

Planned Course of Study

Grade 6 Social Studies

MIDDLE SCHOOL



**NORTHWESTERN LEHIGH SCHOOL DISTRICT
6493 ROUTE 309
NEW TRIPOLI, PA 18066**

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2019

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INTRODUCTION

The Grade 6 Social Studies curriculum guide contains planned course formats for the Northwestern Lehigh School District. The content of this document describes the objectives, activities, assessments, content, time frame, and standard alignment that serve as a guide to the specific units of study offered in Grade 6 Social Studies.

The Grade 6 Social Studies curriculum guide is the product of much diligent work on the part of the following members of the Task Force:

Maureen Roman

Sara Fitzgerald

This document reflects their efforts to establish a well-defined and organized approach to teaching Grade 7 in the Northwestern Lehigh School District.

Approved by Northwestern Lehigh School District Board of Education
May 2019

LEVEL OF MASTERY DESCRIPTIONS

- Recognition (R) Students will be able to recall concepts.
- Application (A) Students will be able to apply ideas/skills to a curricular concept.
- Inference (I) Students will be able to evaluate and synthesize materials or concepts.

Geography / Geography Themes / Map Skills

Essential Questions	Objectives	Standard/ Anchor	Level of Mastery	Materials	Time Frame
Enduring Understanding - What is your place in the world? - How does where we live affect how we live? Essential Questions - What is geography? - What are features of the earth's geography? - How do geographers study the earth? - How do the five themes organize information about the earth? - How does real life relate to geography? - What connections can be made between geography and you?	Students will... - Define geography - Identify the five themes of geography (location, place, region, human-environment interaction, movement) - Use the geography theme framework to explain a topic or event - Identify maps and globes as geographer's tools - Differentiate when to use a map and a globe - Identify types of maps and their purpose (political, physical, special purpose map, etc.) - Interpret maps using title, compass rose, key, scale - Explain the purpose of map projections - Explain the reason(s) for distortion on flat maps - Label a world map with the seven continents and the four oceans, Prime Meridian, and Equator - Use appropriate colors and lettering styles when creating and labeling maps - Student awareness of textbook's structure, organization, components - Online textbook introduction- PW and UN access, navigation guide to demonstrate digital access	7.1.6.A 7.1.6.B 7.2.6.A 7.3.6.A 7.4.6.A 7.4.6.B		Each lesson includes these components: - Building background knowledge - Vocabulary development - Guided Reading sheet or notetaking activity - Classwork activities - Flipchart/PPT/SLIDES to support student handouts - Study Guide/Formal Review of lesson content and/or skills - Review Activity- at least one (Crossword, Find Someone Who, Three of a Kind, Learner Response Activity), Kahoot, Quizzizz - Assessment (graded classwork activity and/or quiz)	5 weeks All identified lessons are two pages in length in the textbook. A lesson's sequence may take 5-7 classes to accomplish.

Please note: The activities, assessments, materials and time frame are meant to be used as a guide for educators, and are not meant to be all-inclusive.

Physical Geography					
Essential Questions	Objectives	Standard/ Anchor	Level of Mastery	Materials	Time Frame
Enduring Understanding - How does where we live affect how we live? - What is the nature of change? Essential Questions - How does the earth's geography affect our lives? - How does latitude affect temperature?	Students will... - Label lines of latitude on a map - Use the Equator and Prime Meridian to identify the four hemisphere quadrants on a world map - Use pair of geographic coordinates to identify a specific location on map grid	7.1.6.A 7.2.6.B 7.4.6.A		Each lesson includes these components: - Building background knowledge - Vocabulary development - Guided Reading sheet or notetaking activity - Classwork activities - Flipchart/PPT/SLIDES to support student handouts - Study Guide/Formal Review of lesson content and/or skills - Review Activity- at least one (Crossword, Find Someone Who, Three of a Kind, Learner Response Activity), Kahoot, Quizzizz - Assessment (graded classwork activity and/or quiz)	4 weeks All identified lessons are two pages in length in the textbook. A lesson's sequence may take 5-7 classes to accomplish.

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Human Geography / Population: Measurement and Migration

Essential Questions	Objectives	Standard/ Anchor	Level of Mastery	Materials	Time Frame
Enduring Understanding - How does where we live affect how we live? - What is your place in the world? Essential Questions - Why do we study human geography? - Why do people live where they do? - In what ways is population measured? - What measures do demographers use to study population? - Where (on earth) is population density highest? Why? - What challenges are created by the world's growing population? - How does the "push/pull theory" explain migration?	Students will... - List and explain factors that affect population distribution around the world - Describe population distribution as even or uneven - Explain population density and its related aspects (urban/rural, correlation to geographic features, quality of life) - Identify population density as high or low - Explain reasons for rapid population growth - Interpret graphs to analyze population growth, birth and death rates, and life expectancy Identify challenges of rapid population growth - Use "Push-Pull Theory" to explain migration - Explore contemporary immigration to USA using the Push/Pull framework - Explain the difference between an immigrant, illegal immigrant, and a refugee - Correlate urbanization and migration - Map interpretation distribution/density	7.1.6.A 7.1.6.B 7.3.6.A 7.4.6.B 2.6.6.E		Each lesson includes these components: - Building background knowledge - Vocabulary development - Guided Reading sheet or notetaking activity - Classwork activities - Flipchart/PPT/SLIDES to support student handouts - Study Guide/Formal Review of lesson content and/or skills - Review Activity- at least one (Crossword, Find Someone Who, Three of a Kind, Learner Response Activity), Kahoot, Quizzizz - Assessment (graded classwork activity and/or quiz)	5 weeks All identified lessons are two pages in length in the textbook. A lesson's sequence may take 5-7 classes to accomplish.

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Government/Political Systems					
Essential Questions	Objectives	Standard/ Anchor	Level of Mastery	Materials	Time Frame
Enduring Understanding - What makes a good citizen? - How does where we live affect how we live? - How do values affect choices? Essential Questions - What is the purpose of government? - How does government provide for the common good of its citizens? - What are the rights and responsibilities of citizens in the United States of America? - What is the framework for the organization of the USA government? - What are the foundational documents for the USA government? - What are symbols of American democracy? - How is life similar and/or different for citizens living in a democratic republic and a dictatorship?	Students will... - Identify government's purpose as providing for common good of its citizens - Identify purpose of laws made and enforced by government authorities - Explain the roles of leaders and citizens - Name examples that show how USA government promotes the common good - Name the three branches of federal government of USA - Identify the general duties of each branch of USA government - Recognize the levels of USA government – local, state, and federal - Correlate the Declaration of Independence and the Constitution with framework they provide for USA government - Name rights of USA citizens – especially those related to First Amendment - Identify responsibilities of USA citizens - Associate common American symbols with the democratic principles they represent - Explain how lifestyle of citizens living within a democracy and a dictatorship differ	5.1.6.A 5.1.6.B 5.1.6.C 5.1.6.D 5.1.6.E 5.1.6.F 5.2.6.A 5.2.6.C 5.2.6.D 5.3.6.A 5.3.6.B 5.3.6.C 5.3.6.D 5.3.6.I		Each lesson includes these components: - Building background knowledge - Vocabulary development - Guided Reading sheet or notetaking activity - Classwork activities - Flipchart/PPT/SLIDES to support student handouts - Study Guide/Formal Review of lesson content and/or skills - Review Activity- at least one (Crossword, Find Someone Who, Three of a Kind, Learner Response Activity), Kahoot, Quizzizz - Assessment (graded classwork activity and/or quiz)	All identified lessons are two pages in length in the textbook. A lesson's sequence may take 5-7 classes to accomplish.

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Economic Foundations					
Essential Questions	Objectives	Standard/ Anchor	Level of Mastery	Materials	Time Frame
Enduring Understanding - How do values affect choices? - How does where we live affect how we live? - What is your place in the world? Essential Questions - What are the stages within an economic system? - How do people participate in an economic system? - What role does government have in an economic system? - What are the costs/benefits of an economic choice? - How does a nation's political system affect its economic system? - How is lifestyle the same and/or different for citizens living within capitalistic and communistic societies?	Students will... - Identify examples of production, distribution, consumption - Identify roles of producer and consumer in economic situations - Identify examples of goods and services - Name the effects of supply and demand on the cost and availability of goods - Name the costs and benefits of an economic choice - Identify roles of producers, consumers, government in capitalistic (free market economy) and communist economic systems - Compare and contrast citizens' lifestyle within capitalistic and communistic societies	6.1.6.A 6.1.6.B 6.1.6.C 6.2.6.A 6.2.6.B 6.2.6.D 6.2.6.G 6.3.6.A 6.3.6.B 6.4.6.B 6.4.6.D 6.5.6.A		Each lesson includes these components: - Building background knowledge - Vocabulary development - Guided Reading sheet or notetaking activity - Classwork activities - Flipchart/PPT/SLIDES to support student handouts - Study Guide/Formal Review of lesson content and/or skills - Review Activity- at least one (Crossword, Find Someone Who, Three of a Kind, Learner Response Activity), Kahoot, Quizzizz - Assessment (graded classwork activity and/or quiz)	All identified lessons are two pages in length in the textbook. A lesson's sequence may take 5-7 classes to accomplish.

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Natural Resources/Land Use					
Essential Questions	Objectives	Standard/ Anchor	Level of Mastery	Materials	Time Frame
Enduring Understanding - What is our obligation to the world? - How does where we live affect how we live? - How do our values affect our choices? Essential Questions - How do people use the earth's resources? - What are natural resources? - How do renewable and nonrenewable resources differ? - How do natural resources contribute to a nation's economy? - What are the differences between the economy of a developing and a developed (industrialized) nation? - What are some ways people change and use the land? - What are the stages of economic development? - How do people's actions affect the environment?	Students will... - Identify examples of natural resources and their uses - Explain the difference between a renewable and nonrenewable resource - Define a raw material and its role within the manufacturing process - Identify examples of the three stages of economic development - Define a developing and developed nation - Compare and contrast use of land and resources by developing and developed nations - Summarize ways people's actions positively and negatively affect the environment –land, air, water, plants, animals	3.5.7.B 4.2.7.B 4.2.7.C 4.3.7.B 4.8.7.C 6.1.5.B 6.2.6.G 6.2.7.G 6.3.6.A 6.4.8.B 7.4.6.B		Each lesson includes these components: - Building background knowledge - Vocabulary development - Guided Reading sheet or notetaking activity - Classwork activities - Flipchart/PPT/SLIDES to support student handouts - Study Guide/Formal Review of lesson content and/or skills - Review Activity- at least one (Crossword, Find Someone Who, Three of a Kind, Learner Response Activity), Kahoot, Quizzizz - Assessment (graded classwork activity and/or quiz)	All identified lessons are two pages in length in the textbook. A lesson's sequence may take 5-7 classes to accomplish.

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Orienteering					
Essential Questions	Objectives	Standard/ Anchor	Level of Mastery	Materials	Time Frame
Enduring Understanding - How can I develop self-reliance? - How can I apply skills learned in school to life situations? - What interpersonal skills contribute to cooperating with others? Essential Questions - What is orienteering and where did it originate? - How does an orienteering map differ from other maps? - What language do orienteers use to communicate? - What orienteering map symbols are important? - How does one “orient the map?” - How is an orienteering course completed? - What behaviors are necessary when orienteering with a partner? - What should an orienteer do when he/she becomes disoriented (lost)? - In what ways do orienteers respect the natural environment?	Students will... - Define orienteering - Explain it as a lifetime recreational activity - Identify its origins and international popularity - Match common orienteering terms to their definitions - Explain significance of colors on an orienteering map - Identify symbols found on an orienteering map - Match photographs of campus sites to map symbols - Practice skill of “orienting the map” to a specific campus landmark or vista - Use an orienteering map to locate specific controls - Apply knowledge of map symbols, colors and orienteering language to complete a orienteering course in a familiar setting (campus event) - Synthesize recently acquired knowledge and skills by using both to complete courses in an unfamiliar setting (field experience)	7.1.6.A 7.2.6.A 10.3.6.A 10.3.6.C 10.3.6.D 10.4.6.A 10.4.6.F 10.5.6.F		Each lesson includes these components: - Building background knowledge - Vocabulary development - Guided Reading sheet or notetaking activity - Classwork activities - Flipchart/PPT/SLIDES to support student handouts - Study Guide/Formal Review of lesson content and/or skills - Review Activity- at least one (Crossword, Find Someone Who, Three of a Kind, Learner Response Activity), Kahoot, Quizzizz - Assessment (graded classwork activity and/or quiz)	All identified lessons are two pages in length in the textbook. A lesson's sequence may take 5-7 classes to accomplish.

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