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|  |  2019-20206th Grade Global Studies  |

<http://socialstudies.dmschools.org/6th-global-studies.html> <http://grading.dmschools.org>

<http://dmschools.org>

**6th Grade At A Glance**

In this first year of Global Studies, students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships. They identify the key social, economic and cultural characteristics of populations in different locations as they expand their knowledge of diverse peoples and places.

This course details both physical and cultural geography as well as the following regions: North America, Latin America, Europe and Russia. Students will take authentic roles and work collaboratively, as well as independently, to acquire the knowledge and skills to develop answers to big questions. This approach relies on a student-centered learning approach and culminates in a product that demonstrates a student’s learning.

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| SEMESTER 1 | **Unit 1: Geography 101** | **Unit 2: Culture** | **Unit 3: North America** |
| Topic Scales to be reported in IC | **Geography**, Investigating, Thinking Critically, Communicating | **Behavioral Science,** Investigating, Thinking Critically, Communicating | **History,** Investigating, Thinking Critically, Communicating |
| Reporting frequency of topic scores | **6 weeks** | **4 weeks** | **8 weeks** |
| *Approximate beginning and end dates for the topics* | 8/23 – 10/4 | 10/7 – 10/31 | 11/6 – 1/15 |
| *Standards Addressed* | ***SS.6.16; SS.6.17****; SS.6.18; SS.6.19; 6.23* | ***SS.6.13;******SS.6.14*** | ***SS. 6.19; SS.6.20;*** *SS.6.21; SS.6.22; 6.23* |

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| SEMESTER 2 | **Unit 4: Latin America** | **Unit 5: Europe** | **Unit 6: Russia** |
| Topic Scales to be reported in IC | **Geography**, Investigating, Thinking Critically, Communicating | **History**, Investigating, Thinking Critically, Communicating | **Economics**, Investigating, Thinking Critically, Communicating |
| Reporting frequency of topic scores | **6 weeks** | **8 weeks** | **4 weeks** |
| *Approximate beginning and end dates for the topics* | 1/21 – 2/28 | 3/2 – 5/1 | 5/4 – 5/28 |
| *Standards Addressed* | *SS.6.16;* ***SS.6.17;*** *SS.6.18; SS.6.19; SS.6.20;* ***SS.6.21****; SS.6.22; 6.23* | *SS.6.20;* ***SS.6.21;******SS.6.22*** | ***SS.6.15*** |

***6th Grade Global Studies Course Explanation for 2019-2020***

6th grade Global Studies is a unique course where teachers have two different options of how to approach the enacted curriculum in their classrooms. Both options are centered on the same standards/skills and have the same gradebook in Infinite Campus. It is up to the PLC’s discretion of which course option they wish to implement in their classroom.

**Regional Course Option**

The regional course option centers on North America, Latin America, Europe, and Russia. Each unit for this course will focus on a region and a specific set of standards.

\*Semester 1:

Unit 1: Geography 101 (Geography) – 6 weeks

Unit 2: Culture (Behavioral Science) – 4 weeks

Unit 3: North America (History) – 8 weeks

\*Literacy Skills/Standards (Investigating, Thinking Critically, Communicating) – year long

\*Semester 2:

Unit 4: Latin America (Geography) – 6 weeks

Unit 5: Europe (History) – 8 weeks

Unit 6: Russia (Economics) – 4 weeks

\*Literacy Skills/Standards (Investigating, Thinking Critically, Communicating) – year long

**Blended Thematic Course**

The blended course option is where teachers have the autonomy to implement a thematic curriculum. Teachers/PLCs must still report on the same topics in each semester (see above).

**Literacy/Skill Scales**

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| **Topic** | **2** | **3** | **4** |
| **Investigating****SS.6.1;6.2;6.3;6.4**  | Demonstrates the ability to use evidence to identify the main idea.  | Demonstrates the ability to describe specific evidence and determine the main idea(s) of a source by providing an accurate summary.  | In addition to meeting the learning goal, the response demonstrates the ability to analyze the historical significance of the source as related to the concept(s). |
| **Thinking Critically** **SS.6.5; SS.6.6** | Creates a product by using visual information with other information in print text, but fails to meet the learning goal in one or more ways: lacks connection between sources used, sources are copy/pasted, sources may not be relevant, or sources are inaccurately interpreted.  | Creates a product by integrating visual information (i.e. charts, graphs, maps, etc.) with other information in print text by clearly showing connections between them. Product created uses a variety of relevant sources and makes reference to each source used.  | In addition to meeting the learning goal, the product created includes the use of content-specific vocabulary, uses a variety of relevant sources, and makes real world connections to create the new product. |
| **Communication****SS.6.7; SS.6.8; SS.6.9; SS.6.10; SS.6.11; SS.6.12**  | Writes informative text. .A level 2 writing sample fails to meet the learning goal in one or more areas: -Introduction -Organization -Use of evidence -Conclusion*\*A level 1.5 writing sample fails to meet the learning goal in two areas.**\*A level 1 writing sample fails to meet the learning goal in all areas, but a valid attempt was made by the student.* | Write informative text. -Introduce a topic clearly (a sentence or a paragraph).-Organize information clearly (chronologically, logically, thematically, etc.).-Develop a topic with relevant facts, definitions, details, and examples; use content-related vocabulary.-Provide a concluding statement (a sentence or a paragraph).  | Writing informative text that demonstrates a depth of knowledge by going above and beyond the learning goal. -Organizes information clearly (chronologically, thematically, etc.) with strong transitions. -Deeply develops a topic with many relevant facts, definitions, details, and examples; uses an extended vocabulary. -Provide analysis of evidence and support for topic. |

**Standards-Referenced Grading Basics**

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 3 and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3.0 |
| Demonstrate at least half of the Level 3 learning targets | 2.5 |
| Demonstrate all learning targets from Level 2 but fewer than half of the learning targets from Level 3 | 2.0 |
| Demonstrate at least half of the Level 2 learning targets and none of the Level 3 learning targets | 1.5 |
| Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |

**Our purpose in collecting a body of evidence is to:**

• Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.

• Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.

• Show student learning of Level 3 targets through multiple and varying points of data

• Provide opportunities for feedback between student and teacher.

**Scoring**

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

**Guiding Practices of**

**Standards-Referenced Grading**

1. A consistent 4-point grading scale will be used.
2. Student achievement and behavior will be reported separately.
3. Scores will be based on a body of evidence.
4. Achievement will be organized by learning topic and converted to a grade at semester’s end.
5. Students will have multiple opportunities to demonstrate proficiency.
6. Accommodations and modifications will be provided for exceptional learners.

**\*\*\*Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores**.

**Multiple Opportunities**

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](http://gradingsecondary.dmschools.org/uploads/1/3/2/2/13224522/2018-19_dmps_srg_handbook_for_printing_forrest_yes_asof_4-9-19.pdf))

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

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| Unit 1: Geography 101 |
| How do we explore and understand our world? 6 weeks |
| **Enduring Understandings** | **Suggested Texts and Resources** |
| The story of the world begins with geography – the study of the earth in all of its variety. Geography describes the earth’s land, water, and plant and animal life. It is the study of places and the complex relationships between people and their environment. This unit introduces students to the basic concepts of geography and the study of the earth. Students explore the structure of the earth and how its motion creates seasons, the landforms of the earth, and the role of climate and vegetation zones. Students will understand the use of geographic tools to locate and analyze information about people, places, and environments. **Content Specific Vocabulary and Skills**Specific vocabulary such as:city, state, region, country, continent, map key, compass, compass rose, cardinal directions, hemispheres, latitude, longitudeBasic knowledge/skill such as:Label seven continents, five oceans, directions, types of landforms Identify climate zones: high latitude /polar, mid latitude/ temperate, low latitude/ tropic on a map | *National Geographic: World Cultures and Geography** Chapter 1: The Geographer’s Toolbox
* Chapter 2: Physical & Human Geography

*Achieve 3000 Articles* (available via weebly)[NBC Geography 101 Resources](http://archives.nbclearn.com/portal/site/k-12/sharedlist?addpnum=1428504430369&uid=4c809df9d8b26648280a8278c91ffb7c&lid=17417907)*Maps*<http://www.eduplace.com/ss/maps/>http://www.yourchildlearns.com/online-interactive-maps.htm <http://education.nationalgeographic.com/education/mapping/?ar_a=1>*Heartland AEA Resources*Learn 360: <http://www.learn360.com/index.aspx>NetTrekker: <http://school.nettrekker.com>Newsela: <http://newsela.com/>Britannica Online: <http://www.school.eb.com/>Link to Course Resources: <http://socialstudies.dmschools.org/6th-global-st.html> |

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| **Scale** |
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| **Topic** | **4** | **3** | **2** |
| **Geography** | *In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.* **Example**: Write a narrative based on the exploration of the uncharted territory.  | 3A: Form conclusions about maps to analyze characteristics of a place. (SS.6.16)3B: Defend a claim about how geographic characteristics affect the lives of people (SS.6.17 | 2A: **Describe** the characteristics of maps and landforms (using terms such as: map key, compass rose, cardinal directions, hemispheres, and latitude/longitude)2B: **Identify** different places in the world using geographic terms (using terms such as: city, state, region, country, and continent) |
| **Investigating****SS.6.1;6.2;6.3;6.4** | In addition to meeting the learning goal, the response demonstrates the ability to analyze the purpose or importance of the source as related to the concept(s). | Demonstrates the ability to accurately describe specific evidence from a source.  | Demonstrates the ability to identify evidence in a primary or secondary source. |
| **Thinking Critically****SS.6.5;6.6** | In addition to meeting the learning goal, the product created includes the use of content-specific vocabulary, uses a variety of relevant sources, and makes real world connections to create the new product.  | Uses a variety of relevant sources and makes reference to each source used.  | Creates a product by using visual information with other information in print text, but fails to meet the learning goal in one or more ways: lacks connection between sources used, sources are copy/pasted, sources may not be relevant, or sources are inaccurately interpreted.  |
| **Communicating****SS.6.7;6.8;6.9;6.10;6.11;6.12** | Writing informative text that demonstrates a depth of knowledge by going above and beyond the learning goal. -Organizes information clearly (chronologically, thematically, etc.) with strong transitions. -Deeply develops a topic with many relevant facts, definitions, details, and examples; uses an extended vocabulary. -Provide analysis of evidence and support for topic. | Write informative text. -Introduce a topic clearly (a sentence or a paragraph).-Organize information clearly (chronologically, thematically, etc.).-Develop a topic with relevant facts, definitions, details, and examples; use content-related vocabulary.-Provide a concluding statement (a sentence or a paragraph).  | Writes informative text. .A level 2 writing sample fails to meet the learning goal in one or more areas: -Introduction -Organization -Use of evidence -Conclusion*\*A level 1.5 writing sample fails to meet the learning goal in two areas.\*A level 1 writing sample fails to meet the learning goal in all areas, but a valid attempt was made by the student.* |

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| **Unit 2: Culture** |
| How does culture unite people? 4 weeks |
| **Enduring Understandings** | **Suggested Texts and Resources** |
| Students will understand how geographic and human characteristics create culture and define regions. Through an exploration of elements that make up all the world’s cultures, students begin to think critically about the world around them in both local and global terms. An analysis of issues related to human population and its growth helps students think about the future. Students also investigate ways in which humans use resources and affect the environment.**Content Specific Vocabulary and Skills**Specific vocabulary such as:culture, culture region, cultural diffusionBasic knowledge/skill such as:Match examples to the correct elements of culture | *National Geographic: World Cultures and Geography** Chapter 2 (Section 3)

*The World and Its People** Chapter 3: The World’s People

*Achieve 3000 Articles* (available via weebly)[NBC Learn Culture Collection](http://archives.nbclearn.com/portal/site/k-12/browse?addinum=1428503929607&sb=airpublish&so=descending&ip=25&pi=f507369be49e0210VgnVCM10000075c1d240RCRD&cp=/html/nbcarchive/chapters/c112369be49e0210VgnVCM10000075c1d240RCRD.xml&io=0&cl=view_thumb%20view_large%20view_collapsed&ls=true)*Heartland AEA Resources*CultureGrams <http://online.culturegrams.com/>Learn 360 <http://www.learn360.com/index.aspx>Newsela <http://newsela.com/>NPR’s This I Believe <http://www.npr.org/series/4538138/this-i-believe>Link to Course Resources: <http://socialstudies.dmschools.org/6th-global-st.html> |

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| **Scales** |
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| **Topic** | **4** | **3** | **2** |
| **Behavioral Science (Psychology and Sociology)** | *In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.* **Example**: **Evaluate** how elements of culture unite people into a common group or community.**Example:** **Investigate** how culture impacts people’s viewpoints on current issues.  | 3A: **Identify** and **examine** what makes up a “culture” and how people learn to be part of their cultural beliefs and values **(SS.6.13)**3B: **Identify patterns**  in how groups form and how people within groups influence one another (**SS.6.14**) | 2A:* **List and describe** the different elements of culture(s).
* **Compare and contrast** the elements of different cultures to your own life

2B: **Determine** how groups and individuals can influence each other. |
| **Investigating** | In addition to meeting the learning goal, the response demonstrates the ability to analyze the purpose or importance of the source as related to the concept(s). | Demonstrates the ability to accurately describe specific evidence from a source.  | Demonstrates the ability to identify evidence in a primary or secondary source. |
| **Thinking Critically** | In addition to meeting the learning goal, the product created includes the use of content-specific vocabulary, uses a variety of relevant sources, and makes real world connections to create the new product.  | Uses a variety of relevant sources and makes reference to each source used.  | Creates a product by using visual information with other information in print text, but fails to meet the learning goal in one or more ways: lacks connection between sources used, sources are copy/pasted, sources may not be relevant, or sources are inaccurately interpreted.  |
| **Communicating** | Writing informative text that demonstrates a depth of knowledge by going above and beyond the learning goal. -Organizes information clearly (chronologically, thematically, etc.) with strong transitions. -Deeply develops a topic with many relevant facts, definitions, details, and examples; uses an extended vocabulary. -Provide analysis of evidence and support for topic.  | Write informative text. -Introduce a topic clearly (a sentence or a paragraph).-Organize information clearly (chronologically, logically, thematically, etc.).-Develop a topic with relevant facts, definitions, details, and examples; use content-related vocabulary.-Provide a concluding statement (a sentence or a paragraph).  | Writes informative text. .A level 2 writing sample fails to meet the learning goal in one or more areas: -Introduction -Organization -Use of evidence -Conclusion*\*A level 1.5 writing sample fails to meet the learning goal in two areas.**\*A level 1 writing sample fails to meet the learning goal in all areas, but a valid attempt was made by the student.* |

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| Unit 3: History in the United States and Canada |
| How did we become who we are? 8 weeks |
| **Enduring Understandings** | **Suggested Texts and Resources** |
| The cause and effect of migration of populations is an important concept in this unit. Though the lens is the United States and Canada, the big ideas of movement and migration drive learning for students. An understanding of the push/pull factors that cause people to move combines with an understanding of the impacts of migration on different regions and people. Students think about how patterns of cause and effect manifest themselves in the chronology of history. Concepts such as chronology, causality, change, and conflict are explored. Important historical events are analyzed in this unit, providing students with an opportunity to apply their understandings of these concepts. **Content Specific Vocabulary and Skills**Basic knowledge/skill such as:Identify historical events on a timeline.Specific time periods such as, but not limited to:American Revolution, Civil War, World War I, World War II, 9/11 | *National Geographic: World Cultures and Geography** Chapter 3 and Chapter 4

*Achieve 3000 Articles (*available via weebly)[NBC Learn Unit 3 Landforms](http://archives.nbclearn.com/portal/site/k-12/sharedlist?addpnum=1428502855596&uid=4c809df9d8b26648280a8278c91ffb7c&lid=17417908)[NBC Learn Native Americans Collection](http://archives.nbclearn.com/portal/site/k-12/browse?addinum=1428503022151&sb=airpublish&so=descending&ip=25&pi=68a7369be49e0210VgnVCM10000075c1d240RCRD&cp=/html/nbcarchive/chapters/6960369be49e0210VgnVCM10000075c1d240RCRD.xml&io=0&cl=view_thumb%20view_large%20view_collapsed&ls=true)[NBC Learn Colonial Era Collection](http://archives.nbclearn.com/portal/site/k-12/browse?addinum=1428503087866&sb=airpublish&so=descending&ip=25&pi=0721369be49e0210VgnVCM10000075c1d240RCRD&cp=/html/nbcarchive/chapters/6960369be49e0210VgnVCM10000075c1d240RCRD.xml&io=0&cl=view_thumb%20view_large%20view_collapsed&ls=true)[NBC Learn American Revolution Collection](http://archives.nbclearn.com/portal/site/k-12/browse?addinum=1428503137158&sb=airpublish&so=descending&ip=25&pi=9c91369be49e0210VgnVCM10000075c1d240RCRD&cp=/html/nbcarchive/chapters/6960369be49e0210VgnVCM10000075c1d240RCRD.xml&io=0&cl=view_thumb%20view_large%20view_collapsed&ls=true)[NBC Learn Civil War Collection](http://archives.nbclearn.com/portal/site/k-12/browse?addinum=1428503163344&sb=airpublish&so=descending&ip=25&pi=8241369be49e0210VgnVCM10000075c1d240RCRD&cp=/html/nbcarchive/chapters/6960369be49e0210VgnVCM10000075c1d240RCRD.xml&io=0&cl=view_thumb%20view_large%20view_collapsed&ls=true)[NBC Learn WWi Collection](http://archives.nbclearn.com/portal/site/k-12/browse?addinum=1428503195831&sb=airpublish&so=descending&ip=25&pi=07e5369be49e0210VgnVCM10000075c1d240RCRD&cp=/html/nbcarchive/chapters/6960369be49e0210VgnVCM10000075c1d240RCRD.xml&io=0&cl=view_thumb%20view_large%20view_collapsed&ls=true)[NBC Learn WWII Collection](http://archives.nbclearn.com/portal/site/k-12/browse?addinum=1428503219884&sb=airpublish&so=descending&ip=25&pi=4a57c567d99e0210VgnVCM10000075c1d240RCRD&cp=/html/nbcarchive/chapters/6960369be49e0210VgnVCM10000075c1d240RCRD.xml&io=0&cl=view_thumb%20view_large%20view_collapsed&ls=true)[NBC Learn 9/11 Collection](http://archives.nbclearn.com/portal/site/k-12/browse?addinum=1428503255175&sb=airpublish&so=descending&ip=25&pi=b014369be49e0210VgnVCM10000075c1d240RCRD&cp=/html/nbcarchive/chapters/6960369be49e0210VgnVCM10000075c1d240RCRD.xml&io=0&cl=view_thumb%20view_large%20view_collapsed&ls=true)*Mini-Q Options: The DBQ Project** Should the US drill for oil in the Alaskan wilderness?

*Heartland AEA Resources*Learn 360: <http://www.learn360.com/index.aspx>NetTrekker: <http://school.nettrekker.com>Newsela: <http://newsela.com/>Britannica Online: <http://www.school.eb.com/>CultureGrams: <http://online.culturegrams.com/>Live Binders: [www.iowaaeaonline.org](http://www.iowaaeaonline.org)Link to Course Resources: <http://socialstudies.dmschools.org/6th-global-st.html> |

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| **Scales** |
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| **Topic** | **4** | **3** | **2** |
| **History** | *In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.* **Example:** **Determine** which historical event has had the greatest impact (positive or negative) on the United States or Canada. Use evidence and examples to support your answer.  | 3A: **Analyze** the influence of historical events in North America and how they impacted the continent’s development. **(SS.6.20)**3B: **Explain** how global changes in population patterns affect changes in land use in North America. **(SS.6.19)** | 2A: **Identify** major historical events in North America |
| **Investigating** | In addition to meeting the learning goal, the response demonstrates the ability to analyze the purpose or importance of the source as related to the concept(s). | Demonstrates the ability to accurately describe specific evidence from a source.  | Demonstrates the ability to identify evidence in a primary or secondary source. |
| **Thinking Critically** | In addition to meeting the learning goal, the product created includes the use of content-specific vocabulary, uses a variety of relevant sources, and makes real world connections to create the new product.  | Uses a variety of relevant sources and makes reference to each source used.  | Creates a product by using visual information with other information in print text, but fails to meet the learning goal in one or more ways: lacks connection between sources used, sources are copy/pasted, sources may not be relevant, or sources are inaccurately interpreted.  |
| **Communicating** | Writing informative text that demonstrates a depth of knowledge by going above and beyond the learning goal. -Organizes information clearly (chronologically, thematically, etc.) with strong transitions. -Deeply develops a topic with many relevant facts, definitions, details, and examples; uses an extended vocabulary. -Provide analysis of evidence and support for topic.  | Write informative text. -Introduce a topic clearly (a sentence or a paragraph).-Organize information clearly (chronologically, logically, thematically, etc.).-Develop a topic with relevant facts, definitions, details, and examples; use content-related vocabulary.-Provide a concluding statement (a sentence or a paragraph).  | Writes informative text. .A level 2 writing sample fails to meet the learning goal in one or more areas: -Introduction -Organization -Use of evidence -Conclusion*\*A level 1.5 writing sample fails to meet the learning goal in two areas.**\*A level 1 writing sample fails to meet the learning goal in all areas, but a valid attempt was made by the student.* |

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| **Unit 4: Innovation and Interaction in Latin America** |
| How does where you live affect how you live? 6 weeks |
| **Enduring Understandings** | **Suggested Texts and Resources** |
| This unit introduces students to important driving questions: -How does where you live affect how you live?-How does where I live help make me who I am?-How does living in a specific region influence my way of life? Students learn about the geography and peoples of Latin America and the ways in which one’s environment shapes one’s life. The varied geographic regions in Latin America provide great opportunities to understand the influence on culture. While the countries are diverse, most have the following features in common: a strong Spanish or Portuguese influence on language and culture, a blend of Native American, Africa, and European heritages, a mostly tropical or subtropical climate, and the world’s largest zone of tropical rainforest. **Content Specific Vocabulary and Skills**Basic knowledge of:geographic regions of Latin America: Mexico, Central Am., South Am., Caribbean, mountains, altitude, rainforests, islands, desert, archipelago, peninsula, isthmus, ancient civilizations including: Aztecs, Incas, and Mayan; successes/failures of the civilizations, Identify physical features such as:Amazon, Rio Grande, Andes Mtns, Yucatan, Atacama Desert, Panama Canal, Gulf of Mexico, | *National Geographic: World Cultures and Geography** Chapters 4, 5, 6, 7, and 8

*Achieve 3000 Articles* (available via weebly)[NBC Learn Unit 4 Latin America Resources](http://archives.nbclearn.com/portal/site/k-12/sharedlist?addpnum=1428503324255&uid=4c809df9d8b26648280a8278c91ffb7c&lid=17418305)*Mini-Q Options: The DBQ Project*The Maya: What was their most remarkable accomplishment?The Aztecs: Should historians emphasize agriculture or human sacrifice?Latin American Independence: Why did the Creoles lead the fight? Project ideas: plan a trip to Latin America, learn about study abroad options in Latin America, create a scrapbook page of travel in Latin America (use travel magazines), create a travel show*Heartland AEA Resources*Learn 360: <http://www.learn360.com/index.aspx>NetTrekker *\*timeline information:* <http://school.nettrekker.com>Newsela: <http://newsela.com/>Britannica Online: <http://www.school.eb.com/>CultureGrams: <http://online.culturegrams.com/>Faces Magazine: <http://www.cricketmag.com/FAC-FACES-Magazine-for-Kids-ages-9-14> |

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| **Scales** |
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| **Topic** | **4** | **3** | **2** |
| **Geography** | *In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.* **Example**: **Predict which Latin American civilization adapted best to their surrounding and was the “ultimate survivor.”** | 3A: **Analyze** the impact of physical landforms on early civilizations in the four regions of Latin America. (**SS.6.17**)3B: **Compare and contrast** ancient Latin American civilizations in terms of geography, culture, and innovation(s). (**SS.6.21**) | 2A: * Identify key geographical traits of the civilization’s region.

2B: * Describe the culture of the civilization.
* Identify innovations of the civilization.
 |
| **Investigating** | In addition to meeting the learning goal, the response demonstrates the ability to analyze the purpose or importance of the source as related to the concept(s).  | Demonstrates an ability to determine the central idea(s) of a source by providing an accurate summary of the source.  | Begins to identify the central idea(s) of a source, but may have some misconceptions. |
| **Thinking Critically** | In addition to meeting the learning goal, the product created includes the use of content-specific vocabulary, uses a variety of relevant sources, and makes real world connections to create the new product.  | Uses a variety of relevant sources and makes reference to each source used.  | Creates a product by using visual information with other information in print text, but fails to meet the learning goal in one or more ways: lacks connection between sources used, sources are copy/pasted, sources may not be relevant, or sources are inaccurately interpreted.  |
| **Communicating** | Writing informative text that demonstrates a depth of knowledge by going above and beyond the learning goal. -Organizes information clearly (chronologically, thematically, etc.) with strong transitions. -Deeply develops a topic with many relevant facts, definitions, details, and examples; uses an extended vocabulary. -Provide analysis of evidence and support for topic. | Write informative text. -Introduce a topic clearly (a sentence or a paragraph).-Organize information clearly (chronologically, logically, thematically, etc.).-Develop a topic with relevant facts, definitions, details, and examples; use content-related vocabulary.-Provide a concluding statement (a sentence or a paragraph).  | Writes informative text. .A level 2 writing sample fails to meet the learning goal in one or more areas: -Introduction -Organization -Use of evidence -Conclusion*\*A level 1.5 writing sample fails to meet the learning goal in two areas.\*A level 1 writing sample fails to meet the learning goal in all areas, but a valid attempt was made by the student.* |

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| **Unit 5: Change Over Time in Europe** |
| How does the past impact the present? 8 weeks |
| **Enduring Understandings** | **Suggested Texts and Resources** |
| From the past we can understand the present and predict the future. We expand our perspectives through an understanding of change over time. This unit introduces students to the geography and peoples of Europe. While students learn about the physical and human geography of Europe, more time is spent looking at the region through the eyes of a historian. Four major eras in European history are explored: classical, medieval, renaissance, and modern. As the eras change, so too do the cultures and stories of the people. **Content Specific Vocabulary and Skills**Basic knowledge/skill such as:-chronologically order the major eras of European history (classical, medieval, renaissance, and modern)-identify historical conflicts from each era -categorize innovations of major eras -identify systems of government in each time period | *National Geographic: World Cultures and Geography** Chapters 9 and 10

[NBC Learn Unit 5 Europe Resources](http://archives.nbclearn.com/portal/site/k-12/sharedlist?addpnum=1428503434566&uid=4c809df9d8b26648280a8278c91ffb7c&lid=17418306)Worst Jobs in the Middle Ages: Total of 6 in the series, all about nine minutes. Worst jobs in Middle Ages (9 min)- squire, archer, <https://www.youtube.com/watch?v=8ZrE1mVcB2k> <https://www.youtube.com/watch?v=mPgkfxuyBgM> Part 2 of worst jobs (9 min) - more gruesome- leech, barber/surgeon, etc. Students write a job description to be placed in public areas to hire a person for a job. Model it (a tutor) R- an experienced surgeon/barber, A- potential hires/public, F- job notice, T- job description.*Mini-Q Options: The DBQ Project*Citizenship in Athens and Rome: Which was the better system?Education in Sparta: Did the strengths outweigh the weaknessesHow did the Renaissance change man’s view of man?*Heartland AEA Resources*Learn 360: <http://www.learn360.com/index.aspx>NetTrekker: <http://school.nettrekker.com>CultureGrams *\*comparison graphs:* <http://online.culturegrams.com/>Live Binders: [www.iowaaeaonline.org](http://www.iowaaeaonline.org) |

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| **Scales** |
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| **Topic** | **4** | **3** | **2** |
| **History** | *In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.* **Example:** How does the past impact the present?Make a case for the era that most significantly changed the course of history citing evidence to support your claim.  | 3A: **Develop an argument** for the era that most significantly changed the course of history. **(SS.6.22)**3B: **Analyze** the cause and effect of a conflict from different historical time periods (classical, medieval, renaissance, or modern). **(SS.6.21)** | 2A: * Describe the key innovations and how they impacted people in that time.
* Describe and identify causes and effects of conflicts from each era
* Evaluate the system of government in each era.
* Assess the significance of an innovation from each of the four major eras.
* Develop an argument for the era that most significantly changed the course of history.

2B: **Identify and describe** historical conflicts from each era (classical, medieval, renaissance, or modern) |
| **Investigating** | In addition to meeting the learning goal, the response demonstrates the ability to analyze the purpose or importance of the source as related to the concept(s).  | Demonstrates an ability to determine the central idea(s) of a source by providing an accurate summary of the source.  | Begins to identify the central idea(s) of a source, but may have some misconceptions. |
| **Thinking Critically** | In addition to meeting the learning goal, the product created includes the use of content-specific vocabulary, uses a variety of relevant sources, and makes real world connections to create the new product.  | Uses a variety of relevant sources and makes reference to each source used.  | Creates a product by using visual information with other information in print text, but fails to meet the learning goal in one or more ways: lacks connection between sources used, sources are copy/pasted, sources may not be relevant, or sources are inaccurately interpreted.  |
| **Communicating** | Writing informative text that demonstrates a depth of knowledge by going above and beyond the learning goal. -Organizes information clearly (chronologically, thematically, etc.) with strong transitions. -Deeply develops a topic with many relevant facts, definitions, details, and examples; uses an extended vocabulary. -Provide analysis of evidence and support for topic.  | Write informative text. -Introduce a topic clearly (a sentence or a paragraph).-Organize information clearly (chronologically, logically, thematically, etc.).-Develop a topic with relevant facts, definitions, details, and examples; use content-related vocabulary.-Provide a concluding statement (a sentence or a paragraph).  | Writes informative text. .A level 2 writing sample fails to meet the learning goal in one or more areas: -Introduction¸ Conclusion -Organization -Use of evidence*\*A level 1.5 writing sample fails to meet the learning goal in two areas. \*A level 1 writing sample fails to meet the learning goal in all areas, but a valid attempt was made by the student.* |

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| **Unit 6: Systems of Change in Russia** |
| How does the past impact the present? 4 weeks |
| **Enduring Understandings** | **Suggested Texts and Resources** |
| Students explore what events from history caused changes in power, authority, and systems of government, specifically in Russia. In this region, students are introduced to the geography, culture, and history of Russia. Students examine the way physical features have an impact on life in the region and explore the distinctive, rich cultural traditions in Russia. Again, thinking about how the past impacts the present, students analyze this in this new region of study. Students use a historian’s lens in order to understand how and why people create, maintain, or change systems of power, authority and governance. **Content Specific Vocabulary and Skills**Specific vocabulary such as:czar, czarism, monarchy, dictator, communism, president, democracyBasic knowledge/skill such as:-identify different forms of government and leaders | *National Geographic: World Cultures and Geography** Chapters 11 and 12

*Achieve 3000 Articles* (available via weebly)[NBC Learn Unit 6 Russia Resources](http://archives.nbclearn.com/portal/site/k-12/sharedlist?addpnum=1428503497667&uid=4c809df9d8b26648280a8278c91ffb7c&lid=17418307)*Mini-Q Options: The DBQ Project** The Soviet Union: What should textbooks emphasize?

Project Idea: ABC Book of Russia – Inquiry-based task; students explore each letter with descriptions, significance, and connections to different eras in Russian history (Merrill).*Heartland AEA Resources*Learn 360: <http://www.learn360.com/index.aspx>NetTrekker: <http://school.nettrekker.com>CultureGrams: <http://online.culturegrams.com/>Newsela: <http://newsela.com/>Britannica Online: <http://www.school.eb.com/>Russia for Students:: <http://ethemes.missouri.edu/themes/1519> |

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| **Scales** |
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| **Topic** | **4** | **3** | **2** |
| **Economics** | *In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.* **Example**: **Research** the systems of government practiced in the region (monarchy, communism, democracy) and decide which is the best fit, citing detailed evidence to support your claim. | 3A: **Trace the development** of events that led to a change in the system of government. (**SS.6.15**)3B: **Compare and contrast** the three government systems of Russia using examples of each system. **(SS.6.15**) | 2A: **Identify** events that led to changes in the system of government in Russia.2B: **Describe** the three systems of government in Russia. |
| **Investigating** | In addition to meeting the learning goal, the response demonstrates the ability to analyze the purpose or importance of the source as related to the concept(s).  | Demonstrates an ability to determine the central idea(s) of a source by providing an accurate summary of the source.  | Begins to identify the central idea(s) of a source, but may have some misconceptions. |
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