

TOWNSHIP OF UNION PUBLIC SCHOOLS



Grade 6 Social Studies June 2018

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self- discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

The grade six social studies curriculum introduces students to the regions of the world. The purpose of this geographic approach is to increase the students' awareness of the world and the interconnectedness among its peoples. The content is organized according to physical and cultural geography, focusing on the customs, government, economy, and arts of each region. The five themes of geography-location, place, human-environment interaction, movement, and regions-are applied to the countries studied. The course emphasizes the relationship between physical features-landforms, vegetation, natural resources, and climate and the way in which groups of people earn their living and organize their societies into rural and urban settings. In addition, the effects that historical developments have had on current political and economic systems are analyzed. A variety of skills are integrated into the curriculum, including higher level thinking processes, such as analyzing situations, drawing conclusions and predicting outcomes. Students will also learn to identify, read, and interpret maps, graphs, charts, and diagrams. Presentation of the cultural variations of the world's regions provides students the opportunity to appreciate the diversity that exists among humans.

Recommended Resources

Textbook: Chu, Gregory H., Holtgrieve, Don, Hardwick, Susan. *My World Geography Interactive*. New York, NY: Pearson.

- <http://www.njamistadcurriculum.net/history/units>
- <https://www.nationalgeographic.com/>
- <http://www.geography.com/students.html>
- <http://www.theworldgeography.com/>
- <http://world-geography-games.com/>
- <http://teacher.scholastic.com/activities/globaltrek/>
- www.elcivics.com *
- go.hrw.com/gopages/ss-gy.html*
- My World Geography Interactive Textbook (“Read to Me” Component)*
- My World Geography Interactive Textbook (“Core Concepts” Component)*

*ELL Resources

New Jersey Student Learning Standards for Social Studies

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical

analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Curriculum Units

Unit 1: Introduction to Geography

Unit 2: The United States and Canada

Unit 3: Middle America

Unit 4: Africa

Unit 5: Southwest Asia

Unit 6: South Asia

Unit 7: East Asia

Unit 8: Australia and the
Pacific

Pacing Guide

Unit 1: September

Unit 2: October

Unit 3: November

Unit 4: December

Unit 5: January

Unit 6: February

Unit 7: March-April

Unit 8: May-June

Unit 1: Introduction to Geography

Summary:

This unit incorporates the basic fundamentals of geography. The students will learn and demonstrate knowledge of map skills, the importance of geography, and the different types of geography. Students will learn how geography affects their everyday lives, the region in which they live and how geography affects world regions. In addition to physical geography, the students will learn about the components of cultural geography.

Essential Questions	NJSL Social Studies	Activities	Assessments
Why is it important to have geography skills?	6.2.8.C.4.a	Foldable on 5 themes of geography	Quizzes Chapter/ Unit tests
Explain how geography is used to interpret the past, understand the present and plan the future.	6.2.8.B.1.a 6.2.8.B.3.a	Chart on types and tools used by geographers Perfect 10 activity	Research projects Writing assignments such as: DBQ essays Compare/Contrast Essays Creative writing
Describe how physical process shape Earth's surface.	6.2.8.B.3.a 6.2.8.D.1.b	Cause and effect chart Illustrate vocabulary	
What kinds of geographic characteristics define the region where you live?	6.2.8.B.3.a 6.2.8.B.1.b	Reading maps Map reading skills such -latitude & longitude	

<p>What factors bring about changes in culture?</p> <p>Examining how the world's population and physical features are distributed on Earth's surface.</p> <p>How does culture influence people's perception about places and regions?</p>			
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Key Vocabulary Terms

Geography, physical geography, cardinal directions, intermediate directions, latitude, longitude, location, absolute location, region, place, human environment interaction, movement, scale, weather, climate, climate zones, water cycle, ecosystem, natural resource, fossil fuel, biodiversity, culture, cultural diffusion

Unit 2: United States & Canada

Summary:

In this unit the students will study and learn about the physical and cultural features of both the United States and Canada. These features include the Atlantica and Pacific Oceans, the Rocky Mountain range, the Great Plains and the Interior Plains. The students will learn about the cultures of both the United States and Canada and how both are ethnically and racially diverse.

Essential Questions	NJSL Social Studies	Activities	Assessments
How do landforms and climate help or hinder transportation in a vast region?	6.2.8.B.1.b	WebQuest	Unit Quizzes
How are the physical geography of the US and Canada similar and different?	6.2.8.B.1.b	Reading/ Labeling Maps	Chapter Test
How might climate affect the way people live?	6.2.8.B.1.b	Cause and Effect Chart	Research Projects
How do you think immigration affects the culture of countries?	6.1.4.D.3, 13, 18	Current event articles	Summative Writing
How might a region's economy influence the world economy?	6.2.8.C.4.a	Interpreting Charts/Graphs	

Key Vocabulary Terms

Artifact, Iroquois League, council, alliance, migration, immigration, sector, export, import, income, globalization, multicultural

Unit 3: Middle America

Summary:

Middle America includes Mexico, Central America, the Caribbean Islands and South America. In this unit the students will learn that even though there are many different ethnic cultures in the region, there are many factors that unify the region both culturally and physically. Students will study the vast landscapes and lush vegetation of the region and how this affects their ecotourism industry. They will also study the dangers to Latin America's ecosystem such as deforestation. Along the same vein the students will learn how geographical features such as their climate influences where most people in the region live. Students will also learn how climate and physical features affect the modes of transportation throughout Middle America.

Essential Questions	NJSLS Social Studies	Activities	Assessments
How might a wide variety of physical features affect transportation and communication within Latin America?	6.2.8.B.1.b 6.2.8.B.1.b 6.2.8.C.4.a	Examine Primary Sources Venn diagrams Case Studies	Unit Quizzes Chapter Test Research Projects
What geographic		Thesis Writing	

<p>factors influence where people live in Latin America?</p> <p>How does climate affect how people live in Latin America?</p> <p>What are the unifying factors that unite Latin America?</p> <p>What human activities benefit the environment and what activities harm it?</p>	<p>6.2.8.B.1.b</p> <p>6.2.8.A.1.a, B.1.b,C.1.a, D.1b</p>	<p>Supporting Thesis with Details</p>	<p>Summative Writing</p>
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Key Vocabulary Terms

diaspora, cultural diffusion, mural, ecotourism, specialization, independence, erosion, infrastructure, canal, hazard, domesticate, nomad, Andes, terrace, hierarchy, oligarchy, coup, nationalize, ethnic group. Carnival, hydroelectric power, infrastructure, deforestation, free trade zone, non-governmental organization

Unit 4: Africa

Summary:

Students will learn about the variety of physical landscapes that cover the African continent such as the Sahara and Kalahari Deserts, the Nile River Valley, and the rainforests in Central Africa. Students will also learn about the various climate zones found in Africa such as the tropical climates, the arid climates and the maritime and Mediterranean climates and how these climates have impacted the regions of Africa. Students will also study the correlation between climate zones, geographic features and human settlement.

Essential Questions	NJSL Social Studies	Activities	Assessments
How have natural resources made Africa a key player in world affairs?	6.2.8.B.4.b	Map Skills	Unit Quizzes
What challenges might an arid climate with little water pose to people in Africa?	6.2.8.B.4.c	Nigeria's Oil Industry and its impact on the country debate	Chapter Test
How does religion affect the lives of people today?	6.2.8.D.4.a	Analyses of Primary Sources such as photographs of the region	DBQ Writing Projects
How can conflict in one region of Africa affect	6.2.8.D.4.a	Compare/ Contrast regions in Africa	Debate
	6.2.8.B.4.b	Mapping Economic Resources	
	6.2.8.D.4g	Writing assignment about the effect of Africa's climate on	

<p>other regions within Africa?</p> <p>How might a change in governments affect a country's economy?</p> <p>How do physical features influence Africa's climate?</p> <p>How have migration patterns in Africa affected the people who live there?</p>		<p>the region</p>	
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Key Vocabulary Terms

oasis, savanna, indigenous, corruption, desertification, apartheid, genocide, colonialism, bureaucracy, pastoralism

Unit 5: Southwest Asia Summary:

In this unit the students will study the factors that have shaped the region of Southwest Asia that have made it the place that it is today. Students will learn how the natural resources of the region have affected their economies, making the region economically well to do. Students will study the religions of the region and analyze how they have a strong influence on the beliefs of the people that live there. Finally the students will understand how the governments in Southwest Asia are new governments that have difficulty managing the long-standing cultural differences that cause disagreement in the region.

Essential Questions	NJSLS Social Studies	Activities	Assessments
How do seasonal weather patterns affect Southwest Asia?	6.2.8.B.4.f	Analyze maps of weather patterns	Unit Quizzes Chapter Test
How do religious beliefs and practices influence people's lives?	6.2.8.D.4.g	Chart/ foldable to display the influence of religion	DBQ Writing Projects
	6.2.8.D.4.g	Venn Diagrams	Perfect 10 Assignments
How do Southwest Asia's resources affect its role in world affairs?	6.2.8.C.4.a		
	6.2.8.B.4.e	Illustrate Vocabulary	

How does geography shape where people live in Southwest Asia?	6.2.D.4.b		
What factors have shaped the economies of Southwest Asia?	6.2.8.D.4.a		
What forms of governments exist in Southwest Asia and how do they compare to each other?			
What are the main causes of the cultural-religious conflicts in Southwest Asia?			

Key Vocabulary Terms

ethnic group, fundamentalism, Islam, Sharia, hijab, desalination, nationalize, oasis, subsistence farming, authoritarian government, secular, intifada, caliphate

Unit 6: South Asia

Summary:

In this unit, students will learn about South Asia's physical and cultural geography. The effect of South Asia's physical geography and its effect on the region will be studied. The region's various climates, the effects of the climates and the threats posed to South Asia due to climate change will also be studied by the students. Students will also study the origins, beliefs and spread of the region's major religions: Hinduism and Buddhism will also be discussed in this unit.

Essential Questions	NJSLS Social Studies	Activities	Assessments
How do the weather patterns in South Asia affect the region's physical geography?	6.2.8.B.4.a 6.2.8.B.4.e	Interactive Maps Gathering Ideas and Evidence Writing Assignments	Unit Quizzes Chapter Test Writing Projects
How does climate change pose long term threats to South Asia?	6.2.8.D.4. a	21st Century Problem Solving Skills	Perfect 10 Assignments
How does Hinduism and Buddhism affect South Asia and its impact on the world?	6.2.8.B.4.a	Online "Field Trips"	
What types of governments exist in South Asia and how do those governments shape their economies?		Interpreting line graphs	

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Key Vocabulary Terms

guru, Brahman, reincarnation, karma, dharma, moksha, meditate, enlightenment, ascetic, nirvana, monastery, missionary, bodhisattva, Punjab, nonviolent resistance, discrimination, partition, nonalignment, topography, monsoon, outsourcing, microlending

Unit 7:East Asia
Summary:

This unit blends the rich history of East Asia’s ancient culture to the present day cultures of the region. In addition to the physical geographical features of the region, the students will compare and contrast the ancient aspects of Southeast Asia’s economies and governments to what they are today. Students will also compare the physical and cultural geographies of China, the Koreas and Japan to each other.

Essential Questions	NJSLS Social Studies	Activities	Assessments
What factors have affected where people in East Asia live?	6.2.8.B.3.a	Interpreting maps	Primary Source DBQ writing assignment
	6.2.8.B.4.c	Compare/Contrast Charts	
What environmental challenges do people in east Asian countries face?	6.2.8.D.4.e	Analyzing Geographic Sources	Quizzes
	6.2.8.D.4.g	Writing Assignment: Explain why people live in certain places in the region.	Unit Test
How did China, Korea and Japan develop before modern times?	6.2.8.A.4.a		
How did China’s dynasties contribute to the	6.2.8.C.4.a	Presentation on	

<p>growth and development of China?</p> <p>What kind of governments do East Asian countries have?</p> <p>How do the economies of China, the Koreas, and Japan compare with one another?</p> <p>What are the main economic challenges that are facing East Asia?</p>	<p>6.2.8.C.4.a</p>	<p>Genghis Khan and his contribution to East Asian civilization</p> <p>Summarize the Silk Road and its connection to Buddhism</p>	
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Key Vocabulary Terms

Silk Road, Legalism, civil service, clan, bureaucracy, tribute, commercial, arable, steppe, autocracy, hydroelectric power, demography, reservoir, tsunami

Unit 8: Australia and the Pacific
Summary:

In this unit, students will learn about what makes Australia and the Pacific region unique. Beginning with the factors that caused people to migrate to this region, students will trace the history of how Australia and other countries in the region gained their independence as a colony of England. Students will also learn about the English influence on the governments that exist in this region. Students will learn about the specific factors that influence the economies and how the people in this region solve problems that arise in this unique region.

Essential Questions	NJSLS Social Studies	Activities	Assessments
Who were the first people to live in Australia and the Pacific?	6.2.8.B.1.a	Interpreting population density maps	Unit Quizzes
What migratory patterns caused the first settlers to arrive in this region?	6.2.8.B.1.a	Interpreting physical geography maps.	Chapter Test
How did the countries of the Pacific gain their independence?	6.2.8.A.4.a	Compare/Contrast charts of the region's climates	Writing Projects
What geographic factors influence the settlement patterns in Australia?	6.2.8.B.4.a	Make predictions about the region's cultural influences on today's society	Perfect 10 Assignments

<p>What factors shape the economies of Australia and the Pacific?</p> <p>What forms of government exist in Australia and what other countries had an impact on their government?</p> <p>What types of environmental factors does this region face?</p>	<p>6.2.8.B.4.a</p> <p>6.2.8.B.4.e</p>	<p>Make timelines about the region's history</p> <p>Create a chart of colonization for the region</p>	
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Key Vocabulary Terms

Aborigine, Polynesian, marae, penal colony, assimilation, dominion, dependency, pidgin language, governor general, remittance, customary, quota, atoll, coral reef, coral bleaching

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	5-8
Chronological Thinking	Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
	Explain how major events are related to one another in time.
Spatial Thinking	Select and use various geographic representations to compare information about people, places, regions, and environment.
	Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

Critical	Compare and contrast differing interpretations of current and historical events.
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Thinking	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
	Analyze primary and secondary sources for reconstructing
Presentational Skills	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
	Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation)

New Jersey Student Learning Standards
Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and

promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Resource Links

On-line Resources

- National Geographic
- <http://www.nationalgeographic.com/>

- History.com
- <http://www.history.com/>

- History Net
- <http://www.historynet.com/>

- primarysource.org
- <https://www.primarysource.org/>

- Smithsonian channel
- <https://www.smithsonianchannel.com/>

- National Archives
- <https://www.archives.gov/>

- Amistad Curriculum
- www.njamistadcurriculum.com/

- Caring Makes a Difference: Holocaust Curriculum
- www.state.nj.us/education/holocaust/curriculum/

- CNN Student News
- <http://www.cnn.com/cnn10>

- Google Earth
- <http://www.google.com/earth/index.html>

- I Civics
- <https://www.icivics.org/>

- TimeLinks website

<https://connected.mcgraw-hill.com/connected/login.do>

