

**MCS Advanced Studies 6th Grade Individuals and Societies Subject Group Overview**

Unit Name	Themes, and Physical Geography	Human Environment Interaction	Human Geography	Influence of Geography on History	Geography and Governmental Systems	Geography and Economic Systems	Our Economy and Me
<b>Time Frame</b>	35 Hours <b>8 Weeks</b>	32 Hours <b>6.5 Weeks</b>	30 Hours <b>6 Weeks</b>	25 Hours <b>5 Weeks</b>	15 Hours <b>3 Weeks</b>	20 Hours <b>4 Weeks</b>	10 Hours <b>2 Weeks</b>
<b>Standards</b>	<p><b>GSE:</b> <b>U1A- THEMES</b> Conflict and Change; Culture; Gain from Trade; Governance; Human Environmental Interaction; Location; Movement/Migration; Production, Distribution, Consumption; Time, Change and Continuity; Gain from Trade; Scarcity</p> <p><b>GSE:</b> <b>Earth's Features</b> SS6G1; SS6G4; SS6G7; SS6G11; SS7G1; SS7G5; SS7G9; <b>Map and Globe Skills:</b> 4-9 <b>Information Processing Skills:</b> 1, 3, 5, 6, 7, 8, 11, 15, 17</p> <p><b>MCS Gifted Standards:</b> MCS S4A MCS S6A</p>	<p><b>GSE:</b> SS6G2; SS6G5; SS6G8, SS7G2; SS7G6; SS7G10; <b>Impact of Location:</b> SS6G3; SS6G6; SS6G9; SS6G12; SS7G3; SS7G7; SS7G11; <b>Map and Globe Skills: 6,8</b></p> <p><b>Information Processing Skills:</b> 1-11, 14 - 17</p> <p><b>MCS Gifted Standards:</b> MCS S1A MCS S1C MCS S4C MCS S3C MCS S2D MCS S6A</p>	<p><b>GSE:</b> SS6G10; SS7G4; SS7G8; SS7G12</p> <p><b>Map and Globe Skills:</b> 4, 6, 8, 11</p> <p><b>Information Processing Skills:</b> 1-11, 14 - 17</p> <p><b>MCS Gifted Standards:</b> MCS S5A MCS S6A MCS S6E</p>	<p><b>GSE:</b> SS6H1; SS6H2; SS6H3; SS6H4; SS7H1; SS7H2; SS7H3; SS7H4</p> <p><b>Map and Globe Skills:</b> 6, 7, 8</p> <p><b>Information Processing Skills:</b> 1-11, 14 - 17</p> <p><b>MCS Gifted Standards:</b> MCS S3A</p>	<p><b>GSE:</b> <b>Forms of Government:</b> SS6CG1; SS6CG3; SS7CG2; <b>Citizen Participation in Government:</b> SS6CG2; SS6CG4, SS7CG1; SS7CG3; SS7CG4 <b>Map and Globe Skills:</b> 1-9 <b>Information Processing Skills:</b> 1-11 MCS Gifted Standards MCS S3C</p>	<p><b>GSE:</b> <b>Economic Systems:</b> SS6E1, SS6E4; SS6E6; SS6E7; SS6E10; SS6E12; SS7E1; SS7E3; SS7E4; SS7E7; <b>Trade:</b> SS6E2. SS6E5; SS6E8;SS6E11; SS7E2; SS7E4; SS7E5; SS7E6; SS7E8 <b>Economic Growth:</b> SS6E3; SS6E6; SS6E9; SS6E12; SS7E3; SS7E9 <b>Map and Globe Skills 1-9</b> <b>Information Processing Skills:</b> 1-12, 14-17</p> <p>MCS Gifted Standards MCS S5A MCS S3A</p>	<p><b>GSE:</b> SS6E13; SS7E10</p> <p><b>Information Processing Skills:</b> 3, 5, 6, 7, 8, 11, 15, 16</p>
<b>Approaches To Learning Instructional Strategies</b>	<p><b>Category-</b> Self-management <b>Cluster-</b> Organizations Skills <b>Skill Indicator-</b> To assure students manage their learning</p>	<p><b>Category-</b> Research Skills <b>Cluster-</b> Research <b>Skill Indicator-</b> Formulate relevant research questions for an investigation to complete</p>	<p><b>Category-</b> Thinking <b>Cluster-</b> Critical Thinking <b>Skill Indicator-</b> Students will compare world religions by gathering and organizing relevant</p>	<p><b>Category:</b> Communication <b>Cluster:</b> Communication Skills <b>Skill Indicator:</b> Students combine knowledge of Imperialistic policies to provide evidence of the</p>	<p><b>Category:</b> Research <b>Cluster:</b> Information Literacy Skills <b>Skill Indicator:</b> Students will present information about citizen participation in regional governments</p>	<p><b>Category-</b> Communication <b>Cluster-</b> Communication Skills <b>Skill Indicator-</b> In order for students to communicate their solutions to increase</p>	<p><b>Category:</b> Social <b>Cluster:</b> Collaboration Skills <b>Skill Indicator:</b> Students will listen actively to the ideas and perspectives of their partners when</p>

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	effectively, they keep and use a weekly planner for assignments.	the World Tourism Board Presentation.	information to formulate an argument.	impacts on the modern world. (Suggested CASE STUDY)	in their choice of product. (Suggested CASE STUDY)	global standard of living, they must use a variety of communication skills: writing, presentations, discussions, etc.	developing their food truck plan and budget. (Suggested STEAM DESIGN)
<b>Statement of Inquiry</b>	Location influences the way of life and impacts fairness, continuity and development.	Location influences the way of life and impacts fairness, continuity and development.	Personal and social perspectives have an impact on the process of local circumstances and values.	Perceived power and privilege can lead to conflict or cooperation, which causes change.	Decisions and Interactions of people and communities can impact the individual, society, culture and environment.	Cooperation among groups can affect globalization and trade.	Making choices for consumption of scarce resources affects relationships.
<b>Global Context</b>	<b>Orientation in Space and Time</b> What is the meaning of “where” and “when”? Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.	<b>Scientific and Technical Innovation</b> How do we understand the world in which we live? Students will explore the natural world and its laws; the interaction between people and the natural world; how 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.	<b>Personal and Cultural Expression</b> What is the nature and purpose of creative expression? Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<b>Identities and Relationships</b> Who am I? Who are we? Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	<b>Fairness and Development</b> What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	<b>Globalization and Sustainability</b> How is everything connected? Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.	<b>Fairness and Development</b> What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.
<b>Key Concepts</b>	<b>Time, Place and Space</b> 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).	<b>Change</b> 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.	<b>Communities</b> are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent	<b>Change</b> 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.	<b>Systems</b> 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.	<b>Global interaction</b> focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole	<b>Identity</b> 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

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			organisms living together in a specific habitat.				external and internal influences.
<b>Related Concepts</b>	Causality (causes and consequences) Patterns and Trends	Globalization Causality Diversity	Globalization Causality Diversity	Causality (causes and consequences) Power Conflict	Governance Citizenship Ideologies	Globalization Cooperation Trade	Consumption Choice Scarcity
<b>Design Cycle Transdisciplinary</b>	<b>Reading Standards 6-8:</b> RHSS 4, RHSS 7, RHSS 8 <b>SS Writing Standards 6-8:</b> WHST 4, WHST 6, WHST 7	<b>SS Reading Standards 6-8:</b> RHSS 1, RHSS 2, RHSS3, RHSS 4, RHSS 6, RHSS 7, RHSS 8, RHSS 9 <b>SS Writing Standards 6-8:</b> WHST 1, WHST 2, WHST 4, WHST 6, WHST 7, WHST 8, WHST 9	<b>SS Reading Standards 6-8:</b> RHSS 1, RHSS 2, RHSS3, RHSS 4, RHSS 6, RHSS 7, RHSS 8, RHSS 9 <b>SS Writing Standards 6-8:</b> WHST 1, WHST 2, WHST 4, WHST 6, WHST 7, WHST 8, WHST 9	<b>SS Reading Standards 6-8:</b> RHSS 1, RHSS 2, RHSS3, RHSS 4, RHSS 6, RHSS 7, RHSS 8, RHSS 9 <b>SS Writing Standards 6-8:</b> WHST 1, WHST 2, WHST 4, WHST 6, WHST 7, WHST 8, WHST 9	<b>SS Reading Standards 6-8:</b> RHSS1, RHSS2, RHSS6 <b>SS Writing Standards 6-8:</b> WHST 1, WHST 2, WHST 3, WHST 6, WHST 7	<b>SS Reading Standards 6-8:</b> RHSS1, RHSS 2, RHSS 4 , WHST 5, RHSS 7, RHSS 8, RHSS 9 <b>SS Writing Standards 6-8:</b> WHST 2, WHST 4, WHST6, WHST 8, WHST 9	<b>SS Reading Standards 6-8:</b> RHSS 7, RHSS 9 <b>SS Writing Standards 6-8:</b> WHST 1, WHST 4, WHST 7, WHST 8, WHST9
<b>MYP Assessments/ Performance Tasks</b>	<b>Common Assessments Title and Criterion:</b> Physical Geography AMP Assessment  <b>World Tourism Board :</b> Students research the nations covered in the GSE to review the geographic locations and preview all units/domains for the course. After completing and collaborating on the research, students write a paragraph explaining what nation in the world they would most like to visit. <b>B</b> Students apply their learning by creating a campaign for a country of their choice encouraging tourists to visit.	<b>Common Assessments Title and Criterion:</b> Human Environment Interaction AMP Assessment <b>C3 IDM:</b> Cost of Water- Students investigate the status of water access in Southwest Asia and create T-Shirt, flier, bumper sticker, or billboard advertising ways to improve water access Criterion A: Knowing and Understanding Criterion D: Thinking Critically  <b>World Tourism Board :</b> Students research the nations covered in the GSE to review the geographic locations and preview all units/domains for the course. After completing	<b>Common Assessments Title and Criterion:</b> Human Geography AMP Assessment <b>DBQ:</b> Are the world religions more alike or more different? Students investigate the five major world religions to determine if they are more similar or different.  Criterion A: Knowing Criterion C Communicating Criterion D: Thinking critically  <b>World Tourism Board :</b> Students research the nations covered in the GSE to review the geographic locations and preview all units/domains for the course. After completing and collaborating on the	<b>Common Assessments Title and Criterion:</b> History and Geography AMP Assessment <b>DBQ/Case Study:</b> Impact of Imperialism in the Modern World- Students analyze documents to gain understanding of Imperialism  Criterion A. Knowing and Understanding Criterion C. Communicating Criterion D: Thinking critically  <b>World Tourism Board :</b> Students research the nations covered in the GSE to review the geographic locations and preview all units/domains for the course. After completing	<b>Common Assessments Title and Criterion:</b> Political Geography AMP Assessment <b>DBQ/Case Study:</b> Citizen Participation in World Governments- Students analyze and explore citizen participation around the globe Criterion A. Knowing and Understanding Criterion C. Communicating  <b>World Tourism Board :</b> Students research the nations covered in the GSE to review the geographic locations and preview all units/domains for the course. After completing and	<b>Common Assessments Title and Criterion:</b> Economic Geography AMP Assessment <b>Case Study/STEAM Design Challenge:</b> My place in a Global Economy The Food Truck Challenge- Students will create a business plan for a food truck in the chosen location around the world and design their food truck.  Criterion B: Investigating Criterion D: Thinking critically  <b>Economic Systems Skit, Economic Continuum.</b> After previewing vocabulary with the teacher and watching economic videos, students will complete	<b>Common Assessments Title and Criterion:</b> Economics and Me AMP Assessment <b>School-wide STEAM challenge</b> Garden Budgeting Project Students apply transdisciplinary learning to build a solution to environmental issues in their school.  Criterion A. Knowing and Understanding Criterion B: Investigating Criterion C: Communicating

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	<p>Criterion D: Thinking critically **Students will work on parts of this project throughout the year for each unit. **</p> <p><b>STEAM Design Challenge:</b> Parade of Rivers: Students research the nations covered in the GSE to review the geographic locations and preview all units/domains for the course. After completing and collaborating on the research, students write a paragraph explaining what nation in the world they would most like to visit.</p> <p>Criterion A: Investigating Criterion C. Communicating</p>	<p>and collaborating on the research, students write a paragraph explaining what nation in the world they would most like to visit. <b>B</b> Students apply their learning by creating a campaign for a country of their choice encouraging tourists to visit.</p> <p>Criterion D: Thinking critically **Students will work on parts of this project throughout the year for each unit. **</p>	<p>research, students write a paragraph explaining what nation in the world they would most like to visit. <b>B</b> Students apply their learning by creating a campaign for a country of their choice encouraging tourists to visit.</p> <p>Criterion D: Thinking critically **Students will work on parts of this project throughout the year for each unit. **</p>	<p>and collaborating on the research, students write a paragraph explaining what nation in the world they would most like to visit. <b>B</b> Students apply their learning by creating a campaign for a country of their choice encouraging tourists to visit.</p> <p>Criterion D: Thinking critically **Students will work on parts of this project throughout the year for each unit. **</p>	<p>collaborating on the research, students write a paragraph explaining what nation in the world they would most like to visit. <b>B</b> Students apply their learning by creating a campaign for a country of their choice encouraging tourists to visit.</p> <p>Criterion D: Thinking critically **Students will work on parts of this project throughout the year for each unit. **</p>	<p>some short activities (summaries, sketch, AEIOU). Students will be divided up into groups, assigned an economy, and answer some “background questions” on their assigned economies. Student groups will then create a short skit, “acting out” their assigned economies. Students will then explore heritage.org to gain an understanding of economic freedom. Students will then complete an economic continuum activity and a closing activity. Rubrics are provided.</p> <p><b>World Tourism Board :</b> Students research the nations covered in the GSE to review the geographic locations and preview all units/domains for the course. After completing and collaborating on the research, students write a paragraph explaining what nation in the world they would most like to visit. <b>B</b> Students apply their learning by creating a campaign for a country of their choice encouraging tourists to visit.</p>	
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							Criterion D: Thinking  **Students will work on parts of this project throughout the year for each unit. **	
	<b>Differentiation For Tiered Learners</b>	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.						