



# **Social Studies**

## **Social Studies 6**

**Regions and People of the Eastern Hemisphere**

**2021-2022**

**Aligned with Ohio's Learning Standards for  
Social Studies (2018)**

**Department of Academic Services  
Office of Teaching and Learning  
Curriculum Division**

**COLUMBUS CITY SCHOOLS**

## Curriculum Map

### Year-at-a-Glance

The Year-at-a-Glance provides a high-level overview of the course by grading period, including:

- Units;
- Standards/Learning Targets; and
- Timeframes.



### Scope and Sequence

The Scope and Sequence provides a detailed overview of each grading period, including:

- Units;
- Standards/Learning Targets;
- Timeframes;
- Big Ideas and Essential Questions; and
- Strategies and Activities.



### Curriculum and Instruction Guide

The Curriculum and Instruction Guide provides direction for standards-based instruction, including:

- Unpacked Standards / Clear Learning Targets;
- Content Elaborations;
- Sample Assessments;
- Instructional Strategies; and
- Instructional Resources.

**Year-at-a-Glance**

|                         |  |                |
|-------------------------|--|----------------|
| <b>Grading Period 1</b> | <b>Unit 1. Tools and Skills for Investigating the World</b>  | <b>9 weeks</b> |
|                         | <p>1.1 Maps and Geographic Tools - Learning Targets 3, 4</p> <p>1.2 Geographic Regions in the Eastern Hemisphere - Learning Targets 5, 6</p> <p><i>Learning Targets in this unit should be reinforced throughout the course.</i></p>   |                |
| <b>Grading Period 2</b> | <b>Unit 2. Investigating Government and History</b>  | <b>9 weeks</b> |
|                         | <p>2.1 Types of Government - Learning Target 10</p> <p>2.2 Using Sources - Learning Target 9</p> <p>2.3 Early Civilizations: Egypt and Mesopotamia - Learning Targets 1, 2</p> <p>2.4 Early Civilizations: India and China - Learning Targets 1, 2</p>   |                |
| <b>Grading Period 3</b> | <b>Unit 3. Investigating Cultural Regions of the Eastern Hemisphere</b>  | <b>9 weeks</b> |
|                         | <p>3.1 World Religions: Judaism, Christianity, and Islam - Learning Targets 5, 7, 8</p> <p>3.2 World Religions: Hinduism and Buddhism - Learning Targets 5, 7, 8</p> <p>3.3 Cultural Practices and Patterns in Africa, Asia, and Europe Today - Learning Targets 5, 7, 8</p>                               |                |
| <b>Grading Period 4</b> | <b>Unit 4. Investigating Economic Mysteries</b>  | <b>9 weeks</b> |
|                         | <p>4.1 Economic Data and Decision-Making - Learning Targets 11, 12</p> <p>4.2 Scarcity and Trade - Learning Targets 13, 14</p> <p>4.3 Supply and Demand - Learning Targets 15</p> <p>4.4 Financial Literacy and Career Exploration - Learning Target 16; Financial Literacy Learning Targets 1, 2, 5-8</p> |                |

**Scope and Sequence**

|                         |  | <b>Unit 1. Tools and Skills for Investigating the World</b>   |   | <b>9 weeks</b>   |
|-------------------------|--|---|---|--|
| <b>Grading Period 1</b> | <b>Lesson</b>                                    | <b>Standards / Learning Targets</b>   | <b>Big Ideas / Essential Questions</b>  | <b>Strategies/Activities</b>   |
|                         | 1.1 Maps and Geographic Tools                    | <p><a href="#">3. Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.</a></p> <p><a href="#">4. Latitude and longitude can be used to identify absolute location.</a></p>  | <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>How do we generate and investigate compelling questions?</li> <li>How do we think like a geographer?</li> </ul>   | <ul style="list-style-type: none"> <li>Vocabulary word map/concept organizers</li> <li>Prototype maps</li> <li>Drawing conclusions from various types of maps</li> <li>Simple grids</li> <li>Balloon or playground ball globes</li> <li>Annotated map illustration</li> </ul>                                      |
|                         | 1.2 Geographic Regions in the Eastern Hemisphere | <p><a href="#">5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).</a></p> <p><a href="#">6. The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.</a></p> | <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>How do we think like a geographer?</li> </ul> <p><b>Change</b></p> <ul style="list-style-type: none"> <li>What are the effects of human-environment interaction?</li> </ul> | <ul style="list-style-type: none"> <li>Two-column chart of characteristics of Central Ohio</li> <li>Classification key/dichotomous tree for identifying a region</li> <li>Physical environments brainstorm</li> <li>Survivor environment choices scenario</li> <li>Human-environment interaction mosaic</li> </ul> |

| Unit 2. Investigating Government and History <span style="float: right;">9 weeks</span> |  |   |   |  |
|---|--|---|---|--|
| Lesson  | Standards / Learning Targets   | Big Ideas / Essential Questions   | Strategies/Activities   |  |
| Grading Period 2  | 2.1 Types of Government  | <p><a href="#">10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.</a></p>   | <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>• What does it mean to have a democracy?</li> <li>• Who has the right to self-government?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>• What makes a government legitimate?</li> </ul>   | <ul style="list-style-type: none"> <li>• K-W-L 3-column chart about government</li> <li>• Simple picture to represent "government for a free people"</li> <li>• Graphic organizer on key characteristics</li> <li>• Political cartoon/comic strip</li> <li>• Hexagon connections</li> </ul>  |
|   | 2.2 Using Sources  | <p><a href="#">9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.</a></p>  | <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>• Why is it important to consider multiple diverse perspectives?</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• How do we know what to believe?</li> <li>• What do we do when sources disagree?</li> <li>• How do we think like a historian?</li> </ul>  | <ul style="list-style-type: none"> <li>• Perspectives on a recent experience</li> <li>• Compare perspectives in multiple sources</li> <li>• Using source CD cover/streaming music playlist</li> </ul>  |
|   | 2.3 Early Civilizations: Egypt and Mesopotamia<br><br>2.4 Early Civilizations: India and China | <p><a href="#">1. Multiple tier timelines can be used to show relationships among events and places.</a></p> <p><a href="#">2. Early civilizations (Egypt, Mesopotamia, India, and China) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</a></p> | <p><b>Change</b></p> <ul style="list-style-type: none"> <li>• What are the causes and effects of historical events and patterns?</li> <li>• What are the effects of human-environment interaction?</li> </ul> <p><b>Justice</b></p> <ul style="list-style-type: none"> <li>• Are laws applied fairly?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>• Does might make right?</li> </ul> | <ul style="list-style-type: none"> <li>• Tape multiple-tier timeline</li> <li>• Classroom wall timeline</li> <li>• Human timeline</li> <li>• Math connections to number lines</li> <li>• Images of ancient civilizations spiral questions</li> <li>• Hypothesize about how geographic characteristics contributed to growth of early civilizations</li> <li>• Summary chart of civilizations and comparison Venn diagram</li> <li>• Multimedia presentation on a civilization</li> </ul> |

| Unit 3. Investigating Cultural Regions of the Eastern Hemisphere |   | 9 weeks  |   |   |
|--|---|--|---|---|
| Lesson   | Standards / Learning Targets  | Big Ideas / Essential Questions  | Strategies/Activities   |   |
| Grading Period 3   | 3.1 World Religions: Judaism, Christianity, and Islam                 | <p><b>Change</b></p> <ul style="list-style-type: none"> <li>• What are the causes and effects of historical events and patterns?</li> <li>• What are the effects of human-environment interaction?</li> <li>• Can a country have change and still hold traditional shared beliefs?</li> </ul> <p><b>Diversity</b></p> <ul style="list-style-type: none"> <li>• Why is it important to consider multiple diverse perspectives?</li> <li>• How can we achieve unity through diversity?</li> <li>• What does it mean to value and respect diversity?</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• How do we think like a historian and geographer?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>• How has global power shifted over time?</li> </ul> | <ul style="list-style-type: none"> <li>• Using an atlas to analyze landforms, climate, population, culture and economy activity of regions today</li> <li>• Factors that influence cultural diffusion graphic organizer</li> <li>• Case study on current migration patterns</li> <li>• Mapping cultural diffusion</li> <li>• K-W-L 3-column chart on each region</li> <li>• Graphic organizer on world religions</li> <li>• Analysis of religious population data sets</li> <li>• Maps and photographs of cultural diffusion of religion</li> <li>• Venn diagram comparing regions</li> <li>• World fair host invitation</li> </ul> |   |
|  | 3.2 World Religions: Hinduism and Buddhism                            |  |   | <p><a href="#">5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).</a></p> <p><a href="#">7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.</a></p> |
|  | 3.3 Cultural Practices and Patterns in Africa, Asia, and Europe Today |  |   | <p><a href="#">8. Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.</a></p>   |

|                  |                                       | Unit 4. Investigating Economic Mysteries   |  | 9 weeks  |
|------------------|---------------------------------------|--|--|--|
| Grading Period 4 | Lesson                                | Standards / Learning Targets   | Big Ideas / Essential Questions  | Strategies/Activities  |
|                  | 4.1 Economic Data and Decision-Making | <p><a href="#">11. Economists compare data sets to draw conclusions about relationships among them.</a></p> <p><a href="#">12. The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.</a></p> | <p><b>Change</b></p> <ul style="list-style-type: none"> <li>How can we be involved in the change process?</li> <li>What are the effects of human-environment interaction?</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>How do we think like an economist?</li> </ul> | <ul style="list-style-type: none"> <li>Using data sets, charts, graphs to create evidence-based claims</li> <li>Anticipation guide on economics</li> <li>Standard of living spectrum</li> <li>Research on imports, exports, economics activities and natural resources of multiple countries on multiple continents</li> </ul> |
|                  | 4.2 Scarcity and Trade                | <p><a href="#">13. The fundamental questions of economics include what to produce, how to produce and for whom to produce.</a></p> <p><a href="#">14. When regions and/or countries specialize, global trade occurs.</a></p>   | <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Does government work for the people?</li> </ul> <p><b>Power</b></p> <ul style="list-style-type: none"> <li>How has global power shifted over time?</li> </ul>   | <ul style="list-style-type: none"> <li>Economics vocabulary word maps/concept organizers</li> <li>Flow chart for making decisions</li> <li>Consequences of buying local or imported products</li> <li>Invent a new product for a target audience</li> <li>Graphic organization on fundamental economic questions</li> </ul>    |
|                  | 4.3 Supply and Demand                 | <p><a href="#">15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources used.</a></p>   | <p><b>Change</b></p> <ul style="list-style-type: none"> <li>What are the causes and effects of economic patterns?</li> </ul>   | <ul style="list-style-type: none"> <li>Majoghi toy/blockbuster movie supply and demand scenario</li> <li>Economics proverbs</li> <li>Interview a business owner competition, supply, demand and price</li> </ul>   |

| Unit 4. Investigating Economic Mysteries                              |  |   |  |
|---|--|---|--|
| Lesson  | Standards / Learning Targets   | Big Ideas / Essential Questions   | Strategies/Activities  |
| Grading Period 4<br><br>4.4 Financial Literacy and Career Exploration | <p><a href="#">16. When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.</a></p> <p><b>Financial Literacy</b></p> <p><a href="#">1. Financial responsibility entails being accountable for managing money to satisfy one's current and future economic choices.</a></p> <p><a href="#">2. Financial responsibility involves life- long decision making strategies which include consideration of alternatives and consequences.</a></p> <p><a href="#">3. Competencies (knowledge and skills), commitment (motivation and enthusiasm), competition (globalization and automation), training, work ethic, abilities and attitude are all factors impacting one's earning potential and employability.</a></p> <p><a href="#">4. Income sources include job earnings and benefits, entrepreneurship, saving and investment earnings, government payments, grants, inheritances, etc. Workers can experience dramatic income dips and spikes from month to month.</a></p> <p><a href="#">5. Taxes, retirement, insurance, employment benefits, and both voluntary and involuntary deductions impact take-home pay.</a></p> <p><a href="#">6. Financial responsibility includes the development of a spending and savings plan (personal budget).</a></p> <p><a href="#">7. Financial institutions offer a variety of products and services to address financial responsibility.</a></p> <p><a href="#">8. Financial experts provide guidance and advice on a wide variety of financial issues.</a></p> | <p><b>Financial Responsibility and Decision-Making</b></p> <ul style="list-style-type: none"> <li>How can we make sound financial decisions?</li> </ul> | <ul style="list-style-type: none"> <li>Amazon Reviews</li> <li>Comparison shopping</li> <li>Persuasive TV and Internet ads</li> <li>Career possibilities inventory</li> <li>Research on careers</li> <li>Analyzing a sample earning statement</li> <li>Short-term and Long-term finance goals</li> <li>Creating a personal budget</li> </ul> |



**Unit 1. Tools and Skills for Investigating the World**
**Unpacked Standards / Clear Learning Targets**

**Learning Target 3. Use the correct geographic tools to gather, process, and report information about people, places, and environments.**

*Geography Content Statement 3. Geographic tools can be used to gather, process, and report information about people, places, and environments. Cartographers decide which information to include and how it is displayed.*

**Essential Understanding**

- How to use geographic tools

**Extended Understanding**

- Analyzing perspectives in maps

**Academic Vocabulary**

**Tier 3**

- Globes
- Geographic Tools
- Environments
- Aerial Photographs
- Satellite Images
- Geographic Information Systems
- Cartographers

**Ultimate Learning Target  
Type: Skill**

**Broad Learning Target:**

- The student can use the correct geographic tools to gather, process, and report information about people, places, and environments.

**Underpinning Knowledge Learning Targets:**

- The student can identify and explain the purpose of maps and globes.
- The student can identify and explain the tools of modern cartographers including satellite images, aerial photographs, and geographic information systems.

**Underpinning Skills Learning Targets:**

- The student can use map features including the key, symbols, scale, and cardinal and intermediate directions. map key to identify features on a map.

**Underpinning Reasoning Learning Targets:**

- The student can determine the best geographic tool to use to acquire specific information.
- The student can apply their understanding of basic properties of geographic tools to process and report information about people, places and environments.

**5.GE.4 (Prior Grade Standard)**

Globes and other geographic tools can be used to gather, process and report information about people, places and environments.

**7.GE.12 (Future Grade Standard)**

Maps and other geographic representations can be used to trace the development of human settlement over time.

### Content Elaborations

Geographic information is represented in a variety of ways. Students need to use a variety of geographic tools to communicate information from a spatial perspective. Cartographers create maps for specific purposes that represent the time, place, and culture in which they were created.

Geographic tools include:

- maps;
- globes;
- diagrams;
- computer-assisted mapping;
- geographic information systems; and
- aerial and other photographs.

### Instructional Strategies

Use vocabulary word maps/concept organizers to have students unpack key terms of geography. In the [Concept of Definition Map](#), students consider words in light of three properties or attributes: category (what is it?) properties/characteristics (what is it like?) and illustrations (what are some examples?). Other models include the [Frayer Model](#) (essential/non-essential characteristics and examples/non-examples) and [Word Maps](#) (definition, synonyms, using it in a sentence, and draw a picture). Establish a Word Wall to give students constant access to the important content vocabulary for the class.

**Creating Simple Prototypes** - Each group of students will be responsible for creating a simple map (each group will have a different type of map) that displays information given to them. Give each of the six groups an outline map of a region. Each group should also receive a reference sheet with necessary information to be included on the map (or, access to resources and time permitting, students can do their own research). These maps should be kept simple. Recommended groups/maps: political, physical, topographical, climate, population density, and product. Do not give the students the names of the maps at this time. Ask the groups to include as many of the parts of a map as they can recall. When groups are finished, post the maps around the room before beginning the lesson. As the class progresses through the lesson, have students identify which map is which type.

Have students use various types of maps (e.g., physical, economic activity, population, climate, vegetation) to gather and process information about a place and draw conclusions about the culture of the people (how they live). Using information from the maps, create a brochure or advertisement that highlights the attributes of that place. If available, have students use media technology to create electronic, Web-based or virtual products.

**Career Connection** - Students will explore careers in geography-related fields such as cartographer, urban planner, environmental specialist, transportation specialist, climatologist, park ranger, etc. Students may be able to interview (live or through email) individuals who work in these fields.

**Sample Assessments and Performance Tasks**

On the map below, estimate the distance between City A and City B.

Label the following regions on a map of the Eastern Hemisphere: Middle East/Southwest Asia, North Africa, East Africa, West Africa, Southern Africa, Southeast Asia, South Asia, East Asia, Western Europe, and Eastern Europe.

Based on the geographic features shown on the map below, what conclusions can you draw about this region?

Use reference materials and Internet resources to research the geographic features of one region in the Eastern Hemisphere. Use information from your research to create a visual display and presentation that includes various types of maps and geographic tools (aerial photographs, digital satellite images). What claims can you make about the people, places and environments in this region? How do the geographic data provide evidence to support your claims?

Which map above would be more useful in determining \_\_\_\_\_. Explain your reasoning.

Explain why maps in the past may have been incomplete or different from current maps.

For what purpose was the map below created?

What perspective is shown on the map below?

Assume the role of a cartographer who has been contracted by a company to produce maps and other geographic representations of a specific area. How would you determine what type of information to show on your maps and what other geographic representations to use? What questions would you ask the company that hired you to produce the maps?

**Instructional Resources**

[Lesson Plan: Mapping Perceptions](#) - This lesson plan from the Asia Society discusses what maps can tell us about how their makers perceive the world.

[Nystrom World Atlas](#) - This website includes world and continental maps (thematic, outline, reference) and graphs and photos.

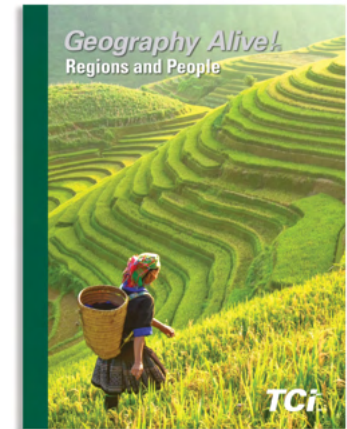
[Mapmaker Interactive](#) (National Geographic) - This interactive map allows users to create custom maps with layers of geographic features and data.

[World Mapper](#) - This website provides a collection of world maps, where territories are re-sized on each map according to the subject of interest.

[Getting Our Bearings: Maps of time, space and history](#) (World History for Us All) - This unit consists of lessons on cartography and chronography (maps and timelines), maps of space, maps of time, and maps of history.

**Adopted Textbook Resources*****History Alive! 6th Grade (CCS Edition) | Geography Alive! & The Ancient World (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))  
*Digital lesson numbers indicated in parentheses*
  - Student Textbook: *Geography Alive!* Lesson 1 (1), The Tools of Geography; Lesson 2 (2), A Spatial Way of Thinking
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lessons 1, 2
  - Interactive Notebook: Lessons 1, 2
  - Preview: Lesson 1, The Role of the Cartographer
  - Social Studies Skill Builder: Lesson 1, Develop Map-Reading Skills
  - Visual Discovery: Lesson 2, Analyze Six Types of Thematic Maps
  - Processing: Lesson 1, Create Your Own Map
  - Assessments: Lessons 1, 2
  
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit
  - Reference: Maps



**Unpacked Standards / Clear Learning Targets**

**Learning Target 4. Identify absolute location using latitude and longitude coordinates.**

*Geography Content Statement 4. Latitude and longitude can be used to identify absolute location.*

**Essential Understanding**

- Absolute location using latitude and longitude

**Extended Understanding**

- How absolute location impacts environment and human activities

**Academic Vocabulary**

**Tier 3**

- Latitude
- Longitude
- Coordinate
- Absolute location

**Ultimate Learning Target**  
**Type: Skill**

**Broad Learning Target:**

- The student can identify absolute location using latitude and longitude coordinates.

**Underpinning Skills Learning Targets:**

- The student can identify a specific place along a line of latitude.
- The student can identify a specific place along a line of longitude.

**Underpinning Knowledge Learning Targets:**

- The student can define absolute location.
- The student can identify lines of latitude on a map or globe.
- The student can identify lines of longitude on a map or globe.

**5.GE.5 (Prior Grade Standard)**

Latitude and longitude can be used to make observations about location and generalizations about climate.

**(Future Grade Standard)**

N/A

### Content Elaborations

Latitude and longitude are imaginary lines used to identify absolute location on Earth's surface. Latitude and longitude lines intersect with each other creating a grid that allows us to identify the absolute location of places using coordinates.

Students in grade five became familiar with latitude and longitude and the implications of latitude on climate. This content statement builds on that understanding with the addition of absolute location.

Latitude measures distance north and south of Earth's equator, while longitude measures distance east and west of the prime meridian. Meridians of longitude are imaginary half circles that run between the geographic North and South poles. Parallels of latitude are imaginary circles that run around Earth parallel to the equator.

Students should be able to use coordinates of latitude (including degrees North or South) and longitude (including degrees east or west) to identify the absolute location of a given place. They should be able to identify the absolute location of a place using a labeled map.

Longitude describes a point's position on Earth's surface in relation to the prime meridian.

Latitude describes a point's position on Earth's surface in relation to the equator.

### Instructional Strategies

Introduce maps and graphing by starting with a simple grid map (e.g. school is located at M6). Once students understand coordinate graphing, have them begin with a coordinate plane and points such as located at (5, 7). During the lesson, take the numbers off of the coordinate plane, label the x-axis the Equator and the y-axis the prime meridian and exchange the positive and negative numbers for degrees, then "warp" the top. This will help them connect latitude/longitude to something they may already be familiar with.

Use balloons or playground balls to provide three-dimensional representations of the Earth, equator and prime meridian. Have students mark the equator, prime meridian and lines of latitude and longitude in two different colors using markers or pencils. Alternatively, students can use strings to signify the equator and prime meridian.

The game Battleship can be helpful in familiarizing students with the use of coordinates on a grid. Students can use the commercial board game or a paper and pencil version.

Have students create an annotated illustration of a map. The annotated steps should represent the steps to follow when locating a specific point using latitude and longitude. This could follow an activity during the lesson in which Student A creates a set of directions for Student B to follow to determine if Student B arrives at the location Student A had in mind.

**Sample Assessments and Performance Tasks**

On the map below, mark the location of the following coordinate points \_\_\_ S, \_\_\_ E

What city on the map is located at the following coordinate points \_\_\_ N, \_\_\_ E ?

Using the information from the map, match the locations to the corresponding coordinate points.

Arrange the following places east to west based on their longitude.

Explain how to use latitude and longitude to find the absolute location of a place.

**Instructional Resources**

[Latitude](#) (National Geographic) - The page provides an encyclopedic entry on latitude.

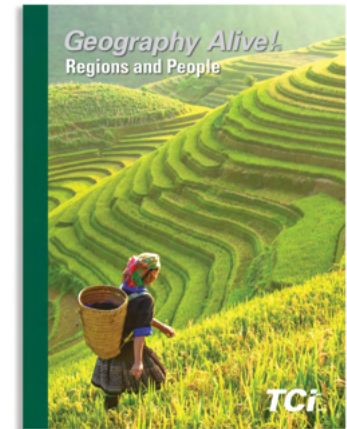
[Introduction to Latitude and Longitude](#) (National Geographic) - Students look at lines of latitude and longitude on United States and world maps, discuss why these lines are helpful, and identify landmarks with similar latitude and longitude.

[Latitude, Longitude, and Temperature](#) (National Geographic) - Students look at lines of latitude and longitude on a world map, predict temperature patterns, and then compare their predictions to actual temperature data on an interactive map.

[Outline Maps](#) (Education Place) - This site contains blackline masters of world and continent maps with or without labels. Latitude and longitude lines are included.

**Adopted Textbook Resources**
***History Alive! 6th Grade (CCS Edition) | Geography Alive! & The Ancient World (TCI)***

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  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit
  - Reference: Maps





**Unpacked Standards / Clear Learning Targets**

|   |  |  |
|---|--|--|
| <p><b>Learning Target 5. Describe, classify, and compare regions within the Eastern Hemisphere using various criteria.</b></p> <p><i>Geography Content Statement 5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).</i></p> | <p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- How regions are classified</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Compare regions across time and place.</li> </ul>   | <p><b><u>Academic Vocabulary</u></b></p> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>- Criteria</li> </ul> <p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>- Landforms</li> <li>- Climate</li> <li>- Population</li> <li>- Culture</li> <li>- economics</li> </ul> |
| <p><b>Ultimate Learning Target Type: Reasoning</b></p>  | <p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe, classify, and compare regions within the Eastern Hemisphere using various criteria.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify various criteria used to determine a region.</li> <li>- The student can explain how landforms are used to describe a region.</li> <li>- The student can explain how climate is used to describe a region.</li> <li>- The student can explain how population is used to describe a region.</li> <li>- The student can explain how culture is used to describe a region.</li> <li>- The student can explain how economic characteristics are used to describe a region.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can classify a region on a map using provided criteria.</li> <li>- The student can compare regions of the Eastern Hemisphere based on landform, climate and cultural characteristics.</li> </ul> |  |
| <p><b>5.GE.6 (Prior Grade Standard)</b></p> <p>Regions can be determined using various criteria (e.g., landform, climate, population, cultural, economic).</p>  | <p><b>(Future Grade Standard)</b></p> <p>N/A</p>   |  |

### Content Elaborations

Building on student understanding of regions from grade five, students in grade six will use multiple criteria to determine, classify and compare regions. For example, students might use population data to identify urban regions in Asia. Students also can be challenged to compare regional criteria across continents and consider changes in regions over time.

Regions are human constructs used to identify and organize areas of the Earth's surface based upon shared characteristics. Regions can be determined based upon various criteria:

- Landform refers to the shape, form or nature of physical features of earth's surface (e.g., plains, hills, plateaus, mountains).
- Climate includes long-term trends in weather elements and atmospheric conditions (e.g., average temperature, average rainfall).
- Population includes data about the people who live in a selected area (e.g., population density, birth rates).
- Culture is the learned behavior of people, including belief systems and languages.
- Economics refers to the set of principles by which a society decides and organizes the ownership, allocation and use of resources. Economic characteristics include natural resources, agricultural products and levels of income.

### Instructional Strategies

As a preview activity, have students consider physical and human characteristics of a familiar area. As a class (with groups completing different topics), create a two-column chart identifying examples of each of the following as they are specific to the Central Ohio area:

- Landforms/topography
- Climate
- Plant/animal life
- Beliefs
- Foods
- Language
- Ways of dress
- Style of homes
- Continent/area of the world

Have students create a simple classification key/dichotomous tree for identifying a region. For example, the simple key (or any organizer or flowchart) might represent the process of determining which region has a tropical climate and is predominantly Roman Catholic (Latin America). The steps in the organizer would read:

- This region has a tropical climate - choices would be Latin America, North and SubSaharan Africa, South and Southeast Asia.
- This region is predominantly Roman Catholic only choice left would be Latin America.

**Sample Assessments and Performance Tasks**

Which criteria below are used to determine regions? Select all the correct answers.

Which example below is a cultural region?

Based on the characteristics shown on the map below, the region shown could be classified as what type of region?

On the map of Africa below highlight the landforms which define North Africa.

Use the characteristics shown on the two maps below to compare the population patterns of each region.

**Instructional Resources**

[More Physical Geography and Borders](#) (National Geographic) - Students research four additional examples of physical geography and borders. They explore how mountains, oceans, and islands create physical barriers that affect the country borders in Europe.

[More Human Geography and Borders](#) (National Geographic) - Students research four additional examples of human geography and borders. They explore how language, culture, and religious differences affect country borders in Europe.

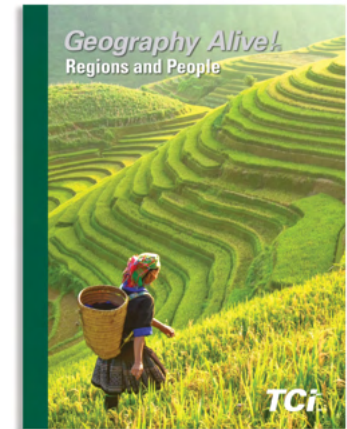
[Political Borders](#) (National Geographic) - Students think about regions and borders by determining where they would place borders in an artificial continent, based on a set of physical and cultural features of the area.

[CIA World Factbook](#) - Provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 267 world entities

**Adopted Textbook Resources**

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  - Mapping Lab Challenge 1: Using Coordinates
  - Mapping Lab Challenge 2: Thematic Maps
  - Mapping Lab Challenge 3: Three Locations
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- Digital TCI Program Support (access through [CCS Clever](#))
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  - ELA/ELD Connections: Writing Skills
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  - Reference: Maps



**Unpacked Standards / Clear Learning Targets**

**Learning Target 6a. Explain how variations among physical environments in the Eastern Hemisphere influence human activities.**

**Learning Target 6b. Explain how human activities have altered the physical environments of the Eastern Hemisphere.**

*Geography Content Statement 6. The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.*

**Essential Understanding**

- Impact of the environment on human activities

**Extended Understanding**

- How humans modify the environment to meet their needs

**Academic Vocabulary**

**Tier 2**

- Explain
- Variations
- Influence

**Tier 3**

- Physical Environments
- Unintended Consequence

**Ultimate Learning Target Type: Reasoning**

**Broad Learning Target:**

- The student can explain how variations among physical environments in the Eastern Hemisphere influence human activities.
- The student can explain how human activities have altered the physical environments of the Eastern Hemisphere.

**Underpinning Knowledge Learning Targets:**

- The student can define and cite examples of physical features.
- The student can identify variations in physical features in regions of the Eastern Hemisphere.
- The student can identify ways humans modify the environment.
- The student can explain how human modifications are connected to needs in particular environments.
- The student can explain unintended consequences of various human modifications to the environment.

**Underpinning Reasoning Learning Targets:**

- The student can explain how waterways impact human settlement patterns.
- The student can explain how harsh climates impact human settlement patterns.

**5.GE.7(Prior Grade Standard)**

Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.

**(Future Grade Standard)**

N/A

### Content Elaborations

Human activities develop in response to physical environments. For instance, waterways provide economic opportunities for people; therefore, regions with waterways are often more populated. Certain physical environments, like the Arctic, limit human activities and are therefore less populated.

When the environment does not meet human needs, people adapt or modify it to meet those needs. For example, in places where waterways are unavailable, people construct canals.

Modifications to the environment have intended and unintended consequences. Many of the issues facing the world today are the result of unintended consequences of human activities, like highways disturbing natural habitats and contributing to air pollution.

### Instructional Strategies

List multiple physical environments on the board and then brainstorm how these variations in the physical environment have influenced how people live. Have students role play a human activity that might occur in a particular environment. Distribute environmental cards to student groups. Have them research the lifestyle of people living in that environment and select a human activity to role play or present to the class. Students should be able to explain the connection between the environment and the human activity.

Give students the following “You are There” scenario. Imagine that you are going to be a contestant on a special 9-month Survivor television series. You will be dropped off in the middle of a remote location and have to meet your needs from the environment around you from August-May (just like the school year!). Which physical environment would you rather live in for Survivor? How will the environment influence your daily routines? How will you alter your environment to meet your needs?

- Environment Choice 1. The climate is dry, and hot with little seasonal variation and below average rainfall. The nearest fresh water source is a river about 7 miles away. There is some vegetation and plant life, but only within a few hundred yards of the river, where there is fertile soil from flooding.
- Environment Choice 2. The climate is mild with average rainfall in the summer, but temperatures fall below zero for much of the winter. There is abundant vegetation, but only for a few months in the summer and early fall. A small lake, with plenty of fish is only 100 yards away. The lake freezes during the winter.
- Environment Choice 3. The climate is warm for most of the year and has above average rainfall. The terrain is mountainous. There are two river valleys with fertile soil for agriculture, but they are on the other side of the mountain (about 3 miles away). There is abundant animal life in the river valley, but passing over the mountains is dangerous, due to wild animals.

A mosaic is a picture or pattern produced by arranging together small colored pieces of hard material, such as stone, tile, or glass. Have students create a mosaic drawing to synthesize the information learned about human-environment interaction. Combine visuals and words in individual “tiles” to represent the different ways humans interact with the environment. Include at least six total tiles. At least three tiles should show examples of how the environment impacts human activities, and three tiles should show how humans alter the environment.

**Sample Assessments and Performance Tasks**

Why are many large cities located near waterways?

What is the relationship between the physical environment of the Arctic and the population of the region?

What human activity developed to adapt to the annual flooding in Southeast Asia?

Look at the map below. Which region would be likely to have a higher population based on the physical environment of the area?

The Middle East region has an arid climate. How have humans modified the environment in this region to meet their needs?

Match the human modifications in the boxes on the left with the physical environment features on the right.

Create a t-chart that shows positive and negative consequences of a specific modification of the environment.

Look at the physical map below. Suppose you were going to establish a settlement in Region A. What modifications to the environment would you need to make in order to meet your needs?

**Instructional Resources**

[Physical Geography of Europe](#) (National Geographic) - Students are introduced to the physical geography of Europe and delineate major drainage basins in Europe.

[A Ripple Effect](#) (National Geographic) - Students learn about droughts and the link between climate change and water access through videos, readings, and discussions.

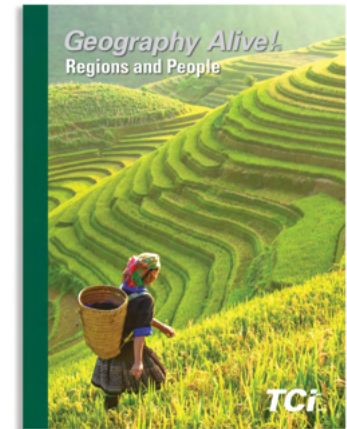
[Making a Decision about the Construction of an Oil Pipeline through British Columbia](#) (National Geographic) - Students will analyze a real-world environmental case of building an oil pipeline through British Columbia.

[Physical Geography of Europe](#) (National Geographic) - Students are introduced to the physical geography of Europe and delineate major drainage basins in Europe.

[Water Works](#) (National Geographic) - Students compare their own tap water use in light of global freshwater access to develop an understanding of water security.

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  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit
  - Reference: Maps





**Unit 2. Investigating Government and History**
**Unpacked Standards / Clear Learning Targets**

**Learning Target 10a. Describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy, and theocracy.**

*Government Content Statement 10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies...The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.*

**Essential Understanding**

- Characteristics of types of government

**Extended Understanding**

- Evaluating advantages and disadvantages of types of government

**Academic Vocabulary**

**Tier 3**

- Citizens
- Democracy
- Dictatorship
- Monarchy
- Theocracy

**Ultimate Learning Target**  
**Type: Knowledge**

**Broad Learning Target:**

- The student can describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy, and theocracy.

**Underpinning Knowledge Learning Targets:**

- The student can explain how power is attained and held in a democracy.
- The student can identify rights of citizens in a democracy.
- The student can explain how power is attained and held in a dictatorship.
- The student can identify rights that may be denied in a dictatorship.
- The student can explain how power is attained and held in a monarchy.
- The student can identify rights that may be denied in a monarchy.
- The student can explain how power is attained and held in a theocracy.

**Underpinning Reasoning Learning Targets:**

- The student can explain the relationship between those governing and those being governed in a democracy.
- The student can explain the relationship between those governing and those being governed in a dictatorship.
- The student can explain the relationship between those governing and those being governed in a monarchy.
- The student can explain the relationship between those governing and those being governed in a theocracy.
- The student can classify a government based on characteristics provided.

**5.GO.12 (Prior Grade Standard)**

Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

**7.GO.17 (Future Grade Standard)**

Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.

### Content Elaborations

The study of roles and systems of government in grades four and five serves as a foundation for the study of monarchies, dictatorships and democracies in grade six. The study of theocracies is introduced at this grade level.

Students should understand how power is attained and held, and the relationship between those governing and those being governed for each type of government listed below:

- A monarchy is a government in which authority over the people is retained through a ruling family (e.g., Saudi Arabia).
- A democracy is a government where the power of those in authority is limited because the people retain the supreme power (e.g., United States).
- A dictatorship is a government where a ruler or small group with absolute power over the people, often through fear and/or force (e.g., North Korea).
- A theocracy is a government in which authority over the people is held by religious leaders who represent divine power and retain authority through religious beliefs (e.g., Iran).

As students develop an understanding of the relationship between those governing and those being governed, they should be challenged with the concept that the extent of a citizens' liberties and responsibilities varies according to the limits of the governing body's authority. For instance, governmental authority is limited in most democracies, resulting in broad citizen liberties and responsibilities. Conversely, under most dictatorships, the dictator's authority is unlimited, resulting in strict limits on citizens' liberties and responsibilities.

### Instructional Strategies

Have students complete a K-W-L 3-column chart about government (Know, Want to Know, Learned). Complete the K and W columns at the beginning of the unit/lesson and the L column at the conclusion of the unit/lesson.

As a preview activity, have students draw a simple picture that represents a "government for a free people." Students should also identify characteristics of this government included in the picture. Students might also include a few sentences explaining how the government works.

Create a graphic organizer to summarize and compare the key characteristics of monarchy, democracy, dictatorship, and theocracy. Categories should include: how power is attained and held and the extent of civil liberties/relationship between those governing and those being governed.

Have students create a political cartoon or comic strip representing the types of government. There should be four cartoons or separate panels to show each type of government: Democracy, Dictatorship, Monarchy, and Theocracy. Cartoons should show how power is attained, rights of citizens, and the limits of government power. Digital comic creators include [StoryboardThat](#) and [Comic Creator](#).

**Sample Assessments and Performance Tasks**

Identify two rights that may be denied by a monarchy.

Identify one religious right that would be gained in the transfer from a dictatorship to a democracy.

Complete a Venn diagram by comparing how power is attained and held in a monarchy and dictatorship.

Which government type would provide the most rights to the people? Which would provide the least rights?

The chart below lists the characteristics of four types of government. Label each type based on the characteristics shown.

Citizens' liberties and limits on government authority differ depending on the type of government in a country. Decide whether each feature below applies to a democracy or dictatorship and move the boxes to the type of government.

Under what system of government are leaders typically chosen by church officials or religious elders?

In a democracy, what is the source of authority for the government?

**Instructional Resources**

[CIA World Factbook](#) - The website provides information on the type of government for countries throughout the world.

[Who Rules?](#) (iCivics) - Students learn about the different forms of government and look at real-life examples in the world today.

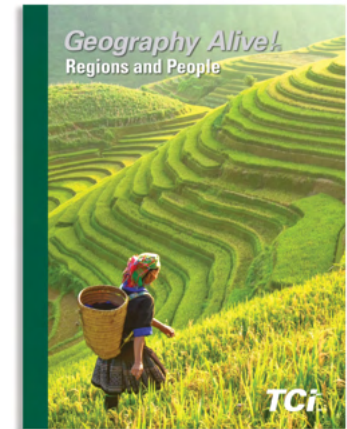
[Types of Government Graphic Organizers](#) - Graphic organizers on types of government and how characteristics of governments often overlap and can misrepresent the actual relationship between those governing and those being governed.

Types of Government from Vocabulary.com

- [Monarchy](#)
- [Democracy](#)
- [Dictatorship](#)
- [Theocracy](#)

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  - Interactive Notebook: Lesson 7
  - Preview: Lesson 7, Who has the Power to Make Rules at School?
  - Response Group: Lesson 7, Fictional Country of Nucountry Constitutional Convention
  - Processing: Lesson 7, Address Different Concerns for a Fictional New Country
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  - ELA/ELD Connections: Vocabulary Skills
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  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit
  - Media Library: Primary Sources



**Unpacked Standards / Clear Learning Targets**

**Learning Target 10b. Explain that the characteristics of governments often overlap and can misrepresent the actual relationship between those governing and those being governed.**

*Government Content Statement 10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.*

**Essential Understanding**

- Problems with categorizing/labeling actual governments

**Extended Understanding**

- Analyzing the extent to which an actual government matches its label.

**Academic Vocabulary**

**Tier 2**

- Explain
- Characteristics
- Overlap
- Misrepresent

**Tier 3**

- Governing
- Governed

**Ultimate Learning Target  
Type: Knowledge**

**Broad Learning Target:**

- The student can explain that the characteristics of governments often overlap and can misrepresent the actual relationship between those governing and those being governed.

**Underpinning Knowledge Learning Targets:**

- The student can explain why actual systems of government are not easily categorized.
- The student can explain why the use of labels of monarchy, theocracy, dictatorship or democracy does not always reflect the relationship between those governing and those governed.
- The student can give examples of how countries might use a combination of two governmental systems.
- The student can give examples of how labels of a government may not reflect the reality of how the country is governed.

**5.GO.12 (Prior Grade Standard)**

Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.

**7.GO.17 (Future Grade Standard)**

Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.

### Content Elaborations

Students should also recognize that actual systems of government are not always easily categorized and can be misrepresented.

Though we use the labels of monarchy, theocracy, dictatorship or democracy, government characteristics often overlap and are inconsistent. Governments labeled as democracies might have some of the characteristics of dictatorships, as is the case with the Democratic People's Republic of Korea. North Korea, in reality, is a communist state led by a dictator. The United Kingdom has a royal family, which suggests a monarchy, but the constitutional monarchy is, in practice, much closer to a democracy.

### Instructional Strategies

Have students read current news articles about governmental actions in various countries. Students should identify the type of government they believe the country has based on the descriptions of governmental actions. Are these actions consistent with the type of government the country claims to have?

In [hexagon learning](#), students organize informational hexagons into categories of their choice, with hexagons being placed next to each other to highlight links between the factors described. Create a set of hexagons with descriptions and characteristics of types of government. Have students work in groups to organize the hexagons into categories and make connections on a poster board. Students can draw lines, arrows, and make annotations to explain the categories and connections.

**Career Connection** - Students will research careers in government and public service, such as elected official, civil servant, lobbyist, public opinion analyst, law enforcement officer, etc. Students may be able to interview (live or through email) individuals who work in these fields.

**Sample Assessments and Performance Tasks**

Complete the graphic organizer by showing how the government of the United Kingdom reflects characteristics of both a democracy and a monarchy.

How does the label “Democratic People’s Republic of Korea” misrepresent the relationship between the government and its citizens?

What is one example of how a label of the type of government does not reflect the actual relationship between those governing and those being governed?

What characteristics might lead a country to be classified as both a theocracy and a dictatorship?

**Instructional Resources**

[CIA World Factbook](#) - The website provides information on the type of government for countries throughout the world.

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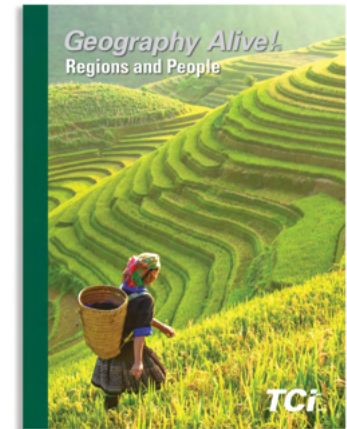
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**Unpacked Standards / Clear Learning Targets**

**Learning Target 9a. Use a variety of historic and contemporary sources to communicate and defend a claim on a topic.**

**Learning Target 9b. Examine a variety of sources for accuracy.**

*Government Content Statement 9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.*

**Essential Understanding**

- Understanding multiple perspectives in sources
- Determining accuracy of sources

**Extended Understanding**

- Evaluating arguments and perspectives

**Academic Vocabulary**

**Tier 2**

- Perspective
- Accuracy
- Verified

**Tier 3**

- Historic
- Contemporary
- Source

**Ultimate Learning Target  
Type: Skill**

**Broad Learning Target:**

- The student can use a variety of historic and contemporary sources to communicate and defend a claim on a topic.
- The student can examine a variety of sources for accuracy.

**Underpinning Knowledge Learning Targets:**

- The student can define and give examples of historic sources.
- The student can define and give examples of contemporary sources.
- The student can explain the importance of examining sources for accuracy.
- The student can identify four questions to ask to determine the accuracy of a source.

**Underpinning Skills Learning Targets:**

- The student can identify the perspective in a given source.
- The student can compare perspectives in different sources.
- The student can assess the accuracy of information in a given source.
- The student can explain why one source is potentially more accurate than another source on a single topic.

**Underpinning Reasoning Learning Target:**

- The student can classify a source as primary or secondary.
- The student can categorize given sources based on whether or not they provide accurate information.

**5.GO.11 (Prior Grade Standard)**

Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.

**7.GO.16 (Future Grade Standard)**

16. The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.

### Content Elaborations

Students at this level continue developing civic participation skills by using evidence from a variety of historic and contemporary sources to communicate and defend a claim. Each source reflects a specific bias or perspective on a topic.

In grade seven, students will learn about historical perspective. Historical perspective is the idea that historians and archaeologists describe historical events and issues from the perspectives of people living at that time to avoid evaluating the past in terms of today's norms and values.

Students should understand the importance of examining the accuracy of a source by considering the following:

- Can the information be verified in other sources?
- What are the author's sources of information?
- Is the information original or reprinted/excerpted from another source?
- How does the source compare with others on the same topic?

### Instructional Strategies

View the [“Credible Hulk” video tutorials on using sources](#) and have students complete the accompanying activity sheets.

Ask students to reflect on a situation they have experienced in which people involved had different ideas on what happened. This could be as simple as a trip to the zoo (some thought it was a good day/fun vs. some thought it was a bad day/boring), a car accident or other incident (he said/she said). Have students identify possible reasons for the different perspectives.

Have students compare multiple sources to discuss point of view and accuracy. Show video clips from two different television programs that contain information on the same subject or select two articles/stories from different media sources. Instruct students to compare the two sources concerning events, facts, dialogue, details, perspectives and opinions expressed.

Have students create a CD cover or streaming music playlist complete with artwork. The title of the CD/playlist should reflect their understanding of using sources. Song titles should include references to different types of sources and the ways to check sources for accuracy. Students should select one song title and write lyrics for the song.

**Sample Assessments and Performance Tasks**

You have been assigned a research project on the following question: \_\_\_\_\_. Identify four types of sources that you could use to research this topic.

When looking for an answer to a research question, why is it important to use a variety of sources?

What perspective is reflected in the passage below?

Read the two sources below and compare the perspectives in each source.

Classify each source in the boxes below as primary or secondary. Move the boxes to the correct column on the chart.

You are writing a research project for social studies class. You need to read different perspectives about \_\_\_\_\_, and check your sources for accuracy. Write four questions that you could ask about her sources to check them for accuracy.

Which sources below would likely have accurate information about \_\_\_\_\_?

Read the statement below. To check the accuracy of this statement, what is one source you might use? How would you check this source for accuracy?

Read the passage below. Then read the statements in the boxes below the passage. Determine whether each source provides accurate information. Move the boxes to the correct column on the chart.

Read the passage below and answer the following questions:

1. What are the author's sources of information?
2. Is the information original or reprinted/excerpted from another source?

**Instructional Resources**

[Which sources are most reliable for learning about the dodecahedron?](#)(Read.Inquire.Write) - Students analyze three sources about an unknown ancient artifact—a dodecahedra—and argue about how historians use clues, context, and evidence in their work.

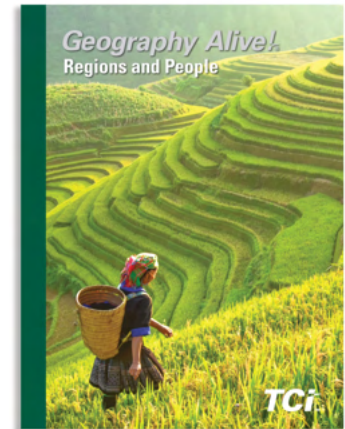
[Which sources are most reliable for learning about the Silk Road?](#) (Read.Inquire.Write) - In this investigation, students consider the reliability of sources by considering their authors, the intended audiences, and the circumstances under which they were created.

[Civic Online Reasoning](#) (Stanford History Education Group) - The COR curriculum provides free lessons and assessments that help you teach students to evaluate online information that affects them, their communities, and the world.

**Adopted Textbook Resources**

***History Alive! 6th Grade (CCS Edition) | Geography Alive! & The Ancient World (TCI)***

- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit
  - Media Library: Primary Sources



**Unpacked Standards / Clear Learning Targets**

**Learning Target I. Analyze multiple-tier timelines to identify cause and effect relationships, patterns, or themes among events.**

*History Content Statement 1. Multiple tier timelines can be used to show relationships among events and places.*

**Essential Understanding**

- Analysis of multi-tier timelines

**Extended Understanding**

- Analysis of cause and effect relationships on a timeline

**Academic Vocabulary**

**Tier 2**

- Apply
- Analyze

**Tier 3**

- Chronological
- B.C.E. and C.E.
- B.C. and A.D.

**Ultimate Learning  
Target Type: Reasoning**

**Broad Learning Target:**

- The student can analyze multiple-tier timelines to identify cause and effect relationships, patterns, or themes among events.

**Underpinning Knowledge Learning Targets:**

- The student can explain the purpose of a timeline.
- The student can explain the purpose of a multi-tier timeline.
- The student can explain chronological order.

**Underpinning Skills Learning Targets:**

- The student can construct a timeline with evenly spaced intervals.
- The student can construct a multi-tier timeline.
- The student can locate dates on a timeline using the conventions of B.C. and A.D. or B.C.E. and C.E.
- The student can arrange historical events on a timeline using the conventions of B.C. and A.D. or B.C.E. and C.E.

**Underpinning Reasoning Learning Targets:**

- The student can analyze relationships among events on a timeline.

**5.HI.1 (Prior Grade Standard)**

Multiple-tier timelines can be used to show relationships among events and places.

**(Future Grade Standard)**

N/A

### Content Elaborations

Sixth grade is building on skills learned in grade five, including the conventions of B.C. (Before Christ), A.D. (Anno Domini), B.C.E. (Before the Common Era), and C.E. (Common Era) to place dates in chronological order.

At this level students use multiple-tier timelines consisting of two or more rows of events, with each row representing a different topic or perspective related to a specific time period.

Multiple-tier timelines can be used to help students analyze cause and effect relationships or patterns and themes among events in a specific period of time. These analytical skills build upon earlier skills related to chronological thinking and temporal order.

### Instructional Strategies

Create a multiple-tier timeline on the classroom/hallway floor or wall using painter's tape or whiteboard tape. Each tier can represent a different civilization/cultural group. As historic study progresses, the class can add events to the timeline and discuss relationships.

Create a timeline that spans 2000 B.C.E. to 2010 C.E. along a hallway wall or around the classroom. Select a designated length to represent 100 years (possibly 1 foot = 100 years) and use tape (masking tape or blue painter's tape) to create the timeline and mark the centuries. Have students select notable historic events, including some ancient events (e.g., building of Giza pyramids) and events in American and Ohio history students might be familiar with (e.g., signing of the Declaration of Independence, Ohio statehood). Have students find photographs or illustrations representing these events and attach them to the timeline. Encourage students to reflect on when most of the events they are familiar with happened and how long ago the river civilizations really were. When introducing this content, discuss why some historians might use C.E. and B.C.E. instead of B.C. and A.D. What are the origins of these four terms? Which ones are used most often and in which situations?

As a kinesthetic learning activity, have students create a human timeline. Distribute event cards with dates in the Common Era and before the Common Era, and instruct students to organize themselves chronologically.

Connections - Connect to Mathematics standards by emphasizing the similarities between timelines and number lines, including the use of positive and negative numbers.

**Sample Assessments and Performance Tasks**

Create a two-tier timeline with evenly spaced intervals showing events from ancient history. Use your textbook to identify important dates in ancient Egypt and ancient China. One tier should include events from Egypt; the other tier should include events in China. Be sure to use correct conventions B.C. and A.D. or B.C.E. and C.E.

Which event on the timeline occurred in the year \_\_\_\_\_?

Which timeline below shows the correct chronological order of events?

A timeline is shown below. Arrange the events in chronological order by moving the boxes to the correct place on the timeline.

On the timeline below a list of events is presented in chronological order. Which convention would be used to complete the dates? You may use either B.C. and A.D. or B.C.E. and C.E.

A list of historical events is shown below, arranged in random order. Order the events in chronological order by dragging the boxes up or down.

Which century was 601 to 700 C.E.?

How many years are between 400 B.C. and 200 A.D.?

If an historical event took place in 800 C.E., how many years ago was this event?

Explain the purpose of a multi-tier timeline.

What is the relationship between the events on the timeline below?

**Instructional Resources**

[Timeline Builder](#) (World Book) - This interactive tool allows users to construct a timeline and add events, descriptions and images.

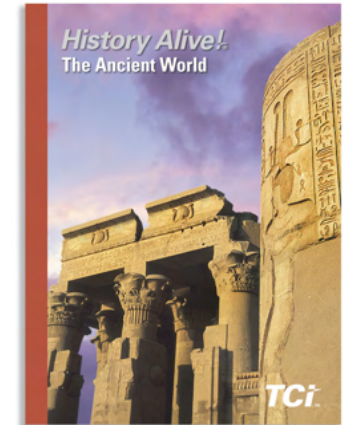
[Adobe Spark Timeline Maker](#) - This tool allows users to create their own custom timelines.

[Timelines for Kids Video](#) (Clarendon Learning) - A 3 ½ minute video overview of timelines.

[Timelines](#) (Common Core Sheets) - Downloadable timeline worksheets

**Adopted Textbook Resources*****History Alive! 6th Grade (CCS Edition) | Geography Alive! & The Ancient World (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Student Textbook: Timeline: Ancient Egypt and the Middle East; Timeline: Ancient India; Timeline: Ancient China
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Timeline: Ancient Egypt and the Middle East; Timeline: Ancient India; Timeline: Ancient China
  - Interactive Notebook: Timeline: Ancient Egypt and the Middle East; Timeline: Ancient India; Timeline: Ancient China
  - Timeline Challenge: Timeline: Ancient Egypt and the Middle East; Timeline: Ancient India; Timeline: Ancient China
  - Assessments: Timeline: Ancient Egypt and the Middle East; Timeline: Ancient India; Timeline: Ancient China
  
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit
  - Media Library: Primary Sources





**Unpacked Standards / Clear Learning Targets**

|  |   |  |
|--|---|--|
| <p><b>Learning Target 2a. Compare the six cultural practices and products of the early civilizations in India, Egypt, China and Mesopotamia.</b></p> <p><b>Learning Target 2b. Identify the enduring influences of the six cultural practices and products on cultures today.</b></p> <p><i>History Content Statement 2. Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.</i></p> | <p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Comparison of cultural practices among early civilizations</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Enduring impact of early civilizations</li> </ul>  | <p><b><u>Academic Vocabulary</u></b></p> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>- Compare</li> <li>- Influence</li> </ul> <p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>- Civilizations</li> <li>- Geography</li> <li>- Government</li> <li>- Economic Systems</li> <li>- Social Structures</li> <li>- Agriculture</li> </ul> |
| <p><b>Ultimate Learning Target Type: Knowledge</b></p>   | <p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can compare the six cultural practices and products of the early civilizations in India, Egypt, China and Mesopotamia.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify the geographic characteristics of early civilizations</li> <li>- The student can explain why rivers contributed to the development of civilizations.</li> <li>- The student can explain how crop surpluses influence the growth of cities.</li> <li>- The student can define government, culture, economic system, technology, and agriculture.</li> <li>- The student can describe the government, religion, agriculture, technology, economic systems, and social structures of early civilizations.</li> <li>- The student can cite examples of the enduring influence of early civilizations.</li> </ul> <p><b><u>Underpinning Skills Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can draw conclusions from features shown on a map.</li> </ul> |  |
| <p><b>(Prior Grade Standard)</b></p> <p>N/A</p>  | <p><b>7.HI.2 (Future Grade Standard)</b></p> <p>The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.</p>   |  |

### Content Elaborations

Favorable geographic characteristics, including locations in river valleys, promoted the growth of early civilizations. River valleys provided sources of water, habitat for plants and animals, means of transportation, protection from invasions, and access to natural resources.

While the early river civilizations in India, Egypt, China, and Mesopotamia reflected the common features of civilization, each one developed unique attributes:

- **Government:** Governments gradually developed to address issues including irrigation and trade.
- **Religion:** Early civilizations also developed religious beliefs to help explain the world around them.
- **Agriculture:** Rivers provided a water source that enriched the soil and enabled the harvesting and planting of crops (e.g., agricultural products such as wheat and barley in Egypt, rice and tea in China, and practices such as irrigation systems). In addition to agricultural benefits, rivers also provided means of transportation, protection from invasions, and provided access to natural resources.
- **Technology:** New technologies were developed such as irrigation systems, roads, and other public works. These lead to the growth of cities. Early river civilizations developed writing systems to help keep track of crops, seasons, commerce and governmental affairs.
- **Economic System:** Because of crop surpluses, not all people had to farm; therefore, people began to produce different products for use and trade. As a result, cities were established as centers of production and commerce.
- **Social Structure:** Social structures were developed with people ranked in classes according to their jobs.

These civilizations left enduring legacies that are reflected in the cultural practices and products of the modern Eastern Hemisphere.

### Instructional Strategies

Display images showing geographic characteristics and artifacts of ancient civilizations in the Eastern Hemisphere. Have students respond to a series of spiral questions about each image: What do you see in the image? (list the people, places, things) What is significant about the features shown in the image? What does this image tell us about ancient civilizations? How do the features shown impact us today?

Using maps of the given regions, discuss geographic characteristics of the regions and hypothesize how those characteristics may have contributed to the growth of these early civilizations. Discussion could include the influence of rivers, deserts, mountains or other significant features.

Create a chart to summarize the features of early civilizations: government, religion, agriculture, technology, economic system, and social structure. Then, use Venn diagrams to compare two or three civilizations.

Have students work in groups to create a multimedia presentation or poster summarizing the key characteristics of one early civilization and their enduring legacies on the modern Eastern Hemisphere. Create a virtual gallery for students to view all the presentations.

**Sample Assessments and Performance Tasks**

What are two reasons why ancient China developed in a protected river valley?

Explain four ways that ancient Egypt benefited from the Nile River.

Match the geographic features of ancient civilizations with the influence on their development.

Which was a reason for the development of an early civilization in the Tigris-Euphrates River Valley?

Early River civilizations grew as a result of favorable geographic characteristics. Which choices below reflect the importance of rivers to these civilizations?

Describe two political, cultural, or economic characteristics common to ancient Mesopotamian and ancient Egyptian civilizations.

Complete the graphic organizer by giving examples of technologies and agricultural practices of each early civilization.

Identify two ways that the agricultural practices of the ancient Indus valley civilization have had enduring impacts on civilizations in the region.

Describe two examples of government and technology in Mesopotamian civilization.

Archaeologists have discovered which of the following practices in the early Indus River Valley cities?

In what way did the Code of Hammurabi have an enduring influence on the Eastern Hemisphere?

Use your textbook, reference materials and Internet resources to research one of the following civilizations: Mesopotamia, Egypt, India, China. In a paper or multimedia presentation identify and describe the government, culture, economic system, technology and agricultural practices of this civilization.

Locate a recent article or news story and explain how the people, places, and events in the article show the influence of early civilizations.

**Instructional Resources**

[Early Civilizations in the Eastern Hemisphere Reading Study Guide](#) - This reader includes graphic organizers and review questions for each civilization.

[Hammurabi's Code](#) (Stanford History Education Group) - In this lesson, students use Hammurabi's Code to consider religious, economic, and social facets of life in the ancient world.

[What was important to King Hammurabi?](#) (Read.Inquire.Write) - In this investigation, students consider what they can learn from artifacts about Mesopotamian society and the Laws of Hammurabi. Students write an argument to the curators of the Louvre Museum about what Hammurabi's Laws tell us about what was important to King Hammurabi during this time.

[The Empire Builder](#) (Of Codes and Crowns) - This lesson introduces students to Hammurabi, his Mesopotamian empire, and the concept of *lex talionis*.

[The Cuneiform Writing System in Ancient Mesopotamia](#) (EDSITEment) - This lesson plan is designed to help students appreciate the parallel development and increasing complexity of writing and civilization in the Tigris and Euphrates valleys in ancient Mesopotamia.

[Life in Old Babylonia: The Importance of Trade](#) (EDSITEment) - In this lesson, students explore the trade industry in Old Babylonia and its far-flung influence.

[Ancient Mesopotamia](#) (University of Chicago) - Interdisciplinary lessons on ancient Mesopotamia using artifacts from the Mesopotamian collection of the Oriental Institute Museum of the University of Chicago.

[Ancient Mesopotamia](#) (Khan Academy) - video lesson on ancient Mesopotamia; includes readings and practice questions

[Egyptian Pyramids](#) (Stanford History Education Group) - In this lesson students read 5 documents to answer the question: Did slaves build the Great Pyramid at Giza?

[Egypt's Pyramids: Monuments with a Message](#) (EDSITEment) - This lesson plan consists of three learning activities that help students investigate what pyramids tell us about the ancient Egyptians.

[Ancient Egypt](#) (Khan Academy) - video lesson on ancient Egypt; includes readings and practice questions

[Indus Valley Mysteries](#) (CommonLit) - A secondary source reading with text-dependent questions aligned with Common Core Literacy standards.

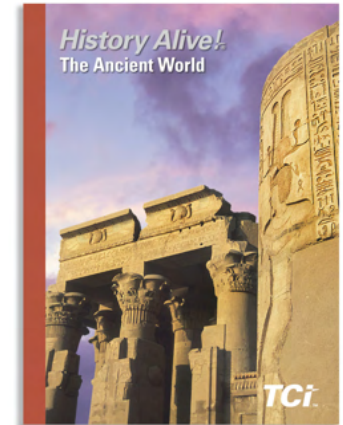
[Ancient India](#) (Khan Academy) - video lesson on ancient India; includes readings and practice questions

[Chinese Inventions](#) (Asia Society) - This lesson plan introduces students to technological innovations that originated in China.

[Ancient China](#) (Khan Academy) - video lesson on the Shang Dynasty in ancient China; includes readings and practice questions

**Adopted Textbook Resources**
***History Alive! 6th Grade (CCS Edition) | Geography Alive! & The Ancient World (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))
  - Digital lesson numbers indicated in parentheses*
    - Student Textbook: *History Alive! The Ancient World* - Lesson 6 (8), The Rise of Sumerian City-States; Lesson 7 (9), Ancient Sumer; Lesson 8 (10), Exploring Four Empires of Mesopotamia; Lesson 12 (11), Geography and the Early Settlement of Egypt, Kush, and Canaan; Lesson 14 (12), Daily Life in Ancient Egypt; Lesson 15 (13), The Kingdom of Kush; Lesson 20 (14), Geography and the Early Settlement of India; Lesson 21 (15), Unlocking the Secrets of Mohenjodaro; Lesson 28 (16), Geography and the Early Settlement of China; Lesson 29 (17), The Shang Dynasty
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lessons 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
  - Interactive Notebook: Lessons 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
  - Preview: Lessons 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
  - Response Group: Lesson 8, Ancient Mesopotamians Face a Series of Problems; Lesson 14, Physical Features of Indian Subcontinent
  - Social Studies Skill Builder: Lesson 9, Artifacts of Civilization; Lesson 17, Excavate a Shang Tomb
  - Problem Solving Groupwork: Lesson 10, Mechanical Dioramas of Mesopotamian Empires; Lesson 12, Dramatizations on Egypt; Lesson 16, Relief Map of China
  - Experiential Exercise: Lesson 11, Model Physical Geography of Ancient Egypt; Lesson 15, Archaeologists in Mohenjodaro
  - Processing: Lessons 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
  - Assessments: Lessons 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
  
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Critical Thinking Skills Toolkit
  - Media Library: Primary Sources



**Unit 3. Investigating Cultural Regions of the Eastern Hemisphere**
**Unpacked Standards / Clear Learning Targets**

|   |  |  |
|---|--|--|
| <p><b>Learning Target 5. Describe, classify, and compare regions within the Eastern Hemisphere using various criteria.</b></p> <p><i>Geography Content Statement 5. Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, cultural, or economic).</i></p> | <p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- How regions are classified</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Compare regions across time and place.</li> </ul>   | <p><b><u>Academic Vocabulary</u></b></p> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>- Criteria</li> </ul> <p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>- Landforms</li> <li>- Climate</li> <li>- Population</li> <li>- Culture</li> <li>- economics</li> </ul> |
| <p><b>Ultimate Learning Target</b><br/><b>Type: Reasoning</b></p>   | <p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can describe, classify, and compare regions within the Eastern Hemisphere using various criteria.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can identify various criteria used to determine a region.</li> <li>- The student can explain how landforms are used to describe a region.</li> <li>- The student can explain how climate is used to describe a region.</li> <li>- The student can explain how population is used to describe a region.</li> <li>- The student can explain how culture is used to describe a region.</li> <li>- The student can explain how economic characteristics are used to describe a region.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can classify a region on a map using provided criteria.</li> <li>- The student can compare regions of the Eastern Hemisphere based on landform, climate and cultural characteristics.</li> </ul> |  |
| <p><b>5.GE.6 (Prior Grade Standard)</b></p> <p>Regions can be determined using various criteria (e.g., landform, climate, population, cultural, economic).</p>  | <p><b>(Future Grade Standard)</b></p> <p>N/A</p>   |  |

### Content Elaborations

Building on student understanding of regions from grade five, students in grade six will use multiple criteria to determine, classify and compare regions. For example, students might use population data to identify urban regions in Asia. Students also can be challenged to compare regional criteria across continents and consider changes in regions over time.

Regions are human constructs used to identify and organize areas of the Earth's surface based upon shared characteristics. Regions can be determined based upon various criteria:

- Landform refers to the shape, form or nature of physical features of earth's surface (e.g., plains, hills, plateaus, mountains).
- Climate includes long-term trends in weather elements and atmospheric conditions (e.g., average temperature, average rainfall).
- Population includes data about the people who live in a selected area (e.g., population density, birth rates).
- Culture is the learned behavior of people, including belief systems and languages.
- Economics refers to the set of principles by which a society decides and organizes the ownership, allocation and use of resources. Economic characteristics include natural resources, agricultural products and levels of income.

### Instructional Strategies

Have students create a simple classification key/dichotomous tree for identifying a region. For example, the simple key (or any organizer or flowchart) might represent the process of determining which region has a tropical climate and is predominantly Roman Catholic (Latin America). The steps in the organizer would read:

- This region has a tropical climate -- choices would be Latin America, North and SubSaharan Africa, South and Southeast Asia.
- This region is predominantly Roman Catholic only choice left would be Latin America.

Have students use an atlas from the textbook or Internet to analyze landforms, climate, population, culture, and economic activity as students study each region of the Eastern Hemisphere.

Use a Venn diagram to have students compare characteristics of two or three regions.

Have students imagine there is going to be a world fair hosted by representatives of one cultural region. Students create an invitation to this event with graphics and design that represent the characteristics of the region and what attendees might learn about specifics about the climate, landforms, culture, etc. Students can use a digital tool such as Google Slides or Canva to create their invitations.

### Sample Assessments and Performance Tasks

Based on the characteristics shown on the map below, the region shown could be classified as what type of region?

On the map of Africa below highlight the landforms which define North Africa.

Use the characteristics shown on the two maps below to compare the population patterns of each region.

Why are North Africa and Southwest Asia considered a cultural region?

The European Union's objectives include reducing tariffs, promoting a single market, and creating a common currency. Based on these objectives, what type of world region does the European Union primarily represent?

The majority of people in Spain speak Spanish as their first language, but in the Basque region of Spain many people speak Basque as their first language. This is one reason many people in the Basque region believe they should separate from Spain and become an independent country. Which would be an argument of supporters of this idea?

### Instructional Resources

[The World Factbook](#) (CIA) - Provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 267 world entities

[Exploring Africa](#) - This curriculum is divided into Units, Modules, and Learning Activities. Each unit covers a major topic or theme in the study of Africa.

[Africa: Human Geography](#) (National Geographic) - encyclopedia entry human geography of Africa

[Languages and Religions of Europe](#) (National Geographic) - How do cultural groups and country borders intersect in Europe?

[How should we define the Middle East as a region?](#) (Read.Inquire.Write) - How are geographic regions defined and why might definitions vary? In this investigation, students learn about the geographic concept of regions and consider different perspectives about how the Middle East is defined as a region.

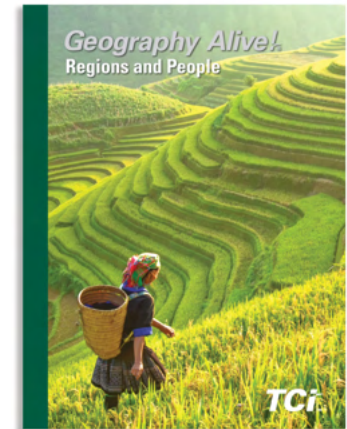
[Asia](#) (National Geographic) - encyclopedia entry on Asia

[Mapping Perceptions](#) (Asia Society) - This lesson plan discusses what maps can tell us about how their makers perceive the world.



**Adopted Textbook Resources**
***History Alive! 6th Grade (CCS Edition) | Geography Alive! & The Ancient World (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))  
*Digital lesson numbers indicated in parentheses*
  - Student Textbook: *Geography Alive!* Lesson 20 (24), Life in the Sahara and the Sahel; Lesson 22 (25); Nigeria: A Country of Many Cultures; Lesson 14 (26), Supranational Cooperation in the European Union; Lesson 30 (27), China: The World's Most Populous Country
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lessons 24, 25, 26, 27
  - Interactive Notebook: Lessons 24, 25, 26, 27
  - Preview: Lessons 24, 25, 26, 27
  - Experiential Exercise: Lesson 26, Supranational Forces in the EU
  - Response Group: Lesson 24, Three Environments of the Saharan Region; Lesson 27, Demographers at a Population Conference in China
  - Social Studies Skill Builder: Lesson 25, Explore Regional Differences in Nigeria
  - Lessons 24, 25, 26, 27
  - Assessments: Lessons 24, 25, 26, 27
  
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit
  - Media Library: Maps



**Unpacked Standards / Clear Learning Targets**

**Learning Target 7a. Explain political, environmental, social, and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere.**

**Learning Target 7b. Describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.**

*Geography Content Statement 7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.*

**Essential Understanding**

- Reasons for migration and diffusion

**Extended Understanding**

- Lasting impact of movement of people, products, and ideas

**Academic Vocabulary**

**Tier 2**

- Explain

**Tier 3**

- Political Factors
- Environmental Factors
- Social Factors
- Economic Factors
- Diffusion

**Ultimate Learning Target  
Type: Knowledge**

**Broad Learning Target:**

- The student can explain political, environmental, social, and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere.
- The student can describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.

**Underpinning Knowledge Learning Targets:**

- The student can cite political factors that cause movement of people, products, and ideas.
- The student can cite environmental factors that cause movement of people, products, and ideas.
- The student can cite social factors that cause movement of people, products, and ideas.
- The student can cite economic factors that cause movement of people, products, and ideas.
- The student can define and explain cultural diffusion.
- The student can explain the lasting impact of trade among regions.
- The student can explain the lasting impact of the diffusion of religion in the Eastern Hemisphere.

**Underpinning Reasoning Learning Targets:**

- The student can classify examples of movements of people, products and ideas by the factors that caused their movement.

**5.GE.9 (Prior Grade Standard)**

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

**7.GE.13 (Future Grade Standard)**

Geographic factors promote or impede the movement of people, products and ideas.

### Content Elaborations

People, products and ideas move from place to place in the Eastern Hemisphere for political, environmental, social and economic reasons. Students should be familiar with these factors from their study of the Western Hemisphere in grade five.

During grade six, students will study some of the political, environmental, social and economic factors that cause movement and learn more about how these factors have influenced the diffusion of cultures in the past and today. These factors include:

- Political: changes in political leadership, citizen rights, etc.
- Environmental: climate, natural disasters, etc.
- Social: discrimination, intolerance, religious freedom, etc.
- Economic: the availability of resources, changes in trade patterns, employment opportunities, etc.

The context of the modern Eastern Hemisphere allows for the study of multiple examples of the lasting impact of cultural diffusion. For instance, students can study the increase of English speakers in the Eastern Hemisphere as a result of economic factors, including international trade. Historically, the spread of Islam can be traced from the Middle East throughout the Eastern Hemisphere as a result of trade.

### Instructional Strategies

To introduce migration and movement, ask students to write about a time when either they had to move or someone they are close to had to move. If students have never moved, it might be a time they had to change schools or teachers. Their description should include the reasons for the move, how they felt about the change, and how their daily life changed after the move.

Create a graphic organizer to summarize the factors that influence cultural diffusion. Graphic organizers can include examples with words and images.

Have students examine a case study examining a current migration pattern in the Eastern Hemisphere (e.g., students can investigate why the population of Beijing has grown so significantly in the past few decades).

On a map of the Eastern Hemisphere, show examples of how cultural diffusion has impacted regions in the Eastern Hemisphere. First, label a product or idea in the region where it began. Next, draw arrows to show a region where the product or idea has spread. Then write a statement that explains the lasting impact of this diffusion on the region.

**Sample Assessments and Performance Tasks**

Explain two environmental factors that cause people to migrate from place to place.

The boxes below show various reasons for migration. Classify the boxes as political, environmental, social, or economic by moving them into the correct column.

What is one example of a political factor that causes people to migrate?

Explain four factors that contribute to the spread of goods from place to place.

How does trade contribute to the diffusion of ideas?

Describe two lasting impacts of trade on the Eastern Hemisphere.

What factors have led to the increase of English speakers in the Eastern Hemisphere?

How did trade contribute to the spread of Islam in the Eastern Hemisphere?

Which example below shows the lasting impact of cultural diffusion in the Eastern Hemisphere?

Each box below shows an example of cultural diffusion in the Eastern Hemisphere. Move the box to the chart to show the lasting impact of each example.

**Instructional Resources**

[The Silk Road: Connecting the ancient world through trade](#) (TEDEd) - Customizable video lesson on the Silk Road with accompanying questions

[Taking a Closer Look at Religions Around the World](#) (Teaching Tolerance) - Students will compare and contrast religious belief systems and faith traditions.

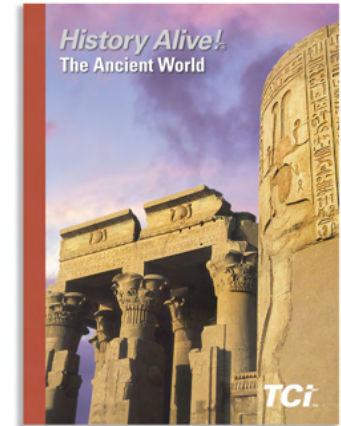
[The Five Major World Religions](#) (TEDEd) - Customizable video lesson on world religions with accompanying questions

[Religion & Ethics NewsWeekly: Access World Religions](#) (PBS Learning Media) - This collection of resources from the public television series *Religion & Ethics NewsWeekly* is designed to help students gain awareness and understanding of the diversity of religions and religious experiences, and the reasons for particular expressions of religious beliefs within a society or culture.

**Adopted Textbook Resources**

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- Hard Copy (class set) and Digital (access through [CCS Clever](#))  
*Digital lesson numbers indicated in parentheses*
  - Student Textbook: *History Alive! The Ancient World* Lesson 33 (18), The Silk Road; Lesson 17 (19) Learning about World Religions: Judaism; Lesson 50 (20), Learning about World Religions: Christianity; Lesson (21), Learning about World Religions: Islam (digital only); Lesson 22 (22), Learning about World Religions: Hinduism; Lesson 23 (23), Learning about World Religions: Buddhism
  
- Digital Teacher Resources (access through [CCS Clever](#))
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  - Writing for Understanding: Lesson 21, Origins of Islam; Lesson 22, Posters about Hindu Beliefs; Lesson 23, Third Person Narrative on Events in Buddha's Life
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- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit
  - Media Library: Maps



**Unpacked Standards / Clear Learning Targets**

**Learning Target 8a. Explain how diffusion has influenced modern cultural practices and products in the Eastern Hemisphere.**

**Learning Target 8b. Describe the influence of religious diffusion in the modern world.**

*Geography Content Statement 8. Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.*

**Essential Understanding**

- Origins of modern cultural practices and products
- How religious diffusion has influenced the modern world

**Extended Understanding**

- Positive and negative consequences of diffusion

**Academic Vocabulary**

**Tier 2**

- influence

**Tier 3**

- Diffusion
- Cultural Practices
- Cultural Products
- Religious

**Ultimate Learning Target Type: Knowledge**

**Broad Learning Target:**

- The student can explain how diffusion has influenced modern cultural practices and products in the Eastern Hemisphere.
- The student can describe the influence of religious diffusion in the modern world.

**Underpinning Knowledge Learning Targets:**

- The student can define and give examples of diffusion.
- The student can define and give examples of cultural practices and products.
- The student can explain how diffusion has influenced modern cultural practices and products.
- The student can identify the geographic origins, founding leaders and teachings of Buddhism.
- The student can identify the geographic origins, founding leaders and teachings of Christianity.
- The student can identify the geographic origins, founding leaders and teachings of Hinduism.
- The student can identify the geographic origins, founding leaders and teachings of Islam.
- The student can identify the geographic origins, founding leaders and teachings of Judaism.
- The student can explain the influence of Buddhism on the modern world.
- The student can explain the influence of Christianity on the modern world.
- The student can explain the influence of Hinduism on the modern world.
- The student can explain the influence of Islam on the modern world.
- The student can explain the influence of Judaism on the modern world.

**5.GE.9 (Prior Grade Standard)**

Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.

**7.GE.15 (Future Grade Standard)**

Improvements in transportation, communication and technology have facilitated cultural diffusion among people around the world.

### Content Elaborations

Diffusion can be defined as the spread of people, ideas, technology, and products among places.

As systems of trade and transportation developed, people traveled and migrated across continents, spreading their agricultural practices, cultural practices and products. These practices and products from the river civilizations can be found in modern society.

Religion is a key example of the diffusion of cultural practices and products. Students should be familiar with and able to identify:

- the geographic origins,
- founding leaders; and
- basic teachings.

The five major world religions include:

- Buddhism;
- Christianity;
- Hinduism;
- Islam; and
- Judaism.

### Instructional Strategies

Have students complete a K-W-L 3-column chart (Know, Want to Know, Learned). Complete the K and W columns at the beginning of the unit/lesson and the L column at the conclusion of the unit/lesson.

Have students design and complete a graphic organizer that compares the core beliefs of the world's five major religions. As students study these religions, they should look for evidence of the lasting influence of religious diffusion in the modern world.

Use spreadsheet software to have students analyze data sets regarding the religious population of various regions, past and present. Students can convert the data into appropriate charts and graphs, and use the information to create evidence-based claims.

Trace the diffusion of religion throughout regions using historic and contemporary maps. Use contemporary photographs of religious practices, art, and architecture in different parts of the world to show evidence of diffusion.

**Sample Assessments and Performance Tasks**

Explain two modern cultural practices in the Eastern Hemisphere and identify the ancient source for each practice.

Which is an example of a modern cultural practice that was influenced by a practice from Ancient China?

Identify four factors that spread goods and ideas from place to place.

Choose a region in the Eastern Hemisphere. Explain two examples of how diffusion has influenced modern cultural practices or products in the region.

A modern cultural practice or product is shown in each box on the left. Match the practice or product with its ancient origin in the boxes on the right.

Describe how the spread of Hinduism in Southern and Southeast Asia influenced the eventual spread of Buddhism in Asia.

On the map below, place the world religions in the correct place to identify where the religion began. Then, draw an arrow to indicate the direction in which the religion spread throughout the Eastern Hemisphere.

Complete the graphic organizer by identifying the religion based on the description provided.

Which is an example of the influence of Christianity on the modern world?

How did the diffusion of Islam influence the modern world?

The boxes on the left show the basic beliefs of world religions. Match the boxes with the statements on the right to show the influence of each religion.

**Instructional Resources**

[Taking a Closer Look at Religions Around the World](#) (Teaching Tolerance) - Students will compare and contrast religious belief systems and faith traditions.

[The Five Major World Religions](#) (TEDEd) - Customizable video lesson on world religions with accompanying questions

[How the 5 Major Religions Spread](#) - This video includes an animated map showing how religion spread across the world.

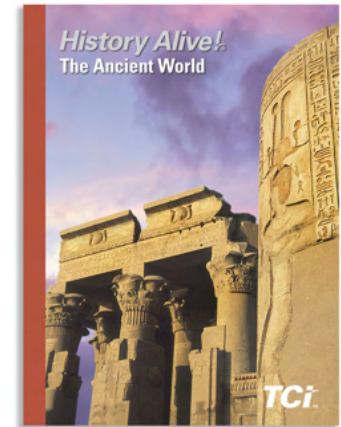
[Religion & Ethics NewsWeekly: Access World Religions](#) (PBS Learning Media) - This collection of resources from the public television series *Religion & Ethics NewsWeekly* is designed to help students gain awareness and understanding of the diversity of religions and religious experiences, and the reasons for particular expressions of religious beliefs within a society or culture.



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- Digital TCI Program Support (access through [CCS Clever](#))
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  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit
  - Media Library: Maps



**Unit 4. Investigating Economic Mysteries**
**Unpacked Standards / Clear Learning Targets**

|   |   |   |
|---|---|---|
| <p><b>Learning Target 11. Compare economic data sets to identify relationships and draw conclusions.</b></p> <p><i>Economics 11. Economists compare data sets to draw conclusions about relationships among them.</i></p> | <p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Drawing conclusions from data sets</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- Making future economic predictions from data sets</li> </ul>   | <p><b><u>Academic Vocabulary</u></b></p> <p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>- Compare</li> <li>- Conclusion</li> </ul> <p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>- Economic Data</li> <li>- Exports</li> <li>- Imports</li> <li>- Natural Resources</li> </ul> |
| <p><b>Ultimate Learning Target<br/>Type: Reasoning</b></p>  | <p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can compare data sets to identify relationships and draw conclusions.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can define and explain international trade, exports, and imports.</li> <li>- The student can define and give examples of natural resources.</li> <li>- The student can explain the relationship between trade patterns and the availability of natural resources.</li> <li>- The student can define and give examples of data related to population including birth rate and income.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can draw conclusions from data in bar graphs.</li> <li>- The student can draw conclusions from data in circle graphs.</li> <li>- The student can draw conclusions from data in line graphs.</li> <li>- The student can draw conclusions from data in charts.</li> <li>- The student can adjust a country's import and export levels to reflect its resources and needs.</li> <li>- The student can compare economic production across several countries to assess which countries would likely trade with one another.</li> </ul> |   |
| <p><b>5.EC.13 (Prior Grade Standard)</b></p> <p>Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.</p>  | <p><b>(Future Grade Standard)</b></p> <p>N/A</p>  |   |

### Content Elaborations

Students at this level begin to think like economists as they practice comparing sets of data to draw conclusions. These data sets may include information related to international trade, availability of natural resources, or population.

Students should be challenged to examine multiple sets of data and draw conclusions about relationships among them. Examples of relationships between data sets could be: exports and imports; trade patterns and the availability of natural resources; and life expectancy and level of education.

### Instructional Strategies

Use data sets from various graphs, charts, and tables throughout the textbook to have students analyze information and create evidence-based claims.

Begin the lesson with an anticipation guide with the following questions and have students indicate True or False for each statement. At the end of the lesson, ask students to respond to the same questions.

- Economists can use data to determine the kinds of goods countries should produce.
- Natural resources are evenly distributed around the world.
- Countries export more goods when their natural resources are scarce.
- Countries with a high GDP typically have a high literacy rate.
- Countries with a high literacy rate typically have a low standard of living.

Provide each student group with a data set on a given country. Have students create a spectrum that shows the standard of living from lowest to highest based on the data provided.

Have students work in groups to research the imports, exports, economic activities and natural resources of multiple countries on multiple continents. Students should identify the geographic features of the countries (e.g., location, physical features), then create a chart comparing these items. Challenge students to use the chart to make inferences using the following questions: Why do certain countries specialize in certain products? Why are certain products imported while others are exported? Do geographic features influence economic activities? How does the country capitalize on its natural resources? How does the country use its available resources? Is the country developed or developing?

**Sample Assessments and Performance Tasks**

The chart below compares oil reserves and populations of four different countries. Which country has the most oil available to export?

Based on the chart below, how should Country X adjust its trade policy?

Use the chart below to determine which countries would likely trade with each other.

Based on the graphs below, what conclusion can you draw about the availability of natural resources in the two countries?

What do the line graphs below show about the population growth in the two countries?

From the data in the graphs below, what conclusion can you reach about the relationship between birth rate and income in these four countries?

**Instructional Resources**

[EconEdLink](#) - This website contains a searchable database of economics lessons and resources

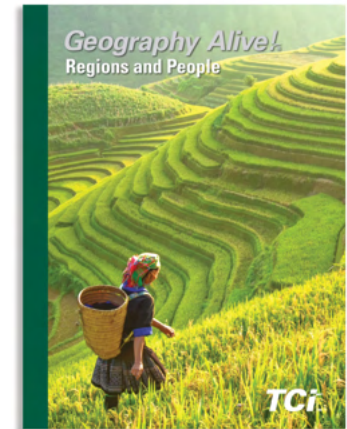
[Federal Reserve Education](#) - This website contains a searchable database of teaching resources related to the Federal Reserve.

[Fifty Nifty Econ Cards](#) (Federal Reserve) - key economic vocabulary cards available as PDF, interactive flashcards, games, or order a free hard copy

[Sports Economics: The Mystery of the 2,333,232% Pay Raise](#) - Students will use the “Handy Dandy Guide to Economic Thinking” to solve an economic mystery.

**Adopted Textbook Resources*****History Alive! 6th Grade (CCS Edition) | Geography Alive! & The Ancient World (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))  
*Digital lesson numbers indicated in parentheses*
  - Student Textbook: *Geography Alive!* Lesson 30 (27), China: the World's Most Populous Country; Lesson 24 (32), Oil in Southwest Asia
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lessons 27, 32
  - Interactive Notebook: Lessons 27, 32
  - Preview: Lessons 27, 32
  - Response Group: Lesson 27, Demographers at a Population Conference in China; Lesson 32, Impact of Oil in Ten Countries
  - Processing: Lessons 27, 32
  - Assessments: Lessons 27, 32
  
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
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**Unpacked Standards / Clear Learning Targets**

**Learning Target 12a. Predict the present and future consequences of an economic decision.**

**Learning Target 12b. Explain how individuals and societies may evaluate the choice differently.**

*Economics Content Statement 12. The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.*

**Essential Understanding**

- Explaining differences in how people make choices and evaluate consequences

**Extended Understanding**

- Evaluating economic decisions based on consequences

**Academic Vocabulary**

**Tier 2**

- Predict
- Consequence
- Evaluate
- Choice

**Ultimate Learning Target  
Type: Reasoning**

**Broad Learning Target:**

- The student can predict the present and future consequences of an economic decision.
- The student can explain how individuals and societies may evaluate the choice differently.

**Underpinning Knowledge Learning Targets:**

- The student can define and explain consequence.
- The student can explain that choices have present and future consequences.
- The student can explain that choices people make are relative and differ across individuals and societies.
- The student can explain that people choose to do the things they think are best for them.

**Underpinning Reasoning Learning Targets:**

- The student can predict the present and future consequences of purchasing an item made locally or imported.
- The student can predict the present and future consequences of modifying the environment.

**Underpinning Skills Targets:**

- The student can identify and compare multiple perspectives on an economic decision.

**5.EC.14(Prior Grade Standard)**

The choices people make have both present and future consequences.

**7.EC.19 (Future Grade Standard)**

Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost- benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.

### Content Elaborations

This content statement builds on foundational understanding that began in kindergarten of economic choices and their consequences. Students will understand and be able to predict the present and future consequences of personal and collective economic choices. Students at this level will examine the choices of individuals and governments that lead to economic decision making. Students will evaluate and predict the resulting consequences, which are relative to individuals and societies.

### Instructional Strategies

As a preview activity, ask students to think of something that they have either wanted in the past or something that they want right now, but don't really need. If they can't think of anything, ask them to think of a time when an adult in their lives wanted to buy something. Have students draw a scale. They should identify pros for purchasing the item (one side of the scale) and cons for purchasing the item (other side of the scale). Students or groups of students should share their ideas, experiences, or thoughts.

Have students make a flowchart showing the process for making decisions. Students should think of an example of a purchasing decision that people typically face. Under each step of the decision making process, students should write a sentence describing what that step might look like with regards to the specific purchasing decision they identified (e.g., what information might be gathered, what are the different options to purchase [brands, types, models, etc.]).

Have students investigate the present and future consequences of purchasing an item made locally or imported. Connect to students' lives by allowing them to investigate an appropriate item of their choosing. Students should predict present and future consequences of the purchase and how different people may view those consequences positively and negatively.

Have students investigate a choice made to improve access to water (like the Chinese dam on the Yangtze River) discussing both present and future consequences. Students should be challenged to view the choices from multiple perspectives and think about how the evaluation of choices may differ among individuals and societies based on differing values and priorities (environmentalist views vs. those of a construction worker).

Career Connection: Students will choose a product that is both locally produced and imported. They will compare the price of each product and identify factors that impact the price and availability of the product. Students will investigate the impact on the local economy of buying a locally produced product versus one that is imported, focusing on demands, outlook, and availability of careers needed to create the product (e.g., manufacturing, transportation, logistics).

**Sample Assessments and Performance Tasks**

How does \_\_\_\_ civilization make and evaluate economic choices? How is this different from other civilizations in the Eastern Hemisphere?

If you have a choice between buying a product that is made locally or importing the product from another country, what factors would you use to make your decision?

After researching both sides of the issue of \_\_\_\_, prepare a position statement defending one side of the debate. Be sure to address the arguments of both sides, but explain why you find one side of the argument more persuasive. Support your argument with evidence and valid reasoning.

**Instructional Resources**

[Economics](#) (PBS Learning Media) - This website includes collections of videos, lessons, and interactives on economics topics.

[Costs and Benefits of Beans' Decisions](#) (EconEdLink) - In this economics lesson, students will make decisions using a cost-benefit analysis.



**Unpacked Standards / Clear Learning Targets**

**Learning Target 13. Explain how individuals and societies answer the fundamental questions of economics of what to produce, how to produce, and for whom to produce.**

*Economics Content Statement 13. The fundamental questions of economics include what to produce, how to produce and for whom to produce.*

**Essential Understanding**

- How the fundamental economics questions are answered

**Extended Understanding**

- How different economic systems answer the fundamental economic questions

**Academic Vocabulary**

**Tier 3**

- economic questions
- producer
- consumer
- productive resources
- human resources
- capital goods
- natural resources
- demand

**Ultimate Learning Target**  
**Type: Reasoning**

**Broad Learning Target:**

- The student can explain how individuals and societies answer the fundamental questions of economics of what to produce, how to produce, and for whom to produce.

**Underpinning Knowledge Learning Targets:**

- The student can identify the fundamental economic questions.
- The student can define productive resources.
- The student can define demand.
- The student can explain the factors that determine how societies decide what to produce and how to produce it.
- The student can explain the factors that determine how societies decide for whom to produce.

**Underpinning Reasoning Learning Targets:**

- The student can explain the relationship between scarce resources and the need to make economic decisions.
- The student can explain the relationship between availability of productive resources and how the fundamental economic questions are answered.
- The student can explain the relationship between demand, means of distribution and how the fundamental economic questions are answered.

**(Prior Grade Standard)**

N/A

**(Future Grade Standard)**

N/A

### Content Elaborations

Students in sixth grade are introduced to the fundamental questions of economics: what to produce, how to produce it and for whom to produce it. Students will understand that limitations on resources force individuals and societies to make choices around these fundamental questions.

Societies make decisions about what to produce and how to produce it based on the availability of productive resources (human resources, capital goods and natural resources).

Decisions about for whom to produce are often based on demand and means of distribution.

### Instructional Strategies

Ask students: Why can't we just have everything we want? In the previous learning target, students were asked to think about one thing they wanted and weigh the consequences. But, most students want more than just one thing. Provide students with a sticky note and give them a few minutes to list everything they want. Then, ask students if there is one more thing they could list, given more time and space. Ask: How much time and paper would it take for you to fully list everything you want? Why is it unrealistic to expect to have all these things? Explain that human wants are unlimited, but resources are limited; this is the problem of scarcity. Societies have to figure out how to use limited resources to meet people's unlimited wants.

Use vocabulary word maps/concept organizers to have students unpack economics key terms. In the [Concept of Definition Map](#), students consider words in light of three properties or attributes: category (what is it?) properties/characteristics (what is it like?) and illustrations (what are some examples?). Other models include the [Framer Model](#) (essential/non-essential characteristics and examples/non-examples) and [Word Maps](#) (definition, synonyms, using it in a sentence, and draw a picture). Establish a Word Wall to give students constant access to the important content vocabulary for the class.

Working in small groups, assign students a specified group of consumers (e.g., teenagers, senior citizens, mothers, athletes) and have students invent a new product targeted to that group. Have students identify what resources they would need and how they would produce the item. Then, have students create an advertisement to market their item to their targeted group.

Have students create a graphic organizer summarizing the three fundamental economic questions and how societies answer those questions. Have them give specific examples based on civilizations and regions they have studied in this course.

**Sample Assessments and Performance Tasks**

What are two of the fundamental questions of economics?

What are two factors that would limit the production of a good or service?

What is one means used in determining for whom to produce a good or service?

What is the role of natural resources in how a society determines what to produce?

Describe two factors that can influence how a society produces goods or services.

Societies make decisions about what to produce, how to produce it, and for whom to produce. Decide whether each factor influences the decision of what to produce and how to produce it or the decision about for whom to produce. Move each box on the left to the correct space on the right.

Jessica wants to open a new ice cream shop. She found information that can help her start this business. Move the boxes to decide whether each piece of information would help Jessica answer the question of what to produce or how to produce.

**Instructional Resources**

[The Supply and Demand of Toy Fads](#) (EconEdLink) - In this economics lesson, students will examine the market responses to two different toys.

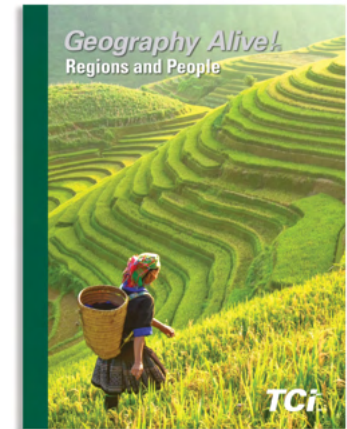
[Where Does the Price of Pizza Come From?](#) (EconEdLink) - In this economics lesson, students will examine data for buyers and sellers to learn how prices emerge in a market.

[What Is the Real Cost of Bananas?](#) (C3 Teachers) - This inquiry prompts students to investigate the social, economic, and environmental issues surrounding the global banana industry.

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  - Interactive Notebook: Lesson 28, 31
  - Preview: Lesson 28, Cartoons about Economic Systems
  - Experiential Exercise: Lesson 28, Production and Consumption in Market and Command Economies
  - Processing: Lesson 28, Song Lyrics on Market and Command Economies
  - Writing for Understanding: Lesson 31: How Women Micro-entrepreneurs are Changing their African Communities
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**Unpacked Standards / Clear Learning Targets**

|  |   |   |
|--|---|---|
| <p><b>Learning Target 14. Explain how specialization leads to global trade.</b></p> <p><i>Economics Content Statement 14. When regions and/or countries specialize, global trade occurs.</i></p>       | <p><b><u>Essential Understanding</u></b></p> <ul style="list-style-type: none"> <li>- How specialization leads to trade</li> </ul> <p><b><u>Extended Understanding</u></b></p> <ul style="list-style-type: none"> <li>- How the variability in the distribution of resources contributes to specialization, trade, and interdependence</li> </ul>   | <p><b><u>Academic Vocabulary Tier 3</u></b></p> <ul style="list-style-type: none"> <li>- specialization</li> <li>- trade</li> <li>- productive resources</li> </ul> |
| <p><b>Ultimate Learning Target Type: Reasoning</b></p>   | <p><b><u>Broad Learning Target:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain how specialization leads to global trade.</li> </ul> <p><b><u>Underpinning Knowledge Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can define productive resources.</li> <li>- The student can define specialization.</li> <li>- The student can define trade.</li> <li>- The student can describe how global trade occurs.</li> </ul> <p><b><u>Underpinning Reasoning Learning Targets:</u></b></p> <ul style="list-style-type: none"> <li>- The student can explain the relationship between limited availability of productive resources and specialization.</li> <li>- The student can indicate which countries would likely engage in trade based on their resources.</li> </ul> |   |
| <p><b>5.EC.15 (Prior Grade Standard)</b></p> <p>The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.</p> | <p><b>7.EC.20 (Future Grade Standard)</b></p> <p>The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p>  |   |

### Content Elaborations

Study of specialization begins in grade five as students study the reasons individuals and societies specialize in the production of goods and services. Sixth-grade students build on the understanding that the limited availability of productive resources leads to specialization as they study how and why specialization leads to trade on a global scale.

When regions and/or countries specialize in the production of a limited number of goods and services, they must trade to obtain goods and services they want but do not or cannot produce.

### Instructional Strategies

Have students complete the following analogy:

- Complete this statement: “The system of global trade in the world is like...”

Use one of the following analogies or one of your own: a chain link fence, a juggler, a hockey game. Make a simple drawing of your analogy and label the parts.

Students can investigate examples of trade within the Eastern Hemisphere and globally, tracking the production and sale of goods and services using economic data. For example, students can use economic data to discuss the production and consumption of oil, agricultural products (e.g., coffee, soybeans) or manufactured items (e.g., toys, clothing).

Identify several countries that are trading partners. Have students explain why these countries depend on each other and create a map to visually show the trading relationship between the countries. Color-code and label the lines to indicate imports and exports. Ask students to hypothesize what would happen if one of the countries stopped trading with the others or were unable to produce a particular product.

Have students investigate where items in the classroom and their homes were made. In mixed-ability groups, have students locate and graph where numerous items in the classroom were made. Students can independently research numerous items at home and graph the location of where those items were made. Discuss the relationship between resources available in world regions with the items produced in those regions. Discuss how availability of resources leads to specialization and global trade.

**Sample Assessments and Performance Tasks**

Which situation will most likely contribute to trade between two countries?

Suppose a country has many natural resources, but almost no manufacturing. Which trading plan would this country be most likely to follow?

What is one benefit of global trade?

A chart comparing the different goods that countries specialize in producing, compared to the goods they need to import, is shown. Based on the chart, which two countries might set up a trade in agricultural products and fuel mining industries.

**Instructional Resources**

[Coming and Going: Imports and Exports Throughout the World](#) (EconEdLink) - In this economics lesson, students will explore how nations trade by importing and exporting goods and services.

[Coming and Going: Imports and Exports Throughout the World](#) (EconEdLink) - In this economics lesson, students will explore how nations trade by importing and exporting goods and services.

[Benefits of Trade](#) (EconEdLink) - video lesson with accompanying Kahoot quiz

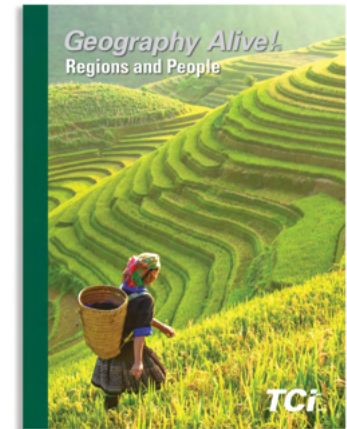
[Barriers to Trade](#) (EconEdLink) - video lesson with accompanying quiz

[Frontier Specialists](#) (EconEdLink) - In this lesson students will learn about the benefits of economic specialization

[Geography of a Pencil](#) - Students map the origins of a pencil, predict and map trade and transport networks, and relate what they learn to globalization.

**Adopted Textbook Resources**
***History Alive! 6th Grade (CCS Edition) | Geography Alive! & The Ancient World (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))  
*Digital lesson numbers indicated in parentheses*
  - Student Textbook: *Geography Alive!* Lesson 28 (29), Tech Workers and Time Zones; Lesson 30 (30), The Global Sneaker
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 29, 3
  - Interactive Notebook: Lessons 29, 30
  - Preview: Lesson 29, 30
  - Visual Discovery: Lesson 30, Examining Images about How Sneakers are a Product of Globalization
  - Writing for Understanding: Lesson 29, Simulated Impact of IT Revolution in India
  - Processing: Lessons 29, 30
  - Assessments: Lessons 29, 30
  
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit





**Unpacked Standards / Clear Learning Targets**

**Learning Target 15a. Explain how supply, demand and competition interact to determine price.**

**Learning Target 15b. Explain how supply, demand and competition interact to influence quantities of inputs and outputs.**

*Economics Content Statements 15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources used.*

**Essential Understanding**

- Relationship among supply, demand, competition, price, and inputs/outputs

**Extended Understanding**

- Impact of government on markets

**Academic Vocabulary**

**Tier 3**

- Supply
- Demand
- Competition
- Inputs
- Outputs

**Ultimate Learning Target  
Type: Reasoning**

**Broad Learning Target:**

- The student can explain how supply, demand and competition interact to determine price.
- The student can explain how supply, demand and competition interact to influence quantities of inputs and outputs.

**Underpinning Knowledge Learning Targets:**

- The student can define and explain supply and demand.
- The student can define and explain competition.
- The student can define and explain inputs and outputs.

**(Prior Grade Standard)**

N/A

**8.EC.24(Future Grade Standard)**

Governments can impact markets by means of spending, regulations, taxes, and trade barriers.

### Content Elaborations

Understanding of markets becomes more complex in grade six as students study the interaction of supply and demand, the influence of competition, and inputs and outputs. Basic examples can be used to illustrate the interaction of these economic concepts in preparation for more in-depth study in the following grades.

The availability of a good or service and the demand for that good or service interact to determine price. Examples of this interaction include:

- Demand for gasoline increases beyond the capacity of refineries to provide adequate supplies, therefore, gasoline prices rise.
- When refinery production exceeds demand, producers drop gasoline prices to encourage car owners to purchase more gasoline.

Price is influenced by competition among producers who compete to sell their goods and services. When multiple producers compete to sell a product that is in high-demand, consumers may benefit as the producers lower their prices to increase sales and compete for customers. For example, when several stores sell the same video game system, they are in competition with one another, and often choose to lower prices to attract consumers. The interaction of supply, demand, and competition influences the quantities of goods and services produced (output) and therefore, the quantities of productive resources (e.g., entrepreneurship, human resources, natural resources and capital) used. As supply, demand, and competition interact to determine the price of a product, the number of products created also is affected. For example, video game manufacturers might produce more copies of a popular game in anticipation of holiday shopping. As the demand for a game increases during the holiday season, manufacturers will increase their output (copies of the game), as well as their use of input (productive resources like plastic to create discs and workers to package them).

### Instructional Strategies

Present students with the following scenario:

- In January, a toy called a Majoghi sells at the local store for \$4.99. In March, trailers for a new upcoming movie called “Majoghi Strikes Again – The Final Chapter” are released. The movie is a blockbuster hit in April and is number one in the box office for three weekends in a row. Predict how many Majoghis might have been available in January as compared to March, and in May. Predict what the price might be in March and what it might be in May. Why would this be so?

Find a list of proverbs related to money or business (such as the ones at <http://tww.id.au/proverbs/proverbs.html> under the “Business” heading). Have students choose one that relates to their understanding of the interaction of supply and demand. Students should write the proverb, make a simple illustration and write a brief explanation of how it relates to supply and demand.

Career Connection: Students will interview a business owner (live or through email) to find out how the business is influenced by competition, supply, demand and price.

**Sample Assessments and Performance Tasks**

Which situation would give a business more control over the price of its product?

During the holiday season, more people decide to purchase DVDs. What action will DVD producers take in response?

The availability of a good or service and the demand for the good or service interact to determine price. If oil refinery production is greater than the demand, what will producers do to the price of gasoline?

Decide which factors in the boxes below will lead to an increase in the price of a good or service, and which factors will lead to a decrease in the price. Move the boxes on the left to the correct space on the right.

As the demand for T-shirts increases and the price of T-shirts, how will T-shirt producers likely respond?

When several stores in the same neighborhood sell the same video game system, what will likely happen?

Complete the cause-and-effect diagram to illustrate the relationship among supply, demand and competition to determine the price of goods.

**Instructional Resources**

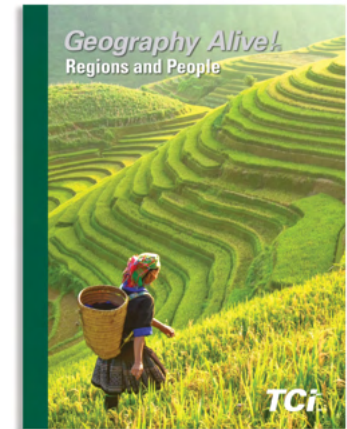
[The Market Economy](#) (iCivics) - Create a free account for this lesson that teaches the basics about the market economy, including the relationships between consumers and producers, supply and demand, and profit and incentive.

[Scarcity](#) (EconEdLink) - video and accompanying quiz

[The Prices Are Changing](#) (EconEdLink) - This lesson will help students to understand how markets are created by the interaction of buyers and sellers, what demand and supply are, what equilibrium price is, and how demand and supply interact with price changes.

**Adopted Textbook Resources**
***History Alive! 6th Grade (CCS Edition) | Geography Alive! & The Ancient World (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))  
*Digital lesson numbers indicated in parentheses*
  - Student Textbook: *Geography Alive!* Lesson (28), Economic Systems (digital only); Lesson 21 (31); Micro-entrepreneurs: Women's Role in the Development of Africa
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lessons 28, 31
  - Interactive Notebook: Lesson 28, 31
  - Preview: Lesson 28, Cartoons about Economic Systems
  - Experiential Exercise: Lesson 28, Production and Consumption in Market and Command Economies
  - Processing: Lesson 28, Song Lyrics on Market and Command Economies
  - Writing for Understanding: Lesson 31, How Women Micro-entrepreneurs are Changing their African Communities
  - Assessments: Lessons 28, 31
  
- Digital TCI Program Support (access through [CCS Clever](#))
  - ELA/ELD Connections: Reading Skills
  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit



**Unpacked Standards / Clear Learning Targets**

**Learning Target 16. Explain how individuals compare price and quality when selecting goods and services to buy.**

*Economics Content Statement 16. When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.*

**Essential Understanding**

- How individuals use price and quality to decide what to buy

**Extended Understanding**

- Explain factors that contribute to price and quality of goods

**Academic Vocabulary/Language**

**Tier 3**

- Goods
- Services

**Ultimate Learning Target  
Type: Knowledge**

**Broad Learning Target:**

- The student can explain how individuals compare price and quality when selecting goods and services to buy.

**Underpinning Knowledge Learning Targets:**

- The student can define goods and services.
- The student can identify sources of information on price and quality of goods and services.
- The student can cite reasons why items produced overseas might have lower prices than those produced in the U.S.
- The student can discuss the pros and cons of purchasing foreign-made products.

**5.EC.18 (Prior Grade Standard)**

Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.

**7. EC.25(Future Grade Standard)**

The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.

### Content Elaborations

Students at this level should understand how individuals compare the price and quality of goods and services when selecting items to buy. Students should discuss how consumers can gather information on price and quality including:

- print and web-based advertising;
- personal recommendations; and
- independent reviews.

### Instructional Strategies

Have students review product reviews on Amazon for a product of choice. Which reviews did they find helpful? Why? What was the percentage of reviews at each level? What accounts for the differences in these reviews?

Divide the class into groups. Have each group choose a product for comparison shopping. Have each group customize a decision-making chart to comparison shop for the product (keeping certain criteria in mind as comparisons are made). After students have located an item they want to purchase, have each group develop a chart that compares the costs and benefits of the item, and evaluates and prioritizes the factors they used to make their purchase decisions.

View a series of TV commercials and Internet ads. Discuss which ones are persuasive and why.

**Sample Assessments and Performance Tasks**

As a consumer, you have to decide what goods and services you want to purchase. What factors should you consider when deciding what to buy?

Suppose you are going to purchase a new cell phone. What sources of information could you use to determine the price and quality of various brands of cell phones?

Examine the labels on your clothes and electronic devices. How many items are made in the United States? How many items are made in Asia? Why do companies import goods from other countries instead of making them in the U.S.?

Create a T-chart and list the pros and cons of purchasing foreign-made products.

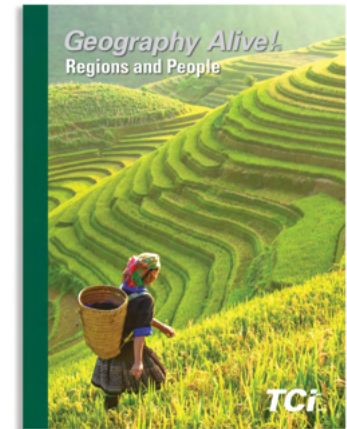
**Instructional Resources**

[The Best Deal](#) (EconEdLink) - Students will learn how to determine 'price per unit' to help make decisions when comparing products.

[Did You Get the Message?](#) (EconEdLink) - In this lesson, these two basic functions of advertising are introduced.

**Adopted Textbook Resources*****History Alive! 6th Grade (CCS Edition) | Geography Alive! & The Ancient World (TCI)***

- Hard Copy (class set) and Digital (access through [CCS Clever](#))  
*Digital lesson numbers indicated in parentheses*
  - Student Textbook: *Geography Alive!* Lesson (28), Economic Systems (digital only)
  
- Digital Teacher Resources (access through [CCS Clever](#))
  - Lesson Guide: Lesson 28
  - Interactive Notebook: Lesson 28
  - Preview: Lesson 28, Cartoons about Economic Systems
  - Experiential Exercise: Lesson 28, Production and Consumption in Market and Command Economies
  - Processing: Lesson 28, Song Lyrics on Market and Command Economies
  - Assessments: Lesson 28
  
- Digital TCI Program Support (access through [CCS Clever](#))
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  - ELA/ELD Connections: Writing Skills
  - ELA/ELD Connections: Vocabulary Skills
  - Cooperative, Inclusive Classroom
  - Critical Thinking Skills Toolkit
  - Citizenship Toolkit
  - Media Library: Maps





**Unpacked Standards / Clear Learning Targets**

**Financial Literacy Learning Targets 1, 2, 5, 8. Read, analyze, manage and communicate about personal financial conditions that affect one's material well-being.**

**Essential Understanding**

- How to be financially responsible

**Extended Understanding**

- Long-term impact of financial decisions

**Academic**

**Vocabulary/Language**  
**Tier 3**

- Financial Responsibility
- Financial Conditions
- Material Well-Being

**Ultimate Learning Target Type: Skill**

**Broad Learning Target:**

- The student can read, analyze, manage and communicate about personal financial conditions that affect one's material well-being.

**Underpinning Knowledge Learning Targets:**

- The student can describe how financial institutions offer a variety of products and services to address financial responsibility. (7)
- The student can identify ways financial experts provide guidance and advice on a wide variety of financial issues. (8)
- The student can explain how taxes, retirement, insurance, employment, benefits, and both voluntary and involuntary deductions impact take-home pay. (5)

**Underpinning Skills Learning Targets:**

- The student can demonstrate financial responsibility by being accountable for managing money to satisfy current and future economic choices. (1)
- The student can demonstrate financial responsibility through life-long decision-making strategies which include consideration of alternatives and consequences. (2)
- The student can demonstrate financial responsibility through the development of a spending and savings plan (personal budget). (6)

**5.EC.18 (Prior Grade Standard)**

Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.

**7. EC.25(Future Grade Standard)**

The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.

**Content Elaborations****Financial Responsibility and Decision Making:**

1. Financial responsibility entails being accountable for managing money to satisfy one's current and future economic choices.
2. Financial responsibility involves life-long decision-making strategies which include consideration of alternatives and consequences.
5. Taxes, retirement, insurance, employment benefits, and both voluntary and involuntary deductions impact take-home pay.

**Planning and Money Management**

6. Financial responsibility includes the development of a spending and savings plan (personal budget).
7. Financial institutions offer a variety of products and services to address financial responsibility.
8. Financial experts provide guidance and advice on a wide variety of financial issues.

**Instructional Strategies**

Ask students to begin thinking about career possibilities using the following questions

- What topics of study do or did you enjoy most in school?
- What special skills do you have?
- What are your interests outside of school?
- Describe a situation in which you worked with a team to achieve a goal.
- Describe the kind of job you might like (e.g., indoor/outdoors, physical labor/intellectual work)

Based on your answers to the above items, identify two or three careers that might work for you. Research to find out answers to these questions: What type of education and training will you need for these careers? Will these careers be in demand in the future? What are the starting and career salaries for this field?

Provide students with a sample earning statement. Have them identify the gross and net wages, employer and employee-paid benefits, and deductions for federal state, and local taxes.

Have students establish short-term and long-term personal finance goals and outline the strategies they will use to meet each goal.

Create a personal budget based on a sample income for an individual and family.

### Sample Assessments and Performance Tasks

Describe two strategies you can use to demonstrate financial responsibility.

Which decision below shows financial responsibility?

Why is it important to develop a personal budget? What should be included in your personal budget.

Suppose you have received some unexpected income. Develop a plan to manage this money.

### Instructional Resources

[Practical Money Skills](#) - comprehensive financial literacy curriculum with teachers' guides, student activities, presentation resources, and tools for assessment

The lessons below from Practical Money Skills align with the financial literacy standards for Grade 6.

Lesson 1: Making Decisions - [Teacher's Guide](#) [Student Activities](#) [PowerPoints](#) [Presentations](#)

Lesson 2: Making Money - [Teacher's Guide](#) [Student Activities](#) [PowerPoints](#) [Presentations](#)

Lesson 3: The Art of Budgeting - [Teacher's Guide](#) [Student Activities](#) [PowerPoints](#) [Presentations](#)

Lesson 9: Cars and Loans - [Teacher's Guide](#) [Student Activities](#) [PowerPoints](#) [Presentations](#)