

# Blackhawk School District

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## CURRICULUM

Course Title:	Social Studies
Grade Level(s):	Sixth
Length of Period:	45 minutes daily
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### **SOCIAL STUDIES MISSION:**

The purpose for learning social studies is to prepare students to be responsible, productive citizens who possess an awareness of local, regional and global issues. Students will use problem solving, critical thinking and analytical skills based upon knowledge of the past in order to successfully impact the present and the future. By building a frame of reference, students will learn to understand and appreciate overarching concepts in literature, film, art and science.

### **COURSE DESCRIPTION:**

Students will utilize various geographic tools to investigate how Earth's physical systems shape our world's cultures. We will also gain a historical perspective of the world and investigate the role of cultural groups in a global community.

**Text:** *People, Places, and Change: An Introduction to World Studies*; Holt, Rinehart, and Winston; Copyright 2000

### **PA Common Core Standards for Reading and Writing in Social Studies:**

Pennsylvania Department of Education has released standards that describe what students in the social studies classroom should know and be able to do with the English language in reading and writing, grade 6 through 12. The standards provide the targets for instruction and student learning essential for success in all academic areas, not just language arts classrooms. Although the standards are not a curriculum or a prescribed series of activities, Blackhawk School District has used them to develop this social studies curriculum.

The standards for Reading are available at:

[http://static.pdesas.org/content/documents/PA\\_Common\\_Core\\_Standards\\_for\\_Reading\\_in\\_History\\_and\\_Social\\_Studies\\_8-7-12.pdf](http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Reading_in_History_and_Social_Studies_8-7-12.pdf)

The standards for Writing are available at:

[http://static.pdesas.org/content/documents/PA\\_Common\\_Core\\_Standards\\_for\\_Writing\\_in\\_History\\_and\\_Social\\_Studies\\_8-7-12.pdf](http://static.pdesas.org/content/documents/PA_Common_Core_Standards_for_Writing_in_History_and_Social_Studies_8-7-12.pdf)

**ESSENTIAL QUESTIONS:**

Essential questions are the heart of the curriculum. Essential questions are conceptual commitments that teachers will use to guide instructional decision-making. In addition, they are kid friendly so that students can easily understand them. Essential questions are meant to be shared with students in either discussion or posting in the classroom.

Essential questions provide the focus for teaching and learning. The following are the Essential Questions for this class:

1. **Where are you?**
2. **Why do you live here?**
3. **How do you get your picture on money?**
4. **Rules! Who needs these rules?**
5. **Are we good neighbors?**
6. **Where did those people in those old pictures come from?**
7. **History: Fact or Fiction?**

Assessing Essential questions is key to a robust curriculum. If Essential Questions are the focal point of learning, how then do we assess students? The following is an overview of recommended assessments to the Essential Questions. In addition, Differentiated learning opportunities are embedded as well (noted by DI).

### **Map Skills**

EQ: Where are you?

DI and EQ Assessment: Create a local, regional and national map and interpret thematic maps in terms of relative location.

### **Physical**

EQ: Why do you live here?

DI and EQ Assessment: Use family tree as a graphic organizer to trace our migration patterns. On-line research project or local economy (e.g. parents' employers)

### **Gaining historical perspective**

EQ: How do you get your picture on money?

DI and EQ Assessment: Compare and contrast changing historical perspectives of major influential leaders. Research and present a living biography of a historical figure (dress up like character and oral presentation to class).

### **Government**

EQ: Rules! Who needs these rules?

DI and EQ Assessment: Design a process and establish a classroom rules that are fair and will benefit each student. Study the workings of a trial by jury. Assign parts to different students and perform a mock trial.

### **Countries**

EQ: Are we good neighbors?

DI and EQ Assessment: Research a neighboring country and design and illustrate a travel brochure. Use current event articles relative to our neighbors and write a persuasive essay or immigration/boarder control.

### **Europe**

EQ: Where did those people in those old pictures come from?

DI and EQ Assessment: Design questions and interview oldest living relative (oral history). Design timeline of European and Asian conflicts with the U.S. and describe our current relationship.

### **Historical Source**

EQ: History: Fact or Fiction?

DI and EQ Assessment: Compare and contrast old and new history books. Research and chart the changing role of Christopher Columbus in history.

**ROBUST VOCABULARY:**

Robust vocabulary words are Tier 2 words, meaning that they are complex, powerful, and generalizable. Robust vocabulary words support language development of both lower and high level learners. In addition, robust vocabulary instruction helps prepare students for SATs, upper level high school classes, and college. “Studies showed that robust instruction was quite effective not only for learning the meanings of words but also for affecting reading comprehension.” (p. 2 Bringing Words to Life).

Teachers are asked to commit to teaching and students USING these words throughout the entire year. Using a variety of instructional strategies, students will learn the meaning of these words in a deep and meaningful way in this content and across other content areas.

The Robust Vocabulary for this class are: **Relate/Relationship, Strategy, Evaluate, Migrate/Immigrant, Culture, Economy, Explain, Describe, Support, and Identify**

COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME / ACTUAL TIME	RESOURCES	LESSON REFLECTION (for future revisions)
<b>I. Map Skills</b>	Students will: 7.1.6 A Describe and utilize geographic tools and their uses. 7.1.6 B Describe and locate places and regions.	20 Days	Text-Skills Section	
<b>II. Physical Characteristics of Earth's patterns and systems</b>	Students will: 7.2.6 A Describe and explain the physical characteristics of places and regions including spatial patterns of Earth's physical systems. 7.2.6 B Describe the physical processes that shape patterns on Earth's surface. 7.4.6 A Describe the impacts of physical systems on people. 7.4.6 B Describe the impacts of people on physical systems. 5.1.6 K Describe the purpose of symbols and holidays. s8.B.3.3.1 Explain how human activities may affect local, regional, and global environments. S8.B.3.3.2 Explain how human activities may affect local, regional, and global environments. S8.B3.3.3 Describe how waste management affects the environment (e.g. recycling, composing, landfills, incineration, sewage treatment). S8.B3.3.4 Explain the long-term effects of using integrated pest management (e.g. herbicides, natural predators, biogenetics) on the environment. s8.B.3.2.3 Describe the responses of organisms to environmental changes (e.g. changes in climate, hibernation, migration, coloration) and how those changes affect survival. s8.B.3.2.1 Use evidence to explain factors that affect changes in populations (e.g. deforestation, disease, land use, natural disaster, invasive species). s8.D.1.3.3 Distinguish among different water systems (e.g. wetland systems, ocean systems, river systems, watersheds) and describe relationships to each other as well as to landforms. s4.D.1.2.1 Describe a product's transformation process from production to consumption (e.g. prospecting, propagating, growing, maintaining, adapting, treating, converting, distributing, disposing) and explain the process's potential impact on Earth's resources. s8 D.1.2.2 Describe potential impacts of human-made process (e.g. manufacturing, agriculture, transportation, mining) on Earth's resources, both nonliving (i.e. air, water, or earth materials) and living (plants and animals). 6.3.6 C Describe why specific regional resources are used to produce a good or service.	30 Days	Text: Chapters 2, 3, 4, 5	

COURSE OUTLINE	OBJECTIVES (PA standard)	PROPOSED TIME / ACTUAL TIME	RESOURCES	LESSON REFLECTION (for future revisions)
<b>III. Gaining a historical perspective</b>	Students will: 8.1.6 A Understand chronological thinking and distinguish between past, present, and future times (calendar time, time lines, people and events in time, patterns of continuity and change, sequential order, context for events). 8.4.6 A Identify and explain the significance of individuals and groups who made major political and cultural contributions to world history. 8.4.6 B Identify and explain important documents, material artifacts and historic sites important to world history. 8.4.6 C Identify and explain how continuity and change throughout history has impacted belief systems and religions, commerce and industry, innovations, settlement patterns, social organization, transportation and women's roles in world history. 8.4.6 D Explain how conflict and cooperation among social groups and organizations affected world history. 7.3.6 A Describe the human characteristics of places and regions by their population characteristics.	21 Days	Text: Unit 2	
<b>IV. Government</b>	Students will: 5.1.6 A Explain the purpose of government. 5.1.6 B Explain historical examples of the importance of the rule of law 5.3.6 K Describe forms of government. 6.1.6 A Describe and identify the characteristics of traditional, command, and market systems. 6.1.6 B Explain the three basic questions that all economic systems attempt to answer: 1. What good and services should be produced? 2. How will goods and services be produced? 3. Who will consume goods and services?	21 Days	Supplemental	
<b>V. Countries Bordering the U.S.</b>	Students will: 5.4.6 C Describe the governments of the countries bordering the US and their relationships with the US.	25 Days	Text: Chapters 12, 13, and 14	
<b>VI. Europe, Russia, and Eurasia</b>	Students will: 7.3.6 C Describe the human characteristics of places and regions by their settlement characteristics. 7.3.6 D Describe the human characteristics of places and regions by their economic characteristics. 6.4.6 C Identify and define imports, exports, inter-regional trade and international trade.	14 Days	Text: Units 5 and 6	
<b>VII. Historical Source,</b>	Students will: 8.1.6 B Explain and analyze historical sources.	21 Days	Supplemental	

<b>Interpretations and Research</b>	8.1.6 C Explain the fundamental of historical interpretation.			
	8.1.6 D Describe and explain historical research.			