



6th Grade Global Studies

Harding Middle School



← Course Description →

In this first year of Global Studies, students learn where people and places are located and why they are there. They will examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. The students will study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment. They will acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships. They will also identify the key social, economic and cultural characteristics of populations in different locations.

Throughout this course we will go over the details of the physical and cultural geography of the following regions: North America, Latin America, Europe, and Russia. Students will take authentic roles and work collaboratively, as well as independently, to acquire knowledge and skills to develop answers to big questions.

← Course Expectations →

Students are expected to follow Harding's **CPR Expectations (COLLABORATIVE, PROFESSIONAL, And RESPECTFUL)**

- **COLLABORATIVE** – Students will be expected to do some work in groups. Please **interact positively** with one another and **work together to keep our classroom clean, safe, and productive.**
- **PROFESSIONAL** – Everyday students are expected to **bring a pencil, reading book, and their binder to class every day.** Make sure you are **on time to class.**
- **RESPECTFUL** - **Listening** to peers and teachers is necessary for success in class. Treat everyone well and respect every person in the room; **NO put downs or bullying are tolerated.** Show your teacher respect by **keeping electronics put away**, unless your teacher gives you permission. **Please use appropriate voice levels.**

← Year Long Standards →

Topic	4	3	2
Evidence in a Source (1 st Semester)	In addition to meeting the learning goal, the response demonstrates the ability to analyze the purpose or importance of the source as related to the concept(s).	Demonstrates the ability to accurately describe specific evidence from a source.	Demonstrates the ability to identify evidence in a primary or secondary source.
Central idea(s) of a Source (2 nd Semester)	In addition to meeting the learning goal, the response demonstrates the ability to analyze the purpose or importance of the source as related to the concept(s).	Demonstrates an ability to determine the central idea(s) of a source by providing an accurate summary of the source.	Begins to identify the central idea(s) of a source, but may have some misconceptions.
Using Information from Sources (year long)	In addition to meeting the learning goal, the product created includes the use of content-specific vocabulary, uses a variety of relevant sources, and makes real world connections to create the new product.	Creates a product by integrating visual information (i.e. charts, graphs, maps, etc.) with other information in print text by clearly showing connections between them. Product created uses a variety of relevant sources and makes reference to each source used.	Creates a product by using visual information with other information in print text, but fails to meet the learning goal in one or more ways: lacks connection between sources used, sources are copy/pasted, sources may not be relevant, or sources are inaccurately interpreted.
Writing Informative Text (year long)	Writing informative text that demonstrates a depth of knowledge by going above and beyond the learning goal. -Organizes information clearly (chronologically, thematically, etc.) with strong transitions. -Deeply develops a topic with many relevant facts, definitions, details, and examples; uses an extended vocabulary. -Provide analysis of evidence and support for topic.	Write informative text. -Introduce a topic clearly (a sentence or a paragraph). -Organize information clearly (chronologically, logically, thematically, etc.). -Develop a topic with relevant facts, definitions, details, and examples; use content-related vocabulary. -Provide a concluding statement (a sentence or a paragraph).	Writes informative text. A level 2 writing sample fails to meet the learning goal in one or more areas: -Introduction -Organization -Use of evidence -Conclusion <i>*A level 1.5 writing sample fails to meet the learning goal in two areas.*A level 1 writing sample fails to meet the learning goal in all areas, but a valid attempt was made by the student.</i>

← Unit Breakdown →

Unit 1: Geography 101 (How do we explore and understand our world?) August 24th-October 7th (6 weeks)

Scales and Targets:

Topic	4	3	2
Geographic Applications	<i>In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.</i> Example: Write a narrative based on the exploration of the uncharted territory.	Analyze one's place in the world using terms such as: city, state, region, country, and continent. Applying content-specific vocabulary when creating a map of uncharted territory.	<u>Specific vocabulary such as:</u> city, state, region, country, continent, map key, compass, compass rose, cardinal directions, hemispheres, latitude, longitude <u>Basic knowledge/skill such as:</u> Label seven continents, five oceans, directions, types of landforms
Geographic Analysis	<i>In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.</i> Example: Evaluate how climate zones affect where and how people live.	Apply understandings of global climate zones to different scenarios.	<u>Basic knowledge/skill such as:</u> Identify climate zones: high latitude /polar, mid latitude/ temperate, low latitude/ tropic on a map

Unit 2: Culture (How does culture unite people?) October 10th-November 4th (4 weeks)

Scales and Targets:

Topic	4	3	2
Individual Socialization	<i>In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.</i> Example: Evaluate how elements of culture unite people into a common group or community.	Apply at least 6 of the 8 elements of culture to one's own life, using detailed examples.	<u>Specific vocabulary such as:</u> culture, culture region, cultural diffusion <u>Basic knowledge/skill such as:</u> Match examples to the correct elements of culture

Unit 3: History in the United States and Canada (How did we become who we are?) November 7th-January 13th (8 weeks)

Scales and Targets:

Topic	4	3	2
Chronology & Consequence	<i>In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.</i> Example: Determine which historical event has had the greatest impact (positive or negative) on the United States or Canada. Use evidence and examples to support your answer.	Analyze major historical events in North America and create a product that demonstrates the concepts of cause and effect.	<u>Basic knowledge/skill such as:</u> Identify historical events on a timeline. <u>Specific time periods such as, but not limited to:</u> American Revolution, Civil War, World War I, World War II, 9/11

Unit 4: Innovation and Interaction in Latin America (How does where you live affect how you live?)

January 17th-February 24th (6 weeks)

Scales and Targets:

Topic	4	3	2
Geographic Analysis – Latin America	<i>In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.</i> Example: Explore the ways in which where you live affects how you live. Take the role of an individual from a specific region and address the geography, culture, history to describe your life.	Explain the impact of physical landforms on the four different regions in Latin America. Describe how the physical landforms influence the way of life.	<u>Basic knowledge of:</u> geographic regions of Latin America: Mexico, Central Am., South Am., Caribbean, mountains, altitude, rainforests, islands, desert, archipelago, peninsula, isthmus <u>Identify physical features such as:</u> Amazon, Rio Grande, Andes Mtns, Yucatan, Atacama Desert, Panama Canal, Gulf of Mexico
Historical Analysis – Latin America	<i>In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.</i> Example: Determine which ancient Latin American civilization had the greatest impact?	Compare and contrast ancient Latin American civilizations in terms of geography, culture, and innovation(s).	<u>Basic knowledge of:</u> ancient civilizations including: Aztecs, Incas, and Mayan; successes/failures of the civilizations <u>Specific vocabulary such as:</u> geography, culture, innovation

Unit 5: Change over Time in Europe (How does the past impact the present?) February 5th-April 28th (8 weeks)

Scales and Targets:

Topic	4	3	2
Chronology & Consequence - Europe	<i>In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.</i> Example: How does the past impact the present? Make a case for the era that most significantly changed the course of history citing evidence to support your claim.	Analyze the cause and effect of a conflict from at least two different historical time periods (classical, medieval, renaissance, or modern).	<u>Basic knowledge/skill such as:</u> -chronologically order the major eras of European history (classical, medieval, renaissance, and modern) -identify historical conflicts from each era
Historical Analysis - Europe	<i>In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.</i> Example: How does the past impact the present? Make a case for the era that most significantly changed the course of history citing evidence to support your claim.	Describe the significance of an innovation from each of the four major eras of European history and the innovation's impact on how people lived. Create a visual of a system of government for each time period and explain why this system of government was implemented.	<u>Basic knowledge/skill such as:</u> -categorize innovations of major eras -identify systems of government in each time period <u>Specific vocabulary such as:</u> government, innovation

Unit 6: Systems of Change in Russia (*How does the past impact the present?*) May 1st – May 31st (4 weeks)

Scales and Targets:

Topic	4	3	2
Historical Change - Russia	<i>In addition to meeting the learning goal, the student demonstrates in-depth inferences and applications that go beyond the goal.</i> Example: Determine the best practiced system for the region (monarchy, communism, democracy) citing detailed evidence to support your claim.	Describe a Russia historical event that led to a change in the system of government. Compare and contrast the three government systems of Russia using examples of each system.	<u>Specific vocabulary such as:</u> czar, czarism, monarchy, dictator, communism, president, democracy <u>Basic knowledge/skill such as:</u> -identify different forms of government and leaders

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