

6th Grade Social Studies Scope & Sequence

Grading Period	Unit Title	Learning Targets
Throughout the School Year	<p>Process Standards</p> <ul style="list-style-type: none"> ● Communicates in written, oral, and visual forms. ● Applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. ● Uses problem-solving and decision-making skills, working independently and with others. 	
1st Nine Weeks	<p>Essentials of Geography</p> <p>How do changes in physical geography impact the population?</p> <p>Why do people adapt to and modify their environment?</p> <p>How do societies organize economic and political systems?</p>	<ul style="list-style-type: none"> ● I can identify and locate landforms oceans, continents , selected world countries and various regions. ● I can draw and sketch thematic maps on various topics. ● I can pose and answer questions on the 5 themes of geography including: location, place, human, movement, region. ● I can use latitude and longitude to find locations on a map ● I can read and interpret information off of maps, charts, and graphs.
	<p>North America</p> <p>How do physical features of a region affect its human geography?</p> <p>How does human geography affect physical regions?</p>	<ul style="list-style-type: none"> ● I can locate and label important physical features of North America: Rocky Mountains, Appalachian Mountains, Mississippi River, Great Lakes, Gulf of Mexico, Hudson Bay, Great Plains, Pacific Ocean, Atlantic Ocean, Rio Grande River ● I can locate and label important political features of North America on a Political Map: United States, Canada, Mexico, Ottawa, Washington D.C., Mexico City ● I can analyze the conflict between British and French Colonies. ● I can synthesize information about the goals and results of the Mexican Revolution from primary sources.

	<p>How are cultures impacted by historical, social, economic, and political events?</p> <p>What physical and human factors define a region?</p>	<ul style="list-style-type: none"> ● I can describe the cultural achievements of the Maya and Aztecs. ● I can understand historical events that influence contemporary societies in North America. ● I can make inferences about the connections between the US and Canada based on their historical data ● I can compare the levels of economic development of the United States, Canada and Mexico. ● I can describe the principles upon which the Constitution is based. ● I can define rights and responsibilities, describe key rights and responsibilities, and suggest examples that relate to their life. ● I can understand that participation of citizens in the election of leaders is one way to limit the power of government. ● I can identify and explain the duty of civic participation in representative governments.
<p>2nd Nine Weeks</p>	<p>South America</p> <p>In what ways do cultural elements – economics, political systems, religious beliefs – influence life in a given region of the world?</p> <p>Why do people live where they live? How does where we live affect how we live?</p> <p>Why and how do people govern themselves as they do? What is the nature of citizenship in a given place or region?</p>	<ul style="list-style-type: none"> ● I can identify countries and capitals of South American countries. ● I can locate physical features South America using latitude and longitude. ● I can describe how elevation and climate affect life in South America. ● I can understand how similar cultural traits characterize countries in a region while still maintaining cultural diversity in those countries. ● I can compare levels of economic development that differ significantly within the same region and depend on a variety of economic, social, political, and geographic factors. ● I can understand the organization and power of a country’s government affects the rights and control of a country’s citizens.
	<p>Sub-Saharan Africa</p> <p>In what ways do cultural elements – economics, political systems, religious beliefs – influence life in a given region of the world?</p>	<ul style="list-style-type: none"> ● I can describe major landforms of Africa and the physical processes that caused their development. ● I can identify and explain the major factors that influence the distribution of climate regions in Africa. ● I can identify the locations of major biomes in Africa and the influence of climate on that distribution.

	<p>Why do people live where they live? How does where we live affect how we live?</p> <p>Why and how do people govern themselves as they do? What is the nature of citizenship in a given place or region?</p>	<ul style="list-style-type: none"> ● I can compare the ways humans depend on, adapt to, and modify the physical environment. ● I can describe patterns of culture (language and religion), in Africa. ● I can identify examples traditional cultures and economies in Africa. ● I can recognize and interpret visual representations of African culture. ● I can describe trends in population growth and distribution in Africa. ● I can locate and describe human and physical features that influence the size and distribution of settlements in Africa. ● I can explain how push and pull factors and physical geography affect the routes and flows of human migration in Africa. ● I can evaluate the social and economic effects of Africa health hazards. ● I can analyze factors that influenced the control territory and resources in Africa.
<p>3rd Nine Weeks</p>	<p>Europe</p> <p>What are the benefits of different types of economy on a society?</p> <p>How did democratic forms of government in Ancient Greece and Ancient Rome influence modern democratic and republic systems?</p> <p>How did inventions during the Industrial Revolution change the world?</p>	<ul style="list-style-type: none"> ● I can identify the following political features of Europe: Paris, France; Madrid, Spain; Riga, Latvia; Berlin, Germany; Athens, Greece; Minsk, Belarus; Rome, Italy; Stockholm, Sweden; Kiev, Ukraine; Oslo, Norway; London, United Kingdom; Lisbon, Portugal. ● I can locate the following physical features of Europe using latitude and longitude: Atlantic Ocean, Alps (Mountain Range), Pyrenees Mountains, English Channel, Mediterranean Sea, Iberian Peninsula, Seine River, Scandinavian Peninsula. ● I can identify and explain how geography impacts the economy of Europe. ● I can identify historical roots of democracy and representative government. ● I can identify the advantages and disadvantages of different ways to organize government.
	<p>Russia and the Eurasian Republics</p> <p>In what ways do cultural elements – economics, political systems, religious beliefs – influence life in a given region of the world?</p>	<ul style="list-style-type: none"> ● I can understand how geographic factors influence the economic development, political relationships, and policies of societies. ● I can identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory ● I can explain the impact of geographic factors on economic development and the domestic and foreign policies of societies

	<p>Why do people live where they live? How does where we live affect how we live?</p> <p>Why and how do people govern themselves as they do? What is the nature of citizenship in a given place or region?</p>	<ul style="list-style-type: none"> ● I can understand the similarities and differences within and among cultures in various world societies. ● I can identify and explain examples of conflict and cooperation between and among cultures. ● I can explain ways in which human migration influences the character of places and regions. ● I can understand that the nature of citizenship varies among societies.
	<p>South Asia</p> <p>In what ways do cultural elements – economics, political systems, religious beliefs – influence life in a given region of the world?</p> <p>Why do people live where they live? How does where we live affect how we live?</p> <p>Why and how do people govern themselves as they do? What is the nature of citizenship in a given place or region?</p>	<ul style="list-style-type: none"> ● I can understand the relationship that exists between the arts and the societies in which they are produced. The student is expected to: ● I can explain the relationships that exist between societies and their architecture, art, music, and literature. ● I can relate ways in which contemporary expressions of culture have been influenced by the past. ● I can understand the relationships among religion, philosophy, and culture. ● I can explain the relationship among religious ideas, philosophical ideas, and cultures. ● I can explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.
<p>4th Nine Weeks</p>	<p><u>Asia (East and Southeast)</u></p> <p>In what ways do cultural elements – economics, political systems, religious beliefs – influence life in a given region of the world?</p> <p>Why do people live where they live? How does where we live affect how we live?</p>	<ul style="list-style-type: none"> ● I can discuss the diversity of the geography of the Indian Subcontinent. ● I know that the Himalayas are the major mountain range in South Asia. ● I can list ways that the Himalayas have affected lifestyles. ● I can identify and describe the influence of individual or group achievements on various historical or contemporary societies. ● I can understand the degree to which cultures reflect continuity and change depends on a variety of economic, social, political, and geographic factors. ● I can understand that scientific discoveries, inventions and technological innovations transcend boundaries and transform societies around the world.

	<p>Why and how do people govern themselves as they do? What is the nature of citizenship in a given place or region?</p>	
	<p><u>Australia and the Pacific Realm</u></p> <p>In what ways do cultural elements – economics, political systems, religious beliefs – influence life in a given region of the world?</p> <p>Why do people live where they live? How does where we live affect how we live?</p> <p>Why and how do people govern themselves as they do? What is the nature of citizenship in a given place or region?</p>	<ul style="list-style-type: none"> ● I can identify and analyze ways people have adapted to the physical environment in various places and regions. ● I can analyze the effects of the interaction of physical processes and the environment on humans. ● I can identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure. ● I can understand the impact of interactions between people and the physical environment on the development and conditions of places and regions.