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https://www.socialstudies.org/standards/national-curriculum-standards-social-studies

The civic mission of social studies requires more than the acquisition of content. Since social studies has as its primary goal the development of a democratic citizenry, the experiences students have in their social studies classrooms should enable learners to engage in civic discourse and problem-solving, and to take informed civic action. The national curriculum standards for social studies present **purposes** worth caring about, processes worth engaging in, and **knowledge** worth learning. They provide the essential framework needed to educate young people for the challenges of citizenship.

https://aos98.files.wordpress.com/2015/06/ncss-standards.pdf

https://www.nciea.org/sites/default/files/publications/DOKsocialstudies_KH08.pdf

https://www.socialstudies.org/system/files/2022/c3-framework-for-social-studies-rev0617.2.pdf

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Updates from the Ohio Department of Education

Social Studies Instructional Strategies and Support on INFOhio

The Department has completed a review and posted draft versions of the instructional strategies and supports that Ohio educators vetted before the pandemic. The documents are available on INFOhio:

- Grade 6 Instructional Strategies and Supports

Grade 6 Theme: Regions and People of the Eastern Hemisphere: In grade six, students study the Eastern Hemisphere (Africa, Asia, Australia and Europe), its geographic features, early history, cultural development and economic change. Students learn about the development of river civilizations in Africa and Asia, including their governments, cultures and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the role of consumers and the interaction of markets, resources and competition.

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Unit: Geography
Essential Question: How do geographic concepts help us to understand our place in the world?

Big Idea Geography: The study of geography helps us view the world in new ways.

Vocabulary: Lesson 1: geography, landscape, social science, region. Lesson 2: physical geography, human geography, cartography, meteorology Lesson 3: absolute locate, relative location, environment Lesson 4: map, globe, global positioning system (GPS), geographic information system (GIS) Lesson 5: grid, latitude, parallel, equator, degree, minute, longitude, meridian, prime meridian, hemisphere, continent

Suggested Pacing Geography (1st five weeks of quarter) Government(next 4 and first week of 2nd quarter?)	**Content Standards**	**Learning and Performance Expectations** **What must students know and be able to do?**	**Connection** **to**	**Connection to Social Emotional Standards and/or Social Justice Standards**	**Assessment of Learning Options** **How will we know if they learned this skill?**	**Resources Options/Activities/ Strategies/Enrichment** **What is geography?: Presentation and Cornell:** https://docs.google.com/document/d/17QdMCprJPO-v3D7bVNhOEl7ok7dmlNApV6cEY7KMQHk/edit **Eastern Hemisphere Capstone Project:** (Geohttps://docs.google.com/document/d/1A5kOekxYO5ARelroyOoXjPwtqTeZll0TA1QbzxqIDOQ/edit **(Geopoems and Government Jeopardy 1st/2nd Quarter)** **Eastern Hemisphere Current Event Assignment(Bi-weekly):** Eastern Hemisphere Curre...
Quarter 1						
Big Ideas: Geographers use many tools to study	**Geographic tools can be used to gather, process, and report information about**	**Use the correct geographic tools to gather, process, and report information**			Online Lesson Assessments	A: On-line Lesson 4 & 5 HMH or textbook lesson

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the world. Geographers study the world by understanding maps and geographic features of Earth.	**people, places, and environments. Cartographers decide which information to include and how it is displayed.**	**about people, places, and environments.**			/ Textbook Questions Edulastic?	S: Using National Geographic photos of people and places in the world, have students ask yes/no geographic questions to determine the location. (i.e. Is this place in the Eastern Hemisphere? Does it have a tropical climate? Is it near a major river?) E: Choose one enrichment activity from each lesson
Big Idea: Geographers study the world by understanding maps and geographic features of Earth.	**Latitude and longitude can be used to identify absolute location.**	**Identify absolute location using latitude and longitude coordinates.**			Online Lesson Assessment/ Textbook Questions Edulastic?	A: On-line Lesson 5 HMH or textbook lesson S:Rainforest Grid Practice https://www.abc.net.au/education/rainforest-use-a-grid-map/13809084 - This interactive site allows students to practice using a grid

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						system (absolute location). Have students use an online mapping tool (Google Maps, Google Tour Builder, Google Earth, etc.) to identify a place's absolute location. Organize desks into a grid. Mark lines (tape) on the floor to indicate the Prime Meridian and Equator and give the rows and columns numbers. Each student will receive an absolute location coordinate and use it to find their seat. Have students practice using latitude and longitude coordinates by playing the game Battleship. The commercial board game or a paper and pencil version can be used E:Choose one of the

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						three enrichment activities to complete
Big Idea: Geographers have created two different but related systems for organizing geographic studies.	**Regions can be determined, classified, and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics**	**Describe, classify, and compare regions within the Eastern Hemisphere using various criteria.**			Online Lesson Assessment/ Textbook Questions Edulastic?	A: On-line Lesson 3 HMH or textbook lesson Guided Notes: Presentation/Cornell: Five Themes of G… Five Themes of G… Five Themes in Geography practice: The Five Themes … S: Four Types of Regions - this lesson plan can be used to teach about types of regions. Teachers will need to sign up for this free resource from Education.com. World Regions Activity - Students can complete this activity using maps and atlases to learn

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						about the various world regions including common characteristics. E:Choose one of the three enrichment activities to complete
Big Idea: Geography is divided into two main branches—physical geography and human geography.	**The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.**	**Explain how variations among physical environments in the Eastern Hemisphere influence human activities.** **Explain how human activities have altered the physical environments of the Eastern Hemisphere.**			Online Lesson Assessment/ Textbook Questions Edulastic?	A: On-line Lesson 2 HMH or textbook lesson S:Human Impacts on the Environment Teachers can use these National Geographic classroom resources to help students understand the impact humans have on the physical environment. S: Study conducted either on-line or by textbook E: Choose one of the three enrichment activities to complete

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Big Idea: Geographers have created two different but related systems for organizing geographic studies.	**Political, environmental, social, and economic factors cause people, products, and ideas to move from place to place in the Eastern Hemisphere in the past and today.**	**Explain political, environmental, social, and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere.** **Describe the lasting impact of the movement of people, products, and ideas in the Eastern Hemisphere.**			Online Lesson Assessment/ Textbook Questions	A: On-line Lesson 3 HMH or textbook lesson Guided Notes: Presentation/Cornell: Five Themes of G… Five Themes of G… Five Themes in Geography practice: The Five Themes … https://docs.google.com/document/d/1n-N3Ph2sG3-4E1WILUWadHgY2hl1Gq6vcucqsffJj4E/edit E: Choose one of the three enrichment activities to complete
Big Idea:	**Diffusion of agricultural practices and products, technology, cultural practices, and major world religions (Buddhism, Christianity, Hinduism, Islam, and Judaism) impacted the Eastern Hemisphere.**	**Explain how diffusion has influenced modern cultural practices and products in the Eastern Hemisphere.** **Describe the influence of religious diffusion in the modern world.**			Options: End of Unit: Document based Invest: Part 1 & Part 2 End of Unit: Essential Queston Writing: Essay Module	A: Addressed through Lesson 3, Economics, and Religion studies S:Have students watch the video Columbus Neighborhood: New Americans to help them consider the lasting impact that movement of people has had on their

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					Review Module Assessment Socrative: Pre/Post: https://b.socrative.com/teacher/#edit-quiz/30519632 (currently 7 questions, can be edited to reflect whole of unit)	community. How has immigration influenced your community? From people, products, and Dideas, have students identify examples of how immigration has influenced their own community. Guided Questions for video: https://docs.google.com/document/d/1i6QTejb5vQsY7pAJGR7h0l9eSpFD1dQpNaUBEo1P2U8/edit#heading=h.2tp097r5atzd Have students interview an immigrant to find out why they immigrated and how their immigration has impacted their life. Have students learn about refugees around the world. Using https://www.choices.edu/teaching-news-lesson/refugee-stories-mapping-a-

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						crisis/ students learn about why they moved, where they came from, and where they go to. E:

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Unit: Government
Essential Questions:
Big Idea
Big Idea
Big Idea

Vocabulary:

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Connection to 	Connection to **Social Emotional Standards** and/or **Social Justice Standards**	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
Q2						
Government	10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority	Students will identify characteristics of governments of monarchy, theocracy, dictatorship, and democracy. Students will compare leadership, citizens' rights and responsibilities of each government.	Global Awareness		Edulastic Assessment	HMH Module 4: Government and Citizenship Who Rules? WS Scavenger Hunt Foundations of Gov't

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Economics	E.6.13 The fundamental questions of economics include what to produce, how to produce and for whom to produce.	Students will demonstrate an understanding of the fundamental questions of economics: what to produce; how to produce it; and for whom to produce it. Students will understand that limitations on resources force individuals and societies to make choices around these fundamental questions.				What is Economics? Guided Notes via slides HMH: Module 5: Lesson 1 Interdependence Video
Economics	E.6.15 The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (entrepreneurship, human resources, natural resources and capital) used.	Students can explain how supply, demand, and competition interact to determine price. Explain how supply, demand and competition interact to influence quantities of productive resources and outputs.				HMH: Module 5: Lesson 1 Economics Unit Student Materials Supply and Demand Video Scarcity Video Quizlet Economic Vocabulary
Economics	E.6.11 Economists compare data sets to draw conclusions about relationships among them.	Students practice comparing sets of data to draw conclusions. These data sets may include information related to international trade, availability of natural resources, or population.				Economic Questions (Released test questions with Google Form)

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		Students will examine multiple sets of data and draw conclusions about relationships among them.				
Economics	E.6.12. The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.	Students will evaluate economic systems used by nations around the world. Students will identify present and future consequences of an economic decision. Students will explain how individuals and societies may evaluate choices differently.				HMH: Module 5: Lesson 2 & Lesson 3 Financial Literacy & Banking Explained Financial Literacy: Brief passage with questions assigned through commonlit.org Banking Explained: 6-minute video and questions Everfi- FutureSmart 7 simulation modules Everfi- Venture modules

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Economics	E.6.14 When regions and/or countries specialize, global trade occurs. E.6.16. When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.	Students build on the understanding that the limited availability of productive resources leads to specialization as they study how and why specialization leads to trade on a global scale. Students understand how individuals compare the price and quality of goods and services when selecting items to buy.				HMH: Module 5: Lesson 4 Am I Independent? Tedtalk Life Cycle of a T-shirt

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Unit: History: Early Civilizations
Essential Questions:
Big Idea
Big Idea
Big Idea

Vocabulary:

Suggested Pacing	Content Standards	Learning and Performance Expectations What must students know and be able to do?	Connection to 	Connection to **Social Emotional Standards** and/or **Social Justice Standards**	Assessment of Learning Options How will we know if they learned this skill?	Resources Options
Qtr 3						
Monotheistic Religions	H: 2. Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies, and	Early civilizations also developed religious beliefs to help explain the world around them.			Online Lesson Assessment/ Textbook Questions	Polytheistic Religions: M7/L1 (Judaism) M7/L2 (Christianity) M7/L3 (Islam)

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	agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.					
Qtr 4						
History : Ancient civilizations	H: 1. Multiple tier timelines can be used to show relationships among events and places.	Analyze multiple-tier timelines to identify cause and effects relationships, patterns, or themes among events.				Have students create a multiple-tier timeline on the classroom/hallway floor or wall using painter's tape. Each tier can represent a civilization, cultural group, or historical figure. As historic study progresses, the class can add events to the timeline and discuss relationships. Students can analyze, draw conclusions, identify

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						cause and effect relationships, and recognize patterns among events. Ancient River Civilization Timeline - This interactive timeline helps students analyze the historical events of the ancient river civilizations to identify patterns.
	2. Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies, and agricultural practices and products. The cultural practices and products of these early	Compare the six cultural practices and products of the early civilizations. Identify the enduring influences of the six cultural practices and products on cultures today.			Online Lesson Assessment/ Textbook Questions	**HMH textbook:** **Mesopotamia**: M6/L1-3 **Egypt**: M6/L4-5 **India**: M15/L1-2 **China**: M16/L1-3 selected and M17/L1-2 geography When teaching the river civilizations, have students identify inventions (products) from the time period that are used in our modern world today (CS8). Using Google Tour Builder, students can

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	civilizations can be used to help understand the Eastern Hemisphere today.					create a tour of the ancient river civilizations.
History: Polytheistic Religions	Early civilizations (India, Egypt, China and Mesopotamia) had unique religions. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today. (modified)	Early civilizations also developed religious beliefs to help explain the world around them.				**HMH textbook**- **Hinduism**: M14/L2 **Buddhism**: M14/L3