

Course Title: 6th Grade Social Studies
Board Approval Date: October 20, 2020
Credit / Hours: 1.0

Course Description:

This course will explore the foundations of history and geography, including primary and secondary sources, as well as, bias. Students will examine the culture, history, geography, and social aspects of the Americas, and the River Valley Civilizations of China, Egypt, and India.

Learning Activities / Modes of Assessment:

Test/Quizzes	Projects
Homework	Research Project
Whole Group Discussion	Independent reading/writing
Socratic Seminars	Presentations
Schoology	Journaling/Current Events

Instructional Resources:

Print Resources:

- Discovering Our Past: A History of the World
- Biztown

Internet Resources:

- General iPad activities
- Discovery Education
- History.com
- National Geographic
- Google Earth
- Virtual Reality apps & sites
- Newsela.com
- Stanford History Group

Curriculum: 6th Grade
 Course: Social Studies

Know:

Understand:

Do:

<p>Demonstrate understanding of knowledge and ideas through the use of different sources.</p>	<p>Students will demonstrate the ability to differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.</p> <p>Use appropriate primary and secondary sources to determine the central ideas.</p> <p>Use appropriate vocabulary and phrases specifically related to history/social studies.</p> <p>Identify and use informational text features to enhance the understanding of print and digital texts.</p>	<p>CC.8.5.6-8.A. Cite specific evidence to support analysis of primary and secondary sources.</p> <p>CC.8.5.6-8.B. Provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CC.8.5.6-8.I Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CC.8.5.6-8.D 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>CC.8.5.6-8.G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>
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Know:

Understand:

Do:

<p>Write informative/explanatory texts, including the narration of historical events</p>	<p>Students will use appropriate craft and structure when writing informational texts.</p>	<p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to</p>
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	<p>Draw evidence from informational texts to support analysis, reflection, and research</p> <p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>	<p>achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>CC.8.6.6-8.F. Conduct short research projects to answer a question.</p> <p>CC.8.6.6-8.G Gather relevant information from multiple print and digital sources</p>
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Know:

Understand:

Do:

<p>Demonstrate understanding of key ideas and details in informational texts.</p>	<p>Students will use key ideas and details from informational texts to deepen their understanding of world history.</p> <p>Understand how to summarize and explain the importance of key events and ideas in world history.</p>	<p>8.4.6.C. Explain how continuity and change have impacted world history.</p> <ul style="list-style-type: none"> ● Belief systems and religions ● Commerce and industry ● Technology ● Politics and government ● Physical and human geography ● Social organizations
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		<p>8.4.6.A. Explain the social, political, cultural, and economic contributions of individuals and groups to world history.</p> <p>8.4.6.B. Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.</p>
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Know:

Understand:

Do:

Demonstrate and utilize the key components to what makes an economy work.	Students will understand how an economy functions and the role they play within an economy and community.	<p>*Biztown</p> <p>6.1.6.A Explain how limited resources and unlimited wants cause scarcity.</p> <p>6.1.6.B Describe how resources are combined to produce different goods and services</p> <p>6.1.6.C Define opportunity cost and describe the opportunity cost of personal choice.</p> <p>6.2.6.A. Describe the interaction of consumers and producers and good and services in the state and national economy.</p> <p>6.2.6.B. Explain why and how the market competition takes place.</p> <p>6.2.6.C. Explain how advertising influences economic</p>
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		<p>decisions.</p> <p>6.3.6.A Examine government's role in providing public goods and services</p> <p>6.3.6.C Explain the cost and benefits of taxation</p> <p>6.5.6.A Describe how the availability of goods and services is made possible by the work of members of the society.</p> <p>6.5.6.F Explain the role of the entrepreneur in PA</p> <p>6.5.6.G Identify the costs and benefits of saving.</p> <p>6.5.7.H. Explain the differences between interest rates for saving and borrowing.</p>
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Know:

Understand:

Do:

<p>Demonstrates a knowledge of physical attributes of Earth, places, and regions.</p>	<p>Describe the physical attributes of places and regions and how humans impact/are impacted.</p>	<p>7.1.6.B Describe and locate places and regions as defined by physical and human features.</p> <p>7.2.6.A Describe the characteristics of places and regions.</p> <p>7.3.6.A Describe the human characteristics of places and regions using the following</p>
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		criteria: -population -culture -settlement -economic activities -political activities
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Pacing Guide

Course: 6th grade Social Studies

**Course Unit (Topic
Periods)**

Length of Instruction (Class

Geography

5 days

What historians do

5 days

Americas

16 days

Mesopotamia

16 days

Egypt

16 days

India

16 days

China

16 days

TOTAL 90 days

*Biztown (30 minutes daily, 6 weeks)