

GRADE 6 SOCIAL STUDIES FRAMEWORK

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EXPECTATIONS

RESEARCH EXPECTATIONS

At least **one** research paper is to be written per year. 6th Grade Research Papers must:

- Be 600 to 1,200 words long (2 to 4 pages)
- Have 3-5 sources (correctly cited in MLA format with a complete bibliography)

Further information about research parameters is available on the school website at this link.

https://www.caislisbon.org/uploaded/Curriculum_links/English_and_SS/Research_Essay_Parameters_Grades_1_through_10.pdf

IT EXPECTATIONS

Students will be expected to use a variety of digital tools according to grade level expectations stated in CAISL's IT Integration Scope and Sequence.

See link below:

https://www.caislisbon.org/uploaded/Curriculum_links/2019-2020/IT_Skills_Scope_and_Sequence_by_Grade.pdf

ESSAY EXPECTATIONS

Students will be expected to write a 5 paragraph essay in a 90-minute class period, with the topic provided beforehand. Students may bring a copy of their first draft to use when writing the essay.

JMUN EXPECTATIONS

JMUN topics are chosen by high school students, and follow a three-year cycle.

- Keeping the Peace
- Human Rights
- The Environment

6th Grade students are required to:

1. Write **one** resolution for the issue being debated in their practice room.
2. Present an Opening Speech at the conference.

THEMES AND CONTENT

The Performance Indicators (shown at the end of this Framework) are developed through the study of the Themes and Content below.

Societal Advancements in Tools, Technology and Innovation

- Purposes and Uses over time
- Basics of Life: Water, Food, Shelter, Safety, Companionship
- Six Simple Machines: Inclined plane, pulley, lever, screw, wedge, wheel

Paleolithic Period

- Early, Middle and Later Stone Ages
- Lower, Middle, Upper Paleolithic
- Early Hominids, Homo Habilis, Homo Erectus, Neanderthal, Homo Sapiens

The Three Ages

- Stone Ages: beginning of cultivating food and domesticating animals,
- Bronze Age: development of organized villages and social roles move towards skills focus on river valleys (Euphrates, Tigris and Indus Rivers, especially)
- Iron Age: smelting and valuing skilled workers such as blacksmiths focus on trade and advancing peoples in regions such as Mesopotamia, Ganges Valley and Nile River)

Belief Systems

- Greek Myths and Fables
- Myths
- Teaching values
- Ideas of Infinity and Science

Conquest and Ruling

- Purpose of conquest
- Greeks invade Persia and India
- Romans rule Egypt and Palestine
- Ideas and Practicality of governing
- Qin Dynasty- state of war and isolation to Han Dynasty- focus on peace and trade

Mathematics, Scientific Ideas as they relate to Belief across regions and centuries

- Numbering systems: Comparing Current to Babylonian, Egyptian, Greek, Roman, Hebrew and Mayan
- Astronomy: Greeks, Mayans and Babylonia
- Ideas to Infinity and Zero: Pythagoras, Aristotle, Archimedes

INFORMATIONAL TEXTS

- Stanford History: Confucianism and Daoism: An Overview,
- Newsela- Governments: Monarchy, oligarchy, aristocracy and the rule of law, The Legendary Invention of Silk, Tracing the wild roots of the modern-day, domestic apple
- Excerpts from Hammurabi's Code
- Excerpts from Epic of Gilgamesh
- Excerpt quotes from the Analects
- Ancient Artwork (Focus on Egyptian and Greek)
- Zero: Biography of a Dangerous Idea - Charles Seife

PERFORMANCE INDICATORS

DEVELOPING QUESTIONS AND PLANNING INQUIRY

Define questions that can be answered by gathering, interpreting, and using evidence. DOK 3 E
Determine the kinds of sources that will be helpful in answering compelling and supporting questions, recognizing multiple points of view may be represented in the sources. DOK 2 E

EVALUATING SOURCES AND USING EVIDENCE

Gather and provide bibliographic information for relevant information from multiple sources to support claims (including primary and secondary sources such as art and photographs, artifacts, oral histories, maps, and graphs). DOK 2 E
Recognize that the bias of an author shapes the selection of evidence. DOK 2 E
Identify evidence and explain content, authorship, point of view, purpose, and format; identify bias; explain the role of bias and potential audience. DOK 1, 2 E

COMMUNICATING CONCLUSIONS

Construct arguments using claims, counterclaims and evidence from multiple sources. DOK 3 E

Construct explanations using reasoning, examples, and details with relevant information and data. DOK 3 E

Critique arguments for credibility considering the evidence provided in the argument. DOK 3 E

Critique the organization of explanations evaluating the relevance of information and data. DOK 3 E

APPLYING DISCIPLINARY CONCEPTS AND TOOLS

HISTORY

Interpret data presented in timelines to identify ways that events are related chronologically to one another in a given time period. DOK 3

Identify causes and effects, using examples from current events and historical events. DOK 1

Categorize and evaluate divergent perspectives on an individual historical event. DOK 3

CIVICS

Explain how different types of government acquire, use, and justify power. DOK 2

Identify and explore different types of political systems and ideologies and identify the role of individuals and key groups in those political and social systems. DOK 1, 2

Identify situations with a global focus in which social actions are required and suggest solutions. DOK 1, 2

ECONOMICS

Describe government decisions that affect economies. DOK 2

Examine the role of job specialization and trade historically and during contemporary times DOK 2

GEOGRAPHY

Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. DOK 2, 3

Analyze the impact geographical features have on settlements and civilizations. DOK 3

Explain how the relationship between the environmental characteristics of places and the production of goods influences the world trade. DOK 2