



Unit 1: Social Studies Skills and Processes Social Studies 6

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*Archdiocesan Essential Curriculum > Grade 6 > Social Studies > Weeks 1 to 37

| Stage 1: Desired Results | |
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| General Information Students will use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources. | Essential Question(s) <ul style="list-style-type: none">• How do print and non-print sources allow students to develop critical thinking questions?• What are the uses of primary and secondary sources?• How do you identify a primary from a secondary source? |
| Enduring Understanding/Knowledge Students will understand: <ul style="list-style-type: none">• information to identify primary and secondary sources• relationships between gathered information• the impact and significance of printed and non-printed resources | Vocabulary <ul style="list-style-type: none">• primary sources• secondary sources• bias |
| Connections to Catholic Identity / Other Subjects Religion/Catholic Identity: <ul style="list-style-type: none">• Identify primary and secondary resources in various religions. ELA <ul style="list-style-type: none">• Research report, identifying factual vs. fictional information, organizing information, etc. | Differentiation <ul style="list-style-type: none">• Have leveled texts whenever possible, depending on reading levels of students. |
| Standards & Benchmarks Read to learn and construct meaning about social studies. <ul style="list-style-type: none">• Use appropriate strategies and opportunities to increase understanding of social studies vocabulary.<ul style="list-style-type: none">○ Apply new vocabulary by studying a variety of print and non-print sources.○ Use context clues to understand new social studies vocabulary.• Use strategies to prepare for reading (before reading).<ul style="list-style-type: none">○ Preview the text by examining text features, such as the title, pictures, maps, illustrations, photographs, captions, charts, timelines, and graphs.○ Set a purpose for reading.○ Ask questions and make predictions about the text prior to reading.• Use strategies to monitor understanding and derive meaning from text (during reading).<ul style="list-style-type: none">○ Identify and use knowledge of organizational structures, such as chronological order, cause/effect, main idea and details, description, similarities/differences, and problem/solution to gain meaning○ Use a graphic organizer or another note-taking technique to record important ideas or information.○ Use evidence from the text to confirm connections between and among ideas. Periodically | |

- **summarize** or **paraphrase** important ideas while reading.
 - **Explain** personal connections to the ideas or information in the text.
- **Use** strategies to demonstrate understanding of the text (after reading).
 - **Explain** what is directly stated in the text by referring to text evidence.
 - **Identify, paraphrase, or summarize** the main idea of the text.
 - **Determine** and **explain** the author's purpose.
 - **Explain** what is not directly stated in the text by drawing inferences.
 - **Formulate** conclusions and generalizations based on the text and/or prior knowledge.

Write to learn and communicate social studies understandings.

- **Select** and **use** informal writing strategies, such as short/response/essay answer/ brief constructed responses, journal writing, note taking, and graphic organizers, to clarify, organize, remember, and/or express new understandings.
 - **Identify** key ideas.
- **Use** formal writing, such as multi-paragraph essays, historical investigations, research reports, letters, summaries, to inform.
 - **Identify** form, audience, topic, and purpose before writing.
 - **Organize** facts and/or data/statistics to support a topic.
 - **Provide** introduction, body, and conclusion.
 - **Cite** sources when paraphrasing, summarizing, and quoting.
 - **Enhance** text with graphics, such as charts, maps, and diagrams.
- **Use** formal writing, such as multi-paragraph essays, historical investigations, editorials, and letters to persuade.
 - **Identify** form, audience, topic, and purpose.
 - **State** a clear opinion or position.
 - **Provide** reasons and cite reliable supporting evidence.
 - **Demonstrate** an understanding of social studies knowledge.
- **Use** timed, on-demand writing to demonstrate understanding on assessments (Constructed Responses).
 - **Support** the topic with appropriate details.
 - **Integrate** social studies concepts and skills.

Ask social studies questions.

- **Identify** a topic that requires further study.
 - **Pose** questions about the topic.
 - **Formulate** research questions.
 - **Develop** a plan for how to answer the questions about the topic.
- **Identify** a situation/issue that requires further study.
 - **Define** the situation/issue.
 - **Pose** questions about the situation/issue from a variety of perspectives.
 - **Pose** questions that elicit higher order thinking responses.
 - **Formulate** research questions.
 - **Develop** a plan for how to answer questions about the situation/issue.

Acquire social studies information.

- Identify primary and secondary sources of information that relate to the topic/situation/problem being studied.
 - **Read** diverse print sources, including journals, government documents, and websites.
 - **Access** information from varied texts and perspectives.
 - **Gather** data from non-print sources like artifacts, maps, and multimedia.
 - **Process** factual information from readings, investigations, or oral communications.

- Engage in field work that relates to the topic/situation/problem being studied.
 - **Gather** data and record observations.
 - **Design** and **conduct** surveys and oral histories.

Organize social studies information.

- **Organize** information from non-print sources.
 - **Prioritize** gathered information based on importance and relevance.
 - **Distinguish** between factual and fictional data.
 - **Display** information using various graphic organizers, maps, and charts.
- **Organize** information from print sources.
 - **Prioritize** gathered information based on importance and relevance.
 - **Determine** the bias and reliability of each source.
 - **Identify** relationships among the gathered information and construct various types of graphic organizers, maps, and charts to display it.

Analyze social studies information.

- **Interpret** information from primary and secondary sources.
 - **Interpret** data from maps, charts, graphs, field studies, and surveys.
 - **Analyze** documents and authors' perspectives to determine historical significance.
 - **Identify** bias and prejudice.
- **Evaluate** information from a variety of sources.
 - **Compare** information from various sources.
 - **Determine** document reliability.
 - **Compare** ideas, models, systems, and perspectives.
- **Synthesize** information from a variety of sources.
 - **Identify** relationships among ideas or events, such as cause and effect, sequence, main ideas, and details.
 - **Reconstruct** arguments and assess the costs and benefits of alternatives.
 - **Modify** and **verify** understandings of social studies concepts and trends based on new information.

Answer social studies questions.

- **Describe** how the country has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources.
 - **Present** social studies information through mock trials, simulations, debates, and skits.
 - **Engage** in civic participation and public discourse.
 - **Use** effective speaking techniques for narrative, persuasive, and research presentations.
- **Use** historic contexts to answer questions.
 - **Use** accurate historical resources to answer questions, make predictions, and support ideas.
 - **Explain** why historical interpretations vary and change.
 - **Construct** sound historical interpretations and understand the impact of events, recognizing alternate possibilities.
- **Use** current events/issues to answer questions.
 - **Summarize** the main points of an issue, explaining different viewpoints.
 - **Make** decisions based on analysis, evaluate consequences, and identify a position on a course of action.
 - **Propose** and **justify** solutions to social studies problems using media resources to deliberate and advocate issues and policy.

Teaching Ideas/Resources

- [*Content Area Expert Resources*](#)
- Explore [**PBS Learning Media Lessons**](#) on several social studies topics.