

Grade 6: China

Stage 1 Desired Results				
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze causal relationships in an economic system by explaining the roles of buyers/sellers, innovation, and entrepreneurship in a market economy. - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. - 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> - Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people’s lives. - Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good. - Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets. - Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations. - 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.4.6-8. Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places. - 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.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade. - His.1.6-8. Analyze connections among events and developments in broader historical contexts. - His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras.	Transfer			
	Students will be able to independently use their learning to make informed decisions and act responsibly in regards to economic scenarios.			
	Meaning			
	ENDURING UNDERSTANDINGS Students will understand that... - economic globalization occurs with cross-border movement of goods, services, technology, information, and human, physical, and financial capital. - economic decision making involves setting goals, identifying the resources available to achieve those goals, and weighing the additional benefit of an action against the additional cost. - when buyers and sellers interact in well-functioning, competitive markets, prices are determined that reflect the relative scarcity of the goods and services in the market. - changes in the amounts and qualities of human capital, physical capital, and natural resources influence current and future economic conditions and standards of living.		ESSENTIAL QUESTIONS How do you know if you are paying the best price for a product or service?	
	Acquisition			
Students will know... - that China’s geography had an impact on its history; - that Chinese culture revolved around their family unit (filial piety); - that China was responsible for many new inventions (paper, compass, etc.); - that China interacted with many other cultures along the Silk Road; - that many different products and ideas were exchanged along the Silk Road;		Students will be skilled at... - critiquing relationships within systems; - analyzing the impact of societal change over time; - analyzing the influence of incentives on systems; - analyzing the role of comparative advantage in international trade; - using geographic representations to explain relationships; - analyzing the relationships between human and physical systems; - evaluating the influences of decisions and decision		

● His.5.6-8. Explain how and why perspectives of people have changed over time. ● His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created	● <u>of</u> the following key players, places, events, and/or ideas: ○ <i>Yellow River, Yangtze River, Gobi Desert, Taklimakan Desert, Himalaya Mts, Silk Road, Marco Polo</i> <u>vocabulary</u>: filial piety, acupuncture, trade, innovation, economy, monopoly	making; ● evaluating the impact of human settlement activities on regional characteristics; ● evaluating the impact of economic globalization; ● evaluating the impact of historical context; ● analyzing influences on historical perspectives; ● analyzing the influence of perspective on the historical record
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 ● WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. ● WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.6-8.8 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>make judgments and decisions</i> ● <i>communicate clearly</i> ● <i>collaborate with others</i> ● <i>manage goals and time</i> ● <i>be self-directed learners</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	