

SENECA VALLEY SCHOOL DISTRICT

CURRICULUM

Course Title:	Social Studies
Grade Level(s):	6
Periods Per Week:	5
Length of Period:	35 Minutes
Length of Course:	Full Year
Faculty Author(s):	Victoria Knichel, Stephanie Chiapusio
Date:	November 6, 2013

COURSE DESCRIPTION:

Students will learn about the geography, civics, government, economics, culture, and history of Asia, Latin America, Europe and Russia, and Africa and the Middle East. The first two sections will incorporate the PA Core Academic Standards for Reading in History and Social Studies and Academic Standards for Writing in History and Social Studies. The third section provides the specific content standards. All three sections need to be addressed to support the delivery of the content.

Students will engage in various instructional activities that focus on the integration of map skills, data interpretation, research skills, communication skills, and technology into a comprehensive study of history and its effects on today's society. From this, they will gain a working knowledge and understanding of the symbiotic relationships between geography, civics, government, economics, culture, and history.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

COURSE OUTLINE	OBJECTIVES (PA standard)			
<p>I. Reading in History & Social Studies</p>	<p>CC.8.5.6-8.A. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CC.8.5.6-8.B. 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.</p> <p>CC.8.5.6-8.C. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CC.8.5.6-8.D. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CC.8.5.6-8.E. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CC.8.5.6-8.F. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CC.8.5.6-8.G. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CC.8.5.6-8.H. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CC.8.5.6-8.I. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CC.8.5.6-8.J. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>CC.8.6.6-8.B.* Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or</p>			

COURSE OUTLINE	OBJECTIVES (PA standard)			
	<p>technical processes.</p> <ul style="list-style-type: none"> • Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. • Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Establish and maintain a formal style and objective tone. • Provide a concluding statement or section that follows from and supports the information or explanation presented. 			

COURSE OUTLINE	OBJECTIVES (PA standard)			
<p>II. Writing in History and Social Studies</p>	<p>CC.8.6.6-8.C. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.8.6.6-8.D. 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.</p> <p>CC.8.6.6-8.E. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>CC.8.6.6-8.F. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CC.8.6.6-8.G. 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.</p> <p>CC.8.6.6-8.H. Draw evidence from informational texts to support analysis reflection, and research.</p> <p>CC.8.6.6-8.I. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>			

COURSE OUTLINE	OBJECTIVES (PA standard)			
<p>III. Geographic Understanding and Application</p> <p>A. Elements of a Map</p> <ol style="list-style-type: none"> 1. Title 2. Legend 3. Compass 4. Scale 5. Grid <p>B. Lines of Latitude and Longitude</p> <ol style="list-style-type: none"> 1. Identifying Equator, Prime Meridian and International Dateline 2. Understanding the measurement/degrees of latitude and longitude <p>C. Hemispheres</p> <ol style="list-style-type: none"> 1. Location of hemispheres 2. Lines dividing hemispheres <p>D. Climate Zones</p> <ol style="list-style-type: none"> 1. Understanding the various climates in the world and their effects 2. Describing the various climate zones in the world and their effects <p>E. Landforms and Bodies of Water</p> <ol style="list-style-type: none"> 1. Identifying specific types of landforms and bodies of water in the world 2. Describing specific types of landforms and bodies of water in the world <p>F. Types of Maps</p> <ol style="list-style-type: none"> 1. Interpreting physical maps: vegetation, climate, elevation, 	<p>Students study and use different types of maps: political, physical, population, satellite, vegetation, and climate to analyze the geographic impact on culture, history, and economics of the world. 7.1.6.A</p> <p>Students analyze data using bar graphs, timelines, plot graphs, and circle graphs</p> <p>Students identify locations using spatial elements of a map</p> <p>Compare and contrast community connections around the world using current and historical events</p> <p>Compare and contrast various geographic and physical features of the earth around the world</p>			

COURSE OUTLINE	OBJECTIVES (PA standard)			
<p>natural resource and land use</p> <ol style="list-style-type: none"> 2. Interpreting political maps: population, cultural regions and political boundaries 3. Constructing physical and political maps. <p>G. Direction</p> <ol style="list-style-type: none"> 1. Determine absolute location using compass direction and latitude and longitudinal measurement 2. Determine relative location using continents, countries, landforms and bodies of water 				

COURSE OUTLINE	OBJECTIVES (PA standard)			
<p>IV. Regions of the World</p> <p>A. Physical Geography</p> <ol style="list-style-type: none"> 1. Physical position in the world 2. Political features 3. Physical features- landforms and bodies of water 4. Climate regions 5. Vegetation zones <p>B. Culture</p> <ol style="list-style-type: none"> 1. Elements of culture in each- language, traditions, celebrations, religions, foods, daily life, etc. <p>C. Civics and Government</p> <ol style="list-style-type: none"> 1. Development of governmental systems 2. Nationalism/ Patriotism 3. Current events and citizenship 4. Influential people <p>D. History</p> <ol style="list-style-type: none"> 1. Identify key turning points in history 2. Land conquest, colonization, and independence 3. Impact of various individuals on history and events 4. Impact of particular events on development of 	<p>Students make inferences about the economic impact of Earth’s physical processes (i.e., Why do prices change on produce in the winter vs. summer months?)</p> <p>Students will explain how landforms and climate and vegetation affect how goods and services are produced/distributed (i.e., In the Himalayas there are no major highways to transport goods. Africa’s plateau affects the economies of landlocked countries.) 6.1.6.B</p> <p>Students explain the impact of the characteristics of population in the world on human and cultural development (i.e., urbanization, suburban development, immigration, deforestation.) 7.3.6.A</p> <p>Students will distinguish cultural differences in the world caused or impacted by geographic features and where people live. 7.3.6.B</p> <p>Students will distinguish cultural differences in the world caused or impacted by economic needs, geographic features and where people live. 7.3.6.C</p> <p>Students will examine the political and cultural contributions of individuals and groups from U.S. history. 8.3.6.A</p> <p>Students will describe how individuals and groups from Asia, Europe and Russia, Latin America, and Africa and the Middle East influenced political and cultural contributions to world history. 8.4.6.A</p> <p>Students will identify types of government and their purpose in various nations in the world. 5.1.6.A</p> <p>Students will compare their individual and national rights to that of nations and people around the world. 5.1.6.B</p> <p><i>**To support ELA instruction for Anne Frank: Overview of WWII history, impact, and causes to establish historical background for comprehension of novel. Completed during Europe unit in conjunction with ELA**</i></p>			

COURSE OUTLINE	OBJECTIVES (PA standard)			
<p>country</p> <p>E. Economics</p> <ol style="list-style-type: none"> 1. Analyze relationship between government systems and economic development 2. Tourism 3. Currency exchange rates 4. Distribution of natural resources & population 5. Environmental impacts 	<p>Students will analyze specific types of governments in the world for principles and ideals such as:</p> <p>Equality Majority rule/minority rights Popular sovereignty Privacy Checks and balances Separation of powers</p> <p>Students will create rules and laws based on the methods within a republic type of government. 5.1.6.I</p> <p>Students will examine the importance of political leadership and public service. 5.2.6.D</p> <p>Students will analyze the impact of types of governments on the daily life and rituals of various cultures in the world. 5.3.6.C</p> <p>Students will identify leaders of countries in the world. 5.3.6.E</p> <p>Students will analyze current events for bias, propaganda and factual information. 5.3.6.J</p> <p>Students will compare and contrast the governments of the countries bordering the United States and their relationships with the United States. 5.4.6.C</p> <p>Students will evaluate the role of the United States in working with other countries on common environmental problems, natural disasters, and trade. 5.4.6.E</p> <p>Students will distinguish between economic differences in the world caused or impacted by needs, geographic features, historical events, and where people live. 7.3.6.D & E</p> <p>Students will generalize the effects of weather on cultural, historical, and economic development. 7.4.6.A & B</p> <p>Students identify how humans have modified the geography of the world and how it has impacted culture</p>			

COURSE OUTLINE	OBJECTIVES (PA standard)			
	<p>Students will identify the aspects of traditional, command, and market systems in relation to various cultures in the world.</p> <p>6.1.6. A</p> <ul style="list-style-type: none"> - Traditional Economies: barter, inheritance of land and property, and dowries in primitive and modern societies, past and present. - Market Systems: free enterprise, taxation, trade agreements (i.e. NAFTA, European Union, African National Congress) - Command Systems: Communism, Fascism, Fundamentalist Regimes and Absolute Monarchies <p>Students will evaluate economic data to determine the health of economies in the world. 6.1.6.C</p> <ul style="list-style-type: none"> - Urbanization for employment reasons - Deforestation for money - Climate effecting prices of vegetation-oriented products - Concepts of supply and demand - Migration of people and industry for economic growth and cost saving <p>Students will analyze through urbanization the cause and effect relationship between similar conglomerates and small businesses (i.e. Starbucks vs. privately owned coffee shop)</p> <p>6.1.6.D</p> <p>Students will identify and explain the interrelationship of consumer benefits, supply/demand, and profit/loss. 6.2.6.B</p> <ul style="list-style-type: none"> - Weekly specials at stores competing for business. - Classroom token economies <p>Students will explain that money creates economic cycles that provide continuous stimulation in business and private sectors. 6.2.6.C</p> <ul style="list-style-type: none"> - Exchange rates. (Euro vs. US Dollar) - International trade - Money provides services: education, health care, shelter, and transportation <p>Students will be able to identify various economic institutions.</p>			

COURSE OUTLINE	OBJECTIVES (PA standard)			
	<p>6.2.6.D</p> <ul style="list-style-type: none"> - Banks - Labor unions (in Africa, Industrial Revolution) - European Union <p>Students will understand tariffs and taxes and their impact on prices of goods in international trade. 6.2.6.G</p> <p>Students will identify various public goods from nations across the world that governments supply for their people. 6.2.6.I (i.e. health care and transportation services)</p> <p>Students will explain the costs and benefits of taxation. 6.2.6.J</p> <p>Students will evaluate advertisements for propaganda techniques that influence purchasing of goods. 6.2.6.K</p> <p>Students will explain what an exchange rate is and apply it to various countries. 6.2.6.L (i.e. Canada vs. United States and Europe vs. United States)</p> <p>Students will explain immigration and migration for employment and economic reasons. 6.3.6.A</p> <p>Students will understand and explain the effects of overuse of resources on quality of life. 6.3.6.B</p> <p>Students will describe the natural, human, and capital resources used to produce a specific good or service 6.3.6.C (i.e. analyzing a product and its course of production to consumer use)</p> <p>Students will understand and explain the effects of overuse of resources on quality of life. 6.3.6.D</p> <p>Students will understand and explain the positive and negative effects of resource use on personal quality of life. 6.3.6.F</p> <p>Students will understand and explain the benefits of diversification of an economy. 6.4.6.A (i.e. the more variance in the labor force, the more jobs that are needed)</p> <p>Students will understand and explain the benefits of the</p>			

COURSE OUTLINE	OBJECTIVES (PA standard)			
	<p>specialization of an economy. 6.4.6.B (i.e. if a country specializes in a good that is needed, then its' economy will benefit)</p> <p>Students will explain how trading between countries build economies based on common needs or industry. 6.4.6.E</p> <p>Through inference students will recognize that the availability of goods and services is the result of work by members of the society. 6.5.6.A</p> <p>Students will explain the concept of labor productivity 6.5.6.B & C (i.e. the larger the workforce the more productive a country's economy should be)</p> <p>Students will explain the benefits of making profits for bettering a country's economy. 6.5.6.D</p>			