Curriculum Map - 6th Grade - Social Studies

First Quarter

1. Enduring Understanding:	**Essential Question 1:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	E.7.6.1 Examine how the economic wants and needs of all people may or may not be fulfilled	*I will examine how economic wants and needs may or may not be fulfilled.			*Biography George Shima pg.145	*economic wants *economic needs
	E.7.6.2 Demonstrate an understanding that choices have both present and future consequences	*I will understand that choices have present and future consequences.				*present consequences *future consequences
	E.7.6.5 Examine the causes of *scarcity* and the choices made due to *scarcity*	*I will examine the causes and effects of scarcity. *I will examine the choices made because of scarcity			*Textbook pg. 489	*causes and effects *scarcity
	E.7.6.4. Explain that all decision making involves *opportunity costs*	*I will explain that all decisions involve opportunity costs.			*Textbook: pg. 489 pgs.174-175	*explain *opportunity costs
	E.7.6.5 Explain why federal, state, and local governments have to make choices because of *limited resources*	*I will explain why governments have to make choices because of limited resources.			*Textbook pg. 489 *AR-22	*federal government *state government *local government *limited resources
	E.7.6.7 Examine examples of *traditional* , *market* , and *command economies*	*I will compare and contrast examples of traditional, market, and command economies.			*United Streaming *AR-24	*compare *contrast *traditional economy *market economy *common economy
	E.7.6.8 Determine why *trade-offs* allow people to get the most from scarce resources	*I will determine why trade-offs let people get the most from scarce resources.				*trade-offs *scarce resources
	E.7.6.9 Discuss the characteristics of a *free enterprise system*	*I will discuss the characteristics of a free enterprise system.			*Textbook pg. 180	*characteristics *free enterprise system
(continued) **1. Enduring Understanding:**	E.9.6.2 Compare the various types of financial institutions that provide savings accounts: interest (rate of return), safety	*I will compare different types of financial institutions that provide savings accounts.			*Book website sfsocialstudies.com *AR-28	*compare *financial institutions *savings accounts *interest (rate of return) *safety
	E.9.6.3 Determine the advantages and disadvantages of saving or spending money	*I will determine the advantages and disadvantages of saving or spending money			*Book website sfsocialstudies.com *AR-22 *AR-28	*determine *advantages *disadvantages

	E.9.6.5 Discuss the effects of economic *inflation* on the economic system of the United States.	*I will discuss the effects of inflation on the economy of the United States.			*Textbook pg. 335	*effects of inflation *economy
	E.9.6.6 Discuss how the *Gross Domestic Product (GDP)* measures the productivity of a nation.	*I will discuss the Gross Domestic Product (GDP) measures the productivity of a nation.			*AR 24	*Gross Domestic Product (GDP) *productivity
	E.9.6.7 Explain the role of the *Federal Reserve* in the economy.	*I will explain the role of the Federal Reserve.			*Book website sfsocialstudies.com *AR-28	*role *Federal Reserve
	E.9.6.9 Discuss various types of currency and their effects on the global economy.	*I will discuss types of currency and their effects on the global economy.			*Textbook pg. 493	*currency *effects *global economy
2. Enduring Understanding:	**Essential Question 2:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.1.6.1 Apply the proper usage of *absolute* and *relative location*	*I will use absolute location correctly. *I will use relative location correctly.			*http://www.worldatlas.com/aatlas/imageg.htm *http://www.globe.gov/tctg/gps_la_part2.pdf?sectionId=50 *AR-2 *pgs. H10-24	*absolute location *relative location
	G.1.6.10 Discuss reasons for the location of political boundaries and capital cities due to physical features of the nation or states.	*I will discuss why we have political boundaries and capital cities.			*Textbook: pgs. 222-229, 474	*political boundaries *capital cities
(continued) 2**. Enduring Understanding:**	G.1.6.2 Examine the location, place, and region of Arkansas and determine the characteristics of each	*I will analyze the location of Arkansas and determine the characteristics. *I will analyze the place of Arkansas and determine the characteristics. *I will analyze the region of Arkansas and determine the characteristics.			*Book website sfsocialstudies.com *AR-2	*location *place *region *characteristics
	G.1.6.3 Identify the countries on the continent of North America and analyze their geographical relationship.	*I will identify the countries of North America. *I will analyze the geographical relationship of North American countries.			*Textbook pgs. R4-11	*country *continent *North America *analyze *geographical relationship
	G.1.6.4 Explain the importance of the major river systems of the United States and Arkansas: Arkansas River, Colorado River, Mississippi River, Ohio River, St. Lawrence River	*I will explain the importance of the Arkansas River. *I will explain the importance of the Colorado River. *I will explain the importance of the Mississippi River. *I will explain the importance of the Ohio River. *I will explain the importance of the St. Lawrence River.			*http://www.mapsofworld.com/usa/states/arkansas/arkansas-river-map.html	*explain *importance *river system *Arkansas River *Colorado River *Mississippi River *Ohio River *St. Lawrence River

	G.1.6.5 Illustrate information relating to population, climate, weather patterns, or other specific topics on selected types of charts or graphs	*I will illustrate information about population using charts or graphs. *I will illustrate information about climate and weather patterns using charts or graphs			*Textbook: pgs. H16-23 pgs. 54-57 *Climographs pgs. 146-147 *Line and Circle Graphs pgs. 230-231 *Boom Years pgs.394-403 *Fifty States pgs. 472-477	*illustrate *climate *weather patterns *charts *graphs
	G.1.6.6 Analyze a map of the fifty states and identify regions (e.g., Northeast, Southeast, Midwest, Southwest, West)	*I will analyze a map of the 50 states and identify the Northeast, Southeast, Midwest, Southwest, and West regions.			*Time Zone Map pgs.134-135 *Map Skills pgs. 478-479	*analyze *identify *Northeast region *Southeast region *Midwest region *Southwest region *West region
(continued) **2. Enduring Understanding:**	G.1.6.7 Examine different maps and globe projections and recognize the differences of each map or projection	*I will examine different maps and recognize their differences. *I will examine different globe projections and recognize their differences			*Textbook pgs. 454-455	*examine *maps *globe projections *recognize *differences
	G.1.6.8 Construct a map of the United States using all basic map components: compass rose, map scale, key/legend, inset map, title	*I will use a compass rose, map scale, key/legend, inset map, and title to create a map of the United States.			*Textbook pgs. H16-23 *AR-32	*compass rose *map scale *map key/legend *inset map *title
	G.1.6.9 Compare the location of specific places on both maps and globes	*I will compare the location of specific places on maps and globes.			*Textbook: pg. H8 pgs. H15-23	*compare
	G.3.6.5 Describe the physical processes that produce renewable and nonrenewable resources	*I will describe the physical process that produces renewable resources. *I will describe the physical process that produces nonrenewable resources			*United Streaming video: Rise of Big Business *pgs. 176-182	*physical process *produce *renewable resources *nonrenewable resources

Curriculum Map - 6th Grade - Social Studies

Second Quarter

3. Enduring Understanding:	**Essential Question 3:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	C.4.6.6 Discuss the forms of government (e.g., democracy, monarchy, dictatorship, oligarchy, totalitarian)	*I will discuss the different forms of government.			*Textbook: pgs. 388, 481, 341 *WW II pgs. 340-347 *World Divided pgs. 384-391	*discuss *forms of government *democracy *monarchy *dictatorship *oligarchy *totalitarian
	C.5.6.7 Examine the process of becoming a citizen of the United States	*I will examine the process of becoming a U.S. citizen.			*Textbook pgs. 486-487	*examine *process *citizen
	C.5.6.13 Compare U.S. Constitutional Amendments granting citizen's rights	*I will compare the amendments of the U.S. constitution granting citizen's rights			*Textbook pgs. 42-52	*compare *amendments *U.S. Constitution *citizen's rights
4. Enduring Understanding:	**Essential Question 4:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	E.8.6.2 Explain the result of increased *productivity* on an improved standard of living (e.g., assembly line, interchangeable parts, computers)	*I will explain how the assembly line improved the standard of living. *I will explain how interchangeable parts improved the standard of living. *I will explain how computers improved the standard of living.			*Textbook: pgs. 298-299, 490-491, 489 *Labor Movement: pgs. 192-197	*explain *assembly line *interchangeable parts *standard of living
	E.8.6.3 Explain how owners of the *factors of production* receive payments for the use of these factors: wages and salaries, rent, interest, profit	*I will explain how owners get paid for the use of their factors of production.			*Google.com	*owners of factors of production *payments *factors *wages *salaries *rent *interest *profit
(continued) **4. Enduring Understanding:**	E.8.6.4 Evaluate the influences the discovery of *natural resources* has on the movement of people (e.g., gold, silver, oil)	*I will evaluate how the discovery of natural resources influences the movement of people.			*Textbook: pgs. 151, 179, 12-18 *Life in the Colonies: pgs. 12-18	*evaluate *discovery *natural resources *influences *movement of people *gold *silver *oil

	E.9.6.1 Examine the characteristics of money: portability, divisibility, durability, uniformity	*I will examine the characteristics of money.			*Google.com *United Streaming	*examine *characteristics of money *portability *divisibility *durability *uniformity
	E.9.6.10 Examine changes in *supply and demand* and the resulting effect on prices	*I will examine how the changes in supply and demand effect prices.				*examine *supply and demand
	E.9.6.11 Discuss methods used to reduce or eliminate competition (e.g., trademarks, patents, copyrights, natural monopolies, government licenses)	*I will discuss methods used to reduce or eliminate competition.			*Google.com *Progressive Movement: pgs. 262-267	*methods *reduce *eliminate *competition *trademarks *patents *copyrights *natural monopolies *government licenses
5. Enduring Understanding:	**Essential Question 5:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.3.6.2 Distinguish between *push-pull factors*	*I will compare and contrast push-pull factors.			*Textbook pg. 185 *ESL support	*compare *contrast *push-pull factors
6. Enduring Understanding:	**Essential Question 6:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	H.6.6.2 Create/construct timelines using the terms: ca (circa), Before Common Era/Common Era (BCE/CE), millennia, millennium, decade, century	*I will create a timeline using the term ca (circa). *I will create a timeline using the term Before Common Era/Common Era (BCE/CE). *I will create a timeline using the terms millennia and millennium. *I will create a timeline using the terms decade and			*Textbook pgs. 38-39	*create *timeline *ca (circa) *Before Common Era/ Common Era (BCE/CE) *millennia *millennium *decade *century
(continued) 6. Enduring Understanding:	H.6.6.3 Define and discuss post-Civil War Reconstruction from a state and national perspective	*I will define and discuss post-Civil War Reconstruction from a state perspective. *I will define and discuss post-Civil War Reconstruction from a national perspective			*Textbook pg. 107 *First Shots Fired pgs.74-77 *End of Slavery pgs.106-111	*define *discuss *post-Civil War Reconstruction *state perspective *national perspective
	H.6.6.4 Discuss the impact of *Manifest Destiny* on the United States	*I will discuss the impact of the Manifest Destiny on the United States.			*Textbook: pg. 35 *War in the West: pgs.154-159 *Westward Growth pgs. 136-137 *Pioneers on the Plains: p.138-144	*Manifest Destiny

	H.6.6.5 Research early 20th century inventions and their impact on Americans (e.g., telephone, electricity, automobile)	*I will research early 20th century inventions and their impact on Americans.			*Textbook pgs. 166-173 *War in the Air pg. 281 *Inventions of the 1900's pgs. 308-309 *Industrial Nation pgs. 298-305	*20th century inventions *impact
	H.6.6.6 Explain the impact of the American industrial revolution: communications, mass production	*I will explain the impact of the American Industrial Revolution.			*Textbook: pgs. 167, 302-303	*American industrial revolution *communications *mass production
	H.6.6.7 Analyze the impact of World War I on daily life in the United States (e.g., prohibition, food distribution, fuel distribution, propaganda)	*I will analyze the impact of World War I on daily life in the U.S.			*Textbook pgs. 272-280	*analyze *impact *prohibition *food distribution *fuel distribution *propaganda
	H.6.6.8 Analyze the causes and effects of the Great Depression: Federal Reserve actions, farm prices, crop failures, stock market crash, Roosevelt's New Deal	*I will analyze the cause and effects of the Great Depression.			*Textbook: pgs 323-329, 333-335, 349 *Good Times End pgs. 320-326	*Great Depression *analyze *causes and effects *Federal Reserve *farm prices *crop failures *stock market crash *Roosevelt's New Deal
	H.6.6.13 Explain the conflict between the American Indians and settlers moving westward (e.g., Battle of Little Big Horn, American Indian Movement)	*I will explain the conflict between the American Indians and settlers moving west.			*Textbook pg. 154	*conflict *American Indians *settlers *Battle of Little Big Horn *American Indian Movement
(continued) 6. Enduring Understanding:	H.6.6.14 Explain the causes and effects of the Spanish American War (e.g., U.S. interest in imperial expansion, USS Maine, *Yellow Journalism*)	*I will explain the causes and effects of the Spanish American War.			*Textbook pgs. 253-254 *Biography Theodore Roosevelt pg. 259 *Credibility of a Source pgs. 260-261	*Spanish American War *imperial expansion *USS Maine *Yellow Journalism
	H.6.6.15 Describe the expanding role of the US in world affairs (e.g., Panama Canal)	*I will describe the expanding role of the U.S. in world affairs.			*Textbook pgs. 250-258	*expanding role *world affairs *Panama Canal
	H.6.6.16 Explain the events that led to the United States involvement in World War I (e.g., Zimmerman telegram, German U-boat activity)	*I will define the events that led to the U.S. involvement in World War I.			*Textbook pgs. 272-280	*World War I *Zimmerman telegram *German U-boat activity
	H.6.6.17 Examine the Treaty of Versailles that ended World War I and the creation of the League of Nations	*I will examine the Treaty of Versailles that ended World War I. *I will examine the creation of the League of Nations			*Textbook pg. 280	*Treaty of Versailles *League of Nations

	H.6.6.29 Analyze the following components of immigration to the United States: push/pull factors, settlement patterns	*I will analyze push/pull factors as components of immigration to the U.S. *I will analyze settlement patterns as components of immigration to the U.S.			*Textbook: pgs. 184-190, 222-229	*push/pull factors *settlement patterns *components
	H.6.6.30 Explain the origins and accomplishments of labor unions	*I will explain the origins of labor unions. *I will explain the accomplishments of labor unions			*Textbook: pgs. 198-199 *Child Labor: pgs. 198-199	*origins *accomplishments *labor unions
	H.6.6.31 Explain the migration of African Americans northward before and during the Civil Rights movement	*I will explain the migration of African Americans before and during the Civil Rights movement.			*Textbook: pgs. 235, 418-426 *Citizens Heroes pgs. 318-319	*migration *Civil Rights movement
	H.6.6.9 Explain how the Women's Rights movement led to the Nineteenth Amendment	*I will explain how the Women's Rights movement led to the nineteenth amendment			*Textbook pgs. 109, 240-245	*Women's Rights *Nineteenth Amendment

Curriculum Map - 6th Grade - Social Studies

Third Quarter

7. Enduring Understanding:	**Essential Question 7:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	C.5.6.12 Examine the rights guaranteed to United States citizens in the Bill of Rights	*I will examine the rights guaranteed to U.S. citizens in the Bill of Rights.			*Textbook pgs. 42-43	*examine *rights *guaranteed *Bill of Rights
	C.5.6.14 Examine how citizens' rights are exercised through organizations that influenced societal and governmental change (e.g., ACLU, NAACP, CORE, ERA)	*I will examine how citizens rights are demonstrated through organizations that influence change.			*Textbook: pgs. 418-426, 237, 423, 440 *Unequal Opportunities pgs. 232-238 *Biography Susan B. Anthony pg. 245	*examine *citizens' rights *societal change *governmental change *ACLU *NAACP *CORE *ERA
	C.5.6.6 Analyze significant examples of music from various periods of United States history	*I will analyze music from different periods of U.S. history.			*Music Teacher as resource *Citizen Heroes *Respecting the Flag pgs.40-41 *Roaring 20's pgs.310-316 *Roots of Rock and Roll pgs. 404-405	*periods of U.S. history
	C.5.6.9 Examine ways citizens utilize the rights guaranteed in the Bill of Rights	*I will explain ways citizens use the rights guaranteed in the Bill of Rights.			*Textbook pgs. 42-43	*examine *rights *guaranteed *Bill of Rights

8. Enduring Understanding:	Essential Question 8:					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	E.8.6.51 Analyze the impact of entrepreneurship in the development of the economy of the United States	*I will analyze the impact of entrepreneurship in the U.S.			*Textbook pgs. 488-494 *Biography Andrew Carnegie p.183	*entrepreneurship
	E.9.6.12 Discuss the various marketing techniques: advertising, mail order catalog, increasing demand for goods and services	*I will discuss marketing techniques.			*Textbook pgs. 488-494	*marketing techniques *advertising *mail order catalog *increasing demand for goods and services
	E.9.6.4 Identify the purpose and function of the stock market	*I will identify the purpose and function of the stock market.			*Textbook pg. 322 *Google.com *United Streaming	*function *purpose *stock market
	E.9.6.8 Examine the costs/benefits associated with the development of global trade	*I will examine the costs and benefits associated with the development of global trade.			*Textbook page 493	*examine *costs *benefits *global trade

9. Enduring Understanding:	Essential Question 9:					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.3.6.3 Compare methods of communication through present day technology	*I will compare methods of communication through present day technology.			*Textbook pgs. 494-495 *Communication During Civil War pgs. 104-105 *Rails Across the Nation pgs. 128-133 *Future pgs. 520-521 *Inventors Change the World pgs. 166-172	*communication *technology
	G.3.6.4 Distinguish between *interstate* and *intrastate* transportation and the effects *globalization* has on these methods of transportation	*I will distinguish between interstate and intrastate transportation. *I will analyze the effects globalization has on these methods of transportation.			*Google.com *Primary /Secondary Sources pgs. 392-393 *Make Generalizations pgs. 518-519 *Economy & Trade pgs. 488-494	*interstate transportation *intrastate transportation *globalization
	G.3.6.6 Describe ways in which technology influences capacity to modify the physical environment	*I will describe how technology can influence the physical environment.			*Textbook pgs. 488-494 *Years of Change pgs. 438-444 *AR-30	*technology *capacity *modify *physical environment

10. Enduring Understanding:	Essential Question 10:					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	H.6.6.1 Determine the meaning of various political cartoons	*I will determine the meaning of political cartoons.			*Textbook pgs. 268-269	*political cartoons
	H.6.6.10 Locate the countries who were part of the World War II Axis and Allied Powers	*I will locate the countries that were part of the Axis and Allied Powers during World War II			*Textbook Chapter 8 pgs.340-369	*Axis Powers *Allied Powers
	H.6.6.11 Analyze the scientific and technological innovations that affected society in the mid to late 20th century: communication, technology, medicine, transportation	*I will analyze scientific and technological innovations that affected society in the mid to late 20th century.			*Textbook pg. 491 *Thinking Skills pgs. 306-307 *Biography An Wang U.S. Space Program pgs. 428-435	*scientific innovations *technological innovations *20th century
	H.6.6.18 Examine the events and political decisions that led to the United States involvement in World War II: Fascism, Nazism, Treaty of Versailles, Great Depression	*I will examine the events that led to World War II. *I will examine the political decisions that led to World War II.			*Textbook Chapter 8 pgs. 340-369	*political decisions *Fascism *Nazism *Treaty of Versailles *Great Depression
	H.6.6.10 Research the major events and political decisions made by the United States during the course of World War II: alliance with Great Britain and France, Pearl Harbor, atomic bomb, relocation and internment of Japanese Americans	*I will research the major events and political decisions made by the U.S. during World War II.			*Textbook Chapter 8 pgs. 340-369	*political decisions *alliance *Pearl Harbor *atomic bomb *relocation *internment *Japanese Americans
	H.6.6.20 Examine the events that led to the conclusion of World War II (e.g., Normandy, liberation of concentration camps, D-Day)	*I will examine the events that led to the conclusion of World War II.			*Textbook Chapter 8 pgs. 340-369	*conclusion *Normandy *liberation *concentration camps *D-Day

(continued) **10. Enduring Understanding:**	H.6.6.21 Explain the causes and effects of the Cold War in the United States: Chinese Cultural Revolution, McCarthyism, Cuban Missile Crisis, arms race	*I will explain the causes and effects of the Cold War in the U.S.			*Textbook: pgs 390, 409-411 *Changing World pgs.446-453 *AR-10	*Cold War *Chinese Cultural Revolution *McCarthyism *Cuban Missile Crisis *arms race
	H.6.6.22 Examine the following components of the Civil Rights Movement: Freedom Riders, sit-ins, organized marches, boycotts, school integration, Ku Klux Klan (KKK)	*I will examine components of the Civil Rights Movement.			*Textbook: pgs. 421-423, 108	*Civil Rights Movement *Freedoms Riders *sit-ins *organized marches *boycotts *school integration *Ku Klux Klan (KKK)
	H.6.6.23 Explain segregation and desegregation as established by Supreme Court cases: *Plessey v. Ferguson* , *Brown v. Board of Education*	*I will explain segregation and desegregation as established in the Supreme Court case, Plessey v. Ferguson. *I will explain segregation and desegregation as established in the Supreme Court case, Brown v. Board of Education			*Textbook: pgs 234, 421	*segregation *desegregation *Supreme Court case **Plessey v. Ferguson* **Brown v. Board of Education*
	H.6.6.24 Discuss the involvement of the United States in the Korean War	*I will discuss the involvement of the U.S. in the Korean War.			*Textbook: Chapter 9 Biography: MLK pg. 427	*Korean War
	H.6.6.25 Discuss the major causes and effects of the Vietnam War (e.g., spread of communism)	*I will discuss the major causes and effects of the Vietnam War.			*Textbook: pgs.381, 431-437	*Vietnam War *communism
	H.6.6.33 Explain the social changes caused by World War II: women in the workforce, baby boom, G.I. Bill	*I will explain the social changes caused by World War II.			*Textbook: Chapter 8 pgs. 340-369, 400, 452, 397 *Roaring 20's pgs .310-316	*World War II *women in the workforce *baby boom *G.I. Bill

(continued) **10. Enduring Understanding:**	H.6.6.34 Identify significant individuals whose lives impacted the Civil Rights movement (e.g., Martin Luther King, Jr., Rosa Parks, Stokely Carmichael, Medgar Evers, Little Rock Nine, Thurgood Marshall)	*I will understand that Martin Luther King, Jr. made an impact on Civil Rights. *I will understand that Rosa Parks made an impact on Civil Rights. *I will understand that Stokely Carmichael made an impact on Civil Rights. *I will understand that Medgar Evans made an impact on Civil Rights. *I will understand that the Little Rock Nine made an impact on Civil Rights. *I will understand that Thurgood Marshall made an			*Google.com *Textbook: pgs. 418, 421-422	*Civil Rights Movement *Martin Luther King, Jr. *Rosa Parks *Stokely Carmichael *Medgar Evars *Little Rock Nine *Thurgood Marshall

Curriculum Map - 6th Grade - Social Studies

Fourth Quarter

11. Enduring Understanding:	**Essential Question 11:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	C.4.6.1 Compare and contrast the three branches of government at the state and national levels of government: executive, legislative, judicial	*I will compare and contrast the three branches of government at the state and national level.			*Revolution & Constitution pgs. 22-28	*compare *contrast *three branches of government *state level *national level *executive *legislative *judicial
	C.4.6.2 Discuss the system of checks and balances in government	*I will discuss the system of checks and balances in government.				*checks and balances
	C.4.6.3 Discuss the roles and responsibilities of the executive branch (e.g., state/governor, federal/president)	*I will discuss the roles and responsibilities of the executive branch at the state and national levels.			*Biography FDR pg. 327 *Biography JFK pg. 413 *Government of the People pgs. 480-484	*executive branch *state level *national level
	C.4.6.4 Compare and contrast the roles of the legislative branch (e.g., general assembly/congress, state congress and federal congress, house, senate)	*I will compare and contrast the roles of the legislative branch at the state and national levels.				*legislative branch *general assembly *congress *state congress *federal congress *house *senate
	C.4.6.5 Compare and contrast the roles of the judicial branch (e.g., local, state, and federal)	*I will compare and contrast the roles of the judicial branch at the local, state, and federal levels.				*judicial branch *local level *state level *federal level

(continued) **11. Enduring Understanding:**	C.4.6.7 Recognize elected state and federal government officials (e.g., terms and qualifications)	*I will recognize elected state and federal government officials.			*Textbook pg. 480 *Biography Sandra Day O'Connor pg. 485	*elected officials *state government *federal government
	C.4.6.8 Discuss the succession of leadership at the federal level	*I will discuss the succession of leadership at the federal level.			*A Growing Nation pgs. 30-36	*succession of leadership
	C.4.6.9 Describe the development of the two-party system and the influence of third parties	*I will describe the development of the two-party system. *I will describe the influence of third parties				*two-party system *third parties
	C.5.6.1 Determine the way rights and laws of the United States were created by examining founding documents (e.g., Declaration of Independence, United States Constitution, Mayflower Compact)	*I will examine the Declaration of Independence to determine the way rights and laws of the U.S. were created. *I will examine the United States Constitution to determine the way rights and laws of the U.S. were created. *I will examine the Mayflower Compact to determine the way rights and laws of the U.S. were created.				*rights *laws *Declaration of Independence *United States Constitution *Mayflower Compact
	C.5.6.2 Examine the effects of the Declaration of Independence	*I will examine the effects of the Declaration of Independence.			*Textbook pg. 24	*Declaration of Independence
	C.5.6.3 Evaluate reasons for writing the United States Constitution	*I will evaluate reasons for writing the U.S. Constitution.				*U.S. Constitution
	C.5.6.4 Evaluate the importance of the United States Constitution as a governing document for the United States	*I will evaluate the importance of the U.S. Constitution as a governing document for the U.S.				*Constitution *document
(continued) **11. Enduring Understanding:**	C.5.6.5 Research national symbols and movements using primary and secondary sources (e.g., Uncle Sam, political party symbols, Vietnam Memorial, Mt. Rushmore)	*I will research Uncle Sam. *I will research political party symbols. *I will research the Vietnam Memorial. *I will research Mt. Rushmore.			*Political Cartoons pgs. 268-269 *Honoring the Veteran pgs. 436-437	*Uncle Sam *political party symbols *Vietnam memorial *Mt. Rushmore
	C.5.6.8 Evaluate ways being a good citizen is important for every individual (e.g., voting, obeying laws, volunteerism)	*I will evaluate how being a good citizen is important for every individual.			*Biography Abigail Adams pg.29 *Citizen Heroes: pgs. 94-95, 270-271, 510-511 *Chief Joseph pgs. 160-161 *Eisenhower pg. 365	*good citizen *volunteerism

	C.5.6.10 Examine the importance of the procedure for voting in the United States and in Arkansas (e.g., registration, maintaining the right to vote, voicing opinion)	*I will examine the importance of the procedure for voting in the U.S and in Arkansas.			*Textbook pg. 469	*procedure *registration * right to vote
	C.5.6.11 Analyze the importance of citizen participation in government at the state and local level.	*I will analyze the importance of citizen participation in government at the state and local level.				*analyze *participation *state level *local level

12. Enduring Understanding:	Essential Question 12:					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	E.7.6.6 Discuss the *decision making mode*l to evaluate historical events	*I will discuss the decision making model to evaluate historical events.			*Biography Robert E. Lee pg. 87	*decision making model

13. Enduring Understanding:	Essential Question 13:					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	G.2.6.1 Examine the effects of the contributions of people from selected racial, ethnic, and religious groups to the cultural identity of Arkansas and the United States	*I will examine the contributions of people from various racial, ethnic, and religious groups to the cultural identity of Arkansas and the U.S.			*Biography Sequoyah pg. 37 *New Americans pgs. 184-190 *Biography Booker T. Washington pg. 239 *Biography Delores Huerta pg.445 *Biography Daniel Libeskind pg. 509	*racial groups *ethnic groups *religious groups *cultural identity
	G.2.6.2 Describe how people from selected racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the culture of Arkansas and the United States	*I will describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the culture of Arkansas and the U.S.				*racial groups *ethnic groups *religious groups *cultural heritage
	G.2.6.3 Identify the occurrences of *cultural diffusion* , *cultural exchange,* and *assimilation* in local and national history	*I will identify the occurrences of cultural diffusion, cultural exchange, and assimilation in local and national history.			*Connections Across the Continent pgs. 6-11 *Biography Mary Antin pg. 191	*cultural diffusion *cultural exchange *cultural assimilation

(continued) **13. Enduring Understanding:**	G.3.6.1 Describe the location of major cities in Arkansas and the United States and the availability of resources and transportation in those areas	*I will describe the location of major cities in Arkansas and in the U.S. *I will research the resources and transportation in these cities.			*Cowboys and Miners pgs. 148-153	*major cities
	G.3.6.7 Analyze the consequences of environmental modification on Arkansas and specific areas of the United States: acid rain, global warming, ozone depletion, erosion, desertification	*I will analyze the consequences of environmental changes in Arkansas and specific areas of the U.S.			*The New Deal pgs. 328-335 *Looking Ahead pgs.512-517	*consequences *environmental change *acid rain *global warming *ozone depletion *erosion *desertification
14. Enduring Understanding:	**Essential Question 14:**					
	Skills *(Student Learning Expectations)*	**Objective(s)**	**Assessment**	**Learning Plan**		
				Instructional Strategies	**Materials/Resources**	**Essential Vocabulary**
	H.6.6.26 Discuss the ongoing conflicts between the United States and Southeast Asia and the Middle East	*I will discuss the ongoing conflicts between the U.S. and Southeast Asia and the Middle East.			*New Dangers pgs. 502-508	*conflict *Southeast Asia *Middle East
	H.6.6.27 Examine acts of modern-day terrorism (e.g., Oklahoma City bombing, World Trade Center attacks)	*I will examine the acts of modern-day terrorism.				*modern-day *terrorism *Oklahoma City bombing *World Trade Center attacks