**6th Grade Global Studies – Semester 1**

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| **Topic** | **Level 2** | **Level 3** | **Level 4** | **Learning Plan** | **BOE #1** | **BOE #2** | **Topic Score** |
| **Geographic Applications – Geo 101** | Specific vocabulary such as:  map key, compass, compass rose, cardinal directions, hemispheres, continents, oceans, latitude, longitude  Basic knowledge/skill such as:  Label continents, oceans, directions | Label a blank map with the seven continents and five oceans.  Use a compass rose to determine direction on a map. | Create a map of uncharted territory. Then, write a narrative based on the exploration of uncharted territory. Use key vocabulary and knowledge to build the map and the narrative. |  |  |  |  |
| **Geographic Analysis – Geo 101** | Basic knowledge/skill such as:  Identify climate zones: high latitude /polar, mid latitude/ temperate, low latitude/ tropic on a map | Apply understandings of climate zones to different scenarios. | Evaluate how climate zones affect where and how people live. |  |  |  |  |
| **Geographic Analysis - Culture** | Specific vocabulary such as:  culture, culture region, cultural diffusion  Basic knowledge/skill such as:  Match examples to the correct elements of culture | Apply at least 5 of the 8 elements of culture to one’s own life, using detailed examples. | Evaluate how elements of culture unite people into a common group or community. |  |  |  |  |
| **Geographic Applications – North America** | Specific vocabulary such as:  city, state, region, country, continent  Basic knowledge/skill such as:  Identify a city, state, region, country, continent | Explain, with examples, the characteristics of different U.S. regions. | Evaluate the U.S. regions. |  |  |  |  |
| **Chronology & Consequence** | Basic knowledge/skill such as:  Identify historical events on a timeline.  Specific time periods such as:  American Revolution, Civil War, World War I, World War II, 9/11 | Choose a major historical event in North America and create a flowchart to demonstrate cause and effect. | 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. |  |  |  |  |

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| **Evidence in a Source**  **-Semester 1** | Demonstrates the ability to identify evidence in a primary or secondary source. | Demonstrates the ability to accurately describe specific evidence from a source. | Demonstrates the ability to determine the importance of the source as related to the concept(s). |  |  |  |  |
| **Using Information from Sources**  **-Semester 1** | Begins to create a product by integrating visual information with other information in print/digital text, but needs to do more to show connections between sources of information. | Creates a product by integrating visual information (i.e. charts, graphs, photographs, maps, etc.) with other information in print/digital text by clearly showing connections between them. Make specific reference to each source used. | In addition to meeting the level 3 expectation, the product includes the use of content-specific vocabulary, including vocabulary beyond what was taught, and makes real world connections. |  |  |  |  |
| **Writing Informative Text**  **-Semester 1** | -Provides either an introduction or a concluding statement (sentence or paragraph).  -Begins to organize information (chronologically, thematically, etc.); organization is unclear.  -Begins to develop a topic with minimal facts, definitions, details and examples; attempts use content-related vocabulary correctly. | Write informative texts, including the narration of historical events.  -Introduce a topic clearly (a sentence or a paragraph).  -Organize information clearly (chronologically, logically, thematically, etc.).  -Develop a topic with 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 grade level expectation.  -Organize information clearly (chronologically, thematically, etc.) with strong transitions.  -Deeply develop a topic with many facts, definitions, details, and examples; uses an extended vocabulary.  -Provide analysis of evidence and support for topic. |  |  |  |  |

**6th Grade Global Studies – Semester 2**

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| **Geographic Applications – Latin America** | Basic knowledge of:  political regions of LA such as: Mexico, the Caribbean, S. America and Central America; | Explain, with examples, the characteristics of different Latin American political regions. | Evaluate the regions of Latin America. |  |  |  |  |
| **Geographic Analysis – Latin America** | Basic knowledge of:  geographic regions of LA like mountains, rainforests, pampas, highlands, islands, desert  Identify physical features such as:  Amazon, Rio Grande, Andes Mtns, Yucatan, Atacama Desert, Panama Canal, Gulf of Mexico  Specific vocabulary such as:  peninsula, altitude, archipelago, isthmus, pampas | Explain, with examples, the physical landforms of two different regions in Latin America. Describe how the physical landforms influence the way of life.  Explain, with examples, the climate of two regions in Latin America. Describe how the climate influences the way of life. | Explore the ways in which where you live affects how you live. Take the role of an individual from a specific region and address the geography, culture, history to describe your life. |  |  |  |  |
| **Chronology & Consequence** | Basic knowledge/skill such as:  -chronologically order the major eras of European history (classical, medieval, renaissance, and modern)  -identify major leaders/historical events from each era  -categorize characteristics of major eras in European history. | Explain, with examples, the differences between the major eras.  Explain, with examples, the contributions of major eras in European history. | 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. |  |  |  |  |
| **Historical Change** | Specific vocabulary such as:  czar, czarism, monarchy, dictator, communism, president, democracy  Basic knowledge/skill such as:  -identify different forms of government and leaders | Describe a Russia historical event that led to a change in the system of government.  Compare and contrast the three government systems of Russia using examples of each system. | Determine the best practiced system for the region (monarchy, communism, democracy) citing detailed evidence to support your claim. |  |  |  |  |

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| **Central idea(s) of a Source – Semester 2** | Begins to identify the central idea(s) of a source, but may have some misconceptions. | Demonstrates an ability to determine the central idea(s) of a source by providing an accurate summary of the source. | Demonstrates the ability to determine the importance of the source as related to the concept(s). |  |  |  |  |
| **Using Information from Sources – Semester 2** | Begins to create a product by integrating visual information with other information in print/digital text, but needs to do more to show connections between sources of information. | Creates a product by integrating visual information (i.e. charts, graphs, photographs, maps, etc.) with other information in print/digital text by clearly showing connections between them. Make specific reference to each source used. | In addition to meeting the level 3 expectation, the product includes the use of content-specific vocabulary, including vocabulary beyond what was taught, and makes real world connections. |  |  |  |  |
| **Writing Informative Text – Semester 2** | -Provides either an introduction or a concluding statement (sentence or paragraph).  -Begins to organize information (chronologically, thematically, etc.); organization is unclear.  -Begins to develop a topic with minimal facts, definitions, details and examples; attempts use content-related vocabulary correctly. | Write informative texts, including the narration of historical events.  -Introduce a topic clearly (a sentence or a paragraph).  -Organize information clearly (chronologically, logically, thematically, etc.).  -Develop a topic with 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 grade level expectation.  -Organize information clearly (chronologically, thematically, etc.) with strong transitions.  -Deeply develop a topic with many facts, definitions, details, and examples; uses an extended vocabulary.  -Provides analysis of evidence and support for topic. |  |  |  |  |