

## CCSU Comprehensive Curriculum for Social Studies

### Grade 6

# “Exploring Our World, Today”

#### Define the Year:

In grade six, students will engage in a global exploration (world survey) that presents many opportunities for social studies inquiry related to the political, cultural, geographic, and economic significance of certain regions of the world and their role in contemporary issues. A global studies approach will engage students in real problems, issues, or ideas, by examining global influences on interdependence. Exploring similarities and differences in historical and contemporary governments and economies can inspire much discussion, analysis, and multiple perspectives and interpretations concerning both accountability and interdependence in our world today. During the course of the year, students will survey each of the following regions: the Middle East, sub-Saharan Africa, Asia, the Americas, and Europe (teachers may focus on specific countries within a region or add regions not listed topically to more fully align with current events). This allows for teachers to re-order and reframe the units to highlight cultures within each of the regions that respond to current events as they pursue the yearlong, thematic overarching essential questions: What political, cultural, geographic, and economic issues affect our changing world today? To what extent is our world an interdependent one?

#### Units/Spotlighted Regions:

**Unit 1:** Where in the World? (*world geo-political and global economics overview*)

**Unit 2:** The Americas

**Unit 3:** The Middle East and Sub-Saharan Africa

**Unit 4:** Asia: Spotlight on China and India

**Unit 5:** Europe (including Russia)

### Overarching Thematic Essential Questions for All Units/Spotlighted Regions:

What political, cultural, geographic, and economic issues affect our changing world today? To what extent is our world an interdependent one?

### Components and Domain Essential Questions for All Units/Spotlighted Regions:

*Students will explore the following components and questions for each unit/spotlighted region:*

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| <b>Physical Geography:</b>              | How does the geography (physical, political, resources, climate, population, etc.) of this region influence its interactions with the world today? |
| <b>Cultural Geography:</b>              | In what ways do the historical and contemporary aspects of the cultures of this region influence its role in the world today?                      |
| <b>Civics, Government, and Society:</b> | How does the government of the region impact the lives of the people and their access to justice?  |
| <b>Economics:</b>                       | To what extent are we living in a global economy?  |

## Grade 6, Unit 1: Where in the World? (*World Geo-political and Global Economics Overview*)

*This first unit of the year is an introduction to the physical geography of the world, including how to use the geographic skills of map reading and interpretation, which includes new technology for mapping. Teachers will lay the foundation for the rest of the year with learning experiences about the locations of places in the world, an introduction of 5 themes of geography (location, place, human-environmental interaction, movement, and regions), and reading and interpreting various kinds of maps.*

**Integrated Domain Study:** Physical Geography and Economics

**Overarching Essential Question:** How are geography and economics interconnected in our world today?

**Domain Essential Questions:** How do multiple aspects of geography influence interactions within the world today? How are resources distributed throughout the world?

**Inquiry Focus:** How can we use a variety of sources and approaches to investigate the geography of regions of the world to achieve a better understanding of current international and global issues? How can the study of economics (how resources are produced, distributed, acquired, and consumed throughout the world) help us achieve a better understanding of current international and global issues?

**Concepts to Emphasize:** geography, political geography, physical geography, population distribution, demography (demographics), climate, environment, interdependence, land use, natural resources, regions, sustainability, economy, scarcity, trade, market

## Grade 6, Unit 1: Where in the World? (*world geo-political and global economics overview*)

**Domains:** Physical Geography and Economics

**Concepts to Emphasize:** geography, political geography, physical geography, population distribution, demography (demographics), climate, environment, interdependence, land use, natural resources, regions, sustainability, economy, scarcity, trade, market

### CCSU Power Standards

**Power Standard #1 - Inquiry:** Students design, conduct, and present research that analyzes and interprets social, environmental, historical, and contemporary contexts in order to generalize understandings of societies and public issues. (Aligns with Vermont Standards: 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6)

**Power Standard #3 – Physical Geography:** Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)

**Power Standard #6 – Economics:** Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)

Aligns with Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
6.1, 6.7, <b><i>Inquiry</i></b> 1.18, 1.19, 1.20, 1.21, 6.1, 6.2, 6.3, 6.6	<b>H&amp;SS5-6:11</b> <b>Students interpret geography and solve geographic problems by...</b> <ul style="list-style-type: none"> <li>• Identifying characteristics of <u>states, countries, and continents</u> using resources such as landmarks, models, maps, photographs, atlases, <u>internet, video, reference materials, GIS</u> and mental mapping.</li> <li>• Observing, comparing, and analyzing patterns of state, <u>national, and global</u> land use (e.g., agriculture, forestry, industry) to understand</li> </ul>	<b><i>Focus:</i> Students interpret geographic information. Students show understanding of human interaction with the environment over time.</b> <ol style="list-style-type: none"> <li>1) We can use geography to study, understand, interpret, and find solutions to issues created by factors such as climate, population, land use and natural resources occurring in different regions of the world.</li> </ol>	

	<p>why particular locations are used for certain human activities.</p> <ul style="list-style-type: none"> <li>• Locating the physical and political regions of <u>the United States and the world (e.g., Plains, NE Coast, New England, South, West, etc.)</u>.</li> <li>• <u>Locating selected cities and countries in the world of historical and current importance using absolute and relative location</u> (e.g., capitals, Boston, NYC, London, Iraq, etc.)</li> <li>• Using absolute and relative location to identifying <u>major mountain ranges, major rivers, and major climate and vegetation zones</u>.</li> <li>• Constructing <u>and reading a variety</u> of effective representations of the earth such as maps, globes, and photographs (e.g., physical, political, topographic, <u>computer</u> generated, and special purpose maps).</li> <li>• Identifying and using basic elements of a map.</li> <li>• Using grid systems to locate places on maps and globes (e.g., longitude and latitude).</li> <li>• Using <u>appropriate</u> geographic resources to answer geographic questions <u>and to analyze patterns of spatial variation</u> (e.g., Why do more people live in Chittenden County than any other county?; examining soil quality in relation to land use).</li> </ul>	<p>a) How can we use geography to study and interpret patterns of events?</p> <p>b) To what extent do regions differ? How can we study and analyze these differences to find solutions to regional, international, and global problems.</p> <p>2) Humans influence their environments and environments affect humans.</p> <p>a) How are humans influenced by their environment?</p> <p>b) To what extent is our environment influenced by geographic, cultural, political, economic and human factors?</p>	<p>Identify selected physical and political regions in the world. (3c)</p> <p>Use latitude and longitude (grid system) to find selected world locations. (3a)</p>
<p>3.8, 3.9, 6.15, 6.16, 6.17</p>	<p><b>H&amp;SS5-6:20</b>  <b>Students make economic decisions as a consumer, producer, saver, investor, and citizen by...</b></p> <ul style="list-style-type: none"> <li>• <u>Defining and applying basic economic concepts such as supply and demand, price, market and/or opportunity cost in an investigation of a regional or national economic question or problem</u> (e.g., what were the opportunity costs of westward migration?).</li> <li>• <u>Explaining what happens when people's needs and/or wants exceed their available resources</u> (e.g., analyzing photographs from the Dust</li> </ul>	<p><b>Focus: Students understand the interdependence among people, geography, and economics, as well as how that influences economic decisions.</b></p> <p>1) The scarcity of resources forces people to choose how to allocate various goods and services.</p> <p>a) Why does scarcity exist?</p> <p>b) How do we decide who gets what resources?</p> <p>c) In what ways do the economies of various societies influence both problems and solutions?</p>	<p>Define scarcity and explain how it affects our lives. (6a)</p>

	<p>Bowl).</p> <ul style="list-style-type: none"> <li>• Comparing price, <u>quality, and features</u> of goods and services.</li> <li>• Identifying the pros and cons of saving money over time (e.g., immediate vs. delayed gratification).</li> </ul>	<p>2) Voluntary trade occurs only when all participating parties expect to gain.</p> <ol style="list-style-type: none"> <li>a) Why do people trade?</li> <li>b) To what extent are people better off because of trade?</li> <li>c) How do governments encourage and discourage trade?</li> </ol>	<p>Assess how trade has impacted cultures throughout the world (movement of people, ideas, resources, etc.). (6b)</p>
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## CCSU Comprehensive Curriculum for Social Studies

### Grade 6, Units 2-5: Spotlighted Regions

#### Units/Spotlighted Regions:

**Unit 2:** The Americas

**Unit 3:** The Middle East and Sub-Saharan Africa

**Unit 4:** Asia: Spotlight on China and India

**Unit 5:** Europe (including Russia)

*In the subsequent units, students will build on their Unit 1 knowledge and skills to spotlight the selected regions. Through the lens of inquiry, students will compile, analyze, and present geographic and economic data pertaining to each region; explore cultural and natural features that characterize each region; and trace the movement of people, ideas, and products within each region. Historical context and background will be provided to enable students to understand how these regions developed from the past to the present. Differences in governments will also be examined. The economy of each region and its role in the global economy will be explored with special attention paid to economic ties with the United States. To the greatest extent possible, the context for this year of study will be provided by current events and public issues of international and/or global significance in these regions. Students will also consider what actions create forces of unity or disunity within, between, and among these regions and the role of the United States in these dynamics.*

#### Overarching Thematic Essential Questions for All Units/Spotlighted Regions:

What political, cultural, geographic, and economic issues affect our changing world today? To what extent is our world an interdependent one?

### Components and Domain Essential Questions for All Units/Spotlighted Regions:

*Students will explore the following components and questions for each unit/region of focus:*

- Physical Geography:** How does the geography (physical, political, resources, climate, population, etc.) of this region influence its interactions with the world today?
- Cultural Geography:** In what ways do the historical and contemporary aspects of the cultures of this region influence its role in the world today?
- Civics, Government, and Society** How does the government of the region impact the lives of the people and their access to justice?
- Economics** To what extent are we living in a global economy?

### Concepts to Emphasize:

- History:** artifacts, primary sources, secondary sources, perspective
- Physical Geography:** geography, political geography, physical geography, population distribution, demography (demographics), climate, environment, interdependence, land use, natural resources, regions, sustainability
- Cultural Geography:** civilization, internal and external influences
- Civics, Government, and Society:** human rights, status, conflict, interdependence, gender, age, class, racial and ethnic identity, social position, diversity
- Economics:** economy, scarcity, trade, market

## Grade 6, Units 2-5: Spotlighted Regions – *Physical Geography Component*

**Domain Essential Questions:** How does the geography (physical, political, resources, climate, population, etc.) of this region influence its interactions with the world today?

**Concepts to Emphasize:** geography, political geography, physical geography, population distribution, demography (demographics), climate, environment, interdependence, land use, natural resources, regions, sustainability

### CCSU Power Standards

**Power Standard #3 – Physical Geography:** Students use geographical skills and tools to identify various locations, places, and regions of the world in order to analyze and interpret geographical influences on the past, present, and future. (Aligns with Vermont Standards: 6.1, 6.7)

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
	<p><b>H&amp;SS5-6:11</b>  <b>Students interpret geography and solve geographic problems by...</b></p> <ul style="list-style-type: none"> <li>Identifying characteristics of <u>states, countries, and continents</u> using resources such as landmarks, models, maps, photographs, atlases, <u>internet, video, reference materials, GIS</u> and mental mapping.</li> <li>Observing, comparing, and analyzing patterns of state, <u>national, and global</u> land use (e.g., agriculture, forestry, industry) to understand why particular locations are used for certain human activities.</li> <li>Locating the physical and political regions of <u>the United States and the world (e.g., Plains, NE Coast, New England, South, West, etc.)</u>.</li> <li><u>Locating selected cities and countries in the world of historical and current importance using absolute and relative location</u> (e.g., capitals,</li> </ul>	<p><b><i>Physical Geography Focus:</i></b> Students interpret geographic information.</p> <ol style="list-style-type: none"> <li>We can use geography to study, understand, interpret, and find solutions to issues created by factors such as climate, population, land use and natural resources occurring in different regions of the world.             <ol style="list-style-type: none"> <li>How can we use geography to study and interpret patterns of events?</li> <li>To what extent do regions differ? How can we study and analyze these differences to find solutions to regional, international, and global problems?</li> </ol> </li> </ol>	<p>Identify selected physical and political regions in the world. (3c)</p>

	<p>Boston, NYC, London, Iraq, etc.)</p> <ul style="list-style-type: none"> <li>• Using absolute and relative location to identifying <u>major mountain ranges, major rivers, and major climate and vegetation zones.</u></li> <li>• Constructing <u>and reading a variety</u> of effective representations of the earth such as maps, globes, and photographs (e.g., physical, political, topographic, <u>computer</u> generated, and special purpose maps).</li> <li>• Identifying and using basic elements of a map.</li> <li>• Using grid systems to locate places on maps and globes (e.g., longitude and latitude).</li> <li>• Using <u>appropriate</u> geographic resources to answer geographic questions <u>and to analyze patterns of spatial variation</u> (e.g., Why do more people live in Chittenden County than any other county?; examining soil quality in relation to land use).</li> </ul>		<p>Use latitude and longitude (grid system) to find selected world locations. (3a)</p>
	<p><b>H&amp;SS5-6:12</b>  <b>Students show understanding of human interaction with the environment over time by...</b></p> <ul style="list-style-type: none"> <li>• Describing how people have changed the environment <u>in the U.S. and world</u> for specific purposes (e.g., development of urban environments, genetic modification of crops, reforestation).</li> <li>• <u>Generating information</u> related to the impact of human activities on the physical environment (for example, through field studies, mapping, interviewing, and using scientific instruments) in order to <u>draw conclusions and recommend actions</u> (e.g., accompanying a naturalist working to identify areas in need of preservation).</li> <li>• <u>Identifying</u> different viewpoints regarding resource use <u>in the U.S. and world</u> (e.g., Interview the owner of a hybrid or electric vehicle.).</li> <li>• <u>Describing how the environment influences a particular demographic factor</u>, such as disease/epidemic rates, life expectancy, infant</li> </ul>	<p><b><i>Physical Geography Focus: Students show understanding of human interaction with the environment over time.</i></b></p> <ol style="list-style-type: none"> <li>1) Humans influence their environments and environments affect humans.       <ol style="list-style-type: none"> <li>a) How are humans influenced by their environment?</li> <li>b) To what extent is our environment influenced by geographic, cultural, political, economic and human factors?</li> </ol> </li> </ol>	<p>Interpret different viewpoints regarding resource use in selected geographic locations in the world. (3b)</p>

	<p>mortality rate, population growth rate (e.g., describe how environmental factors influence income).</p> <ul style="list-style-type: none"><li>• Recognizing patterns of voluntary and involuntary migration <u>in the U.S. and world.</u></li></ul>		
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## Grade 6, Units 2-5: Spotlited Regions – Cultural Geography Component

**Domain Essential Questions:** In what ways do the historical and contemporary aspects of the cultures of this region influence its role in the world today?

**Concepts to Emphasize:** civilization, internal and external influences

### CCSU Power Standards

**Power Standard #4 – Cultural Geography:** Students understand diverse cultures and how the movement and settlement of people, ideas, and goods impact the world. (Aligns with Vermont Standards: 6.5, 6.8, 6.13, 6.14)

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
	<p><b>H&amp;SS5-6:13</b>  <b>Students analyze how and why cultures continue and change over time by...</b></p> <ul style="list-style-type: none"> <li>Identifying expressions of culture in the U.S., <u>and the world through analysis of various modes of expression such as poems, songs, dances, stories, paintings, and photographs</u> (e.g., investigating cultural expressions of the Harlem Renaissance).</li> <li>Describing the contributions of various cultural groups <u>to the world, both past and present.</u></li> <li>Identifying how location influences cultural traits (e.g., comparing clothing, food, religion/values, government, and art across four ancient cultures in relation to location).</li> <li>Identifying ways in which culture in the <u>United States and the world</u> has changed.</li> </ul>	<p><b>Cultural Geography Focus:</b> Students analyze how and why cultures continue and change over time. Culture is learned behaviors and shared characteristics that are transmitted from individual to individual and from groups to groups over time.</p> <ol style="list-style-type: none"> <li>1) What is culture?             <ol style="list-style-type: none"> <li>a) To what extent do all cultures share the same characteristics? To what extent do they differ?</li> <li>b) How do the characteristics of culture shape and define our world?</li> </ol> </li> <li>2) Cultures or elements of culture can both unify and divide us.             <ol style="list-style-type: none"> <li>a) To what extent can culture both divide and unite groups, communities, societies, countries, regions, and civilizations?</li> </ol> </li> </ol>	<p>Evaluate how geography influences culture. (4a).</p>

		<p>3) Culture may change over time as it responds to both internal and external influences from the environment.</p> <ul style="list-style-type: none"><li>a) In what ways can culture change over time?</li><li>b) What internal and external influences would cause culture to change or not to change over time?</li></ul>	<p>Analyze how a new idea (or an idea that is introduced) has changed a society (technology, human rights, religion, etc.). (4b)</p>
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## Grade 6, Units 2-5: Spotlighted Regions – Civics, Government, and Society Component

**Domain Essential Questions:** How does the government of the region impact the lives of the people and their access to justice?

**Concepts to Emphasize:** human rights, status, conflict, interdependence, gender, age, class, racial and ethnic identity, social position, diversity

### CCSU Power Standards

**Power Standard #5 – Civics, Government, and Society:** Students debate the meaning of citizenship in a democracy, from local, national, and global perspectives and act as informed citizens who demonstrate an understanding of human rights, responsibilities, and political tensions. (Aligns with Vermont Standards: 6.9, 6.10, 6.11, 6.12, 6.14)

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
	<p><b>H&amp;SS5-6:16</b>  <b>Students examine how different societies address issues of human interdependence by...</b></p> <ul style="list-style-type: none"> <li>Identifying a current or historic issue related to basic human rights (e.g., civil rights; women’s movement).</li> <li>Explaining how roles and status of people have differed and changed throughout history based on gender, age, class, racial and ethnic identity, wealth, and/ or social position.</li> <li>Describing the purposes and functions of governmental and nongovernmental international organizations (e.g., the United Nations).</li> <li>After examining issues from more than one perspective, defining and defending the rights and needs of others in the, community, nation, and world (e.g., participating in a forum on child slavery).</li> <li>Describing differences and similarities among</li> </ul>	<p><b>REVIEW Focus: Students show understanding of various forms of government.</b></p> <ol style="list-style-type: none"> <li>Governments exist in order to organize society.             <ol style="list-style-type: none"> <li>What are various forms and systems of government existing throughout the world?</li> <li>In what ways are laws and rules established to meet the needs of citizens in various regions of the world?</li> <li>To what extent do governments serve the needs of citizens?</li> <li>How and why do governments change?</li> </ol> </li> </ol> <p><b>Focus: Students examine how different societies address issues of human interdependence.</b></p> <ol style="list-style-type: none"> <li>Different governments hold different ideas about the concept of Human Rights which fundamentally affect</li> </ol>	<p>Demonstrate an understanding of different forms of governments existing in the world (democracy, republic, constitutional monarchy, monarchy, dictatorship, etc.). (5a)</p> <p>Explain how government affects the lives of its citizens (justice, government, resources, human rights, etc.). (5b)</p>

	<p>people that arise from factors such as cultural, ethnic, racial, economic, and religious diversity.</p> <ul style="list-style-type: none"> <li>• Citing examples, both past and present, of how diversity has led to change (e.g., foods; internment camps; slavery).</li> <li>• Identifying examples of interdependence among states and nations (e.g., natural resources).</li> <li>• Comparing and contrasting behaviors that foster cooperation among groups and governments (e.g., assigned roles of participation; clear expectations and goal setting).</li> <li>• Explaining conditions that contribute to conflict within and among individuals, communities, and nations (e.g., investigating the political, social, and economic causes of the American Revolution).</li> <li>• Explaining ways in which conflicts can be resolved peacefully (e.g., melting pot vs. salad bowl).</li> </ul> <p><b>H&amp;SS5-6:17</b>  <b>Students examine how access to various institutions affects justice, reward, and power by...</b></p> <ul style="list-style-type: none"> <li>• <u>Describing how different groups gain or have been denied access to various institutions, and exploring alternative ways of getting access</u> (e.g., Women's right to vote, access for disabled, petition).</li> <li>• Identifying examples of tensions between belief systems and government policies and laws (e.g. Christmas trees may exclude people who are not Christian; Pledge of Allegiance).</li> </ul>	<p>the lives of the people living in those countries.</p> <ol style="list-style-type: none"> <li>a) What are commonly held ideals and standards for human rights throughout the world?</li> <li>b) How are people affected by different standards for human rights throughout the world?</li> <li>c) How do people influence human rights throughout the world?</li> </ol>	
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## Grade 6, Units 2-5: Spotlighted Regions – Economics Component

**Domain Essential Questions:** To what extent are we living in a global economy?

**Concepts to Emphasize:** economy, scarcity, trade, market

### CCSU Power Standards

**Power Standard #6 – Economics:** Students understand how and why individuals, societies, and governments make economic choices given unlimited wants and limited resources. (Aligns with Vermont Standards: 3.8, 3.9, 6.15, 6.16, 6.17)

Vermont Standards	Vermont Grade Cluster Expectations <i>Competency Focus</i>	Enduring Understandings and Essential Questions	CCSU Power Indicators <i>Proficiency Focus</i>
	<p><b>H&amp;SS5-6:20</b>  <b>Students make economic decisions as a consumer, producer, saver, investor, and citizen by...</b></p> <ul style="list-style-type: none"> <li>• <u>Defining and applying basic economic concepts such as supply and demand, price, market and/or opportunity cost in an investigation of a regional or national economic question or problem</u> (e.g., what were the opportunity costs of westward migration?).</li> <li>• <u>Explaining what happens when people's needs and/or wants exceed their available resources</u> (e.g., analyzing photographs from the Dust Bowl).</li> <li>• Comparing price, <u>quality, and features</u> of goods and services.</li> <li>• Identifying the pros and cons of saving money over time (e.g., immediate vs. delayed gratification).</li> </ul>	<p><b>Focus: Students understand the interdependence among people, geography, and economics, as well as how that influences economic decisions.</b></p> <ol style="list-style-type: none"> <li>1) The scarcity of resources forces people to choose how to allocate various goods and services.             <ol style="list-style-type: none"> <li>a) Why does scarcity exist?</li> <li>b) How do we decide who gets what resources?</li> <li>c) In what ways do the economies of various societies influence both problems and solutions?</li> </ol> </li> <li>2) Voluntary trade occurs only when all participating parties expect to gain.             <ol style="list-style-type: none"> <li>a) Why do people trade?</li> <li>b) To what extent are people better off because of trade?</li> <li>c) How do governments encourage and discourage trade?</li> </ol> </li> </ol>	<p>Define scarcity and explain how it affects our lives. (6a)</p> <p>Assess how trade has impacted cultures throughout the world (movement of people, ideas, resources, etc.). (6b)</p>