

Grade 6: Intro to Social Studies Skills

ESTABLISHED GOALS:		
<u>Competencies:</u> - Students will demonstrate the ability to analyze the reciprocal relationships among human and physical systems by evaluating geospatial data, historical evidence, economic activity, and political decisions. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics - Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. - Geo.3.6-8. Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics. - Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places. - Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. - Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places.	Transfer	
	<i>Students will be able to independently use their learning to organize and understand information on a map and timeline as well as become familiar with the elements of a civilization.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - Understanding a map and its features is essential for understanding the world - Time is organized in a particular order - Every civilization has certain elements that define it	ESSENTIAL QUESTIONS - Why does time need to be organized? - Is any civilization better than the other? - Why are geography and maps important in our world?
Acquisition		
	<i>Students will know...</i> - the important components of a map and how they work (key, compass rose, latitude/longitude, hemispheres); - How a river works - How time is organized (BC/AD); - The 6 elements of a civilization and examples of each - G: Geography - R: Religion - A: Achievements - P: Politics - E: Economics - S: Social Structure	<i>Students will be skilled at...</i> - Working with maps to explain spatial patterns; - using geographic representations to explain relationships; - using mapping and graphing techniques to analyze spatial patterns; - explaining the relationship between environment and identity;

	<i><u>vocabulary:</u> timeline, archaeology, artifact, geography, location, relative location, absolute location, place, region, movement, human environment interaction, continent, ocean, physical feature, mountain, river, source, mouth, delta, peninsula, sea, desert, harbor, isthmus, plateau, canyon, plain, lake, county, island, valley, strait, map, key, compass rose, scale, hemispheres, quadrant, Equator, Prime Meridian, lines of latitude, lines of longitude</i>	
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Content Area Literacy Standards	21st Century Skills
● RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. ● RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. ● RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. ● RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. ● RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. ● WHST.6-8.1 Write arguments focused on discipline-specific content. ● WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. ● WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. ● WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.	● <i>communicate clearly</i> ● <i>collaborate with others</i> ● <i>manage goals and time</i> ● <i>be self-directed learners</i>

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Summary of Key Learning Events and Instruction		
<i>Science Integration</i>	<i>College, Career, and Civic Life Integration</i>	<i>Technology Integration</i>
<i>District Materials</i>	<i>Distance Learning/Field Trips</i>	<i>Technology Resources</i>