



COPPELL ISD SOCIAL STUDIES YEAR AT A GLANCE

WORLD CULTURES

6TH GRADE

6 UNITS

Program Transfer Goals

- Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions.
- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.
- Investigate places and regions and the connections among them.
- Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.
- Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.

PACING

First Nine Weeks		Second Nine Weeks		Third Nine Weeks		Fourth Nine Weeks	
Unit 1 6 weeks	Unit 2 6 weeks	Unit 3 6 weeks	Unit 4 5 weeks	Unit 5 6 weeks	Unit 6 6 weeks		

Assurances for a Guaranteed and Viable Curriculum

Adherence to this scope and sequence affords every member of the learning community clarity on the knowledge and skills on which each learner should demonstrate proficiency. In order to deliver a guaranteed and viable curriculum, our team commits to and ensures the following understandings:

Shared Accountability: Responding to the Needs of All Learners

- High levels of learning for all students.
- The district and course formative assessments aligned to the standards for this course support educators and learners in monitoring academic achievement and leveraging interventions.

Shared Understanding: Curriculum Design

- The district curriculum design weaves together the elements of content, skills and assessments in order to adhere to curriculum design at the macro and micro level, ensuring vertical alignment.
- The district curriculum incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments, and recommended resources.

Interdependence: Curriculum Units

Members of the learning community utilize the curriculum units, plan collaboratively, and reflect on results for continuous improvement.

UNIT 1: GEOGRAPHY AND SYSTEMS IN NORTH AMERICA

TIMELINE: 6 WEEKS 1ST NINE WEEKS

Unit Summary: This is the introductory unit for World Cultures. Students will learn basic geography/map skills as well as the different types of systems found around the world and compare them to the United States.

Transfer Goal:

- Evaluate information from maps
- Examine the traditions of cultures to gain insight into people and their impact on our world.
- Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.

Students will know...

- The 5 Themes of Geography, the location of the continents as well as selected landforms, bodies of water, and regions of the world.
- That human environment interaction includes how we depend, modify, and adapt to their environment.
- Movement includes transportation, communication, ideas, people, and goods.
- That the different forms of government include unlimited and limited governments. Specifically they need to know dictatorship, monarchy, direct and representative democracy,
- Know the characteristics of a free-market/free-enterprise and communist economies.

Students will be skilled at...

- Categorizing, identifying cause and effect relationships, comparing and contrasting governments and economies, interpret information from maps, and drawing conclusions.

UNIT 2: EUROPE: REVOLUTIONARY IDEAS

TIMELINE: 6 WEEKS 1ST NINE WEEKS & 2ND NINE WEEKS

Unit Summary: For this unit of study, students will focus on the various forms of Revolutions found in European History. Students will acquire geographic, historical, and cultural knowledge to understand the various forms of Revolutions.

Transfer Goal:

- Evaluate information and issues in order to understand and draw logical conclusions.
- Evaluate events, patterns, and perspectives in order to make connections to the present and prepare for the future.

Students will know...

- The location of France, Germany, UK, Italy, Spain, Norway, Sweden, and Russia as well as being able to locate the following physical features including the Danube, the Volga, Ural Mountains, the Alps, the Pyrenees, and the Mediterranean Sea.
- Europe is a peninsula of peninsulas and that the majority of countries in this region have the advantage of water access for transportation.
- Greece established direct democracy and Rome established a representative democracy (also known as a republic).
- That revolutions can be political, economic, or philosophical. They will specifically look at the American and French Revolutions.
- Europe underwent significant changes and challenges as a result of the world wars.

Students will be skilled at...

- Analyzing information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing

UNIT 3: MIDDLE EAST AND SOUTHWEST ASIA: CONFLICT

TIMELINE: 6 WEEKS 2ND NINE WEEKS

Unit Summary: In this unit of study, learners will be exposed to various forms **Conflict** found in the Middle East. Learners will examine the foundation of the three main religions of the Middle East, various forms of governments, and the scarcity of resources. Learners will use primary and secondary sources in order to research various points of view.

Transfer Goal:

- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.
- Investigate places and regions and the connections among them.
- Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.

Students will know...

- Why and Where civilizations developed.
- The major religions that had their beginnings in this region specifically Judaism, Christianity, and Islam. They will study the key beliefs, holy books, practices, and holidays of each of these religions.
- That conflicts can arise over the scarcity of resources. They will examine conflicts in this regions such as the Jewish/ Palestinian conflict, water/oil conflict and the Arab Spring.

Students will be skilled at...

- Differentiating between and use valid primary and secondary sources, using information acquired through established research methodologies from a variety of valid sources, analyzing information in a variety of ways, organize information into outlines, identifying different points of view about an issue or current topic, and identifying the elements of frame of reference that influenced participants in an event.

UNIT 4: AFRICA: COLONIZATION AND MIGRATION

TIMELINE: 5 WEEKS 3RD NINE WEEKS

Unit Summary: Learners will understand the history of Colonization and the effects this had on the people of Africa. Learners will acquire geographic, historical, and cultural knowledge to understand the reasons for Colonization. Learners will examine examples of migration in Africa.

Transfer Goal:

- Evaluate issues in order to critically appraise historical and contemporary decisions.
- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.
- Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.

Students will know...

- That places are significant in Africa due to its natural resources. These places hold power and control over the region due to the resources. For example; South Africa was a desired location for colonists because of its diamond resources, Ghana was sought after due to gold, Oil resources in Sudan and other areas, and that places

that lack natural resources are dependent upon other areas or are often poverty stricken.

- That migration of individuals can be forced or voluntary. They will examine migrations such as the Trans-Atlantic Slave Trade, the Salt-Trade/Ancient Kingdoms, Lost Boys of Sudan, and refugees fleeing from conflicts.
- That colonization of Africa occurred as a result of Europe's desire to gain control of human and natural resources at any cost and that the division of the continent continues to impact the current conditions in this region.

Students will be skilled at...

- Differentiating between and use valid primary and secondary sources, using information acquired through established research methodologies from a variety of valid sources, analyzing information in a variety of ways, organize information into outlines, identifying different points of view about an issue or current topic, and identifying the elements of frame of reference that influenced participants in an event.

UNIT 5: ASIA: GLOBAL CONNECTIONS

TIMELINE: 6 WEEKS - 3RD AND 4TH NINE WEEKS

Unit Summary: Learners will study South Asia and East Asia by focusing on cultural traits found in various regions as well as the impact globalization on government, culture, and the economy.

Transfer Goal:

- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.
- Investigate places and regions and the connections among them.

Students will know...

- Culture influences all parts of our world and it is shared and spread. Students will examine the religions and philosophy of this region including Hinduism, Buddhism, Confucianism, and Daoism.
- Population is a key element of Geography and can describe where people settle and patterns of population.
- Globalization has changed the way we live and trade.
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South Korea vs. North Korea government and citizenships

China government vs. economics

Students will be skilled at...

- Using appropriate mathematical skills to interpret social studies information such as maps and graphs, expressing ideas orally based on research and experiences, identifying different points of view about an issue, and making generalizations and predictions.

UNIT 6: LATIN AMERICA - 3 E's: Exploration, Environment, Economy

TIMELINE: 6 WEEKS 4TH NINE WEEKS

Unit Summary: Students will acquire geographic, historical, and cultural knowledge to understand the relationships between human/environment interaction. .

Transfer Goal:

- Analyze events (both historical and contemporary), patterns, and perspectives in order to make connections to the present and prepare for the future.
- Participate actively by living as part of a global community, by understanding the impact of economic factors

Students will know...

Geography of South America

-Amazon River and Rainforest, Andes Mountains,

Isthmus (Central America), Llanos, Pampas, Rainforests in Central America.

-Human Environment Interaction- modify, adapt, and depend on the environment and effects of human involvement.

Economy:

Tie in economic activity with the Geography of South America...natural resources, environment, supply and demand, landforms.

Why people settle where they do, have certain industries in certain regions, how these industries affect people and the environment.

Know the difference between free-enterprise, socialists, and communist economies.

Students will be skilled at...

identifying cause and effect relationships.

Analyzing information by sequencing.

Organizing and interpret information from visuals, graphs, charts, and maps.

Identifying different points of view about an issue or current event.