

Grade 6 Individuals & Societies

Units of Study

UNIT 1:	Our Great Lands	Start: September	Duration: 4 Weeks
<ul style="list-style-type: none">● Concepts: Time, Place, and Space● Subject Specific Skills: Reading, Geography Skills● Learning Experiences: In this unit, students will learn geography skills. Students will explore the five themes of geography. Students will then explore geography from their home country, or country of choice. Integrating with Language and Literature, students will explore poetry that discusses geographic elements of countries as well as write their own poems to share about their country.			
UNIT 2:	Systems for Life	Start: October	Duration: 10 Weeks
<ul style="list-style-type: none">● Concepts: Systems● Subject Specific Skills: Communication, Verbal and Non-verbal Language● Learning Experiences: In this unit, students will learn about systems that naturally were created by early humans in order to grow into the civilizations of today. Students will delve into the life of nomads and how agriculture paved the way for our modern lives. Students will develop their research skills by investigating a particular system that helped early humans flourish. With that research, they will create a Ted Talk to educate their peers.			
UNIT 3:	Ancient Perspectives	Start: January	Duration: 10 Weeks
<ul style="list-style-type: none">● Concepts: Perspectives● Subject Specific Skills: Research, Close Reading, 7 Characteristics of a Civilization● Learning Experiences: In this unit, students will learn about the 7 characteristics of civilization and then do individual research on either, Ancient Greece, Rome, India, China or Mayan. They will take the information gathered and create an artifact that exemplifies one aspect of the 7 characteristics of that civilization. They will also write a fictional story integrated with Language and Literature using cultural indicators from their civilization researched.			
UNIT 4:	Her Story, His Story	Start: April	Duration: 8 Weeks
<ul style="list-style-type: none">● Concepts: Global Interactions● Subject Specific Skills: Research, Organization of ideas, Data analysis, Cause and Effect● Learning Experiences: In this unit, students will learn about the current global refugee crisis. Students will conduct research and gather data on the problem, looking specifically at a selected host country. Students will develop their understanding of what causes people to seek asylum and the process to be granted refugee status. Students will complete basic source analysis using Origin and Purpose.			

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Unit 1: Our Great Lands

Start: September

Duration: 4 weeks

LEARNING EXPERIENCES: In this unit, students will learn geography skills that will help them explore subsequent units in a deeper way. Students will explore the five themes of geography, the three types of geography, and map-making/reading skills. Students will then explore geography through a case study as well as from their home country, or country of choice.

KEY CONCEPT: Identity	Related Concepts / Subject Specific: Geography Skills Identity and Relationships
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STATEMENT OF INQUIRY:	Our relationships with our surroundings contribute to building our identity.
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INQUIRY QUESTIONS:

Factual:	What is geography? What are the skills geographers use?
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Conceptual:	What is identity? What is the connection between identity and geography?
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Debatable:	Does where a person is from shape their identity?
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OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing Understanding	i. use vocabulary in context ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations, and examples This criterion is not assessed.
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B: Investigating	i. explain the choice of a research question ii. follow an action plan to explore a research question iii. collect and record relevant information consistent with the research question iv. reflect on the process and results of the investigation This criterion is not assessed.
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C: Communicating	i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task iii. list sources of information in a way that follows the task instructions This criterion is not assessed.
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D: Thinking Critically	i. Identify the main points of poem ii. Use info (from the poem) to give opinion iii. analyze the OP of the poem iv. authors perspectives from the poem
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ATLs:	Self Management: Organization Critical Thinking and Communication
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RESOURCES / LITERATURE OPTIONS:

- Various articles about geography
- Various Poem related to physical features
- Easybib.com

SUMMATIVE ASSESSMENT TASKS:

1. Poetry Analysis with OP

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Unit 1: Systems for Life

Start: September

Duration: 8 Weeks

LEARNING EXPERIENCES: In this unit, students will learn about systems that naturally were created by early humans in order to grow into the civilizations of today. Students will delve into the life of nomads and how agriculture paved the way for our modern lives. Students will develop their communication skills in answering one of two prompts and giving a mini TedTalk.

KEY CONCEPT:
Systems

Related Concepts / Subject Specific: Early Humans and the Growth of Civilization
Causality, Resources

STATEMENT OF INQUIRY:

The components of a system depend upon each other in order to be successful.

INQUIRY QUESTIONS:

Factual:

What is a system?
How were systems used in the life of early humans?
How did farming change the lives of early humans?

Conceptual:

How do humans interact with systems?
How do systems allow societies to develop?

Debatable:

Are some systems more essential than others?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing and Understanding

Able to define, describe and use vocabulary related to the early civilizations and daily life. Demonstrate excellent knowledge and understanding of systems within the civilization through detailed descriptions, explanations, and examples.

B: Investigating

i. explain the choice of a research question
ii. follow an action plan to explore a research question
iii. collect and record relevant information consistent with the research question
iv. reflect on the process and results of the investigation
These criteria are not assessed.

C: Communicating

In the oral presentation answers to the inquiry question and their individual research question are completely clear. Lists all sources used using MLA formatting. Use non-verbal strategies to enhance your presentation.

D: Thinking Critically

i. identify the main points of ideas, events, visual representation or arguments
ii. use information to give an opinion
iii. identify and analyze a range of sources/data in terms of origin and purpose
iv. identify different views and their implications.
These criteria are not assessed.

ATLs:

Self Management:
- Managing time and tasks effectively
Research
- Information Literacy
Communication
- Exchanging thoughts, messages, and information effectively.

RESOURCES / LITERATURE OPTIONS:

- World Studies "The ancient world" by Prentice Hall Textbook
- Various News Articles

SUMMATIVE ASSESSMENT TASKS:

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Unit 2: Ancient Perspectives

Start: November

Duration: 8 Weeks

LEARNING EXPERIENCES: In this unit, students will learn about the 7 characteristics of civilization and then do individual research on either, Ancient Greece, Rome, India, China or Mayan. They will take the information gathered and create an artifact that exemplifies one aspect of the 7 characteristics of that civilization. They will also write a fictional story integrated with Language and Literature using cultural indicators from their civilization researched.

KEY CONCEPT: Orientation in time and space	Related Concepts / Subject Specific: Research, Close Reading, 7 Characteristics of a Civilization Power, Perspective, Culture, Point-of-view (L&L)
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STATEMENT OF INQUIRY:	Time, place, and space determine the personal and cultural expressions that create societies.
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INQUIRY QUESTIONS:

Factual:	How did ancient societies express their culture? What are the characteristics of a society? What are the borders of ancient civilizations?
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Conceptual:	How does time, place, and space impact civilization? How did ancient societies differ?
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Debatable:	Are ancient civilizations bound to geographical borders?
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OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing and Understanding	Able to define, describe and use vocabulary related to the civilization and chosen characteristic. You demonstrate excellent knowledge and understanding of systems within the civilization through detailed descriptions, explanations, and examples.
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B: Investigating	i. explain the choice of a research question ii. follow an action plan to explore a research question iii. collect and record relevant information consistent with the research question iv. reflect on the process and results of the investigation
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C: Communicating	i. communicate information and ideas with clarity ii. organize information and ideas effectively for the task iii. list sources of information in a way that follows the task instructions
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D: Thinking Critically	i. identify the main points of ideas, events, visual representation or arguments ii. use information to give an opinion iii. identify and analyze a range of sources/data in terms of origin and purpose iv. identify different views and their implications.
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ATLs:	Self-Management: Organization Skills, Affective Skills, Reflective Skills; Research: Information Literacy Skills
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RESOURCES / LITERATURE OPTIONS:

- Articles, Videos, Presentation on individual element of civilisation

SUMMATIVE ASSESSMENT TASKS:

- Museum Display**
Students will create an educational and engaging display for our 'Grade 6 Museum'. They need to write a 'rationale' explaining to the Museum Director the reasons they made the choices for what to include in their display. How will they engage & educate their audience?
- Research**
Students will investigate one of the characteristics of civilization for their chosen Ancient Civilisation.

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Unit 3: Her Story, His Story

Start: January

Duration: 8 weeks

LEARNING EXPERIENCES: In this unit, students will learn the causes, scope, and personal stories of refugee experiences around the world. Over the course of this investigation, students will learn about the causes of migration, what makes a border, the challenges refugees face, and the complications host countries face in trying to absorb new peoples into their existing systems and cultures. The students will also learn how to assess the validity and reliability of sources using Origin and Purpose.

KEY CONCEPT: Global Interactions	Related Concepts / Subject Specific: Border Disputes Communities, Conflict
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STATEMENT OF INQUIRY:	Interactions between human communities can cause inequity.
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INQUIRY QUESTIONS:

Factual:

What is a refugee?
What are the reasons people would seek asylum?
What is the role of the United Nations?

Conceptual:

What does equity look like for refugees?
How do we decide what happens to refugees?

Debatable:

Should refugees always be accepted into other countries?

OBJECTIVES AND ASSESSMENT CRITERIA:

A: Knowing and Understanding

Weave in appropriate academic and professional level vocabulary relevant to the topic. Demonstrate knowledge and understanding of content and concepts through descriptions, explanations, and examples.

B: Investigating

Follow an action plan to explore and justify a developed research question. Collect and record relevant information. Reflects on the research process and results.

C: Communicating

Communicates information and ideas in a style that is clear. Organize information and ideas. Cite sources.

D: Thinking Critically

Identify and analyze a range of sources and data in terms of origin and purpose. Identify different possible interpretations of data and their implications.

ATLs:

Research: Media literacy
Self-Management: Organization

RESOURCES / LITERATURE OPTIONS:

- Various texts, news sources, magazine articles, videos, and other multimedia

SUMMATIVE ASSESSMENT TASKS:

- Refugee Infographic
- Analysis of sources