

Course: Individuals and Societies

Grade Level: 6

Textbook/Instructional Materials: See Below

Month	IB Unit/Topic	Assessments and Activities	CCR and CCW	Approaches to Learning / IB Criterion	Curriculum Standards
<p><b>September - Mid October</b></p>	<p><b>Topic:</b> Foundations</p> <p><b>Unit title:</b> Because We Share Our Planet.</p> <p><b>Concepts:</b> Systems Diversity Identity</p> <p><b>Statement of Inquiry:</b> Systems give us the ability to investigate personal and cultural beliefs, our individual identities, and can help us understand the diversity of people in the world.</p> <p><b>Region of focus:</b> The 7 continents</p>	<p><b>Activities:</b> Activities for each of the 5 themes. Continent book</p> <p><b>Formative:</b> Continent Quiz Vocabulary Quizzes 5 Themes Quiz</p> <p><b>Summative:</b> Mystery Postcard Continent Test</p> <p><b>Resources:</b> <i>Western Hemisphere</i> <i>What is Geography?</i> <a href="https://www.youtube.com/watch?v=rDwGLiBtWII">https://www.youtube.com/watch?v=rDwGLiBtWII</a> Youtube video (1:01) <i>What can you do with geography?</i> <a href="https://www.youtube.com/watch?v=6Mj8MTWZX4M">https://www.youtube.com/watch?v=6Mj8MTWZX4M</a> Youtube video (3:27) <i>Geography. Right Here. Right Now.</i> <a href="https://www.youtube.com/watch?v=dDk06h7Abbw">https://www.youtube.com/watch?v=dDk06h7Abbw</a> Youtube video (4:42) <i>Why Should I Care about geography?</i> <a href="https://www.youtube.com/watch?v=GQEJqInnemg">https://www.youtube.com/watch?v=GQEJqInnemg</a> Youtube video (2:06)</p>	<p>CCSS.ELA-LITERACY.RH.6-8.1.</p> <p>CCSS.ELA-LITERACY.RH.6-8.4</p> <p>CCSS.ELA-LITERACY.RH.6-8.7</p> <p>CCSS.ELA-LITERACY.RH.6-8.10</p>	<p>use memory techniques to develop long-term memory. (Research: Information Literacy Skills)</p> <p>apply skills and knowledge in unfamiliar situations (Thinking: Transfer)</p> <p>give and receive meaningful feedback. (Social: Collaboration)</p> <p>organize and depict information logically. (Communication: Communication)</p> <p><b>IB Criterion/Strands:</b> <b>A. Knowledge and Understanding</b></p> <p>i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using</p>	<p><b>Lines of Inquiry:</b> Students will develop an understanding of the terms and tools geographers use, and how they use the 5 themes of geography to understand the diversity of places and people on Earth.</p> <p><b>Power Standards:</b> G1.1 Use maps and other geographic tools to acquire and process information from a spatial perspective.</p> <p>G1.2 Uses geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>G1.3 Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>G2.2 Describe the human characteristics of a place.</p> <p><b>Curriculum Objectives:</b> 6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement,</p>

Course: Individuals and Societies

Grade Level: 6

Textbook/Instructional Materials: See Below

		<p>7 Continents Rap (Factual Friday) - Smart Songs  <a href="https://www.youtube.com/watch?v=M26Six10We0">https://www.youtube.com/watch?v=M26Six10We0</a> Youtube video 1:35)</p> <p>Tour the World <a href="https://www.youtube.com/watch?v=LZFF8EuaGjM">https://www.youtube.com/watch?v=LZFF8EuaGjM</a> Youtube video (8:38)</p> <p>Flocabulary Video: <i>Continent</i></p> <p>Continent Resource:  <a href="http://assets.flocabulary.com/pdfs/units/continents-activities.pdf">http://assets.flocabulary.com/pdfs/units/continents-activities.pdf</a>,  <a href="http://assets.flocabulary.com/pdfs/units/continents-answer-key.pdf">http://assets.flocabulary.com/pdfs/units/continents-answer-key.pdf</a></p> <p>Template for Mystery Postcard:  <a href="http://assets.flocabulary.com/pdfs/units/five-themes-of-geography-activities.pdf">http://assets.flocabulary.com/pdfs/units/five-themes-of-geography-activities.pdf</a></p> <p>Global Issues; Through out lens: <a href="http://100people.org/100_People_Curriculum-Global_Issues.pdf">http://100people.org/100_People_Curriculum-Global_Issues.pdf</a></p> <p>Safe share</p> <p>Intro to global issues:  <a href="https://www.youtube.com/watch?v=wuRURJ9E3iQ">https://www.youtube.com/watch?v=wuRURJ9E3iQ</a></p> <p>2 Girls born on the same day: <a href="https://www.youtube.com/watch?v=dtCDO29walk">https://www.youtube.com/watch?v=dtCDO29walk</a></p> <p>Flocabulary Video: <i>5 Themes of Geography</i></p>		<p>descriptions, explanations and examples.</p> <p><b>C. Communication</b></p> <p>i. communicate information and ideas with clarity  ii. organize information and ideas effectively for the task</p>	<p>region) to describe regions or places on earth.</p> <p>6 – G2.1.1 Locate and describe the landforms, ecosystems, and the climate of the region under study</p> <p>6 – G4.1.3 Describe cultures of the region being studied including the major languages and religions.</p> <p><b>Lines of Inquiry:</b></p> <p>Students will define and analyze global problems, issues, and solutions.</p> <p><b>Curriculum Objectives:</b></p> <p>6 – G4.1.3 Describe cultures of the region being studied including the major languages and religions.  6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p><b>Line of Inquiry:</b></p> <p>Students will develop and explain a position on a global issue and offer possible solutions to this issue.</p> <p><b>Curriculum Objectives:</b></p> <p>6 – G1.2.1 Apply the skills of geographic inquiry to analyze a geographic problem or issue</p>
Month	IB Unit/Topic	Assessments and Activities	CCR and CCW	Approaches to Learning / IB Criterion	Curriculum Standards
Mid-Oct. -	Topic: The world in	Activities: Intro to Australia Climate, people and	<a href="#">CCSS.ELA-LITERACY.RH.6-8.1</a>	locate, organize, analyse, evaluate,	<b>Power Standards:</b>

Course: Individuals and Societies

Grade Level: 6

Textbook/Instructional Materials: See Below

<p><b>Late-Nov.</b></p>	<p>spatial terms</p> <p><b>Unit title:</b> Location, Location, Location.</p> <p><b>Concepts:</b> Time, space, and place (location) Scale Patterns and trends</p> <p><b>Statement of Inquiry:</b>  Patterns and trends within the natural and human landscape can predict the scale of development for a location.</p> <p><b>Region of focus:</b> Australia and Oceania</p>	<p>history. Climate zones - (How water, elevation, and latitude affect climate) Building climographs Creating different types of maps Landform in Australia/Oceania infographic</p> <p>Formative: Vocabulary Quizzes Map quizzes of Australia and Oceania Types of maps quizzes Climograph activity Landform quizzes Climate v Weather quizzes</p> <p>Summative: Recreational Area Development Project</p> <p>Resources: <i>Geography Alive</i> <i>World Studies Western World</i></p> <p>Australia video: <a href="http://safeshare.tv/v/ss5628dbcfee920">http://safeshare.tv/v/ss5628dbcfee920</a></p> <p><b>Climate</b> Video: <a href="https://www.youtube.com/watch?v=VHgYQa70Q7Y&amp;list=PLk2RM5JFolkxMGFY1s5bAumh3hLrxxgy6&amp;index=1">https://www.youtube.com/watch?v=VHgYQa70Q7Y&amp;list=PLk2RM5JFolkxMGFY1s5bAumh3hLrxxgy6&amp;index=1</a> (Climate vs. Weather) 6:24</p> <p>PowerPoint Climate v Weather</p>	<p><u>CCSS.ELA-LITERACY.RH.6-8.4</u></p> <p><u>CCSS.ELA-LITERACY.RH.6-8.7.</u></p> <p><u>CCSS.ELA-LITERACY.RH.6-8.10</u></p>	<p>synthesize and ethically use information from a variety of sources and media</p> <p>evaluate evidence and arguments.</p> <p>collaborate with peers and experts using a variety of digital environments and media.</p> <p>Interpret data <b>(Thinking : Critical Thinking)</b></p> <p>seek a range of perspectives from multiple and varied sources <b>(Research: Media Literacy)</b> <b>IB Criterion/Strands: B. Investigating</b> ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information iv. evaluate the</p>	<p>G1.1 Use maps and other geographic tools to acquire and process information from a spatial perspective.</p> <p>G1.2 Uses geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.</p> <p>G1.3 Use geographic themes, knowledge about processes and concepts to study the Earth.</p> <p>G2.2 Describe the human characteristics of a place.</p> <p>Curriculum Objectives: 6 – G1.1.2 Draw a sketch map or add information to an outline map of the world or a world region. 6 – G2.1.1 Locate and describe the landforms, ecosystems, and the climate of the region under study</p> <p><b>Line of Inquiry: Students will understand the purposes of different types of maps, and will also be able to read and interpret those maps.</b></p> <p>6 – G1.1.1 Use maps, globes, and web based geography technology to investigate the world at global, interregional, regional, and local scales.</p>
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Course: Individuals and Societies

Grade Level: 6

Textbook/Instructional Materials: See Below

		<p>Short video: Biomes and Climates: <a href="https://www.youtube.com/watch?v=ZouWWVyz9v8&amp;index=2&amp;list=PLk2RM5JFolkxMGFY1s5bAumh3hLrxxgy6">https://www.youtube.com/watch?v=ZouWWVyz9v8&amp;index=2&amp;list=PLk2RM5JFolkxMGFY1s5bAumh3hLrxxgy6</a> (5:50)</p> <p>Landforms: Flocabulary: <a href="https://www.flocabulary.com/landforms-bodies-of-water/">https://www.flocabulary.com/landforms-bodies-of-water/</a></p> <p><i>What is Geography?</i> <a href="https://www.youtube.com/watch?v=GQEJqInnmg">https://www.youtube.com/watch?v=GQEJqInnmg</a> Youtube (6:33)</p> <p><i>Tour the World</i> <a href="https://www.youtube.com/watch?v=LZFF8EuaGjM">https://www.youtube.com/watch?v=LZFF8EuaGjM</a> Youtube video (8:38)</p> <p>Geography Now!! (Australia) <a href="http://safeshare.tv/v/ss5628dbcfee920">http://safeshare.tv/v/ss5628dbcfee920</a> Youtube (10:12)</p>		<p>process and results of the investigation.</p> <p><b>D. Thinking critically</b></p> <p>i. discuss concepts, issues, models, visual representation and theories</p> <p>ii. synthesize information to make valid arguments</p> <p>iv. interpret different perspectives and their implications.</p>	<p>6 – G1.2.3 Use, interpret and create maps and graphs representing population characteristics, natural features, and land-use of the region under study.</p> <p>6 – G3.1.1 Construct, interpret, and compare climate graphs at different latitudes and locations.</p> <p>6 – G2.1.2 Describe the basic patterns and processes of plate tectonics (e.g., plates, plate boundaries, uplift, earthquakes, volcanos and the ring of fire).</p> <p>6 – G1.2.4 Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.</p> <p><b><i>Line of Inquiry: Students will justify conclusions about places on earth through the analysis of information collected through maps, GIS, and research..</i></b></p> <p>6 – G2.1.3 Describe the characteristics of major world climates (e.g., tropical wet and wet dry, arid and semiarid, subtropical, continental, and arctic), and ecosystems (e.g., tropical forest, savanna, grassland, desert, temperate forests, tundra, oceans and ice caps).</p> <p>6 – G3.1.2 Explain the factors which cause different types of climates (e.g., latitude, elevation, marine and</p>
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Course: Individuals and Societies

Grade Level: 6

Textbook/Instructional Materials: See Below

					continental locations, and rain shadow effect).  6– G5.2.2 Describe how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.
Month	IB Unit/Topic	Assessments and Activities	CCR and CCW	Approaches to Learning / IB Criterion	Curriculum Standards
December	<p><b>Topic:</b> Government (Non-IB) *Roving depending upon appropriate timing.</p> <p><b>Region of Focus:</b> United States/ Canada/ Caribbean</p>	<p>Activities: Types of government</p> <p>Formative: Quizzes Oral Responses Debate</p> <p>Summative: Traditional test</p>	<p><u>CCSS.ELA-LITERACY.RH.6-8.2</u> <u>CCSS.ELA-LITERACY.RH.6-8.3</u> <u>CCSS.ELA-LITERACY.RH.6-8.8</u></p>	NA	<p><b>Power Standards:</b> G2.2 Describe the human characteristics of a place.  C4.3 Explain the various ways that nations interact both positively and negatively.</p> <p><b>Curriculum Objectives:</b> C1.1 Nature of Civic Life, Politics, and Government Describe civic life, politics, and government and explain their relationships. 6 – C1.1.1 Compare and contrast competing ideas about the purposes of government in different countries. 6 – C1.1.2 Examine what it means to be a citizen in different countries. C3 C3.6 Characteristics of Nation-States Describe the characteristics of nation-</p>

Course: Individuals and Societies

Grade Level: 6

Textbook/Instructional Materials: See Below

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					<p>states and how they may interact. 6 – C3.6.1 Define the characteristics of modern nation-states. 6 – C3.6.2 Compare and contrast various forms of government (e.g., democracy, parliamentary, dictatorships, oligarchies, theocracies) around the world. C4 RELATIONSHIP OF UNITED STATES TO OTHER NATIONS AND WORLD AFFAIRS Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force. C4.3 Conflict and Cooperation Between and Among Nations Explain the various ways that nations interact both positively and negatively. 6 – C4.3.1 Explain how governments address national and international issues and form policies and how the policies may not be consistent with those of other countries. 6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues. 6 – C4.3.3 Analyze the impact of treaties, agreements, and international organizations on global issues.</p>

Course: Individuals and Societies

Grade Level: 6

Textbook/Instructional Materials: See Below

<p>January - Mid-Feb.</p>	<p><b>Topic:</b> Culture <b>Unit title:</b> Human Geography <b>Concepts:</b> System Culture Diversity <b>Statement of Inquiry:</b>  Through exchanges and interactions, diversity is recognized through differences in social systems and culture.  <b>Region of Focus:</b> Africa</p>	<p><b>Activities:</b> Intro to Africa: focus <b>North Africa</b> <b>Video:</b> <a href="https://app.discoveryeducation.com/learn/videos/10c81496-dfaf-415c-9531-82932676892a?hasLocalHost=true">https://app.discoveryeducation.com/learn/videos/10c81496-dfaf-415c-9531-82932676892a?hasLocalHost=true</a> Mapping activity: landforms Infographic project <b>Culture:</b> Video intro culture: <a href="https://www.youtube.com/watch?v=BT0kzF4A-WQ">https://www.youtube.com/watch?v=BT0kzF4A-WQ</a> Vocab Activity: Culture Purple Textbook: pp. 92-95 (culture - technology and development of settlements) Cultural elements activity <b>Video:</b> <a href="https://www.youtube.com/watch?v=jt2tikGSu98&amp;t=1s">https://www.youtube.com/watch?v=jt2tikGSu98&amp;t=1s</a> <b>Social Structure:</b> Purple textbook: pp. 96-97 <b>Video:</b> <a href="https://www.youtube.com/watch?v=HuFR5XBYLfU">https://www.youtube.com/watch?v=HuFR5XBYLfU</a> <b>Cultural Change:</b> Purple Textbook: pp. 104-108 Unique McDonald's Breakfasts Read / Retell Video McDonald's around the world: <a href="https://www.youtube.com/watch?v=4va_DtpAMHo">https://www.youtube.com/watch?v=4va_DtpAMHo</a> <b>North Africa:</b> Green Textbook: 287-289 Netflix: Egypt Episode 1 King Tutankhamun Talk to the text: 287-288  <b>Southern Africa / Western Africa:</b> Southern Africa:</p>	<p><a href="#">CCSS.ELA-LITERACY.RH.6-8.2</a>  <a href="#">CCSS.ELA-LITERACY.RH.6-8.4</a>  <a href="#">CCSS.ELA-LITERACY.RH.6-8.7</a></p>	<p><b>Research:</b> Informational Text Self Management: Organization Self Management: Reflection Communication: Communication  IB Criterion/Strands: <b>(Paper test)</b> <b>A. Knowing and understanding</b> I. use vocabulary in context. ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.  <b>(Artifact and Display)</b> <b>B: Investigating</b> ii. follow an action plan to explore a research questions. iii. Collect and record relevant information consistent with the research question Iv. reflect on the</p>	<p><b>Curriculum Objectives:</b> <b>Region of study: Africa / Middle East</b> 6 – G1.1.2 Draw a sketch map or add information to an outline map of the world or a world region. 6 – G2.1.1 Locate and describe the landforms, ecosystems, and the climate of the region under study  <b>Line of Inquiry: Students will describe different elements of culture from around the world.</b> 6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions). 6 – G4.1.1 Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and consequences. 6 – G4.1.2 Compare the roles of men and women in different societies. 6 – G4.1.3 Describe cultures of the region being studied including the major languages and religions. <b>Line of Inquiry: Line of Inquiry:</b> Students will explore social systems with different cultures. 6 – G2.2.3 Explain how culture and experience influence people's perception of places and regions 6 – G2.2.4 Create population pyramids</p>
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Course: Individuals and Societies

Grade Level: 6

Textbook/Instructional Materials: See Below

		<p>Green Textbook: pp. 335-343            Video Cultural Diffusion: Skateboarding in South Africa:  <a href="https://www.youtube.com/watch?v=XEWspwurnvg&amp;t=1s">https://www.youtube.com/watch?v=XEWspwurnvg&amp;t=1s</a>            Nigeria:            Green Textbook: pp. 323-325            Nigerian Street Food video:  <a href="https://www.youtube.com/watch?v=w11ALdYOTj0">https://www.youtube.com/watch?v=w11ALdYOTj0</a>            Green Textbook: pp. 326-331</p> <p>Formative:            Quizzes            Exit tickets            Oral responses</p> <p>Summative:            The challenge will be to create an artifact that represents something of importance to people of a culture on the continent of Africa, and write an explanation about that artifact.</p> <p>You will create an artifact and a written explanation of the artifact relating to its importance to the specified culture.</p>		<p>process and results of the investigation  <b>C. Communicating</b>            i. communicate information and ideas using an appropriate style for the audience and purpose            li. organize information and ideas effectively for the task.</p>	<p>for different regions and interpret the graph discussing birth and death rate, growth rate, and age structure.</p> <p>6 – G4.1.2 Compare the roles of men and women in different societies.</p> <p>6 – G4.1.3 Describe cultures of the region being studied including the major languages and religions.</p> <p>6 – G4.1.4 Explain how cultural patterns influence environments and the daily lives of people.</p> <p><b>Line of Inquiry: Students will discuss concepts related to diversity.</b></p> <p>6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., control/use of natural resources, power, wealth, and cultural diversity).</p>
Month	IB Unit/Topic	Assessments and Activities	CCR and CCW	Approaches to Learning / IB Criterion	Curriculum Standards
Mid-Feb. - March	<p><b>Topic:</b>            Economics (Non-IB)            *Roving depending upon</p>	<p><b>Activities:</b>            Video introduction to variety of countries            Guided Notes            Vocabulary Activities</p>	<p><u>CCSS.ELA-LITERACY.RH.6-8.4</u>    <u>CCSS.ELA-LITERACY.RH.6-8.7</u>    <u>CCSS.ELA-</u></p>	NA	<p>ECONOMICS E1 THE MARKET ECONOMY            E1.1 Individual, Business, and Government Choices Describe how individuals, businesses and government make economic decisions when</p>



Course: Individuals and Societies

Grade Level: 6

Textbook/Instructional Materials: See Below

	<p>appropriate timing.</p> <p><b>Region of Focus:</b> East Asia</p>	<p>Communism v. Capitalism spectrum Textbook reading</p> <p><b>Formative:</b> Map quizzes Vocab Quizzes Guided note check</p> <p><b>Summative:</b> Standardized Test</p>	<p><u>LITERACY.RH.6-8.9</u></p>	<p>confronting scarcity in the market economy .</p> <p>6 – E1.1.1 Explain how incentives in different economic systems can change the decision-making process E2 THE NATIONAL</p> <p>E2.3 Role of Government Describe how national governments make decisions that affect the national economy.</p> <p>6 – E2.3.1 Describe the impact of governmental policy on that country and on other countries that use its resources.</p> <p>E3 INTERNATIONAL ECONOMY</p> <p>E3.1 Economic Interdependence Describe patterns and networks of economic interdependence, including trade.</p> <p>6 – E3.1.1 Use charts and graphs to compare imports and exports of different countries in the world and propose generalizations about patterns of economic interdependence.</p> <p>6 – E3.1.2 Use the circular flow of economic activity to diagram or map the flow of materials, labor, and capital into a manufactured consumer good sold in the marketplace.</p> <p>6 – E3.1.3 Explain how communication innovations have affected economic interactions and where and how people work .</p> <p>E3.3 Economic Systems Describe how</p>
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Course: Individuals and Societies

Grade Level: 6

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April	<p><b>Topic:</b> Movement</p> <p><b>Unit title:</b> Is the Grass Always Greener?</p> <p><b>Concepts:</b> Change Patterns and Trends Choice</p> <p><b>Statement of Inquiry:</b> Choice can lead to changes in population and demography</p>	<p><b>Activities:</b></p> <p>Mapping activity, including mnemonic video</p> <p>Mapping the Middle East</p> <p>Videos 6 words to describe, one thing that surprised</p> <p>What is migration?</p> <p>Why do people migrate?</p> <p>What is the difference between voluntary and involuntary migration?</p> <p>Population: Population density classroom activity</p> <p>Complete for video countries</p> <p>Web activity: Brainstorm lists: What we need more of/What we have less of</p> <p>Web: 7.4 billion people and counting</p>	<p><a href="#">CCSS.ELA-LITERACY.RH.6-8.1</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.4</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.7</a></p> <p><a href="#">CCSS.ELA-LITERACY.RH.6-8.10</a></p>	<p>Research: Informational Text Self Management: Organization Self Management: Reflection Communication: Communication</p> <p><b>IB Criterion:</b></p> <p><b>B. Investigating</b></p> <p>i. formulate a clear and focused research question and justify its relevance</p> <p>ii. formulate and follow an action plan</p>	<p>societies organize to allocate resources to produce and distribute goods and services.</p> <p>6 – E3.3.1</p> <p>Explain and compare how economic systems (traditional, command, market) answer the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced?</p> <p>Curriculum Objectives:</p> <p>6 – G1.1.1 Use maps, globes, and web based geography technology to investigate the world at global, interregional, regional, and local scales.</p> <p>6 – G1.1.2 Draw a sketch map or add information to an outline map of the world or a world region.</p> <p>6 – G1.2.1 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.</p> <p>6 – G1.2.3 Use, interpret and create maps and graphs representing population characteristics,</p>

Course: Individuals and Societies

Grade Level: 6

Textbook/Instructional Materials: See Below

	<p>shown through patterns and trends.</p> <p><b>Region of Focus:</b> Europe, Russia, and Middle East</p>	<p>Video: <a href="https://www.youtube.com/watch?v=VUTP93qWV7I">https://www.youtube.com/watch?v=VUTP93qWV7I</a></p> <p>Will we Run out of Space? Work on web as groups. Present webs to class, showing connections. World population timeline video: Discussion questions</p> <p><b>Formative:</b> Map quizzes vocabulary quizzes exit tickets oral responses group discussions debate</p> <p><b>Summative:</b> Karaoke: Population / Migration / Syrian Refugee Crisis Students change lyrics of well know songs to reflect their understanding of the the vocabulary and concepts studied in one of the 3 major topics of this unit.</p> <p>Resources: Georgian Streetfood: <a href="https://www.youtube.com/watch?v=4xuFH1BLIA">https://www.youtube.com/watch?v=4xuFH1BLIA</a></p> <p>Traditional Georgian Dance: <a href="https://www.youtube.com/watch?v=C">https://www.youtube.com/watch?v=C</a></p>		<p>to investigate a research question</p> <p><b>D. Thinking critically</b> iv. interpret different perspectives and their implications.</p>	<p>natural features, and land-use of the region under study.</p> <p>6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</p> <p>6 – G1.3.2 Use maps of physical features, land-use, and transportation to generalize about the reasons for the distribution of population.</p> <p>6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p>6 – G2.2.4 Create population pyramids for different regions and interpret the graph discussing birth and death rate, growth rate, and age structure.</p> <p>6 – G4.3.2 Describe patterns of settlement and explain why people settle where they do (e.g., coastal and river towns in the past and present, location of megacities).</p> <p>6 – G4.3.3 Explain the patterns, causes, and consequences of major human migrations.</p> <p>6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (e.g., control/use of natural resources, power, wealth, and cultural diversity).</p> <p>6 – G4.4.2 Evaluate from different perspectives, examples of cooperation and conflict within the region under</p>
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Course: Individuals and Societies

Grade Level: 6

Textbook/Instructional Materials: See Below

		<a href="http://ywMhK0r9N4">ywMhK0r9N4</a>  Maps of Middle East: <a href="http://litchfieldpatten.weebly.com/north-africa-and-southwest-asia-maps.html">http://litchfieldpatten.weebly.com/north-africa-and-southwest-asia-maps.html</a>  Oman: <a href="https://www.youtube.com/watch?v=HiI7C4c2osg">https://www.youtube.com/watch?v=HiI7C4c2osg</a>			study
Month	IB Unit/Topic	Assessments and Activities	CCR and CCW	Approaches to Learning / IB Criterion	Curriculum Standards
May-June	<b>Topic:</b> Human Environment Interaction  <b>Unit title:</b>  <b>Concepts:</b> <b>Change</b> <b>Casuality</b> <b>Disparity and inequity</b> <b>Statement of Inquiry:</b> Ingenuity and progress leads to change and is a cause of disparity and inequity.	<b>Activities:</b> Debate: Resource use in the Amazon Rainforest Sleeping Bear Dunes Field Trip <b>Formative:</b>  <b>Summative:</b> Essay: Students write an essay about the current state of the Earth’s environment. Students choose a perspective: population growth, economic forces, or global warming and explain the impact it has on our environment.	<a href="#">CCSS.ELA-LITERACY.RH.6-8.2</a>  <a href="#">CCSS.ELA-LITERACY.RH.6-8.4</a>  <a href="#">CCSS.ELA-LITERACY.RH.6-8.7</a>	Research: Informational Text Self Management: Organization Self Management: Reflection Communication: Communication  <b>B. Investigating</b> i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and	Curriculum Objectives: 6 – E3.3.2 Explain the economic and ecological costs and benefits of different kinds of energy production (e.g., oil, coal, natural gas, nuclear, biomass, solar, and wind). G5.1 Humans and the Environment Describe how human actions modify the environment. 6 – G5.1.1 Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, level of consumption, and technology 6 – G5.1.2 Explain how different technologies can have positive and negative impacts on the environment. 6 – G5.1.3 Identify ways in which human-induced changes in the physical environment in one place can cause

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Grade Level: 6

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	<p><b>Region of Focus:</b> Latin America, Antarctica</p>			<p>record relevant information iv. evaluate the process and results of the investigation. <b>C. Communicating</b> iii. document sources of information using a recognized convention. <b>D. Thinking critically</b> ii. synthesize information to make valid arguments</p>	<p>changes in other places. G5.2 Physical and Human Systems Describe how physical and human systems shape patterns on the Earth's surface. 6–G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change. G6.1 Global Topic Investigation and Issue Analysis (P2) 6 – G6.1.1 Contemporary Investigations - Investigate a contemporary global issue by applying the skills of geographic inquiry Contemporary Investigation Topics Global Climate Change – Investigate the impact of global climate change and describe the significance for human/environment relationships.</p>
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