

Social Studies Grade 6
Contemporary World Cultures
First Six-Weeks Horizontal Alignment Planning Guide Overview

<p>Learning Focus 1.1 Our World This Learning Focus reviews map and graph skills and introduces students to the various world cultural regions which form the basis of study for the rest of the school year. These regions form the basis for the entire 6th grade curriculum and include: North America and the Caribbean, South America, Europe, Russia and the CIS, SW Asia and N. Africa, Africa South of the Sahara, South and SE Asia, East Asia, Australia/New Zealand and Pacific Rim.</p>		
<p>Key Concepts</p>		
<p>Geographic tools [maps, graphs, charts, data] Region</p>	<p>Physical geographic factors</p>	<p>Human geographic factors</p>
<p>Objectives SS.6.22A Use social studies terminology correctly. SS.6.3B View, determine the utility, and interpret various types of maps, graphs, charts, and other geographic tools to pose and answer questions about geographic distributions and patterns in world regions. SS.6.21C Organize and interpret print/visual information from outlines, reports, databases, maps, graphs, charts, and timelines about an event or issue in contemporary world cultures. SS.6.21F Use appropriate mathematical skills to interpret social studies information found in data charts, maps, graphs, and other sources. SS.6.3A Using data such as population distribution, land use, physical and political features, and economic activities, create sketch and formal maps, graphs, charts, and databases to depict data about world regions, or countries within world regions. SS.6.22D Create written (notes, journal entries, original text) and visual (maps, graphs, charts, illustrations) materials to express information about an event or issue in world cultural studies. SS.6.3C Using maps, graphs, charts and other geographic tools, compare and contrast world regions or countries within or among regions SS.6.4B Identify and explain various geographic factors that have an impact on population and settlement patterns in a given region or place. SS.6.21B Analyze information about selected world cultures by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p>		
<p>Suggested Lesson Framework 2 lessons with the topic/theme <i>Interpreting Maps and other Data</i></p>		
	<p>1 lesson: <i>Creating Maps</i></p>	<p>2 lessons on <i>Defining/Comparing World Regions</i></p>

Social Studies Grade 6
Contemporary World Cultures
First Six-Weeks Horizontal Alignment Planning Guide Overview

<p>Learning Focus 1.2 Being a Geographer This Learning Focus introduces students to the organizing physical and human systems that geographers use to study people and patterns in the world. These concepts will be studied in more depth throughout the year as students learn more about each individual region of the world.</p>					
<p>Key Concepts</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> Human Systems Economic systems Social/cultural systems Political systems </td> <td style="width: 33%; vertical-align: top;"> Physical Systems Land/Water forms Climate Natural hazards </td> <td style="width: 33%; vertical-align: top;"> Human-Environment Interaction Adaptation [to the environment] Modification [of the environment] Push/pull factors </td> </tr> </table>			Human Systems Economic systems Social/cultural systems Political systems	Physical Systems Land/Water forms Climate Natural hazards	Human-Environment Interaction Adaptation [to the environment] Modification [of the environment] Push/pull factors
Human Systems Economic systems Social/cultural systems Political systems	Physical Systems Land/Water forms Climate Natural hazards	Human-Environment Interaction Adaptation [to the environment] Modification [of the environment] Push/pull factors			
<p>Objectives</p> <p>SS.6.22A Use social studies terminology correctly.</p> <p>SS.6.22A Use social studies terminology correctly.</p> <p>SS.6.6A Explain how erosion, ocean circulation, and earthquakes are examples of physical processes and have resulted in physical patterns on the Earth's surface.</p> <p>SS.6.6C Analyze the impact of physical processes and the physical environment on the people of a given region or country.</p> <p>SS.6.7A Identify and analyze the ways people have adapted to the physical environment in a given region or country.</p> <p>SS.6.7B Identify and analyze ways people have modified the physical environment in a given region or country.</p> <p>SS.6.7C Describe the impact of technology on the levels of human modification of the physical environment of a given region or place.</p> <p>SS.6.8A Compare ways in which selected groups, communities, or countries organize for the production and distribution of goods and services.</p> <p>SS.6.8B Identify and differentiate among traditional, market, and command economies in selected contemporary societies, including the benefits of the U.S. free enterprise system.</p> <p>SS.6.10B Identify individual purchasing power, life expectancy, and literacy as examples of significant economic indicators and use these indicators to assess levels of economic development within a country and among select countries.</p> <p>SS.6.15A Define the concepts of culture and culture region.</p> <p>SS.6.15B Describe defining traits such as language, religion, customs, traditions, food, leisure activity, and so on that all cultures and culture groups have in common.</p> <p>SS.6.11A Describe characteristics of limited and unlimited governments.</p> <p>SS.6.11C Identify reasons for limiting the power of government.</p> <p>SS.6.12A Identify and define types of government organization including autocracy, dictatorship, monarchy, oligarchy, and democracy, and categorize these as rule by one, few, or many.</p> <p>SS.6.16A Identify basic economic, social, and political institutions common to all groups.</p> <p>SS.6.17A Identify and explain the variables that link or separate cultural groups or countries, and provide specific contemporary examples.</p> <p>SS.6.21B Analyze information about selected world cultures by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p>					
<p>Suggested Lesson Framework 1 lesson with the topic/theme <i>Physical Geography</i></p>	<p>1 lesson with the topic/theme <i>Human-Environment Interaction</i> 2 lessons with the topic/theme <i>Human Systems – Economic</i> 1 lesson with the topic/theme <i>Human Systems – Social/Cultural</i></p>	<p>1 lesson with the topic/theme <i>Human Systems – Political</i> 1 lesson with the topic/theme <i>Comparing Patterns in the World Around Us – Physical and Human Systems [Economic, Social, Political]</i></p>			

**Social Studies Grade 6
Contemporary World Cultures
Second Six-Weeks Horizontal Alignment Planning Guide Overview**

Learning Focus 2.1 Southwest Asia and North Africa			
This unit begins the in-depth study of regions by focusing on the setting, history, cultural geography, and current issues of Southwest Asia and North Africa			
Key Concepts			
Renewable/Non-Renewable resources	Religion	Conflict	Civilization
Objectives			
SS.6.22A Use social studies terminology correctly.			
SS.6.4A Locate major historical and contemporary sites, societies, cultures and regions on maps and globes.			
SS.6.4B Identify and explain various geographic factors that have an impact on population and settlement patterns in a given region or place.			
SS.6.2B Describe the economic, social, and/or political impact of individual and group achievement on the historical and contemporary countries or societies of a given region.			
SS.6.5B Identify how human and physical geographic factors affect the ability of a country/group to control territory and shape domestic and foreign policy in a given region or country.			
SS.6.8C Explain the concept of scarcity and analyze the impact on international trade and global economic interdependence.			
SS.6.23A Review the steps in the problem-solving process and use this process to solve a personal or group problem and/or analyze a historic problem.			
SS.6.19A Identify key ideas from the major world religions and philosophical traditions and explain the impact of these ideas on a given culture.			
SS.6.19B Identify and explain the importance of select religious holidays and observances and describe their critical attributes.			
SS.6.1B Evaluate the relationship between historic conflicts and current conditions within a region			
SS.6.15D Identify and explain examples of conflict and cooperation that arise due to expressions of cultural values among groups within a given country or region or between regions, citing specific examples.			
SS.6.17B Identify examples of areas in which political boundaries divide cultural regions and describe the impact of these political divisions.			
SS.6.21A Using computer software, web-based resources, media and news services, databases, print text, artifacts, and oral sources, locate, differentiate between reliable primary and secondary sources and interpret one or more sources to gather information about key events, people, and issues in selected world cultures.			
SS.6.21D Identify differing points of view on a given issue or topic from a world cultures perspective.			
SS.6.21E Identify the economic, social/cultural, and/or political elements of frame of reference that might influence participants in an event or situation within select world cultures or time periods			
Suggested Lesson Framework	1 lesson on History of the region 1 lesson on About the region – Oil/Water	1 lesson on People and Culture- Religions 1 lesson on Events Today – Conflict	

**Social Studies Grade 6
Contemporary World Cultures
Second Six-Weeks Horizontal Alignment Planning Guide Overview**

Learning Focus 2.2 East Asia This unit focuses on the setting, history, cultural geography, and current issues of East Asia.		
Key Concepts		
Limited and unlimited government	Command and market economy	Population density
Objectives SS.6.22A Use social studies terminology correctly. SS.6.3B View, determine the utility, and interpret various types of maps, graphs, charts, and other geographic tools to pose and answer questions about geographic distributions and patterns in world regions. SS.6.3C Using maps, graphs, charts and other geographic tools, compare and contrast world regions or countries within or among regions. SS.6.6A Explain how erosion, ocean circulation, and earthquakes are examples of physical processes and have resulted in physical patterns on the Earth's surface. SS.6.2A Explain the significant contributions of historic and contemporary individuals and groups from selected societies, cultures or regions. SS.6.12D Describe and compare the structure and functions of government of select countries within or among a given region or historic period, including change over time in areas such as China, Germany, India, and Russia. SS.6.8A Compare ways in which selected groups, communities, or countries organize for the production and distribution of goods and services. SS.6.8B Identify and differentiate among traditional, market, and command economies in selected contemporary societies, including the benefits of the U.S. free enterprise system. SS.6.11B Identify examples of limited and unlimited governments including their relationship to democracy, constitutionalism, and totalitarianism. SS.6.11D Compare limited and unlimited governments by citing contemporary and historic examples. SS.6.13B Describe the degree to which citizens in a given country have the opportunity to influence and the ability to participate in the political process in their country. SS.6.3A Using data such as population distribution, land use, physical and political features, and economic activities, create sketch and formal maps, graphs, charts, and databases to depict data about world regions, or countries within world regions. SS.6.4B Identify and explain various geographic factors that have an impact on population and settlement patterns in a given region or place. SS.6.21F Use appropriate mathematical skills to interpret social studies information found in data charts, maps, graphs, and other sources. SS.6.17C Define cultural diffusion and analyze the role of trade, exploration, technology, media, war, and conquest as examples of processes which affect cultural diffusion. SS.6.21B Analyze information about selected world cultures by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions. SS.6.22D Create written (notes, journal entries, original text) and visual (maps, graphs, charts, illustrations) materials to express information about an event or issue in world cultural studies.		
Suggested Lesson Framework		
1 lesson on Setting of the East Asia	1 lesson on History of the East Asia 1 lesson on About the East Asia – Comparative <i>ESP</i>	1 lesson on People and Culture- Population Density 1 lesson on <i>Events Today – Trade</i>

Social Studies Grade 6
Contemporary World Cultures
Third Six-Weeks Horizontal Alignment Planning Guide Overview

Learning Focus 3.1 The SHAPE of South and Southeast Asia		
Learning focus 3.1 explores the physical setting, the impact of geography on history and life in the region, and the current political, social, and economic characteristics of South and Southeast Asia.		
Key Concepts		
Physical processes	Cultural diffusion/Trade	Rural/Urban
<p>Objectives</p> <p>SS.6.22A Use social studies terminology correctly.</p> <p>SS.6.1A Analyze the influence of invasion, conquests, colonization, immigration, and trade on contemporary societies/countries within a region.</p> <p>SS.6.2A Explain the significant contributions of historic and contemporary individuals and groups from selected societies, cultures or regions.</p> <p>SS.6.3B View, determine the utility, and interpret various types of maps, graphs, charts, and other geographic tools to pose and answer questions about geographic distributions and patterns in world regions.</p> <p>SS.6.6A Explain how erosion, ocean circulation, and earthquakes are examples of physical processes and have resulted in physical patterns on the Earth's surface.</p> <p>SS.6.12D Describe and compare the structure and functions of government of select countries within or among a given region or historic period, including change over time in areas such as China, Germany, India, and Russia.</p> <p>SS.6.15D Identify and explain examples of conflict and cooperation that arise due to expressions of cultural values among groups within a given country or region or between regions, citing specific examples.</p> <p>SS.6.17B Identify examples of areas in which political boundaries divide cultural regions and describe the impact of these political divisions.</p> <p>SS.6.19A Identify key ideas from the major world religions and philosophical traditions and explain the impact of these ideas on a given culture.</p> <p>SS.6.19B Identify and explain the importance of select religious holidays and observances and describe their critical attributes.</p> <p>SS.6.20B Explain the impact of resources, belief systems, economic factors, and political decisions on the use of technology in a given country, place, society, or culture.</p> <p>SS.6.21A Using computer software, web-based resources, media and news services, databases, print text, artifacts, and oral sources, locate, differentiate between reliable primary and secondary sources and interpret one or more sources to gather information about key events, people, and issues in selected world cultures.</p> <p>SS.6.21B Analyze information about selected world cultures by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.</p> <p>SS.6.21C Organize and interpret print/visual information from outlines, reports, databases, maps, graphs, charts, and timelines about an event or issue in contemporary world cultures.</p>		
Suggested Lesson Framework		
Setting of S/SE Asia: 1 Lesson		
Historical Perspective: 1 Lesson		
About the Region – Urban v Rural: 1 lesson		
People and Culture - Religion: 1 Lesson		
Events Today: 1 Lesson		

Social Studies Grade 6
Contemporary World Cultures
Third Six-Weeks Horizontal Alignment Planning Guide Overview

Learning Focus 3.2: The SHAPE of Europe

Lesson Focus 3.2 allows students to learn about and explore European physical and cultural geography, history, and current issues.

Key Concepts

democratic ideals

industrialization

union

Objectives

SS.6.22A

Use social studies terminology correctly.

SS.6.2B

Describe the economic, social, and/or political impact of individual and group achievement on the historical and contemporary countries or societies of a given region.

SS.6.3C

Using maps, graphs, charts and other geographic tools, compare and contrast world regions or countries within or among regions

SS.6.4A

Locate major historical and contemporary sites, societies, cultures and regions on maps and globes.

SS.6.12C

Trace the historic origins of democratic thought and government including the impact of classical Greece and Rome, the Magna Carta, and the English Bill of Rights.

SS.6.15C

Using selected cultural traits, compare and contrast the cultures of countries, groups, and/or regions to determine similar and unique/defining aspects of individual cultures.

SS.6.17E

Evaluate the impact of cultural diffusion by citing examples from various countries or regions, past and present.

SS.6.17F

Cite examples of improved communication among cultures and evaluate the consequences of this

Interaction

SS.6.18A

Cite examples of the architecture, art, music, and literature of a given region or country and describe how art is an expression or an extension of the society that creates it.

SS.6.20A

Using specific examples from historic and contemporary societies, identify significant inventors/inventions and scientific discoveries and describe the global and regional impacts of these technological/scientific innovations.

SS.6.22B

Incorporate main and supporting ideas in verbal and written communication.

SS.6.22C

Conduct research about an event or issue in world cultural studies and create graphic organizers, outlines, notes, reports, and bibliographies to support the research, and present results of the research in an oral report.

SS.6.23B

Review the steps in the decision-making process and use this process to reach a personal or group decision and/or evaluate a historical decision.

Suggested Lesson Framework

Setting of Europe: 1 Lesson

Historical Perspective – Seeds of Democracy 1 lesson

About the Region – Industrial Revolution: 1 lesson

People and Culture: 1 Lesson

Events Today – European Union: 1 Lesson