

Individuals and Societies Grade 6 Subject Group Overview

Unit Name	Where in the World is Europe?	Key Historical Events in Europe	How Europe's Governments and Economies Work	Where in the World is Latin America	Historical Events in Latin America	How Latin America's Governments and Economies Work	All About Canada	All About Australia	Our Economy and Me
Time Frame	30 Hours 6 Weeks	15 Hours 3 Weeks	20 Hours 4 Weeks	17 Hours 3.5 Weeks	10 Hours 2 Weeks	20 Hours 4 Weeks	20 Hours 4 Weeks	20 Hours 4 Weeks	15 Hours 3 Weeks
Standards	GSE: SS6G7, SS6G8, SSS6G9, SS6G10 Map and Globe Skills: 1-9 Information Processing Skills: 1-9, 11	GSE: SS6H3 Map and Globe Skills: 6-9 Information Processing Skills: 1, 3, 5, 6, 7, 9 11	GSE: SS6CG3, SS6E7, SS6E8, SS6E9 Map and Globe Skills: 1-9 Information Processing Skills: 1-11, 14 - 17	GSE: SS6G1, SS6G2SS6G3 Map and Globe Skills: 1-10 Information Processing Skills: 1-11, 14 - 17	GSE: SS6H1 Map and Globe Skills: 1-10 Information Processing Skills: 1-11, 14 - 14	GSE: SS6CG1, SS6E1, SS6E2, SS6E3 Map and Globe Skills: 1-10 Information Processing Skills: 1-11, 14 - 17	GSE: SS6G4, SS6G5, SS6G6, SS6H2, SS6CG2, SS6E4, SS6E5, SS6E6 Map and Globe Skills: 1-9 Information Processing Skills: 1-11	GSE: SS6G11, SS6G12, SS6H4, SS6CG4, SS6E10, SS6E11, SS6E12 Map and Globe Skills: 1-9 Information Processing Skills: 1-12, 14-17	GSE: SS6E13 Information Processing Skills: 3, 5, 6, 7, 8, 11, 15, 16
Approaches To Learning Instructional Strategies	Category- Self-management Cluster- Organizations Skills Skill Indicator- To assure students manage their learning effectively, they keep and use a weekly planner for assignments. Category- Research Cluster- Information Literacy Indicator- In order for students to provide a solution for pollution, they will gather information through research	Category- Self-management Cluster- Organizations Skills Skill Indicator- To assure students manage their learning effectively, they keep and use a weekly planner for assignments.	Category- Communication Cluster- Interactive Skills Skill Indicator- In order for students to communicate what USSR textbooks should explain they must use a variety of communication skills (writing, presentations, writing, discussions, etc.)	Category- Communication Cluster- Collaboration Skill Indicator- In order for students to effectively explain how geography affects economic activities in Latin America, they must collaborate for learning byl actively listening to perspectives and ideas of their peers. Category- Thinking Cluster- Transfer Skill Indicator- To support an	Category: Communication Cluster: Information Technology Skill Indicator: In order for students to communicate effectively they will need to use information technology to explore and research migration processes and conflict and change.	Category: Communication Cluster: Information Technology Skill Indicator: In order for students to communicate what the CIA factbook for research, exchange rate and currency, Heritage.org and OEC.world are, they must use information technology to research and explore.	Category- Thinking Cluster- Transfer Skill Indicator- Students will combine knowledge, understanding and skills to justify how they would vote for Quebec independence. Category- Research Cluster- Information literacy skills Skill Indicator- To effectively communicate understanding of Quebec independence, students will	Category- Communication Cluster- Collaboration Skill Indicator- For students to effectively collaborate for learning, they will actively listen to perspectives and ideas of their peers.	Category: Research Skills Cluster: Information Literacy Skill Indicator: Students find, interpret, judge and create information to identify solutions and make decisions for their garden design budget. Category: Thinking Skills Cluster: Critical Thinking Skill Indicator: Students analyze information and evaluate issues and

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	and then design their proposed solution.			argument about the influence of geography on human activities, students combine knowledge, understanding and skills. Category- Research Cluster- Information Literacy Skill indicator- To create and support their essay with evidence, students will research supporting information utilizing document analysis.			present their information in a variety of formats including writing and graphics.		ideas related to sustainable farming
Statement of Inquiry	Time and space of a civilization can affect Globalization.	As conflicts occur, causes and consequences create change	Systems influence fairness and development of a place.	The characteristics and development of a place are impacted by an ever changing world.	Interactions between groups with differing cultures can create opportunities and challenges	Systems influence fairness and development of a place.	Development is influenced by culture, environment, and interdependence.	The characteristics and development of a place is impacted by an ever changing world.	One person can make a positive difference in their world community.
Global Context	Scientific and Technological Innovation Students will explore the natural world; the interaction between people and the natural world; how	Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it	Fairness and Development Students will explore rights and responsibilities; the relationship between communities; sharing finite	Scientific and Technological Innovation Students will explore the natural world; the interaction between people and the natural world; how	Personal and Cultural Expression Students will explore the ways in which products, systems express ideas, culture, beliefs and values	Fairness and Development Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with	Globalization and Sustainability Students will explore the inter-connectedness of human- made systems and communities; the relationship between local and	Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be	Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it

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	humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs	means to be human.	resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs		other people and with other living things; access to equal opportunities; peace and conflict resolution.	global processes; how local experiences mediate the global; reflect on the commonality, diversity and interconnection and interconnectedness the impact of decision-making on humankind and environments.	static or dynamic, simple or complex.	means to be human.
Key Concepts	Time, Place and Space refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location (“where” and “when”).	Change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral.	Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.	Time, Place and Space refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location (“where” and “when”).	Change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral.	Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.	Global interactions focuses on the connections between individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole	Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.	Identity is the state or fact of being the same. It refers to the particular features which define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted, and shaped by external and internal influences.
Related Concepts	Globalization Patterns and Trends	Culture Conflict	Globalization Power	Resources Sustainability	Conflict Cooperation Change	Power Citizenship	Interdependence Culture	Perspective Culture	Consumption Scarcity

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<p align="center">Design Cycle Tran-disciplinary</p>	<p>Literacy Standards: RHSS: L6-RHSS4, L6-RHSS7 WHST: L6-8 WHST1, L6-8WHST4, L6-8WHST7</p>	<p>Literacy Standards: RHSS: L6-8 L6-RHSS4 , L6-RHSS7 WHST: L6-8 WHST1, L6-8WHST4,</p>	<p>Literacy Standards: RHSS: L6-RHSS8, L6-RHSS7, L6-RHSS4, L6-RHSS3 WHST: L6-8 WHST1, L6-8WHST2, L6-8WHST4, L6-8WHST6, L6-8WHST7</p>	<p>Literacy Standards: RHSS: L6-8RHSS1, L6-8RHSS2, L6-8RHSS4, L6-8RHSS7, L6-8RHSS8, L6-8RHSS9 WHST: L6-8 WHST1,c, L6-8WHST2, L6-8WHST4, L6-8WHST6, L6-8WHST7</p>	<p>Literacy Standards: RHSS: L6-8RHSS1, L6-8RHSS2, L6-8RHSS4, L6-8RHSS7, L6-8RHSS8, L6-8RHSS9 WHST: L6-8 WHST1,c, L6-8WHST2, L6-8WHST4, L6-8WHST6, L6-8WHST7</p>	<p>Literacy Standards: RHSS: L6-8RHSS1, L6-8RHSS2, L6-8RHSS4, L6-8RHSS7, L6-8RHSS8, L6-8RHSS9 WHST: L6-8 WHST1,c, L6-8WHST2, L6-8WHST4, L6-8WHST6, L6-8WHST7</p>	<p>Literacy Standards: RHSS: L6-RHSS1, L6-RHSS2, L6-RHSS6-8 WHST: L6-88WHST1, L6-8WHST2, L6-8WHST7</p>	<p>Literacy Standards: RHSS: L6-8 L6-RHSS1, L6-RHSS2, L6-RHSS4 , L6-RHSS7, L6-RHSS8 L6-RHSS9 WHST: L6-8WHST2, L6-8WHST4, L6-8WHST6</p>	<p>Information Processing Skills: 3, 5, 6, 7, 8, 11, 15, 16 Literacy Standards: RHSS: L6-RHSS7 L6-RHSS9 WHST:L6-8WHST1 L6-8WHST4, L6-8WHST7</p>
<p align="center">MYP Assessments/ Performance Tasks</p>	<p>Common Assessments Title and Criterion: Mini DBQ: <i>Is This my Problem?</i> Students will explore environmental issues in Europe and create a response to the compelling question in the format of their choice. Environmental issues in Europe Criterion A: Knowing and understanding Criterion D: Thinking critically</p>	<p>Common Assessments Title and Criterion: 20th Century Timeline Activity Student will include at least 5-10 events in Chronological order with images and a summary paragraph of each event Criterion B: Investigating</p>	<p>Common Assessments Title and Criterion: Cumulative (history, government and economics) DBQ: <i>USSR: What should textbooks emphasize?</i> Criterion C: Communicating Criterion D: Thinking critically</p>	<p>Common Assessments Title and Criterion: DBQ and STEAM MYP Interdisciplinary Task: How does geography influence economics in Latin America? Criterion B. Investigating Criterion C: Communicating</p>	<p>Common Assessments Title and Criterion: Push and Pull graphic organizer: Students will create a graphic organizer for migration focusing on push and pull factors (compare and contrast) Criterion B. Investigating Criterion C: Communicating</p>	<p>Common Assessments Title and Criterion: Infographic: Economics : Students will create a poster of an economic system. Command, Traditional, or Mixed Market Criterion C: Communicating criterion D: Thinking Critically</p>	<p>Common Assessments Title and Criterion: DBQ: <i>Quebec's Independence</i> Students will investigate through inquiry based activities the pros and cons of an independent Quebec. They choose a side and create an argument citing evidence to support their choice Criterion A. Knowledge and Understanding Criterion C. Thinking Critically</p>	<p>Common Assessments Title and Criterion: DBQ: <i>How Can We Save the Reef</i> Students investigate information about the depletion of the GBR and determine actions to save the Reef from further damage. A: Knowing and understanding C. Communicating</p>	<p>Common Assessments Title and Criterion: Food Court in Marietta–Economic s , budgeting, and location : Students will work with partners to create a food court and a budget to open a food stall from a country that they studied of their choice. B: Investigating D: Thinking Critically</p>
<p align="center">Differentiation For Tiered Learner</p>	<p>Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for common learning experiences are included on the district unit planners.</p>								

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