

Overview of Year
UR East 6th Grade
Social Studies Curriculum

(Overarching idea: How do the tools of the social scientist help them to make sense of the past and the present?)

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
Unit 1 How do people speak truth to power? (8 weeks)		Unit 2 Can a good idea go bad? (8 weeks)		Unit 3 What are the characteristics of communities and civilizations? (8 weeks)		Unit 4 How do our beliefs shape our lives? (8 weeks) How does the community shape us?		Unit 5 Trade: What is it Good For? (8 weeks)	

Unit 1	Understanding(s)	Essential Question(s)
<p>New York State Social Studies Framework: 6.3, 6.5, 6.6</p> <p>RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.</p> <p>W.6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p>	<p>U 1: Scholars will understand that they have a role as an individual and as a member of the local, national, and global community. (Gathering, Interpreting, and Using Evidence)</p> <p>U 2: Scholars will understand that, although every human being is entitled to basic rights, abuses of power occur and that we as informed citizens have a responsibility to advocate for the common good. (Civic Participation)</p>	<p>EQ 1: What role do I have in advocating for myself and others in my community, nation, and world? (speak up, speak out, take action-agency)</p> <p>EQ 2: What rights and responsibilities do we have as a member of a group, and of those who have power?</p>

<p>W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p>		
<p>Evaluative Criteria:</p> <ul style="list-style-type: none">• Historically accurate• Well-crafted (tells a story, makes sense, clarity of sound and volume)• Revealing and informative (uses detailed evidence to explain the problem and support the recommendation)• Good detail (facts to support human rights issue)• Mechanically sound use of technology• Persuasive	<p>Performance Task: Scholars will think purposefully and choose one Article from the Universal Declaration of Human Rights (UDHR) and be tenacious in creating a 60 - 90 second Public Service Announcement (PSA) that creatively teach others about a human rights dilemma they researched in the Eastern Hemisphere in order to advocate for others (the students decide within themselves what is the best action to take). Scholars will submit their PSAs to Robert F. Kennedy’s Speak Truth to Power elementary contest and the East Eagle Eye for consideration. The format is open to documentary, stop motion, narrative, digital photo essay or other innovative explorations that involve filmmaking components.</p> <p><i>Transfer goal: Advocate for yourself and others by acting as an informed participant in our democracy and promoting social justice.</i></p>	
<p>CFA: Students will use the SS Department Sourcing Document on Nazi propaganda.</p> <p>Classroom Formative Assessment(s): Scholars will gather, interpret, and use evidence of human rights issues during a case study of Nazi Germany and the Holocaust and select one Article from the UDHR that they believe was violated during this time period to answer short response questions and create a story board for a PSA about the issue.</p>		

Unit 2 (Paleolithic to Neolithic) Can a good idea go bad? (8 weeks)	Understanding(s)	Essential Question(s)
New York State Social Studies Framework: 6.2 W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	U2: Scholars will understand that humans’ interaction with the environment has an impact. (Geographic Reasoning) U3: Scholars will understand that our choices have consequences. (Chronological Reasoning and Gathering, Interpreting, and Using Evidence)	EQ1: How do we understand the world around us? EQ2: What kinds of consequences come from the choices we make?
Evaluative Criteria: <ul style="list-style-type: none">Historically accurateWell-craftedRevealing and informativeGood detailMechanically sound	Performance Task: Scholars will think purposefully in order to create a Visual Timeline showing the consequences of the development of an invention or innovation of their choosing. Students will also produce a MEAL paragraph with a claim about the negative or positive consequences of an invention or innovation with supporting argument utilizing rhetorical strategies (ethos, logos, and pathos) and providing evidence gleaned from research and include a counterclaim. <i>Transfer goal: Thinks purposefully and critically about domestic and global issues.</i>	
CFA: Students will use the SS Department Sourcing Document on Neolithic Revolution. Classroom Formative Assessment(s): Scholars will gather, interpret, and use evidence outlining consequences of the development of agriculture. They will write an argument MEAL paragraph and create a Visual Timeline about the negative or positive consequences of the shift from hunting and gathering (Paleolithic) to agriculture (Neolithic).		

Unit 3 River Valley Civilizations What are the characteristics of communities and civilizations? (8 weeks)	Understanding(s)	Essential Question(s)
New York State Social Studies Framework: 6.3 W.6.1. Write arguments to support claims with clear reasons and relevant evidence.	U 1: Scholars will understand that the study of people, places, and environments enables us to understand the relationship between human populations and the physical world. (Geographic Reasoning and Comparison and Contextualization) U 2: Scholars will understand that people attempt to build community and resolve conflicts in an effort to establish and sustain order and security. (Civic Participation)	EQ 1: How does the study of people, places, and environments enables us to understand the relationship between us and the physical environments? EQ 2: In what ways can the use of power elevate (be helpful) or denigrate (be harmful) people?
. Evaluative Criteria: <ul style="list-style-type: none">Historically accurateWell-craftedRevealing and informativeGood detailMechanically sound	Performance Task: Scholars are given three different sources from a civilization that GRASP-You are a researcher writing a children’s books on civilization. Library has books on two civ, for equity you’ve been invited to write a book on this. Before you write the book determine if this is a civilization. What conclusion could you draw? Practice evaluating with criteria. Could scaffold by having them read <i>Transfer goal: Effectively communicate for different purposes and audiences using diverse media.</i>	
CFA: Students will use the SS Department Sourcing Document on a River Valley Civilization we haven’t studied. Classroom Formative Assessment(s): Scholars will gather, interpret, and use evidence about a river valley civilization and write a MEAL paragraph with a claim and support it with evidence that one of the four (Kemet, Mesopotamia, Indus River or Yellow River) societies was an example of an advanced civilization.		

Unit 4 (Comparative World Religions) How do our beliefs shape our lives? (8 weeks)	Understanding(s)	Essential Question(s)
New York State Social Studies Framework: 6.5 W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	U 1: Scholars will understand that there are similarities and differences among cultural groups across time and place. (Comparison and Contextualization) U 2: Scholars will understand that human beings create, learn, share, and adapt to culture. (Gathering, Interpreting, and Using Evidence) U 3: Scholars will understand that socially transmitted beliefs, values, institutions, behaviors, traditions, and ways of life influence a person both as an individual and as a member of a group. (Civic Participation)	EQ 1: What connections are there between the past and present? EQ 2: Where do belief systems come from? EQ 3: How do belief systems influence people and cultures?
. Evaluative Criteria: <ul style="list-style-type: none">Historically accurateWell-craftedRevealing and informativeGood detailMechanically sound	Performance Task: Scholars will think purposefully to select a social group locally, nationally or globally and investigating the commonly held beliefs, values, behaviors, and traditions that characterize the culture of the group; hypothesizing about how those elements of culture contribute or fail to contribute to meeting the needs of the members of that group; and be tenacious in preparing a poster and an oral presentation to share findings. <i>Transfer goal: Seek to understand and respect the role of identity and culture in shaping individuals and societies recognizing similarities and differences.</i>	
CFA: Students will use the SS Department Sourcing Document on a belief system/religion. Classroom Formative Assessment(s): Scholars will gather, interpret, and use evidence about a world religion and create a poster about the origins of a world religion or belief system. Scholars will write at least a six sentence paragraph about a member of a religion or belief system and argue if it meets the needs of a member of that group.		

Unit 5 (Interactions Across the Eastern Hemisphere) Trade: What is it Good For? (8 weeks)	Understanding(s)	Essential Question(s)
New York State Social Studies Framework: 6.7 W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	U 1: Scholars will understand the reasons behind people’s economic decisions and the subsequent consequences. (Economics and Economic Systems) U 2: Scholars will understand that various technologies affect trade.(ECO) U 3: Scholars will understand that economic systems of the world have become an interdependent network through globalization. (Gathering, Interpreting and Using Evidence)	EQ 1: What questions are important to ask when supplying wants, needs, goods, and services? EQ 2: What is the role of technology in economic decision-making? EQ 3: How has globalization affected us?
Evaluative Criteria: <ul style="list-style-type: none">Historically accurateWell-craftedRevealing and informativeGood detailMechanically sound	Performance Task: Scholars will think purposefully and act as members of the Center for Disease Control (CDC) charged with the protection of public safety. Scholars will create a brochure informing our community (family, mayor, councilman, President White) about a global outbreak they researched and advocate for improved methods of prevention, detection, and control of diseases. Scholars will identify and place hard copy brochures in designated community locations like libraries and health centers. <i>Transfer goal: Solve a problem (question, challenge the status quo, develop an opinion, and take action) by integrating and evaluating multiple perspectives from diverse media.</i>	
CFA: Students will use the SS Department Sourcing Document on the bubonic plague. Classroom Formative Assessment(s): Scholars will gather, interpret, and use evidence about the Bubonic Plague and create a brochure that informs the public about the epidemic and outline ways to prevent further contagion.		

