content-specific vocabulary.
- determine the central idea of a document.
- cite text evidence to support their analysis of a document.
- evaluate claims and supporting details.
- read and evaluate informational and argumentative texts.
- introduce and support a claim.
- peer-edit, self-edit, and revise their writing.
- conduct research using information from reliable sources.
- produce and develop writing mindful of task, purpose, and audience.
- make inferences based on text and other sources.
- analyze and evaluate visuals, charts, graphs, tables, and maps.
- use strategies and techniques for effective academic conversation and presentation.
- evaluate a speaker's argument/reasoning
- listen to, analyze, and evaluate information presented in different formats.
- participate in collaborative learning groups.
- respond to compelling questions in a meaningful way.
- explain the relationship between compelling and supporting questions.
- explain how a compelling question represents an important topic within the content.
- develop supporting questions with assistance.
- analyze information and reach a conclusion.
- utilize relevant evidence from multiple sources to answer the compelling question.

UNIT 1

Thinking like Social Scientists

Unit Goals

At the completion of this unit, students will:

- 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 6-7.4 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.
- CIV 6-7.1 Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protestors, and officeholders).
- ECO 6-7.6 Explain barriers to trade and how those barriers influence trade among nations.
- HIST 6-8.1 Use questions about historically significant people or events to explain the impact on a region.
- INQ 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- INQ 6-8.16 Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes.
- CCS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- CCS.ELA-Literacy.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.

- CCS.ELA-Literacy.RH.6-8.10 Read and comprehend history/social studies texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CCS.ELA-Literacy.WHST.6-8.1 Write arguments focused on discipline-specific content.
- 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.

Unit Essential Questions

- What skills do we need to think like social scientists?
- What is inquiry?

Scope and Sequence

- Themes Addressed per CT Social Studies Frameworks
 - a) Human-Environment Interaction
 - b) Defining Regions
- Cultural perspectives
- Geographic concepts
 - Map skills: scaffolded investigation of the knowledge maps provide
 - Continents and bodies of water
 - Regions of the United States
 - Map-reading skills
 - Latitude and longitude
 - Directions: cardinal and intermediate
 - Compass Rose
 - Gathering information (e.g., on resources, population density, etc.)
 - Factors that influence society
 - Location
 - Land forms
 - Natural resources
 - Population
- Basic political and economic concepts
- Note taking: Reading comprehension and oral comprehension skills
- Introduction to inquiry: Document-based inquiry, with compelling and supporting questions provided

Assured Assessments

Formative Assessment:

Students will participate in several common formative assessments, one of which will be the Geography “Star” Activity: Independent activity to document students’ progress on their ability to apply their knowledge of latitude and longitude.

Summative Assessment:

Erie Canal DBQ (Document-Based Question) writing assignment: Students will read and analyze various types of sources (written, graphic, visual) to answer the following question: How did the construction of the Erie Canal benefit the people of New York? A common rubric will be used to assess the essay, and grades will be factored into the trimester grade as a major element in a manner common to all grade 6 social studies teachers at both middle schools.

Resources

Core

- *Junior Scholastic*. Various issues.
- *The Nystrom Desk Atlas*. Indianapolis: Herff Jones Nystrom, 2014. Print.

Supplemental

- *Daily Geography Practice*. Monterey, CA: Evan-Moor, 2013. Print.
- Giese, Sarah D. *Hands-on History: Geography Activities*. Huntington Beach, CA: Shell, 2006. Print.
- *The World: Reference Maps & Forms*. Monterey, CA: Evan-Moor, 2004. Print.

Time Allotment

- Approximately 6-7 weeks

UNIT 2

Canada

Unit Goals

At the completion of this unit, students will:

- 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 6-7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.
- GEO 6-7.9 Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- CIV 6-7.3 Compare historical and contemporary means of changing societies and promoting the common good.
- ECO 6-7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.
- ECO 6-7.7 Explain the benefits and the costs of trade policies to individuals, businesses, and society.
- HIST 6-8.1 Use questions about historically significant people or events to explain the impact on a region.
- INQ 6-8.1 Explain how a question represents key ideas in the field.
- INQ 6-8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.
- INQ 6-8.5 Determine the kind of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.
- INQ 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.
- CCS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.

CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RH.6-8.3	Identify key steps in a text’s description of a process related to history/social studies.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCS.ELA-Literacy.RH.6-8.10	Read and comprehend history/social studies texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.

Unit Essential Questions

- How does where we live affect how we live?
- How do relationships between and among nations affect immigration and trade?
- How did early settlement affect the Canadian region and its people?

- What reading, writing, speaking, and listening skills do I need in order to think like a social scientist?

Scope and Sequence

- Themes Addressed per CT Social Studies Frameworks
 - a) Human-Environment Interaction
 - b) Human Population
 - c) Defining Regions
- Geographic concepts
 - Provinces
 - Land forms
 - Population
 - Natural resources and conservation
- Political and economic systems and relationships
 - Government
 - Immigration
 - Trade
- Early settlement and conflict

Assured Assessments

Formative Assessment: Students will be introduced to active reading and writing strategies that will be incorporated throughout the year, including note-taking (highlighting, annotating, and vocabulary-building), close reading, answering text-dependent questions, and small-group discussion with increasingly complex texts. For this unit, students will use readings to compare and contrast the Canadian provinces with United States regions.

Summative Assessment:

Inquiry essay: What was the impact of the Canadian government's assimilation policies towards the Inuit? A common rubric will be used to assess the essay, and grades will be factored into the trimester grade as a major element in a manner common to all grade 6 social studies teachers at both middle schools.

Resources

Core

- *Junior Scholastic*. Various issues.
- *The Nystrom Desk Atlas*. Indianapolis: Herff Jones Nystrom, 2014. Print.
- Mentor text: Paulsen, Gary. *Hatchet* (excerpts).

Time Allotment

- Approximately 4-5 weeks

UNIT 3

Middle America & the Caribbean

Unit Goals

At the completion of this unit, students will:

- GEO 6-7.1 Construct maps to represent and explain the pattern of cultural and environmental characteristics in our world.

- GEO 6-7.3 Explain how cultural patterns and economic decisions influence environments and the daily lives of people.

- 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 6-7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.

- GEO 6-7.10 Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade.

- CIV 6-7.3 Compare historical and contemporary means of changing societies and promoting the common good.

- ECO 6-7.1 Explain how economic decisions affect the well-being of individuals, businesses, and society.

- 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.

- HIST 6-8.1 Use questions about historically significant people or events to explain the impact on a region.

- INQ 6-8.1 Explain how a question represents key ideas in the field.

- INQ 6-8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

- INQ 6-8.5 Determine the kind of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.

INQ 6-8.10	Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
INQ 6-8.11	Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
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CCS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCS.ELA-Literacy.RH.6-8.10	Read and comprehend history/social studies texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CCS.ELA-Literacy.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.

- CCS.ELA-Literacy.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.
- CCS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.
- CCS.ELA-Literacy.WHST.6-8.10 Write routinely over extended time frames (time for research, 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.

Unit Essential Questions

- How does immigration impact the politics, economics, and societal interactions of this region, including its various parts?
- What are the relationships between settlement patterns and culture?
- What reading, writing, speaking, and listening skills do I need in order to think like a social scientist?

Scope and Sequence

- Themes Addressed per CT Social Studies Frameworks
 - a) Global Interconnections: Cultural Diffusion
 - b) Movements of People
 - c) Defining Regions
- Geographic concepts
 - Political boundaries
 - Physical features
 - Natural resources
 - Population
- Mexico
 - Immigration
 - Trade
 - Early civilizations and conflict
 - Aztecs
 - Conquistadors
- Central America
 - Early civilizations and conflict
 - Panama-Colombia separation
 - U.S. intervention
 - Panama Canal
- Caribbean Islands

- Early civilizations and conflict
- Economy and government
- Geography
- Prominent citizens
- Current issues

Assured Assessments

Formative Assessment: Students will continue to develop active reading and writing strategies that will be incorporated throughout the year, including note-taking (highlighting, annotating, and vocabulary-building), close reading, answering text-dependent questions, and small-group discussion with increasingly complex texts.

Summative Assessment:

Inquiry-based assessment: Was the Panama Canal beneficial? A common assessment rubric will be used, and grades will be factored into the trimester grade as a major element in a manner common to all grade 6 social studies teachers at both middle schools.

Resources

Core

- *Junior Scholastic*. Various issues.
- *The Nystrom Desk Atlas*. Indianapolis: Herff Jones Nystrom, 2014. Print.

Time Allotment

- Approximately 4-6 weeks

UNIT 4

South America

Unit Goals

At the completion of this unit, students will:

- 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 6-7.5 Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there.

- GEO 6-7.8 Evaluate the influences of long-term, human-induced environmental change on conflict and cooperation.

- GEO 6-7.11 Explain how global changes in population distribution affect changes in land use in particular regions.

- CIV 6-7.3 Compare historical and contemporary means of changing societies and promoting the common good.

- ECO 6-7.1 Explain how economic decisions affect the well-being 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.

- HIST 6-8.1 Use questions about historically significant people or events to explain the impact on a region.

- INQ 6-8.1 Explain how a question represents key ideas in the field.

- INQ 6-8.4 Explain how the relationship between supporting questions and compelling questions is mutually reinforcing.

- INQ 6-8.5 Determine the kind of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources.

- INQ 6-8.8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.

INQ 6-8.10	Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
INQ 6-8.11	Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
CCS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RH.6-8.3	Identify key steps in a text’s description of a process related to history/social studies.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCS.ELA-Literacy.RH.6-8.10	Read and comprehend history/social studies texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.WHST.6-8.1	Write arguments focused on discipline-specific content. <ul style="list-style-type: none"> 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. 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.

- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

CCS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.WHST.6-8.10	Write routinely over extended time frames (time for research, 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.

Unit Essential Questions

- How does geography impact the culture and economy of this region, including its various parts?
- How does one balance a society's need for resources with the protection of the environment?
- What reading, writing, speaking, and listening skills do I need in order to think like a social scientist?

Scope and Sequence

- Themes Addressed per CT Social Studies Frameworks
 - a) Human-Environment Interaction
 - b) Global Interconnections: Environmental Changes
 - c) Defining Regions
- Geographic concepts
 - Political boundaries
 - Physical features

- Natural resources
- Climate
- The Amazon
 - Culture
 - Natural resources and conservation
 - International relationships

Assured Assessments

Formative Assessment: Students will continue to develop active reading and writing strategies that will be incorporated throughout the year, including note-taking (highlighting, annotating, and vocabulary-building), close reading, answering text-dependent questions, and small-group discussion with increasingly complex texts.

Summative Assessment:

Amazon Rainforest Argumentative Essay (APBA): Students will make and defend a claim about preserving or utilizing the Amazon Rainforest. A common rubric will be used to assess the essay, and grades will be factored into the trimester grade as a major element in a manner common to all grade 6 social studies teachers at both middle schools.

Resources

Core

- *Junior Scholastic*. Various issues.
- *The Nystrom Desk Atlas*. Indianapolis: Herff Jones Nystrom, 2014. Print.

Time Allotment

- Approximately 4-6 weeks

UNIT 5

Europe

Unit Goals

At the completion of this unit, students will:

- | | |
|------------|--|
| 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 6-7.5 | Explain the connections between the physical and human characteristics of a region and the identity of individuals and cultures living there. |
| GEO 6-7.11 | Explain how global changes in population distribution affect changes in land use in particular regions. |
| CIV 6-7.3 | Compare historical and contemporary means of changing societies and promoting the common good. |
| ECO 6-7.1 | Explain how economic decisions affect the well-being 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 6-7.7 | Explain the benefits and the costs of trade policies to individuals, businesses, and society. |
| HIST 6-8.1 | Use questions about historically significant people or events to explain the impact on a region. |
| INQ 6-8.4 | Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. |
| INQ 6-8.5 | Determine the kind of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources. |
| INQ 6-8.8 | Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. |

INQ 6-8.10	Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
INQ 6-8.11	Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.
CCS.ELA-Literacy.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.RH.6-8.5	Describe how a text presents information (e.g., sequentially, comparatively, causally).
CCS.ELA-Literacy.RH.6-8.6	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCS.ELA-Literacy.RH.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCS.ELA-Literacy.RH.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCS.ELA-Literacy.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCS.ELA-Literacy.RH.6-8.10	Read and comprehend history/social studies texts in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCS.ELA-Literacy.WHST.6-8.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.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.

- CCS.ELA-Literacy.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.
- CCS.ELA-Literacy.WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.
- CCS.ELA-Literacy.WHST.6-8.10 Write routinely over extended time frames (time for research, 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.

Unit Essential Questions

- How does this region’s cultural, political, and economic diversity impact international relationships?
- What are the benefits and challenges of unity between and among countries?
- How and why do places change over time?
- What reading, writing, speaking, and listening skills do I need in order to think like a social scientist?

Scope and Sequence

- Themes Addressed per CT Social Studies Frameworks
 - a) Global Interconnections: Cultural Diffusion
 - b) Human Population
 - c) Movements of People
 - d) Defining Regions
- Geographic concepts
 - Political boundaries
 - Capitals
 - Physical features
- Political and economic systems
 - Population
 - Government
 - Immigration/Emigration
 - Trade/Commerce
 - Economic systems
- Evolution of Modern Europe
 - Types of government
 - Monarchy

- Dictatorship
- Democracy
- Development of the European Union
 - Positives and negatives
 - Global impact

Assured Assessments

Formative Assessment: Students will continue to develop active reading and writing strategies that will be incorporated throughout the year, including note-taking (highlighting, annotating, and vocabulary-building), close reading, answering text-dependent questions, and small-group discussion with increasingly complex texts.

Summative Assessment:

Athena vs. Sparta Inquiry: Where would you prefer to live, and why? Students will analyze a variety of sources, and will find and select some sources independently. They will need to consider several factors when formulating their answers, including, but not limited to, politics, culture, economics, education, and human rights. A common assessment rubric will be used, and grades will be factored into the trimester grade as a major element in a manner common to all grade 6 social studies teachers at both middle schools.

Resources

Core

- *Junior Scholastic*. Various issues.
- *The Nystrom Desk Atlas*. Indianapolis: Herff Jones Nystrom, 2014. Print.

Time Allotment

- Approximately 8-10 weeks