

Joliet Public Schools District 86
Grade 6 Social Studies Curriculum

Unit Title	Standards	Unit Overview
<p><u>Geography</u></p> <p>Trimester 1</p> <p>~ 5 weeks</p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> ● SS.6-8.G.1 Use geographic representations (maps, photographs, satellite images, etc.) to explain relationships between the locations (places and regions) and changes in their environment. ● SS.6-8.G.4 Explain how humans and their environment affect one another. ● SS.6-8.G.8 Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and cultures. ● SS.6-8.G.10 Identify how cultural and environmental characteristics vary among regions of the world. 	<p>Students will learn about the 5 themes of Geography through the lens of Ancient Civilizations: Kush, Punt, Inca, Mayan, Mongol. They will be able to identify and explain how location, region, and migration influence culture.</p>
<p><u>Colonial America</u></p> <p>Trimester 2</p> <p>~ 4 weeks</p>	<p><u>History Standards</u></p> <ul style="list-style-type: none"> ● SS.6-8.H.1.LC Identify and describe the contexts of a series of historical events and developments as examples of change and/or continuity based on the perspectives of multiple diverse groups. ● SS.6-8/H.4.LC Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events. <p><u>Inquiry Skills</u></p> <ul style="list-style-type: none"> ● SS.6-8.IS.1 Create essential questions that consider multiple perspectives to guide inquiry about a topic. ● SS.6-8.IS.6.LC Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments' strengths and limitations. <p><u>Writing Skills</u></p> <ul style="list-style-type: none"> ● CC.6-8.W.HST.1 <i>Text Types and Purposes</i>: Write arguments focused on discipline-specific content. ● CC.6-8.W.HST.4 <i>Production and Distribution of Writing</i>: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 	<p>Patterns of behavior reflect cultural values and beliefs, which may change in response to changing needs, concerns, social, political, and geographical conditions. Throughout this unit, students will analyze the original European immigrants, their hardships, and how they persevered. They will also recognize the similarities and differences in the 3 regions of the 13 colonies.</p>
<p><u>Colonies Rebel</u></p> <p>Trimester 2</p> <p>~ 3 weeks</p>	<p><u>Economics/Financial Literacy</u></p> <ul style="list-style-type: none"> ● SS.6-8.EC.1 Explain how economic decisions affect the well-being of individuals, businesses, and society. <p><u>Civics</u></p> <ul style="list-style-type: none"> ● SS.6-8.CV.5.LC Identify the impact of specific rules and laws (both those that are in effect and proposed) on multiple individuals and communities in relation to the intended issues they were meant to address. Analyze cause-and-effect relationships of issues that resulted in specific rules and laws. 	<p>This unit focuses on the ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security. Concepts and ideals include individual dignity, liberty, justice, equality, individual rights, responsibility, majority and minority rights, and civil dissent. Students will be able to analyze and evaluate conditions, actions, and</p>

	<p><u>History Standards</u></p> <ul style="list-style-type: none"> ● SS.6-8.H.1.LC Identify and describe the contexts of a series of historical events and developments as examples of change and/or continuity based on the perspectives of multiple diverse groups. ● SS.6-8.H.1.MC Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events. 	<p>motivations that contributed to the Declaration of Independence and the American Revolution.</p>
<p><u>Government</u></p> <p>Trimester 3</p> <p><i>~ 4 weeks</i></p>	<p><u>Civics</u></p> <ul style="list-style-type: none"> ● SS.6-8.CV.5.LC Identify the impact of specific rules and laws (both those that are in effect and proposed) on multiple individuals and communities in relation to the intended issues they were meant to address. Analyze cause-and-effect relationships of issues that resulted in specific rules and laws. ● S.6-8.CV.2.MdC Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government and how they have impacted multiple groups of people. <p><u>Inquiry Skills</u></p> <ul style="list-style-type: none"> ● SS.6-8.IS.1 Create essential questions that consider multiple perspectives to guide inquiry about a topic. ● SS.6-8.IS.3 Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan. 	<p>Governments establish rights and responsibilities for the people of that region, nation, country, etc. through official documents. Students will be introduced to the basic principles of the US Constitution, the structures and function of the 3 Branches of Government, Checks and Balances, and the roles and responsibilities of the citizens of the USA.</p>
<p><u>Westward Expansion</u></p> <p>Trimester 3</p> <p><i>~ 2 weeks</i></p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> ● SS.6-8.G.4: Explain how humans and their environment affect one another. ● SS.6-8.G.7: Explain how environmental characteristics impact human migration and settlement. <p><u>History</u></p> <ul style="list-style-type: none"> ● SS.6-8.H.2.LC: Explain how and why perspectives of people have changed over time. ● SS.6-8.H.4.LC: Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events. 	<p>Governments expand their territory for various reasons. This unit is designed to explain how the boundaries of the US expanded to the size it is today, including, but not limited to, the Louisiana Purchase, Manifest Destiny, Indian Removal Act, and the Homestead Act. Students will be able to show how having different values and beliefs can affect the way different cultures interact.</p>