

Middle School - 6th Grade Social Studies

North Boone CUSD 200

UNITS (4/4 SELECTED)

SUGGESTED DURATION

 Unit 1: Introduction to Geography	<i>40 lessons</i>
 Unit 2: The United States and Canada	<i>40 lessons</i>
 Unit 3: Middle America	<i>35 lessons</i>
 Unit 4: South America	<i>40 lessons</i>

Unit 1: Introduction to Geography

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STANDARDS

CSUSA Illinois - Grade 6 - Grade 8 - Social Sciences
SS.IS.1.6-8.
Create essential questions to help guide inquiry about a topic
SS.IS.3.6-8.
Determine sources representing multiple points of view that will assist in organizing a research plan.
SS.IS.2.6-8
Ask essential and focusing questions that will lead to independent research.
SS.IS.4.6-8.LC.
Determine the value of sources by evaluating their relevance and intended use.
SS.CV.1.6-8LC.
Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, and office-holders).
SS.CV.2.6-8LC
Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
SS.CV.1.6-8.MdC.
Describe the roles of political, civil, and economic organizations in shaping people's lives.
SS.CV.5.6-8LC.
Apply civic virtues and democratic principles in school and community settings.
SS.CV.4.6-8.LC.
Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.
SS.CV.6.6-8.LC.
Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.
SS.EC.1.6-8.LC.
Explain how economic decisions affect the well-being of individuals, businesses, and society

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SS.EC.2.6-8.MC.
Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies
SS.EC.1.6-8.MdC.
Explain how external benefits and costs influence choices.
SS.EC.2.6-8.MdC.
Describe the roles of institutions, such as corporations, non-profits, and labor unions, in a market economy.
S.EC.3.6-8.LC
Explain why standards of living increase as productivity improves
SS.G.1.6-8.LC.
Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment
SS.G.1.6-8.MdC.
Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.
SS.G.2.6-8.LC.
Explain how humans and their environment affect one another.
SS.G.3.6-8.LC.
Explain how environmental characteristics impact human migration and settlement.
SS.G.3.6-8.MC.
Evaluate the influences of longterm human-induced environmental change on spatial patterns of conflict and cooperation.
SS.G.4.6-8.LC.
Identify how cultural and environmental characteristics vary among regions of the world.
SS.G.4.6-8.MdC.
Explain how global changes in population distribution patterns affect changes in land use.

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SS.G.4.6-8.MC.

Analyze how the environmental characteristics of places and production of goods influence patterns of world trade.

SS.H.1.6-8.LC.

Classify series of historical events and developments as examples of change and/or continuity.

SS.H.3.6-8.LC.

Classify the kinds of historical sources used in a secondary interpretation.

SS.H.4.6-8.LC.

Explain multiple causes and effects of historical events.

SS.IS.8.6-8.MdC

Assess individual and collective capacities to take action to address problems and identify potential outcomes.

PRIORITY STANDARDS

SS.IS.1.6-8.: Create essential questions to help guide inquiry about a topic.

SS.IS.3.6-8.: Determine sources representing multiple points of view that will assist in organizing a research plan.

SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> Students will understand how geography impacts people's lives. 	<p>How much does geography affect people's lives?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"> Academic Vocabulary <ul style="list-style-type: none"> Geography, Cardinal directions, Intermediate directions, Latitude, Longitude, scale, distortion, projection, interaction, pattern weather, climate, tropics, temperate zone, water cycle, prevailing winds, tropical cyclone, biome, ecosystem, reverse, moderate natural resource, fossil fuel, industrialization, deforestation, biodiversity, emigrate, push factor, pull factor, urbanization, impact, lifestyle culture, society, social structure, social class, cultural diffusion, standard of living, unify, negative economics, opportunity cost, demand, supply, producer, consumer, minimum, principle trade, comparative advantage, trade barrier, tariff, free trade, development, developed country, developing country, gross domestic product, productivity, domestic, foreign government, constitution, democracy, authoritarian government, monarchy, unitary system, federal system, effective, inherit citizen, naturalization, civic life, democratization, ceremony, significance timeline, chronology, period, prehistory, artifact, secondary source, archaeology, anthropology, continuity, point of view 	<ul style="list-style-type: none"> Explain how to locate points on Earth's surface. Discuss how to use the 5 Themes of Geography. Analyze the best ways to show Earth's surface. Explain how to read maps. Discuss the different kinds of maps. Identify how climate differs from weather. Explain why temperatures, precipitation, and air movements vary over time and space. Describe Earth's main climate regions. Analyze how climates shape Earth's ecosystems. Analyze how people depend on the environment and either harm or protect it. Compare the causes and effects of population growth, movement by people, and urbanization Describe how societies are structured. Explain how languages, religion, and the arts express culture. Analyze how cultures change.

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Students will know (Knowledge):	Students will be able to do (Skills):
	<ul style="list-style-type: none">• Describe economics.• Summarize the effects of economic activity.• Compare different economic systems.• Explain how people can make the most of their money. <ul style="list-style-type: none">• Identify how and why trade takes place.• Discuss why barriers are sometimes placed on trade.• Explain how and why countries seek economic development and higher productivity. <ul style="list-style-type: none">• Analyze the purposes of government.• Compare different types of government.• Discuss how governments are organized.• Explain why conflict and cooperation occur between countries. <ul style="list-style-type: none">• Identify the rights and responsibilities of citizens.• Contrast how citizenship has varied among nations and over time. <ul style="list-style-type: none">• Discuss how people have measured time.• Explain how historians use historical sources.• Analyze how historians use archaeology and other sources.

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LEARNING PLAN

Unit Resources:

- Topic 1: MyWorld Interactive Geography - Western Hemisphere (2019)

Summary of Learning Activities: (Including Lessons from MyWorld Interactive)

Lessons from MyWorld Interactive: Topic 1

- Geography Basics
- Climates and Ecosystems
- People and the Environment
- Culture and Society
- Economics Basics
- Trade and Development
- Government
- Citizenship
- History Basics

Unit 2: The United States and Canada

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STANDARDS

CSUSA Illinois - Grade 6 - Grade 8 - Social Sciences
SS.IS.1.6-8.
Create essential questions to help guide inquiry about a topic
SS.IS.3.6-8.
Determine sources representing multiple points of view that will assist in organizing a research plan.
SS.IS.2.6-8
Ask essential and focusing questions that will lead to independent research.
SS.IS.4.6-8.LC.
Determine the value of sources by evaluating their relevance and intended use.
SS.CV.1.6-8LC.
Identify roles played by citizens (examples: voters, jurors, taxpayers, military, protesters, and office-holders).
SS.CV.2.6-8LC
Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
SS.CV.5.6-8LC.
Apply civic virtues and democratic principles in school and community settings.
SS.CV.4.6-8.LC.
Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.
SS.CV.6.6-8.LC.
Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.
SS.CV.3.6-8.LC
Compare the means by which individuals and groups change societies, promote the common good, and protect rights.
SS.EC.2.6-8.LC.

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Analyze the role of innovation and entrepreneurship in a market economy.
S.EC.3.6-8.LC
Explain why standards of living increase as productivity improves
SS.EC.3.6-8.MdC.
Explain barriers to trade and how those barriers influence trade among nations.
SS.G.1.6-8.LC.
Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment
SS.G.2.6-8.LC.
Explain how humans and their environment affect one another.
SS.G.3.6-8.LC.
Explain how environmental characteristics impact human migration and settlement.
SS.G.4.6-8.LC.
Identify how cultural and environmental characteristics vary among regions of the world.
SS.H.1.6-8.LC.
Classify series of historical events and developments as examples of change and/or continuity.
SS.H.3.6-8.LC.
Classify the kinds of historical sources used in a secondary interpretation.
SS.H.4.6-8.LC.
Explain multiple causes and effects of historical events.
SS.IS.6.6-8.LC.
Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.
SS.IS.6.6-8.MC.
Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.

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SS.IS.5.6-8.LC.

Appropriately cite all sources utilized.

PRIORITY STANDARDS

SS.IS.1.6-8.: Create essential questions to help guide inquiry about a topic

SS.IS.3.6-8.: Determine sources representing multiple points of view that will assist in organizing a research plan.

SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.

SS.IS.5.6-8.LC.: Appropriately cite all sources utilized.

SS.IS.6.6-8.LC.: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.

Unit 2: The United States and Canada

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> • Students will understand how geography impacted the people and cultures of The United States and Canada. 	<p>What should governments do?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"> • Academic Vocabulary: <ul style="list-style-type: none"> ◦ igloo, potlatch, tepee, wigwam, longhouse, descendent, structure ◦ artifact, drought, hoyaneh, Iroquois League, council, alliance ◦ Northwest Passage, Pilgrim, triangular trade, Middle Passage, mutiny, meager, advance ◦ Quebec Act, dominion, Great Depression, civil rights movement, confirm, abolish ◦ taiga, migration, immigration, concentrate, sector ◦ import, export, yield, investment ◦ income, globalization, offshoring, restriction, multicultural 	<ul style="list-style-type: none"> • Summarize how the first people reached North America. • Explain how environment is connected to culture. • Compare how each of the regional cultures in North America was adapted to its environment. • Discuss the achievements of the Ancestral Puebloans. • Explain what we know about Cahokia and the Mississippians. • Analyze the political system of the Iroquois. • Summarize the impact of European colonization in North America. • Explain why the first English colonies were established. • Discuss what enslaved Africans experienced when they came to the English colonies. • Explain how England gained power over most of North America. • Explain how the United States gained independence. • Analyze the challenges the United States faced after

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Students will know (Knowledge):	Students will be able to do (Skills):
	<p>independence.</p> <ul style="list-style-type: none">• Describe how Canada became a nation. • Identify where people live in the United States and Canada.• Explain why people move to new locations in the United States and Canada.• Compare the cultures that exist in different parts of the United States and Canada. • Identify how Americans and Canadians make a living.• Explain how natural and human resources shape the economics of the United States and Canada.• Compare the American and Canadian systems of government. • Identify the economic challenges that face the United States and Canada.• Describe the social issues that pose challenges for these countries.• Analyze the environmental issues that the United States and Canada face.

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LEARNING PLAN

Unit Resources:

- Topic 2: MyWorld Interactive Geography - Western Hemisphere (2019)

Summary of Learning Activities: (including lessons from MyWorld Interactive)

Lessons from MyWorld Interactive: Topic 2

- North American Indian Culture Regions
- Three American Indian Cultures
- European Colonization
- Building Nations
- Living in the United States and Canada
- The United States and Canada at Work
- Challenges Facing the United States and Canada

Unit 3: Middle America

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STANDARDS

CSUSA Illinois - Grade 6 - Grade 8 - Social Sciences
SS.IS.1.6-8.
Create essential questions to help guide inquiry about a topic
SS.IS.3.6-8.
Determine sources representing multiple points of view that will assist in organizing a research plan.
SS.IS.6.6-8.LC.
Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.
SS.IS.2.6-8
Ask essential and focusing questions that will lead to independent research.
SS.IS.4.6-8.LC.
Determine the value of sources by evaluating their relevance and intended use.
SS.CV.2.6-8LC
Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
SS.CV.4.6-8.LC.
Explain the connection between interests and perspectives, civic virtues, and democratic principles when addressing issues in government and society.
SS.CV.6.6-8.LC.
Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.
SS.CV.3.6-8.LC
Compare the means by which individuals and groups change societies, promote the common good, and protect rights.
SS.EC.1.6-8.LC.
Explain how economic decisions affect the well-being of individuals, businesses, and society
SS.EC.1.6-8.MC.

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Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.

SS.EC.3.6-8.MdC.

Explain barriers to trade and how those barriers influence trade among nations.

SS.G.1.6-8.LC.

Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment

SS.G.2.6-8.LC.

Explain how humans and their environment affect one another.

SS.G.3.6-8.LC.

Explain how environmental characteristics impact human migration and settlement.

SS.G.4.6-8.LC.

Identify how cultural and environmental characteristics vary among regions of the world.

SS.H.1.6-8.LC.

Classify series of historical events and developments as examples of change and/or continuity.

SS.H.2.6-8.LC.

Explain how and why perspectives of people have changed over time.

SS.H.4.6-8.MdC.

Compare the central historical arguments in secondary works across multiple media.

SS.IS.8.6-8.LC

Analyze how a problem can manifest itself and the challenges and opportunities faced by those trying to address it.

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PRIORITY STANDARDS

SS.IS.1.6-8.: Create essential questions to help guide inquiry about a topic

SS.IS.3.6-8.: Determine sources representing multiple points of view that will assist in organizing a research plan.

SS.IS.6.6-8.LC.: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.

SS.H.2.6-8.LC.: Explain how and why perspectives of people have changed over time.

Unit 3: Middle America

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none">Students will understand how geography impacted the people and cultures of Middle America.	Who should benefit from a country's resources?

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none">Academic Vocabulary:<ul style="list-style-type: none">slash-and-burn agriculture, quetzal, hieroglyphic, observatory, plot, complexbasin, chinampa, dike, aqueduct, rigid, descendconquistador, encomienda, peninsular, creole, mestizo, mulatto, Columbian Exchange, grant, monitorMexican Cession, Mexican Revolution, nationalize, dominate, accommodatedictatorship, embargo, precious, brutaldiaspora, cultural diffusion, mural, populousremittance, ecotourism, specialization, interdependence, civil, relativehurricane, creole, Santeria, vulnerable, regimemudslide, erosion, infrastructure, cartel, digital divide, hazard, stride	<ul style="list-style-type: none">Summarize the causes and effects of the Agricultural Revolution in Mesoamerica.Compare the accomplishments of the Olmec and Zapotec.Identify the Maya's main accomplishments. Describe how the Aztec built an empire.Analyze how Aztec society was organized.Explain how the city of Tenochtitlan reflected Aztec accomplishments. Explain why the Spanish explored Middle America.Discuss how exploration led to conquest, and how conquest affected the people of the region.Describe how Spanish colonization shaped life in New Spain. Explain why Mexico and Central America sought independence.Describe the challenges countries in the region faced after independence.Analyze how the shift toward democracy changed the region.

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Students will know (Knowledge):	Students will be able to do (Skills):
	<ul style="list-style-type: none">• Discuss how European colonization and the slave trade shaped the Caribbean.• Identify the forces that have shaped the Caribbean since the era of colonization.• Explain how the Cuban Revolution affected Cuba. • Analyze why people live where they do in Mexico and Central America.• Discuss why some people leave the region.• Explain how the region's diverse heritage has affected its culture. • Compare and contrast the political systems in the region.• Analyze how the region's economies work.• Explain why Mexico and Central America countries trade with other countries. • Identify how environmental issues affect the Caribbean islands.• Describe the region's peoples and cultures.• Contrast the systems of government and economy in Cuba with those in other countries in the region. • Describe the environmental challenges facing the region.• Analyze how people in the region are responding to economic challenges.• Describe the social challenges faced by the region.

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LEARNING PLAN

Unit Resources:

- Topic 3: MyWorld Interactive Geography - Western Hemisphere (2019)

Summary of Learning Activities:(including lessons from MyWorld Interactive)

Lessons from MyWorld Interactive: Topic 3

- The Olmec and Maya Civilizations
- Aztec Civilization
- Spanish Colonization
- Independence for Mexico and Central America
- History of the Caribbean
- Living in Mexico and Central America
- Mexico and Central America at Work
- The Caribbean Today
- Challenges Facing Middle America

Unit 4: South America

Middle School - 6th Grade Social Studies - Last Updated on July 1, 2022

STANDARDS

CSUSA Illinois - Grade 6 - Grade 8 - Social Sciences
SS.IS.1.6-8.
Create essential questions to help guide inquiry about a topic
SS.IS.3.6-8.
Determine sources representing multiple points of view that will assist in organizing a research plan.
SS.IS.2.6-8
Ask essential and focusing questions that will lead to independent research.
SS.IS.4.6-8.LC.
Determine the value of sources by evaluating their relevance and intended use.
SS.CV.2.6-8LC
Describe the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
SS.CV.2.6-8.MdC.
Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution, and other systems of government.
SS.CV.1.6-8.MdC.
Describe the roles of political, civil, and economic organizations in shaping people's lives.
SS.CV.5.6-8LC.
Apply civic virtues and democratic principles in school and community settings.
SS.CV.5.6-8.MdC.
Analyze the purposes, implementation, and consequences of public policies in historic and contemporary settings.
SS.CV.6.6-8.LC.
Determine whether specific rules and laws (both actual and proposed) resolve the problems they were meant to address.
SS.EC.1.6-8.LC.
Explain how economic decisions affect the well-being of individuals, businesses, and society

Unit 4: South America

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SS.G.1.6-8.LC.
Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment
SS.G.2.6-8.LC.
Explain how humans and their environment affect one another.
SS.G.3.6-8.LC.
Explain how environmental characteristics impact human migration and settlement.
SS.G.4.6-8.LC.
Identify how cultural and environmental characteristics vary among regions of the world.
SS.IS.6.6-8.LC.
Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.
SS.IS.7.6-8.
Critique the structure and credibility of arguments and explanations (self and others).
SS.IS.5.6-8.LC.
Appropriately cite all sources utilized.

PRIORITY STANDARDS

SS.IS.1.6-8.: Create essential questions to help guide inquiry about a topic

SS.IS.3.6-8.: Determine sources representing multiple points of view that will assist in organizing a research plan.

SS.IS.4.6-8.LC.: Determine the value of sources by evaluating their relevance and intended use.

SS.IS.5.6-8.LC.: Appropriately cite all sources utilized.

SS.IS.6.6-8.LC.: Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.

Unit 4: South America

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DESIRED RESULTS

Enduring Understandings	Essential Question(s)
<ul style="list-style-type: none"> • Students will understand how geography impacted the people and cultures of South America. 	<p>What should governments do?</p>

Students will know (Knowledge):	Students will be able to do (Skills):
<ul style="list-style-type: none"> • Academic Vocabulary: <ul style="list-style-type: none"> ◦ domesticate, nomad, Andes, terrace, predictable, promote ◦ quipu, hierarchy, ayllu, mita system, multiple, precision ◦ Line of Demarcation, Treaty of Tordesillas, immunity, brazilwood, chaos, banderia, policy ◦ oligarchy, abolitionist, coup, nationalize, revenue, authorize ◦ mechanization, ethnic group, telenovela, samba, Carnival, translate, serial ◦ diversified, hydroelectric power, interdependent, privatize, infrastructure, literacy rate, factor, exception ◦ corruption, deforestation, free trade zone, nongovernmental organization, absorb, operate 	<ul style="list-style-type: none"> • Describe how early peoples in each region of South America adapted to their environments. • Explain how the development of agriculture changed the lives of South American peoples. • Discuss the achievements of early South American civilizations. • Explain how the Inca governed their empire. • Describe the main achievements of the Inca. • Analyze the social structure of the Inca. • Discuss how European powers divided South America. • Explain the effects of the Spanish conquest. • Compare Portuguese colonization to Spanish colonization. • Identify why and how South American nations gained independence. • Analyze why South American nations remained poor and unstable after gaining independence. • Explain how democracy led to questions about the economic role of the state in South America.

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Students will know (Knowledge):	Students will be able to do (Skills):
	<ul style="list-style-type: none">• Describe how population is distributed in South America.• Discuss how the cultures of South America differ from one another.• Identify unique features of Brazilian culture. • Compare the strengths and weaknesses of South American economies.• Explain the strengths and weaknesses of Brazil's economy.• Compare Brazil's government to that of the United States. • Explain the political and economic challenges that South America faces.• Describe how South America is approaching its environmental challenges.• Identify how organizations have responded to conflicts in South America.

Unit 4: South America

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LEARNING PLAN

Unit Resources:

- Topic 4: MyWorld Interactive Geography - Western Hemisphere (2019)

Summary of Learning Activities:(including lessons from MyWorld Interactive)

Lessons from MyWorld Interactive: Topic 4

- Early South American Cultures
- Incan Civilization
- European Colonization of South America
- Independence for South America
- Living in South America
- South America at Work
- Challenges Facing South America