



SUBJECT: SOCIAL STUDIES GRADE: 6

National Common Core Standard Code & Language	Michigan Standard (GLCE) Code & Language	What this Standard means:	Lessons or Days Per Standard	Examples of Formative Assessments	Vocabulary
			160		
	Students will				

Standards Taught Daily, Throughout the Year

				Taught Daily Year-long	
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Quarter 1 Lessons this Quarter





40

World History Era 1- Beginnings of Human Society -History
Peopling of the Earth

	6-W1.1.1	Describe the early migrations of people among Earth's continents (including the Bering Land Bridge).	Describe the early movement of people across continents.	5	Identify on a map - Bering Land Bridge *Diagram a timeline *Read information and formulate questions * Venn Diagram (Compare and Contrast - Early Man / Modern Man) *Use reading strategies	*early man * land bridge * Ice Age *Woolly Mammoth *ice sheet *glacier hunting gather *stone tools *retreat *landforms *land use *resources *population density *climate
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Agricultural Revolution						
	6-W1.1.2	Examine the lives of hunting and gathering people during the earliest eras of human society (tools, weapons, language and fire)	Understand events and the change of the course of history	5	*Read information on hunting gathering people *Create a timeline *Design a poster about hunting and gathering people	
The World In Spatial Terms: Geographical Habits of Mind -Geography						
Spatial Thinking						
	6-G1.1.1	Describe how geographers use mapping to represent places and natural and human phenomena	Study thematic maps to describe how people use maps for different reasons	10	*Through examples - thematic maps in a mapping lab *Connect human and physical characteristics	
Geographical Inquiry and Analysis						
	6-G-1.2.1	Locate the major landforms, rivers, and climate regions of the Western Hemisphere	Identify the physical features in North and South America and the water surrounding these areas	5	*Locate and label major landforms in Western Hemisphere *physical features *mountains *rivers *landforms *deserts	



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	6-G1.2.3	Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, vegetation and analyze the patterns and then propose two generalizations about the location and density of the population	Students will study thematic maps and reach conclusions, using the information as to why people live in certain areas	5	*Study graphs * thematic maps and charts to report on an area in Canada and USA *Study specific climographs and population density maps	*population density *economic activity *climographs
Geographical Understanding						
	6-G-1.3.1	Use the fundamental themes of geography (location, place, environmental interaction, movement, region) to describe regions or places on earth	Use the Five Themes of Geography to describe areas in the world	10	*Identify Five Themes of Geography *Draw pictures relating to each theme *Create a brochure or pamphlet *Create a poster using pictures from magazines to help identify and understand themes	*Place *Human Characteristics *Physical Characteristics *Region *Movement *Thematic Maps *Location * Human Environment Interaction







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Quarter 2			Lessons this Quarter			
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WHG Era 2 -Early Civilizations and Cultural and Emergence of Pastoral Peoples - History						
Historical Inquiry and Analysis						
	6-W2.1.3	Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available	Describe the similarities and differences between cultures of early civilizations in Canada because of the settlement location of each group	5	*Read information about early civilizations - double entry log *create posters *create Venn diagrams	*Inuit *Northwest Coast *Plains *long house *tepee *pollution *region *Great Lakes
World in Temporal Terms: Historical Habits of Mind - History						
Historical Inquiry and Analysis						
	6-H1.2.2	Read and comprehend historical passage to identify basic factual knowledge and the literal meaning by indication who is involved, what happened, where it happened, what events led to the development and what consequences or outcomes followed	Read and describe an article about the Great Lakes	5	*SQ3R an article "Sad State of our Once Great Lakes *use graphic organizers * write an essay on the problems/solutions of the Great Lakes *Debate of the Great Lakes	



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Physical Systems - Geography Ecosystems						
	6-G3.2.2	Identify ecosystems and explain why some are more attractive for humans to use than are others	Describe why people prefer to live along the Great Lakes	10	*Read information describing the Great Lakes *Debate	*Great Lakes *invasive species *point-source pollution *non-point source pollution
Human Systems - Geography Patterns of Human Settlement						
	6-G4.3.1	Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary	Identify and describe places in Canada and United States that have been changed so people want to live there	10	*design a poster *multiple choice quiz *graphic organizer	*modifications
Forces of Cooperation and Conflict						
	6-G4.4.2	Describe the cultural clash of First Peoples - French and English in Canada long ago, and the establishment of Nunavut in 1999	Explain how the First Peoples clashed with the French and English because of cultural differences and land claims in Canada occurred and describe how Nunavut became its own territory in Canada	10	*create a Venn diagram *write and essay and/or create a poster about Nunavut *create a skit showing the clash between the French and English and Intuits in Canada long ago	*province *territory *conflict



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Quarter 3			Lessons this Quarter			
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World History Era 3- Classical Traditions & Major Empires - History						
Classical Traditions and Major Empires in the Western Hemisphere						
	6-W3.1.3	Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.	Compare and contrast major civilizations of Latin America.	15	Graphic organizer, chart, and or poster	Societies Class Structure Mayan Inca Aztec Economic Systems
Places and Regions - Geography						
Human Characteristics of Place						
	6-G2.2.1	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions	Describe the human features of an area	5	develop test questions, poster, project	Governmental Systems Cultural Traditions latitude elevation temperate developing country



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**Human Systems - Geography
Patterns of Human Settlement**

	6-G4.3.1	Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (ex. - clearing forests)	Describe how people in core areas of a city move to outlying areas and change the land to suit their needs	5	chart movement of people in a city, create a panel discussion of urban sprawl, write a 25 word paragraph about urban sprawl	dictator democracy parliamentary / urban sprawl, urban core, urban fringe, rural fringe
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**WHG - Era 1 - the Beginnings of Human Society - History
Agricultural Revolution Hemisphere**

	6-W1.2.2	Describe the importance of the natural environment in the development of agricultural settlements in different locations	Aztecs, Mayan, and Inca civilizations developed methods of farming that are still used today and crops that are still grown today	10	Create a chart of foods/farming methods used by each civilization, 25 word paragraph describing farm methods of each civilization, design a diagram describing terracing a hillside, multiple choice/short answer quiz, fine recipes and make foods first started by each civilization (ex. maize tortillas)	metropolitan area suburbs/ irrigation terrace farming maize slash and burn method chinapas
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WHG - Era 3 - Classical Traditions & Major Empires - History
Classical Traditions and Major Empires in the Western Hemisphere

	6-W3.1.1	Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that present obstacles		5	Graphic organizer, chart, written assessment	physical features mountains *rivers landforms deserts
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Quarter 4 **Lessons this Quarter**

40

The World in Temporal Terms: Historical Habits of Mind - History
Historical Inquiry and Analysis

	6-H1.2.5	Identify the role of the individual in history and significance of one person's ideas	Study historical leaders that changed the course of Mexico's government and the influence these leaders had on the people in Mexico	10	*research and write a written report on leader of Mexico *create a timeline of Mexico's history using artists' murals *interview with a former Mexico's leader	*dictatorship *mestizo *Creole *H. Cortez *M. Hidalgo *P. Diaz *carbon-oxygen cycle *deforestation *biodiversity *sustainable development
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Environment and Society - Geography Humans and the Environment						
	6-G5.1.1	Describe the environmental effects of human action on the atmosphere, biosphere, lithosphere, and hydrosphere	Study of the Amazon Rainforest and the consequences of deforestation	10	*research * class conference using interest groups that live in the rainforest	*tropical rainforest *spatial inequality * standard of living * urbanization *rural decline *suburbs *metropolis areas *dictatorship *democracy *communism *parliamentary system
Environment and Society - Geography Physical and Human Systems						
	6-5.2.1	Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change	Study the natural disasters in Latin America and the United States and the impact on humans and the environment	10		*hurricanes *earthquakes *El Nino *natural disasters *meteorology * storm surge *tropical disturbances/ depression/storm/cyclone



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Global Issues Past and Present - Geography Global Topic Investigation and Issue Analysis					
	6-6.1.1	Conduct research or contemporary global topics and issues and develop a plan of action	Study of movement of people to the urban areas of Latin America and its consequences (ex. Mexico City)	5	*graphic organizer * chart * written assessment
Structure and Functions of Government - Civics/Government Characteristics of Nation-States					
	6-C3.6.2	Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.	Find the similarities and differences between a dictatorship and a democracy.	5	*graphic organizer * chart * written assessment