



Grade 6 - Unit 1 - Access to Food

Unit Focus
Our first unit on food asks students to grapple with the global issue of hunger and the question of why, when there is enough food being produced, so many people are going hungry. Students will conduct inquiries into <i>how humanity moved from hunting/gathering into agriculture</i> , and explore how this revolution allowed for the specialization of labor and development of complex societies. We will examine how our geography impacts food availability and explore different conceptions of "responsible food choices." The unit will conclude with students examining their own behaviors and choices surrounding food, and develop a plan of action for how they might make responsible <i>individual</i> choices that will help alleviate this problem.

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS			
ESTABLISHED GOALS	TRANSFER		
<p>C3 Framework for Social Studies State Standards <i>Social Studies: 6</i> 920852 Dimension 1. Developing Questions & PLANNING INQUIRIES 920853 Constructing Compelling Questions 920854 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ... • D1.1.6-8. Explain how a question represents key ideas in the field. 920857 Constructing Supporting Questions 920858 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT SUPPORTING QUESTIONS, AND ... • D1.4.6-8. Explain how the relationship between supporting questions and compelling questions is mutually reinforcing. 920861 Determining Helpful Sources 920862 INDIVIDUALLY AND WITH OTHERS, STUDENTS ... • D1.5.6-8. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. 920864 Dimension 2. Applying Disciplinary Concepts & TOOLS 920886 ECONOMICS 920887 Economic Decision Making 920888 INDIVIDUALLY AND WITH OTHERS, STUDENTS... • D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole. • D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society 920909 GEOGRAPHY</p>	T1 Apply geographic reasoning of earth's physical and human features to better understand problems, predict outcomes, and/or develop solutions. T2 Evaluate how creation and participation in an economy impacts groups of people and their world.		
	MEANING		
	UNDERSTANDINGS	ESSENTIAL QUESTIONS	
	U1 Hunger today results from economic choices, not an inability to produce food	Q1 Given that there is more than enough food produced to comfortably feed everyone on the planet, why does hunger exist?	
	U2 Differences between populations in the developed and developing worlds are explained by geographic factors, not factors related to the intellect, skills, or cultures of people in the developing world.	Q2 Why did agriculture develop earlier in some regions of the world and later in others?	
	U3 Food production is a for-profit enterprise; this system has both positive and negative consequences on global hunger	Q3 How do humans use land and resources to produce and use food? Is this usage responsible?	
U4 Individual patterns of consumption have impacts on global hunger	Q4 Why do my economic choices matter? Q5 Why does where we live impact how we live?		
ACQUISITION OF KNOWLEDGE AND SKILL			
KNOWLEDGE	SKILLS		
K1 Vocabulary (geography, malnutrition, famine, food-insecurity, hunter, gatherer, agriculture, economy)	S1 Differentiating between hunger, malnutrition, famine, and food insecurity		
K2 The impact of agriculture on the development of complex	S2 Evaluating contributing factors for each (hunger, famine,		

STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

<p>920920 <i>Human Population: Spatial Patterns and Movements</i> 920921 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> • D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.</p> <p>920925 <i>Global Interconnections: Changing Spatial Patterns</i> 920926 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> • D2.Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.</p> <p>920930 <i>HISTORY</i> 920931 <i>Change, Continuity, and Context</i> 920932 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> • D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. • D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity.</p> <p>920948 <i>Causation and Argumentation</i> 920949 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> • D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past. • D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past. • D2.His.17.6-8. Compare the central arguments in secondary works of history on related topics in multiple media.</p> <p>920954 <i>Dimension 3. Evaluating Sources & USING EVIDENCE</i> 920959 <i>Developing Claims and Using Evidence</i> 920960 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> • D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.</p> <p>920963 <i>Dimension 4. Communicating Conclusions & Taking INFORMED ACTION</i> 920964 <i>Communicating Conclusions</i> 920965 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</i> • D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p> <p>920973 <i>Taking Informed Action</i> 920974 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i></p>	<p>society.</p> <p>K3 Geography impacts food production and distribution</p> <p>K4 Geography impacts economic development.</p> <p>K5 That informed consumers make conscious choices about the food they eat.</p>	<p>and food insecurity)</p> <p>S3 Creating concept maps</p> <p>S4 Comparing and contrasting how humans lived before and after the development agriculture</p> <p>S5 Analyzing how geography impacted where agriculture was first developed by humans</p> <p>S6 Evaluating the degree to which the development of agriculture was good for humanity</p> <p>S7 Adhering to debate protocol</p> <p>S8 Historical Inquiry using SCIM-C strategy</p>
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STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

- D4.8.6-8. 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.
- D4.6.6-8. 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.
- D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.

Global Thinking

- Citizenship: Students will be able to identify and contribute to critical issues in society in an ethical and responsible manner.