



Mount Horeb Area School District Essential Learning Outcomes

Grade 6	Course: Grade 6 Social Studies	
Course Overview: Explore the geography, history and culture of regions in Africa, Asia, and Europe. Course content/curriculum pacing primarily based on <i>National Geographic World Cultures and Geography Eastern Hemisphere</i>		
Essential Learning Outcomes for Subject or Course	<u>Standard(s) Addressed</u>	Assessment Method
<p>INQUIRY: Students will ask and answer questions, gather information, examine sources, and support their conclusions.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> ● Formulate open-ended questions for further research ● Explore evidence from multiple reliable sources ● Develop a debatable and defensible claim to answer an inquiry question ● Cite evidence from multiple sources to support a claim ● Share conclusions; critique others' claims 	<p>Content Area: Inquiry</p> <p>SS.Inq1: Students will be able to construct meaningful questions and initiate an inquiry.</p> <p>SS.Inq2: Students will gather and evaluate resources.</p> <p>SS.Inq3: Students will develop claims using evidence to support reasoning.</p> <p>SS.Inq4: Students will communicate and critique conclusions.</p>	<p>Various DBQs</p> <p>Stanford History Education Group: Reading Like a Historian</p> <p>TpT DBQ Bundle</p> <p>Unit 2 Europe: Section 3.4 Declarations of Rights</p> <p>Unit 8 Southeast Asia: Section 2.4 The Vietnam War</p>
<p>BEHAVIORAL SCIENCES: Students will study human behavior and examine human actions, relationships, societies, and cultures.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> ● Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image, identity, and interactions with others ● Summarize the role culture plays in personal and group behavior ● Categorize factors (culture, language, religion, political beliefs, etc.) that contribute to cooperation and conflict among peoples ● Analyze how a person's local actions can have global consequences and how global patterns can affect local actions 	<p>Content Area: Behavioral Sciences</p> <p>SS.BH1: Students will examine individual cognition, perception, behavior, and identity (psychology).</p> <p>SS.BH2: Students will investigate and interpret interactions between individuals and groups (sociology).</p> <p>SS. BH3: Students will assess the role</p>	<p>Cultural norms (discussions)</p> <p>Civil wars and genocides</p> <ul style="list-style-type: none"> ● Lost Boys of Sudan; <i>God Grew Tired of Us</i> documentary ● Cambodia - <i>Half Spoon of Rice</i> book <p>WWI, WWII, Vietnam War, Korean War</p> <p>Deforestation/Rainforests</p>



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<ul style="list-style-type: none"> Differentiate between intended and unintended consequences of various forms of technology 	<p>that human behavior and cultures play in the development of social endeavors (anthropology).</p> <p>SS.BH4: Students will examine the progression of specific forms of technology and their influence within various societies.</p>	<p>Industrial Revolution: Cotton/textile production increased demand for cheap labor (child labor laws; middle passage and slave trade)</p>
<p><u>ECONOMICS</u>: Students will understand how resources are exchanged within a society and the impact economic decisions have on individuals and society.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> Predict the opportunity costs of various decisions Assess how limited resources impact the choices of individuals, households, communities, businesses, and countries Differentiate between goods and services Investigate the relationship between supply and demand Evaluate how profits influence sellers in markets Analyze how inflation and unemployment affect different groups Define Gross Domestic Product (GDP), and compare the GDP of different nations 	<p>Content Area: Economics</p> <p>SS.Econ1: Students will use economic reasoning to understand issues.</p> <p>SS.Econ2: Students will analyze how decisions are made and interactions occur among individuals, households, and businesses.</p> <p>SS.Econ3: Students will analyze how an economy functions as a whole.</p> <p>SS.Econ4: Students will evaluate government decisions and their impact on individuals, businesses, markets, and resources.</p>	<p>Unit 1 Chapter 2 lessons 3.3-3.5: Economic Geography, Political Geography, and Protecting Human Rights</p> <p>Oil imports/exports</p> <p>Slave trade/Middle Passage</p> <p>Trade Routes (Silk Road, age of exploration, Trans-Saharan) and colonization</p> <p>Funding education and infrastructure</p> <p>Quality of life indicators tied to GDP</p> <p>“Made in China” lesson -costs of cheap labor</p>
<p><u>GEOGRAPHY</u>: Students will analyze human settlement and movement, understand the relationship between people and their environment, and develop a global perspective to understand the interconnectedness of the world</p> <p>Performance Indicators:</p>	<p>Content Area: Geography</p> <p>SS.Geog1: Students will use geographic tools and ways of thinking to analyze the world.</p>	<p>Regional maps at the beginning of each unit</p> <p>Maps, charts, graphs within text</p> <p>Maps, charts and graphs on each unit</p>



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<ul style="list-style-type: none"> ● Use maps to ask and answer geographic questions ● Analyze how various map projections distort shape, area, distance, and direction ● Interpret patterns in a variety of maps, charts, and graphs ● Construct a mental map of regions and locate major regions of the world and their physical and cultural features ● Analyze why populations increase or decrease in various regions throughout the world ● Analyze distribution of population patterns ● Analyze patterns of migration ● Investigate the impact of rural decline and growth of cities in a place ● Analyze patterns of urbanization around the globe ● Analyze the relationship between the distribution of resources and patterns of human settlement ● Identify how people, products and ideas move between places ● Compare positive and negative effects of human actions on the environment; how does technology help or hurt? ● Analyze how unequal distribution of resources creates inequities between regions and how this can lead to conflict 	<p>SS.Geog2: Students will analyze human movement and population patterns.</p> <p>SS.Geog3: Students will examine the impacts of global interconnections and relationships.</p> <p>SS.Geog4: Students will evaluate the relationship between identity (culture) and place.</p> <p>SS.Geog5: Students will evaluate the relationship between humans and the environment.</p>	<p>assessment</p> <p>Five themes of Geography (MR. HELP): Movement, Region, Human-Environment interaction, Location, and Place</p> <p>Trade Routes (Silk Road, age of exploration, Trans-Saharan) and colonization</p>
<p>HISTORY: Students will examine historical evidence, contextualize historical events, and look for patterns over time; students will distinguish between, examine, and evaluate primary and secondary sources.</p> <p>A special focus on historically marginalized groups, human and civil rights, and genocide.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> ● Use multiple perspectives to analyze and explain the causes and effects of issues or events within and across time periods, events, or cultures ● Explain patterns of continuity and change over time ● Compare events from world history to a current issue or event 	<p>Content Area: History</p> <p>SS.Hist1: Students will Use historical evidence to determine cause and effect.</p> <p>SS.Hist2: Students will analyze, recognize, and evaluate patterns of continuity and change over time</p> <p>SS.Hist3: Students will Connect past events, people, and ideas to the present; use different perspectives to draw conclusions and suggest current</p>	<p>EUROPE: classical Greece, Roman Republic/Empire, Middle Ages, Renaissance, Reformation, Age of Exploration, colonization, French Revolution, WWI, WWII, Cold War</p> <p>RUSSIA & EURASIAN REPUBLICS: Slavs & Kievan Rus, Mongolian Empire, czars, Peter the Great (Peterhof Palace), Napoleon, Battle of Stalingrad, serfdom, Bolshevik Revolution, Soviet Union/USSR, Chernobyl</p>



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<ul style="list-style-type: none"> ● Apply historical perspective to describe differing viewpoints of current events ● Hypothesize the direction of current events based on the past ● Explain how the historical context, intended audience, intended purpose, and POV of the author influence a primary or secondary source 	<p>implications.</p> <p>SS.Hist4: Students will evaluate a variety of primary and secondary sources to interpret historical context, intended audience, purpose, and author's point of view</p>	<p><u>SUB-SAHARAN AFRICA</u>: Bantu migrations, early African empires & states, trans-Atlantic slave trade/Middle Passage, colonization, Lost Boys of Sudan (civil war, forced migration, genocide)</p>
<p><u>POLITICAL SCIENCE</u>: Students will examine structures of power, authority, and governance in order to understand their evolving functions in contemporary society which is essential if they are to develop civic responsibility.</p> <p>Performance Indicators:</p> <ul style="list-style-type: none"> ● Summarize the importance of rule of law ● Describe the evolution of rights over time ● Predict how collective action movements work to extend equal rights to groups and individuals ● Compare and contrast types of governments and economic systems (e.g., monarchy, dictatorship, oligarchy, republic, democracy) ● Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present ● Investigate how groups have advocated for access to greater rights 	<p>Content Area: Political Science</p> <p>SS.PS1: Students will identify and analyze democratic principles and ideals.</p> <p>SS.PS2: Students will examine and interpret rights, privileges and responsibilities in society.</p>	<p><u>EUROPE</u>: Roots of Democracy: Unit 2 Ch. 3 Sec. 2.1; Feudal System in the Middle Ages - Unit 2 Ch. 3 Sec. 2.5</p>

(revised 09/2024)