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 Inequality  4 Lessons + Theme Closer  August 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 2018  Case Study Student Cards: Dubai | Ongoing Formative and Summative based on curricular competencies  Quick Checks:  yes/no; true/false questions  Exit Cards  KWL 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 Closer  November 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 competencies  Quick Checks:  yes/no; true/false questions  Exit Cards  KWL Charts  Self Assessment  **Unit Quiz 1**: **December 2nd to 6th**  **\* Common Assessment 2 is International Days for January 16th and 17th is cross-curricular)** | Consider  Identify  Determine  -economics p22  -resources  -evidence p23  -significant p24  -readily  -Good  -Trade  -Economy  -Imports  -Service  -Export p25  -aluminium  -pharmaceuticals  Gross 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 competencies  Quick Checks:  yes/no; true/false questions  Exit Cards  KWL Charts  Self Assessment  **Unit Test 2 of 2:**  **BC Assessment Week (February 10-14th)** | Conflict-48  duration-48  Territorial-50  Democracy-52  Political Party  self-government 53  Oligarchy -54  Autocracy-55  Dictatorship  Absolute monarchy  Media-56  Social media  Bias-58  editorial bias  terrorism  civil war-60  Unemployment-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 competencies  Quick Checks:  yes/no; true/false questions  Exit Cards  KWL Charts  Self Assessment  **Unit Test: April 21-25th**  **Unit Test: May 26-29th** | intergovernmental organization (IGO)-68  non-governmental organization (NGO)  World Health Organization (WHO)-69  revolutionary-70  midwives-71  proposal-74  Climate Change-80  global warming-80  fossil fuels-80  annual-80 |
| **Special Unit :**  International Days  December 9th- January 17th  (January 16-17th)  **INQUIRY PROJECTS** |  |  |  |  |  | Speaking and Listening Presentations  Quick Checks:  yes/no; true/false questions  Exit Cards  KWL Charts  **Research Project** Guided by Inquiry  **January 16th and 17th INTERNATIONAL DAYS** |  |
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