

6th Grade Social Studies

Key Instructional Activities

Sixth grade is the first year of a two-year World Area Studies course. Sixth grade students study Latin America, Canada, Europe, and Australia. The goal of this two-year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas so that students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics standards; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses on major events in each region during the twentieth and twenty-first centuries. Map and Globe and Informational Processing Skills Matrices are utilized as a foundation for students to locate, analyze, and synthesize information related to social studies topics.



The C3 Framework emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. The Four Dimensions center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to enable students to become active and engaged citizens in the 21st century.



Along with content knowledge, students will be introduced to the following skills through a broad range of topics:

- identify issues and/or problems and alternative solutions
- identify and use primary and secondary sources
- construct charts and tables
- analyze artifacts
- draw conclusions and make generalizations
- formulate appropriate research questions
- check for consistency of information
- interpret political cartoons
- compare and contrast the categories of natural, cultural, and political features found on maps
- use a map to explain impact of geography on historical and current events
- compare maps of the same place at different points in time and from different perspectives to determine

changes, identify trends, and
generalize about human activities
*(More information on the skills matrices can be
found as an appendix to the GSE at
Georgiastandards.org)*

The C3 Social Studies Classroom

Inquiry-based approaches...provide students with opportunities to authentically engage in social studies with intellectual, student-centered learning activities. Through inquiry, students can be motivated to explore their curiosities and build their knowledge using approaches beyond simple recitation and memorization of facts (Dague, 2020).

Inquiry Based Practices

1. Teachers and students balance their thoughts, beliefs, and practices.

- Teachers strike a balance between their expertise by allowing students to learn and do on their own with support from the teacher.
- Students actively construct knowledge rather than passively receive it.
- Students engage with featured sources to construct their arguments with support from the teacher.
- Students construct content knowledge and make arguments independently and collaboratively.

2. Teachers and students balance assessment needs.

- Teachers develop assessments through formative and summative performance tasks that give students opportunities to learn by doing.
- Teachers create a variety of performance tasks (e.g., T-charts, debates, structured discussions, claim-making, arguments).
- Teachers focus on process and product when supporting students' arguments.
- Students are independent in their work with supporting scaffolding.
- Students develop ideas freely and provide support for all of their ideas.

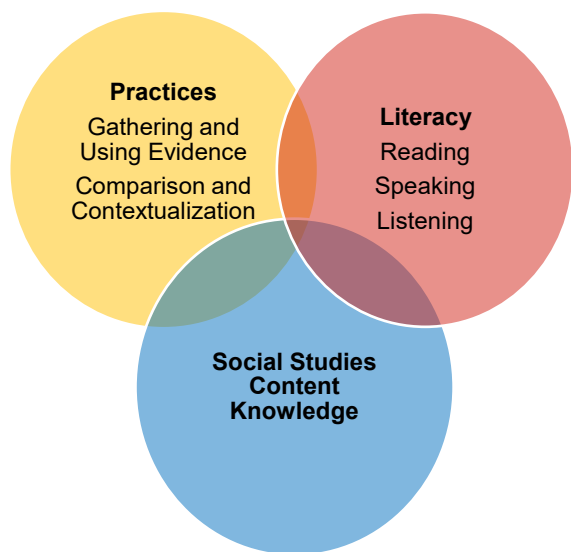
3. Teachers provide students with scaffolding to complete the complex academic work of inquiry.

- Teachers provide constant feedback and support students' learning as they navigate questions, tasks, and sources.
- Students consider multiple perspectives to deepen their knowledge.

4. Teachers develop practices that are considerate of students' interest and skills.

- Teachers to stage the compelling question to promote students' interest.
- Teachers to encourage students to take their ideas beyond the classroom.
- Students to work with sources that spark their curiosity and interest in the topic.

Content and Skills Integration



FROM A Social Studies Classroom Where...	TO A Social Studies Classroom Where...
Students experience an additional nonfiction reading class or textbook-focused instruction.	Students learn to read, discuss, and write like social scientists.
Students develop literacy skills and social studies practices separately.	Students develop disciplinary literacy skills and social science practices in tandem.
Students learn content knowledge.	Students integrate and apply concepts, skills, and content knowledge.

6th Grade Social Studies System Pacing Overview



Unit 1 Expected Dates: Early August

Connecting Themes and Enduring Understandings

The focus of this important initial unit is themes and enduring understandings rather than specific standards. These connecting ideas will be integrated throughout the units in the Sixth Grade Social Studies curriculum. The understanding of these themes will be linked to students' own experiences and knowledge, as well as lay the foundation for the rest of the sixth-grade social studies course. Upon conclusion of this unit, students will be able to demonstrate effective knowledge and use of the enduring understandings and can apply them to their daily lives and curriculum content.

Unit 2 Expected Dates: Late August

Europe: Geography and Economics—Making the Connection

In this unit, students will explore the connection between geography and economy. Students will describe the location of major countries and analyze the location's impact on its people. A study of environmental issues will allow students to explore the theme of human-environmental interaction. Students will explain how the location and availability of resources affect where people in Europe live and how the unequal distribution of resources impacts trade in Europe. By the end of the unit, students will be able to explain the presence or absence of the factors of production in European countries and how these factors of production influence the production, distribution, and consumption of goods and services. Students will understand how the European countries are economically interrelated to provide for the needs of the European people through voluntary trade.

Unit 3 Expected Dates: September-October

Europe: Past Shapes the Present

In this unit, students will explore modern Europe. Students will explain the diversity of European culture by examining languages, religions, and literacy rate. Students will investigate the forms and organizational structures of modern European governments and the purpose of the European Union (EU). Students will explain how conflict and change in the 20th century impacts Europe in the 21st century.

Unit 4 Expected Dates: October-November

Latin America: Physical and Human Geography

In this unit, students will understand how European contact changed the cultural landscape of Latin America. While the early civilizations were destroyed there remains some continuity seen through existing societies. Conflict & change are furthered through the ideas and impact of revolutionary leaders. Students will explore how the movement & migration of people during the building of colonial empires resulted in an economic and cultural legacy. Finally, students will identify political and physical features of the region, and determine how location impacts the development of Latin American countries, and how the Latin American countries impact their environment.

Unit 5 Expected Dates: November-December

Latin America: Past Shapes the Present

During this unit, students will examine conflict and change in Latin America with a focus on the impact of the Cuba Revolution. The study of the impact of the Cuban Revolution will target the economic term embargo as the current relationship between the Cuba and the United States is explored. Also, students will be introduced to how Cuba became a communist country and examine the economic system. Students will compare the governments of Brazil, Mexico and Cuba in terms of citizen participation. An analysis of these countries' economic systems will help students understand the connection between the type of government and the economy.

cont.

Unit 6 Expected Dates: January**Modern Latin America**

In this unit, students will understand how European contact changed the cultural landscape of Latin America. While the early civilizations were destroyed there remains some continuity seen through existing societies. Conflict & change are furthered through the ideas and impact of revolutionary leaders. Students will explore how the movement & migration of people during the building of colonial empires resulted in an economic and cultural legacy. Finally, students will identify political and physical features of the region, and determine how location impacts the development of Latin American countries, and how the Latin American countries impact their environment.

Unit 7 Expected Dates: Early February**Impact of Canada's Geography**

In this unit students will explore the connection between geography and economy. Students will describe the location of major countries and analyze the location's impact on its people. Students will explain how the location and availability of resources affect where people in Canada live and what they trade. A study of environmental issues will allow students to explore the theme of human-environmental interaction. Students will examine the history of NAFTA and how it has been replaced by USMCA.

Unit 8 Expected Dates: Late February**Canada Today**

This unit begins with a study of Quebec's independence movement. The unit continues with a study of citizen participation in Canada's government. An analysis of Canada's economic system will help students understand the connection between the type of government and the economy. By the end of the unit students will be able to explain the presence or absence of the factors of production in Canada, and how these factors of production influence the production, distribution, and consumption of goods and services.

Unit 9 Expected Dates: March**Impact of Australia's Geography**

In this unit, students will explore the connection between geography and the economy. Students will describe the location of major countries and analyze the location's impact on its people. A study of environmental issues will allow students to explore the theme of human-environmental interaction. Students will explain how the location and availability of resources affect where people in Australia live.

Unit 10 Expected Dates: April**Australia Today**

This unit begins with a study of the colonization of Australia by the English. The unit continues with a study of citizen participation in Australia's government. An analysis of Australia's economic system will help students understand the connection between the type of government and the economy. By the end of the unit, students will be able to explain the presence or absence of the factors of production in Australia and how these factors of production influence the production, distribution, and consumption of goods and services.

Unit 11 Expected Dates: May**Your Financial Future**

In this unit, students will examine basic economic concepts pertaining to financial literacy. Students will learn economic terms and concepts that will allow them to develop critical thinking skills for both short and long term economic decisions and money management. Students will be able to make reasoned judgments and become more competent decision makers, while exploring benefits and risks of those choices. Upon conclusion of this unit, students will be able to evaluate personal and global scenarios from a financial perspective. As students examine incentives (money), and the fact that they are often limited, students will gain a more economic perspective that will build understanding of our complex and integrated global economics

HOW CAN YOU SUPPORT YOUR CHILD'S SUCCESS?

The adoption of more rigorous standards in Social Studies has led to a change in how social studies is taught in the classroom. You can encourage critical thinking, problem solving, and participatory skills necessary for students to become engaged citizens by asking questions. In each unit, students should have the opportunity to develop their own questions about content, apply disciplinary tools to expand their thinking, evaluate credible sources to gather information, communicate conclusions after inquiries, and determine whether to take action based on new understandings about the world in which we live.

Dimension of Learning	Questions You Might Ask
Developing Questions and Planning Inquiries	<ul style="list-style-type: none"> • What are you learning in social studies? • What do you wonder about that? • What is your point of view about that topic? • What might someone else's point of view be about the topic?
Applying Disciplinary Concepts and Tools	<ul style="list-style-type: none"> • How would a historian ask questions about this topic? • How would a political scientist ask questions about this topic? • How would a geographer ask questions about this topic? • How would an economist ask questions about this topic? • Why would professionals of different disciplines ask different questions?
Evaluating Sources and Using Evidence	<ul style="list-style-type: none"> • What online sources would you use to find out more information about that topic? What print sources might you use? • How do you know if a source is reliable? • How do you determine if a source is relevant to your topic?
Communicating Conclusions and Taking Informed Action	<ul style="list-style-type: none"> • Has your thinking changed after learning about this topic? • Have you thought about what you can do to address issues in today's society related to this topic?

Resources that may help your student in 6th Grade Social Studies.

Online Pearson Textbook: MyWorld Interactive (Students logon through SSO tab on www.hcbe.net)

Geography games: <http://www.sheppardsoftware.com/Geography.htm>

Cartograms to explore: <https://worldmapper.org/>

Discovery Education: www.discoveryeducation.com

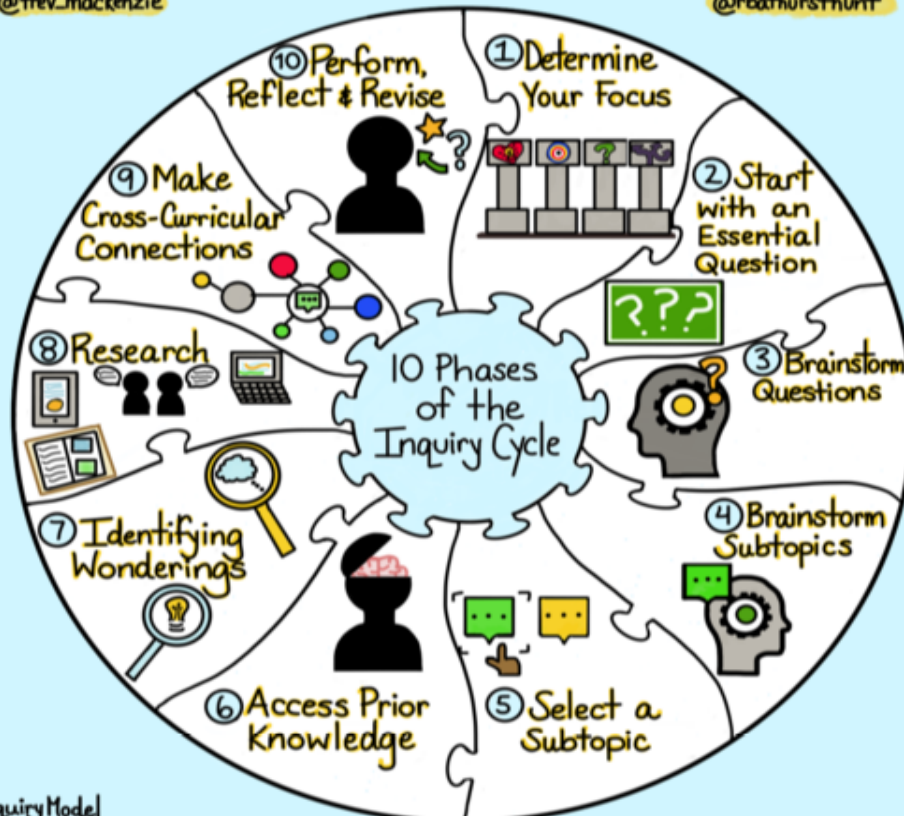
Can You Make it as an Uber Driver? Personal Finance Game

<https://docs.google.com/document/d/1oj3rM1iEyKfB1uRP5jdIq2s9OIQ6XBEV79vxEGZADHg/edit>

The Inquiry Cycle

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Inspired by: Alberta Inquiry Model

#InquiryMindset

10 Characteristics of the Inquiry Classroom

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- 1 Nurture student passions & talents
 - 2 Empower student voice & honour student choice
 - 3 Increase motivation and engagement
 - 4 Foster curiosity and a love for learning
 - 5 Teach grit, perseverance, growth mindset & self-regulation
 - 6 Make research meaningful & develop strong research skills
 - 7 Deepen understanding to go beyond memorizing facts and content
 - 8 Fortify the importance of asking good questions
 - 9 Enable students to take ownership over their own learning and to reach their goals
 - 10 Solve the problems of tomorrow in the classrooms of today
- Genius Hour**
20% Time
Passion Projects