

Curriculum Map: 6th Grade World Language Multicultural Elective

Unit/Topic: What's up Culture?	Quarter:	Time Frame:
Culture creates a framework which shapes point of view and enables individuals and societies to function by developing identities and relationships, moral reasoning and ethical judgment. Students will understand . . . everyone has a culture. It shapes how we see the world, ourselves, and others.	1st	9 weeks
Compelling Questions: What is Culture?		
Supporting Questions 1. What is culture? 2. What are cultural universals? 3. What is the culture iceberg? 4. What is ethnocentrism? 5. Why do all human cultures develop similar frameworks? 6. How do cultures influence/control an individual's point of view? 7. In what ways is culture important to individuals to societies?		
World Language Standards	History & Social Science Standards	
Cultures (CUL) Investigate, explain, and reflect on the relationship between the practices, products, and perspectives of cultures studied.	Disciplinary Skills & Processes Standards 6.SP1.2 Analyze connections among events and developments in various geographic and cultural contexts.	

Connections (CON) Build, reinforce, and expand knowledge of other content areas and evaluate information and diverse perspectives while using the target language to develop critical thinking and creative problem solving.

Communities (COM) Participate in the community and in the globalized world, for enjoyment, enrichment, and advancement

Comparisons (COMP) Use language to investigate, explain, and reflect on the nature of language and the concept of culture through comparisons of the target language and cultures studied to one's own.

6.SP1.3 Classify a series of historical events and developments as examples of change and/or continuity.

6.SP1.4 Evaluate the significance of past events and their effect on students' lives and society.

6.SP2.1 Explain how and why perspectives of people have changed throughout different historical eras.

6.SP2.2 Analyze how people's perspective influenced what information is available in the historical sources they created.

6.SP3.2 Use evidence to develop claims and counterclaims in response to compelling questions in the time period and region studied.

6.SP3.5 Use questions generated about multiple sources to identify further areas of inquiry and additional sources.

6.SP3.6 Construct and present arguments using claims and evidence from multiple sources.

6.SP3.7 Construct and present explanations using reasoning, correct sequence, examples and details with relevant information and data.

Civics

6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.

6.C4.1 Explain challenges and opportunities people and groups face when solving local, regional, and/or global problems.

6.C4.2 Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.

- Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building

6.E3.2 Explain the influence the factors of production have on the manufacture of goods and services within different cultures, regions, and communities.

	▪ Key concepts include traditional economic systems, manorialism, guilds, taxation systems, and coerced labor 6.E3.3 Analyze the influence of specialization and trade within diverse cultures and communities in regions studied. 6.E5.1 Describe the factors that influence trade between countries or cultures. Geography 6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions. ▪ Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns 6.G3.1 Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. ▪ Key concepts include but are not limited to language, land and sea transportation and trade routes 6.G4.1 Explain why environmental characteristics vary among different world regions. History 6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods. 6.H1.2 Explain the causes and effects of interactions between cultures and civilizations. 6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity. ▪ Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism 6.H4.1 Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and
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	contributed to societal and regional development, characteristics, and interactions over time
Learning Targets:	
1. I can describe the elements of culture. 2. I can describe cultural universals to identify cultural similarities and differences. 3. I can explain the analogy of the cultural iceberg. 4. I can identify ethnocentrism. 5. I can analyze how human cultures develop similar frameworks. 6. I can analyze how cultures influence/control an individual's point of view. 7. I can describe ways culture is important to individuals to societies.	