

Teacher: Core Social Studies 6 Year: 2015-16
 Course: Social Studies Grade 6 Month: All Months

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- Map Skills ~ GE 6:1.1 Translate mental maps into appropriate graphics to display geographic information and answer geographic questions. DOK1
 - GE 6:1.2 Apply the spatial concepts of location, distance, direction, scale, movement, and region. DOK2
 - GE 6:1.3 Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns. DOK2
 - GE 8:1.1 Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems. DOK2

Essential Questions:

How do maps influence our understanding of the world?

Do maps lie?

Standards	Enduring Understandings (Learning Targets)	Assessment Content	Skills	Examples Lessons Resources Vocabulary
SS:GE:6:1.1- Translate mental maps into appropriate graphics to display geographic information and answer geographic questions, e.g.,	<p>Enduring Understandings:</p> <p>Students will understand that:</p> <p>there are different ways to locate a place.</p> <p>geographic information can be used to solve problems.</p> <p>I CAN STATEMENTS:</p>	<p>Students will know:</p> <p>mental maps</p> <p>geographic information</p> <p>geographic questions</p>	<p>Students will be able to:</p> <p>Translate (Label a map from memory)</p> <p>Apply (Create your</p>	

countries through which a person would travel between Cairo and Nairobi. (Themes: C: People, Places and Environment, J: Human Expression and Communication) using all of the geographic terms. SS:GE:6:1.2-	I can define the geographic terms (*7 continents, hemispheres/quadrant, equator, latitude, Prime Meridian, longitude, Tropic of Cancer/Capricorn, 4 oceans, key, legend, scale, distance, compass rose, cardinal directions, intermediate directions)	own map)
Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States. (Themes: C: People, Places and	I can accurately label a map with geographic terms.	spatial concepts location distance direction scale movement region maps globes graphs charts models databases spatial distributions spatial patterns
	I can create my own mental map on paper	Utilize (Use a map to decipher information)
	I can identify types of maps (political/physical/road/topographic/special purpose)	Compare (Venn-Diagram)
	I can explain how to utilize geographic tools (atlas, GPS, models, graphs, globe, etc.)	
	I can choose which geographic tool to use to analyze spatial distribution & patterns.	
	I can compare/contrast using a Venn Diagram showing the advantages/disadvantages of a minimum of 2 different maps and 2 different geographic tools.	

Environment, F:
Global
Transformation)
SS:GE:6:1.3-
Utilize maps,
globes, graphs,
charts, models,
and databases to
analyze spatial
distributions and
patterns, e.g.,
climate zones,
natural
resources, or
population
density.
(Themes: C:
People, Places
and
Environment)
SS:GE:8:1.1-
Compare
relative
advantages and
disadvantages of
using maps,
globes, aerial
and other
photographs,
satellite-
produced
images, and
models to solve

aerial
photographs

satellite-
produced
images

geographic problems, e.g., the Mercator projections versus Robinson projections. (Themes: C: People, Places and Environment)

- O Map Skills ~ GE 6:1.1 Translate mental maps into appropriate graphics to display geographic information and answer geographic questions. DOK1
- t GE 6:1.2 Apply the spatial concepts of location, distance, direction, scale, movement, and region. DOK2
- o GE 6:1.3 Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns. DOK2
- b GE 8:1.1 Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems. DOK2
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Essential Questions:

How do maps influence our understanding of the world?

Do maps lie?

Standards	Enduring Understandings (Learning Targets)	Assessment Content	Skills	Examples Lessons Resources Vocabulary
SS:GE:6:1.1- Translate mental maps into appropriate graphics to	Enduring Understandings: Students will understand that: there are different ways to locate a place.	Students will know: mental maps	Students will be able to: Translate	

display geographic information and answer questions, e.g., countries through which a person would travel between Cairo and Nairobi. (Themes: C: People, Places and Environment, J: Human Expression and Communication) using all of the geographic terms. SS:GE:6:1.2-

Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of geographic information can be used to solve problems.

I CAN STATEMENTS:

I can define the geographic terms (*7 continents, hemispheres/quadrant, equator, latitude, Prime Meridian, longitude, Tropic of Cancer/Capricorn, 4 oceans, key, legend, scale, distance, compass rose, cardinal directions, intermediate directions)

I can accurately label a map with geographic terms.

I can create my own mental map on paper (political/physical/road/topographic/special purpose)

I can explain how to utilize geographic tools (atlas, GPS, models, graphs, globe, etc.)

I can choose which geographic tool to use to analyze spatial distribution & patterns.

I can compare/contrast using a Venn Diagram showing the

(Label a map from memory)

Apply (Create your own map)

Utilize (Use a map to decipher information)

Compare (Venn-Diagram)

region

maps

globes

graphs

charts

models

databases

the English language to the United States. advantages/disadvantages of a minimum of 2 different maps and 2 different geographic tools.

(Themes: C: People, Places and Environment, F: Global Transformation)
SS:GE:6:1.3- Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density.

(Themes: C: People, Places and Environment)
SS:GE:8:1.1- Compare relative advantages and disadvantages of using maps, globes, aerial

spatial distributions

spatial patterns

aerial photographs

satellite-produced images

and other
photographs,
satellite-
produced
images, and
models to solve
geographic
problems, e.g.,
the Mercator
projections
versus Robinson
projections.
(Themes: C:
People, Places
and
Environment)

N 5 Themes of Geography ~ GE 6:2.1 Describe the ways in which regions change. DOK2

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GE 6:5.1 Understand the consequences of human modification of the physical environment. DOK3

GE 6:5.2 Examine the role of technology in the human modification of the physical environment. DOK2

GE 6:5.3 Appreciate how characteristics of different physical environments provide opportunities for human activities, or place constraints on human activities. DOK2

GE 8:4.1 Describe ways in which physical and human regional systems are interconnected. DOK2

Essential Questions:

Why do people move?

Why do people choose to live the place where they do?

Where is the best place to live?

Is the world ours to alter?

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources	Vocabulary
SS:GE:6:2.1- Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C: People, Places and Environment, G: Science, Technology, and Society) SS:GE:6:5.1- Understand the consequences of human modification of the physical	<p>Enduring Understandings:</p> <p>Students will understand that where we live influences how we live. humans change the world to make it work for them.</p> <p>I CAN STATEMENTS:</p> <p>I can define a region.</p> <p>I can explain ways to determine a region.</p>		<p>Students will know:</p> <p>regions change</p> <p>consequences of human modification</p> <p>physical environment</p> <p>role of technology</p> <p>characteristics of physical environments</p> <p>human activities</p> <p>opportunities</p> <p>constraints</p>	<p>Students will be able to</p> <p>Describe (in a min. of 2 paragraphs)</p> <p>Understand (show in a chart)</p> <p>Examine (take notes & participate in an open discussion)</p> <p>Appreciate (create a visual)</p>				

<p>environment, e.g., coastal development or forest management. (Themes: E: Cultural Development, Interaction, and Change, G: Science, Technology, and Society) SS:GE:6:5.2- Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G: Science, Technology, and Society) SS:GE:6:5.3- Appreciate how characteristics</p>	<p>I can identify specific regions in the world. I can describe the ways regions change. I can describe HEI (renewable and non- renewable resources). I can describe the way in which humans have affected the earth. I can evaluate the pros and cons of humans impact on the environment. I can explain how different types of technology can change the environment & help people</p>	<p>physical & human regional systems interconnected</p>
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of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns.	utilize natural resources.
(Themes: C: People, Places and Environment) SS:GE:8:4.1- Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations.	I can list characteristics of a place.
	I can explain characteristics that affect/influence why people choose to live where they do.
	I can determine whether the characteristics listed provide or restrict opportunities for human activity.
(Themes: C: People, Places and Environment) SS:GE:8:4.1- Describe ways in which physical and human regional systems are interconnected, e.g., canal systems or "hub-and-spoke" airline operations.	I can define physical and human regional systems.
	I can list various examples of physical and human regional system.

People, Places
and Environment,
G: Science, Technology,
and Society) I can explain how
physical and human regional
system are interconnected.

D 5 Themes of Geography ~ GE 6:2.1 Describe the ways in which regions change. DOK2

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GE 6:5.1 Understand the consequences of human modification of the physical environment. DOK3

GE 6:5.2 Examine the role of technology in the human modification of the physical environment. DOK2

GE 6:5.3 Appreciate how characteristics of different physical environments provide opportunities for human activities, or place constraints on human activities. DOK2

GE 8:4.1 Describe ways in which physical and human regional systems are interconnected. DOK2

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Where is the best place to live?

Is the world ours to alter?

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources	Vocabulary
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SS:GE:6:2.1- Describe the	Enduring Understandings:		Students will know:	Students will be able to				
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ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States. (Themes: C: People, Places and Environment, G: Science, Technology, and Society) SS:GE:6:5.1- Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management. (Themes: E: Cultural Development, Interaction, and Change,

Students will understand that where we live influences how we live. humans change the world to make it work for them.

I CAN STATEMENTS:

I can define a region.

I can explain ways to determine a region.

I can identify specific regions in the world.

I can describe the ways regions change.

I can describe

regions change Describe (in a min. of 2 consequences paragraphs) of human modification Understand (show in a chart) physical environment Examine (take notes & participate in an open discussion) characteristics of physical environments Appreciate (create a visual) human activities opportunities constraints physical & human regional systems interconnected

<p>G: Science, Technology, and Society) SS:GE:6:5.2- Examine the role of technology in the human modification of the physical environment, e.g., work animals or electrical production. (Themes: G: Science, Technology, and Society) SS:GE:6:5.3- Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human</p>	<p>HEI (renewable and non-renewable resources). I can describe the way in which humans have affected the earth. I can evaluate the pros and cons of humans impact on the environment. I can explain how different types of technology can change the environment & help people utilize natural resources. I can list characteristics of a place. I can explain characteristics that</p>
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activities, e.g., affect/influence winter sports why people tourism or choose to live annual flood where they do. patterns.

(Themes: C: I can determine People, Places whether the and characteristics Environment) listed provide or SS:GE:8:4.1- restrict Describe ways opportunities for in which human activity. physical and

human I can define regional physical and systems are human regional interconnected, systems.

e.g., canal systems or I can list various "hub-and-spoke" airline physical and operations. human regional (Themes: C: system. People, Places

and I can explain how Environment, physical and G: Science, human regional Technology, system are and Society) interconnected.

J Personal Finance ~ EC 8.4.1 Explain how interest rates affect individual decisions. DOK2

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EC 8.6.1 Compare the advantages and disadvantages of different payment methods. DOK2

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EC 8.6.3 Demonstrate the use of the different types of accounts available from financial institutions. DOK2

EC 8.6.7 Discuss the importance of taking responsibility for personal financial decisions. DOK2

EC 8.6.8 Design a plan for earning, spending, saving, and investing. DOK3/4

Essential Questions:

Is it important to have a financial direction?

Can all your wants/needs be met?

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources	Vocabulary
SS:EC:8:4.1- Explain how interest rates affect individual decisions, e.g., saving, borrowing, or lending money. (Themes: D: Material Wants and Needs, H: Individualism, Equality and	Enduring Understandings: Students will understand that your lifestyle is determined by your financial choices. education can impact your income. I CAN		Students will know: interest rates individual decisions payment methods types of accounts financial institutions	Students will be able to: explain (illustrate in a graph) compare & contrast (T-chart) demonstrate (use registers to track spending &				

Authority)	STATEMENTS:		earnings)
SS:EC:8:6.1-		responsibility	
Compare the	I can define	for personal	discuss
advantages	interest rate.	financial	(defend
and		decisions	verbally)
disadvantages	I can explain how		
of different	interest rates	earning	design (make
payment	affect individual		a plan)
methods.	decisions.	spending	
(Themes: D:			
Material	I can list and	saving	
Wants and	define various		
Needs)	current payment	investment	
SS:EC:8:6.3-	methods.		
Demonstrate			
the use of the	I can compare		
different types	and contrast		
of accounts	advantages and		
available from	disadvantages of		
financial	different payment		
institutions,	methods.		
e.g., checking			
or savings	I can list &		
accounts.	define different		
(Themes: D:	types of financial		
Material	accounts.		
Wants and			
Needs)	I can explain the		
SS:EC:8:6.7-	benefits of each		
Discuss the	account.		
importance of			
taking	I can manage and		
responsibility	track credits &		

for personal financial decisions.

(Themes: D: Material Wants and Needs)
I can define financial responsibility (income).

SS:EC:8:6.8- Design a plan for earning, spending, saving, and investing.
I can explain ways to be financially responsible (education - wants/needs).

(Themes: D: Material Wants and Needs)
I can decide what is or is not a responsible financial decision.

I can understand and plan accordingly for unforeseen financial circumstances.

I can design a plan for earning, spending, saving, and investing (budget).

F Personal Finance ~ EC 8.4.1 Explain how interest rates affect individual decisions. DOK2

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EC 8.6.1 Compare the advantages and disadvantages of different payment methods. DOK2

EC 8.6.3 Demonstrate the use of the different types of accounts available from financial institutions. DOK2

EC 8.6.7 Discuss the importance of taking responsibility for personal financial decisions. DOK2

EC 8.6.8 Design a plan for earning, spending, saving, and investing. DOK3/4

Essential Questions:

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Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources	Vocabulary
SS:EC:8:4.1- Explain how interest rates affect individual decisions, e.g., saving, borrowing, or lending money. (Themes: D: Material Wants and	Enduring Understandings: Students will understand that your lifestyle is determined by your financial choices. education can impact your		Students will know: interest rates individual decisions payment methods types of accounts	Students will be able to: explain (illustrate in a graph) compare & contrast (T-chart) demonstrate (use registers				

Needs, H: income.
 Individualism,
 Equality and **I CAN**
 Authority) **STATEMENTS:**
 SS:EC:8:6.1-
 Compare the I can define
 advantages interest rate.
 and
 disadvantages I can explain how
 of different interest rates
 payment affect individual
 methods. decisions.
 (Themes: D:
 Material I can list and
 Wants and define various
 Needs) current payment
 SS:EC:8:6.3- methods.
 Demonstrate
 the use of the I can compare
 different types and contrast
 of accounts advantages and
 available from disadvantages of
 financial different payment
 institutions, methods.
 e.g., checking
 or savings I can list &
 accounts. define different
 (Themes: D: types of financial
 Material accounts.
 Wants and
 Needs) I can explain the
 SS:EC:8:6.7- benefits of each
 Discuss the account.

financial to track
 institutions spending &
 responsibility earnings)
 for personal discuss
 financial (defend
 decisions verbally)
 earning design (make
 spending a plan)
 saving
 investment

importance of
taking responsibility
for personal financial
decisions.

I can manage and
track credits &
debits.

(Themes: D:
Material Wants and
Needs)

I can define
financial responsibility
(income).

SS:EC:8:6.8-
Design a plan for earning,
spending, saving, and
investing.

I can explain
ways to be
financially responsible
(education -
wants/needs).

(Themes: D:
Material Wants and
Needs)

I can decide what
is or is not a
responsible
financial
decision.

I can understand
and plan
accordingly for
unforeseen
financial
circumstances.

I can design a
plan for earning,
spending, saving,

and investing
(budget).

M Personal Finance ~ EC 8.4.1 Explain how interest rates affect individual decisions. DOK2

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EC 8.6.1 Compare the advantages and disadvantages of different payment methods. DOK2

EC 8.6.3 Demonstrate the use of the different types of accounts available from financial institutions. DOK2

EC 8.6.7 Discuss the importance of taking responsibility for personal financial decisions. DOK2

EC 8.6.8 Design a plan for earning, spending, saving, and investing. DOK3/4

Essential Questions:

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Can all your wants/needs be met?

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources	Vocabulary
SS:EC:8:4.1- Explain how interest rates affect individual decisions, e.g., saving, borrowing, or lending money.	Enduring Understandings: Students will understand that your lifestyle is determined by your financial choices.		Students will know: interest rates individual decisions payment methods	Students will be able to: explain (illustrate in a graph) compare & contrast (T-chart)				

(Themes: D: Material Wants and Needs, H: Individualism, Equality and Authority) SS:EC:8:6.1- Compare the advantages and disadvantages of different payment methods.	education can impact your income. I CAN STATEMENTS: I can define interest rate. I can explain how interest rates affect individual decisions.	types of accounts financial institutions responsibility for personal financial decisions earning spending	demonstrate (use registers to track spending & earnings) discuss (defend verbally) design (make a plan)
(Themes: D: Material Wants and Needs) SS:EC:8:6.3- Demonstrate the use of the different types of accounts available from financial institutions, e.g., checking or savings accounts.	I can list and define various current payment methods. I can compare and contrast advantages and disadvantages of different payment methods.	saving investment	
(Themes: D: Material Wants and	I can list & define different types of financial accounts.		

Needs) I can explain the
SS:EC:8:6.7- benefits of each
Discuss the account.
importance of
taking I can manage and
responsibility track credits &
for personal debits.
financial
decisions.

(Themes: D: I can define
Material financial
Wants and responsibility
Needs) (income).

SS:EC:8:6.8- I can explain
Design a plan ways to be
for earning, financially
spending, responsible
saving, and (education -
investing. wants/needs).

(Themes: D:
Material I can decide what
Wants and is or is not a
Needs) responsible
financial
decision.

I can understand
and plan
accordingly for
unforeseen
financial
circumstances.

I can design a plan for earning, spending, saving, and investing (budget).

A Foundations and Forms of Government ~ SS:CV:8:1.1: Explain why limiting the powers of government is essential for the protection of individual rights.
 p SS:CV:6:3.1: Identify other countries in the world and their different forms of government.
 r HI 6.1.1 Explain how and why people have developed forms of self-government. DOK2
 i CV 6.1.4 Differentiate among the major forms of limited and unlimited governments. DOK2
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Essential Questions

Do we need government?

Why are there various forms of government?

Have shifts in culture(s) impacted the changes in government?

Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources	Vocabulary
SS:CV:6:1.4- Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy. (Themes: B: Civic Ideals,	Enduring Understandings: Students will understand that: people come together for mutual benefit. groups need		Students will know limiting the powers of government protection of individual rights	Students will be able to explain & identify (minimum of 2 paragraphs) differentiate (create a list)				

Practices, and organization to
 Engagement, F: ensure success.
 Global **I CAN**
 Transformation, **STATEMENTS:**
 H:
 Individualism,
 Equality and I can define self-
 Authority) government.
 SS:HI:6:1.1-
 Explain how and I can explain why
 why people have people would
 developed forms develop self-
 of self- government.
 government,
 e.g., the I can explain how
 Mayflower self-governments
 Compact or the were established.
 Iroquois League.
 (Themes: B: I can explain the
 Civic Ideals, benefits and
 Practices, and drawbacks of
 Engagement, E: self-government.
 Cultural
 Development, I can define
 Interaction, and limited and
 Change, I: unlimited
 Patterns of government
 Social and (monarchy,
 Political dictatorship,
 Interaction) oligarchy,
 SS:CV:8:1.1- theocracy,
 Explain why republic,
 limiting the democracy,

monarchy trace (display
 on a
 oligarchy timeline)
 democracy
 self-
 government
 limited
 government
 unlimited
 government

powers of government is essential for the protection of individual rights. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, H: Individualism, Equality and Authority)
 anarchy, authoritarian, totalitarian.)
 I can list forms of limited and unlimited forms of government.
 I can explain why limiting the powers of government is essential for the protection of individual rights.

SS:CV:6:3.1- Identify other countries in the world and their different forms of government, e.g. , monarchy, oligarchy, or democracy.
 (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation)

M Foundations and Forms of Government WH 6.4.1 Analyze the impact of the agricultural revolution on humans using examples. DOK2
 a ~ WH 6.4.2 Understand the tension over land use between settled farmers and nomadic herders

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using examples. DOK1
 WH 6.5.1 Trace the rise and impact of cities on daily life. DOK2
 HI 6.1.1 Explain how and why people have developed forms of self-government. DOK2
 CV 6.1.4 Differentiate among the major forms of limited and unlimited governments. DOK2

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Do we need government?

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Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources	Vocabulary
SS:CV:6:1.4- Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global	Students will understand that: people come together for mutual benefit. groups need organization to ensure success. I can define hunter-gatherer, nomadic		Students will know limiting the powers of government protection of individual rights monarchy oligarchy	Students will be able to explain & identify (minimum of 2 paragraphs) differentiate (create a list) trace (display on a timeline)				

Transformation, herder, H: Individualism, Equality and Authority) SS:HI:6:1.1- Explain how and why people have developed forms of self- government, e.g., the Mayflower Compact or the Iroquois League. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction) SS:WH:6:4.1- Analyze the impact of the agricultural revolution on	herder, agricultural revolution. I can explain how hunter- gatherers became farmers. I can explain how the agricultural revolution changed daily life. I can explain how these changes led to the formation of cities. I can explain how cities impacted daily life. I can define self- government. I can explain	democracy self- government limited government unlimited government
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<p>humans using examples, e.g., the role of women, specialization of labor, or population density. (Themes: C: People, Places and Environment, G: Science, Technology, and Society, I: Patterns of Social and Political Interaction) SS:WH:6:4.2- Understand the tension over land use between settled farmers and nomadic herders using examples, e.g., ancient Mesopotamia, Asian steppe lands, or 20th Century Africa.</p>	<p>why people would develop self- government. I can explain how self- governments were established. I can explain the benefits and drawbacks of self- government. I can define limited and unlimited government (monarchy, dictatorship, oligarchy, theocracy, republic, democracy, anarchy, authoritarian, totalitarian.) I can list forms of limited and</p>
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(Themes: A: unlimited
 Conflict and forms of
 Cooperation, C: government.
 People, Places
 and
 Environment, I:
 Patterns of
 Social and
 Political
 Interaction)
 SS:WH:6:5.1-
 Trace the rise
 and impact of
 cities on daily
 life, e.g.,
 Timbuktu,
 Rome, or
 Mexico City.
 (Themes: C:
 People, Places
 and
 Environment,
 E: Cultural
 Development,
 Interaction, and
 Change)

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- Foundations and Forms of Government WH 6.4.1 Analyze the impact of the agricultural revolution on humans using examples. DOK2
 - ~ WH 6.4.2 Understand the tension over land use between settled farmers and nomadic herders using examples. DOK1
 - WH 6.5.1 Trace the rise and impact of cities on daily life. DOK2
 - HI 6.1.1 Explain how and why people have developed forms of self-government. DOK2
 - CV 6.1.4 Differentiate among the major forms of limited and unlimited governments. DOK2

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Standards	Enduring Understandings (Learning Targets)	Assessment	Content	Skills	Examples	Lessons	Resources	Vocabulary
SS:CV:6:1.4- Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy. (Themes: B: Civic Ideals, Practices, and Engagement, F: Global Transformation, H: Individualism, Equality and Authority)	Students will understand that: people come together for mutual benefit. groups need organization to ensure success. I can define hunter-gatherer, nomadic, herder, agricultural revolution. I can explain		Students will know limiting the powers of government protection of individual rights monarchy oligarchy democracy self-government	Students will be able to explain & identify (minimum of 2 paragraphs) differentiate (create a list) trace (display on a timeline)				

SS:HI:6:1.1- Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League. (Themes: B: Civic Ideals, Practices, and Engagement, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)

SS:WH:6:4.1- Analyze the impact of the agricultural revolution on humans using examples, e.g., the role of women, specialization

limited government

unlimited government

I can explain how the agricultural revolution changed daily life.

I can explain how these changes led to the formation of cities.

I can explain how cities impacted daily life.

I can define self-government.

I can explain why people would develop self-government.

<p>of labor, or population density. (Themes: C: People, Places and Environment, G: Science, Technology, and Society, I: Patterns of Social and Political Interaction)</p> <p>SS:WH:6:4.2- Understand the tension over land use between settled farmers and nomadic herders using examples, e.g., ancient Mesopotamia, Asian steppe lands, or 20th Century Africa. (Themes: A: Conflict and Cooperation, C: People, Places and</p>	<p>I can explain how self-governments were established.</p> <p>I can explain the benefits and drawbacks of self-government.</p> <p>I can define limited and unlimited government (monarchy, dictatorship, oligarchy, theocracy, republic, democracy, anarchy, authoritarian, totalitarian.)</p> <p>I can list forms of limited and unlimited forms of government.</p>
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Environment, I:
Patterns of
Social and
Political
Interaction)
SS:WH:6:5.1-
Trace the rise
and impact of
cities on daily
life, e.g.,
Timbuktu,
Rome, or
Mexico City.
(Themes: C:
People, Places
and
Environment,
E: Cultural
Development,
Interaction, and
Change)