EAST PENN SCHOOL DISTRICT

6TH GRADE SOCIAL STUDIES

Approved 10/19
Effective 8/20

Unit 1: How do people analyze the past? (Historical Thinking)

<table>
<tr><th colspan="3">STAGE 1 | DESIRED RESULTS</th></tr>
<tr><td rowspan="6">ESTABLISHED GOALS

Standards

D2.Geo.2.6-8.
Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

D2.Geo.4.6-8.
Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

D2.Geo.5.6-8.
Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to develop a historical perspective and think like a historian.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Primary and secondary sources can be used to learn about the past.
U2: Maps can enhance the understanding of different cultures.</td><td>ESSENTIAL QUESTIONS
EQ1: Why do people analyze the past?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: Vocabulary: BC, AD (BC years counts down, AD counts up), archaeologist, historian, primary source, secondary source, artifact</td><td>Skills
S1: I can use maps.
S2: I can explain how cultural patterns impact the daily lives of people.
S3: I can analyze what makes civilizations alike or different.
S4: I can engage in historical inquiry.
S5: I can explain how geography influences culture.
S6: I can determine if a source is reliable.
S7: I can gather information from multiple sources.
S8: I can use evidence to support a claim.</td></tr>
</table>

D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement. D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. D2.His.5.6-8. Explain how and why perspectives of people have changed over time.		S9: I can develop claims and counterclaims. S10: I can develop a logical historical argument. S11: I can interpret artifacts.

D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created. D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation. D2.His.9.6-8. Classify the kinds of historical sources used in a secondary interpretation. D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. D2.His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified. D2.His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.		

D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past. D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past. D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use. D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.		

Unit 2: What are the benefits of living together? (Beginnings of Civilization)

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Standards

D2.Civ.14.6-8.
Compare historical and contemporary means of changing societies, and promoting the common good.

D2.Geo.1.6-8.
Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.

D2.Geo.2.6-8.
Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.

D2.Geo.4.6-8.
Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.

D2.Geo.5.6-8.
Analyze the combinations of cultural and environmental characteristics</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to connect human needs to the needs of a larger community.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Major historical events occurred before the invention of writing.
U2: People follow specific patterns when developing settlements.
U3: Humans rely on each other for survival.</td><td>ESSENTIAL QUESTIONS
EQ1: What are the benefits of living together?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: People settle by water
K2: Early people were hunters and gatherers
K3: Vocabulary: nomad, fertile, silt, civilization, climate, prehistory, history, oral tradition, domestication</td><td>Skills
S1: I can compare changes in societies.
S2: I can construct maps .
S3: I can use maps.
S4: I can explain how cultural patterns influence the daily lives of people.
S5: I can analyze what makes civilizations alike or different.
S6: I can explain how geography influences culture.
S7: I can explain how innovations impact the connections between people.
S8: I can analyze the connections between historical and current events.
S9: I can engage in historical inquiry.
S10: I can analyze the perspectives of people in history.</td></tr>
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that make places both similar to and different from other places. D2.Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. D2.Geo.8.6-8. Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement. D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people		S11: I can explain the cause and effect of historical events.

during different historical eras. D2.His.5.6-8. Explain how and why perspectives of people have changed over time. D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created. D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past. D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.		

Unit 3: How does a civilization impact daily life?

STAGE 1 | DESIRED RESULTS

ESTABLISHED GOALS

Standards

D2.Civ.12.6-8.
Assess specific rules and laws (both actual and proposed) as means of addressing public problems.

D2.Civ.14.6-8.
Compare historical and contemporary means of changing societies, and promoting the common good.

D2.Eco.1.6-8.
Explain how economic decisions affect the well-being of individuals, businesses, and society.

D2.Eco.13.6-8.
Explain why standards of living increase as productivity improves.

D2.Eco.14.6-8.
Explain barriers to trade and how those barriers influence trade among nations.

D2.Geo.2.6-8.
Use maps, satellite images, photographs, and other representations to explain relationships between the locations of

Transfer

Students will be able to independently use their learning to explain the characteristics and components required to sustain a lasting civilization.

Meaning

UNDERSTANDINGS
U1: Humans rely on each other for survival.
U2: Geography impacts settlements.
U3: Historical civilizations greatly influence modern societies.

ESSENTIAL QUESTIONS
EQ1: Why do humans need civilizations?
EQ2: What makes a strong civilization?
EQ3: How does a civilization impact daily life?

Acquisition

Students will know...
K1: That unique societies emerge from cultural differences
K2: Vocabulary: surplus, irrigation, social class, artisan, job specialization, democracy, absolute power, monotheism, polytheism, economics, money system, technology
K3: Religion played a significant role in ancient societies
K4: Roads allowed for the spread of people and ideas (trade)
K5: Geography impacts the location of settlements

Skills
S1: I can discuss the importance of laws on a society.
S2: I can compare and contrast ancient societies with today's world.
S3: I can explain how an economy influences a society.
S4: I can explain barriers to tradingI can compare changes in societies.
S5: I can construct maps.
S6: I can use maps.
S7: I can explain how cultural patterns influence the daily lives of people.
S8: I can analyze what makes civilizations alike or different.
S9: I can explain how geography influences culture.
S10: I can explain how innovations impact the connections between people.
S11: I can analyze the connections between historical and current events.

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and environmental characteristics vary among various regions of the world. D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade. D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. D2.His.5.6-8. Explain how and why perspectives of people have changed over time. D2.His.6.6-8.		

Analyze how people's perspectives influenced what information is available in the historical sources they created. D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past. D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.		

Unit 4: How do civilizations survive?

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Standards

D2.Civ.1.6-8.
Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

D2.Civ.2.6-8.
Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).

D2.Civ.3.6-8.
Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.

D2.Civ.6.6-8.
Describe the roles of political, civil, and economic organizations in shaping people’s lives.

D2.Civ.7.6-8.
Apply civic virtues and democratic principles in school and community settings.</td><td colspan="2">Transfer</td></tr>
<tr><td colspan="2">Students will be able to independently use their learning to explain why some civilizations survived and others perished.</td></tr>
<tr><td colspan="2">Meaning</td></tr>
<tr><td>UNDERSTANDINGS
U1: Leadership can determine a society’s success or failure.
U2: Conflict frequently arises between people of different cultures.</td><td>ESSENTIAL QUESTIONS
EQ1: How do civilizations survive?
EQ2: Why do civilizations fall?</td></tr>
<tr><td colspan="2">Acquisition</td></tr>
<tr><td>Students will know...
K1: Vocabulary: democracy, government, imperialism, expansion, absolute power
K2: Civilizations often borrowed knowledge from predecessors
K3: A civilization’s success or failure was often determined by their ability (or inability) to adapt to their natural surroundings
K4: Mastery of technology can lead to more successful civilizations
K5: Historical perspectives evolve over time due to significant events, experiences, and developments</td><td>Skills
S1: I can discuss citizens’ roles in government.
S2: I can discuss the importance of laws on a society.
S3: I can describe the impact economics has on a society.
S4: I can explain how geography influences culture.
S5: I can construct maps .
S6: I can use maps.
S7: I can explain how cultural patterns influence the daily lives of people.
S8: I can explain how innovations impact the connections between people.
S9: I can analyze the connections between historical and current events.
S10: I can engage in historical inquiry.
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D2.Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade. D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. D2.His.5.6-8. Explain how and why perspectives of people have changed over time. D2.His.6.6-8. Analyze how people's perspectives influenced what information is available in the historical sources they created.		

D2.His.14.6-8. Explain multiple causes and effects of events and developments in the past. D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past.		