Social Studies 6 Grade 6

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| **Unit –Time** | BC Big Ideas (Understand) | **BC Curricular Competencies (Do)** | **BC Content (Know)** | **Instructional Strategies/ Learning Activities** | **Materials & Resources** | **Assessment Methods/Assessment Date** | **Key Vocabulary** |
| **Theme 1:** Global Inequality4 Lessons + Theme CloserAugust 28th until October 15th | **Big Ideas:** -Economic Self-interest can be a significant cause of conflict among peoples and governments-Systems of government vary in their respect for human rights and freedoms | **Lesson 1:** -Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Inquiry)-Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (Continuity and Change)**Lesson 2:**-Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Inquiry)-Make ethical judgements about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (Ethical Judgment)**Lesson 3:** -Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Inquiry)-Construct arguments defending the significance of individuals /groups, places, events, and developments. (Significance)**Lesson 4:**-Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Inquiry)-Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments. (Cause and Consequence)Theme Closer:-Develop a plan of action to address a selected problem or issue. | -the urbanization and migration of people-global poverty and inequality issues, including class structure and gender |  | Nelson Socials 6 Soft Textbook pp2-21<https://earthshots.usgs.gov/earthshots/node/69> satellite images of Doha’s change over time; photos of Westbay as a community in 1980s vs 2018Case Study Student Cards: Dubai | Ongoing Formative and Summative based on curricular competenciesQuick Checks:yes/no; true/false questionsExit CardsKWL Charts**Class Work:** **1)** Group Work Sequencing Continuity and Change in Dubai Student Cards**Week of September 16th-20th****2)** Debate (Speaking and Listening) Rubric /40 after Should Quality of Life Be the Same for Everyone? **Week of September 23rd-27th****Unit Test (1 of 2)**:(35% of 70%):**Week of October 7-11th: Global Inequality p 2-20**Self-Assessment**Unit Test** (2 of 2) (35% of 70%)**Week of October 28-31st (BC** Assessment Week)  | **Determine****Analyze****Assess****Consequences****-urban area p4****-rural area****-natural resources****-population****-population distribution****-population density p5****-varies****-figures** **-migration p6****-migrants****-conclude** **-living quarters****-urbanization****-wealthier p7****-industry** **-various****-trends****-influenced****-Quality of Life p8****-equality****-factors (reasons)****-Culture****-access****-inequality****-opportunities****-wants vs needs****-struggle****-indicator p9****-literacy** **- life expectancy****-infant mortality rate****-income****-Human Development Index (HDI) p10****-significant p12****-Poverty****-corrupt government****-contrast p13****-distribution** **-Gender Inequality p14****-polling station p15****-drain p16****-residents****-suggest****-affordable p17****-slums****-services****-informal** **-Aboriginal p18****-landfill p19** |
| **Theme 2: *Global Economics and Resources***5 lessons + Theme CloserNovember 12th to December 9th | **Big Ideas:**-economic self-interest can be a significant cause of conflict among peoples and governments-Complex global problems require international cooperation to make difficult choices for the future- Systems of Governments vary in their respect for human rights | **Lesson 1:**-Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Inquiry)-Develop a plan of action to address a selected problem or issue.**Lesson 2:**-Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Inquiry)- Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present. (Continuity and Change)**Lesson 3:**-Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Inquiry)-Make Ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond. (Ethical Judgment)**Lesson 4:** -Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Inquiry)-Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments. (Cause and Consequence)**Lesson 5:**-Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Inquiry)-Make Ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond. (Ethical Judgment)**Theme Closer:** -Make Ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond. (Ethical Judgment)-Develop a plan of action to address a selected problem or issue. | -globalization and economic interdependence-global poverty and inequality issues, including class structure and gender-roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples-economic policies and resource management, including effects on indigenous peoples |  | Nelson Socials 6 Soft Textbook pp 22-45 | Ongoing Formative and Summative based on curricular competenciesQuick Checks:yes/no; true/false questionsExit CardsKWL ChartsSelf Assessment**Unit Quiz 1**: **December 2nd to 6th****\* Common Assessment 2 is International Days for January 16th and 17th is cross-curricular)** | ConsiderIdentifyDetermine-economics p22-resources-evidence p23-significant p24-readily-Good-Trade-Economy-Imports-Service-Export p25-aluminium-pharmaceuticalsGross Domestic Product (GDP) p26-Free Trade p27-trade agreement-linked p28-dependent-Globalization-Transportation-inexpensively -extensive-purchasing habits-Developed countries p29-Developing countries-conditions-conclude -WTO World Trade Organization p30-encourages-promote trade-ensures-beneficial-recent-issues-remarkable-protest-operating costs p32-consumers-informed choices-Sweatshops-facilities-employees-protest-quota/quantity-collapsed p33-retailers-disaster-demanded-legal agreement-privileges-labourers p34-hire-sewing-Fair Trade -p35-ensures -exploitation/abuse-extract p36-erosion -awareness p37-plantations / large farms p38-Indigenous -global demand-Sustainable p39-deforestation -utilization p40-Overfishing p41-fish stocks-profitable-enforcing p42-ethical p43-First Peoples-Traditionally-preserve-awareness-marketing campaign p44-affected- |
| **Theme 3:** ***Global Conflict and Governance***4 Lessons + Theme Closer | **Big Ideas:**- Economic self-interest can be a significant cause of conflict among peoples and governments- Systems of Government vary in their respect for human rights and freedoms.- Media sources can both positively and negatively affect our understanding of important events and issues.  | **Lesson 1:**-Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Inquiry)-Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments. (Cause and Consequence)**Lesson 2:**-Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Inquiry)-Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations. (Perspective)**Lesson 3:** -Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Inquiry)-Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media. (Evidence)**Lesson 4:**-Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Inquiry)-Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments. (Cause and Consequence)**Theme Closer:**-Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments. (Cause and Consequence)-Develop a plan of action to address a selected problem or issue. | -regional and international conflict-different systems of government-media technologies and coverage of current events |  | Nelson Socials 6 Soft Textbook pp46-65 | Ongoing Formative and Summative based on curricular competenciesQuick Checks:yes/no; true/false questionsExit CardsKWL ChartsSelf Assessment**Unit Test 2 of 2:****BC Assessment Week (February 10-14th)** | Conflict-48duration-48Territorial-50Democracy-52Political Partyself-government 53Oligarchy -54Autocracy-55DictatorshipAbsolute monarchyMedia-56Social mediaBias-58editorial biasterrorismcivil war-60Unemployment-63 |
| **Theme 4:** ***Global Issues and Cooperation***4 Lessons + Theme Closer February 19th until May 29th | **Big Ideas:**-Complex Global problems require international cooperation to make difficult choices for the future- economic self-interest can be a significant cause of conflict among peoples and governments- Systems of government vary in their respect for human rights and freedoms- Media sources can both positively and negatively affect our understanding of important events and issues. | **Lesson 1:**-Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Inquiry)-Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations. (Perspective)Lesson 2:-Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Inquiry)-Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media. (Evidence)Lesson 3:-Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Inquiry) -Make Ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond. (Ethical Judgment)Lesson 4: -Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Inquiry)-Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (Continuity and Change) | -roles of individuals, governmental organizations, and NGOs, including groups representing indigenous peoples-international cooperation and responses to global issues-economic policies and resource management, including effects on indigenous peoples |  | Nelson Socials 6 Soft Textbook pp66-85 | Ongoing Formative and Summative based on curricular competenciesQuick Checks:yes/no; true/false questionsExit CardsKWL ChartsSelf Assessment**Unit Test: April 21-25th****Unit Test: May 26-29th** | intergovernmental organization (IGO)-68non-governmental organization (NGO)World Health Organization (WHO)-69revolutionary-70midwives-71proposal-74Climate Change-80global warming-80fossil fuels-80annual-80 |
| **Special Unit :** International DaysDecember 9th- January 17th(January 16-17th)**INQUIRY PROJECTS** |  |  |  |  |  | Speaking and Listening PresentationsQuick Checks:yes/no; true/false questionsExit CardsKWL Charts**Research Project** Guided by Inquiry**January 16th and 17th INTERNATIONAL DAYS** |  |
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