



Bedford Public Schools

Grade 6 – Social Studies

The sixth grade social studies curriculum is guided by the following overarching question: How does where you live affect how you live? Through continent based units, students learn how to break down and organize information through the five themes of geography. Throughout the year, students are introduced to a variety of essential academic skills including: identifying cause and effect, sequencing, drawing inferences, recognizing fact, opinion and bias, identifying primary and secondary sources and comparing and contrasting information. These essential academic skills will be introduced through a variety of differentiated activities and assessments such as paragraph writing, small and large group discussions, oral and visual presentations, and group projects.

The expectation is that by the end of sixth grade students will be well on their way to becoming “citizens of the world” and independent thinkers.



Learning Expectations

Geography Skills

Africa

Western Asia/Middle East

Central and South Asia

Southeast Asia and Oceania

North and East Asia

Geography Skills

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • The five themes of geography are a way to organize information about the earth and its people. These themes are: location, region, movement, place, and human-environment interaction. • Maps give us vital information about the world. • Physical geography impacts how and where people live. • Culture is the total way of life of a particular people. • Geography helps us learn more about our neighbors and the ways we affect the world we share. 	<ul style="list-style-type: none"> • How does where you live influence how you live? • What makes a culture unique? 	<ul style="list-style-type: none"> • Use geographical skills to interpret different kinds of projections as well as political, physical, and thematic maps. • Describe the physical and human characteristics of places. • Understand that people create regions and borders. • Understand the effects of the movement of people, goods and ideas. • Understand how human actions affect the environment. • List and provide examples of the five-themes of geography. • Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to geography. • Give examples of products that are traded among nations, and examples of barriers to trade in these or other products. • Define supply and demand and describe how changes in supply and demand affect prices of specific products. • Conduct a short research project to investigate a country through the five themes of geography drawing on several sources.

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
		<ul style="list-style-type: none"> • Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. • Discuss topics in small and large group settings. • Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital text. • Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audience. • Define culture providing specific elements of culture.

Africa

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • The five themes of geography are a way to organize information about the earth and its people. These themes are: location, region, movement, place, and human-environment interaction. • Maps give us vital information about the world. • Physical geography impacts how and where people live. • Culture is the total way of life of a particular people. • Geography helps us learn more about our neighbors and the ways we affect the world we share. • Africa is a diverse continent (ethnically, religiously, culturally, and physically). • Africa is divided into regions. • Africa has been greatly impacted by European colonization. • Modern Africa is facing many challenges. 	<ul style="list-style-type: none"> • How does where you live influence how you live? 	<ul style="list-style-type: none"> • On a map of the world, locate the continent of Africa, the Atlantic Ocean, the Indian Ocean, the Mediterranean Sea, and the Great Rift Valley. • On a map identify major physical features including: the Sahara Desert, the Nile River, Lake Victoria, Mount Kilimanjaro, and the Cape of Good Hope. • Use a map key to locate countries and major cities in Africa. • Explain how the following five factors have influenced settlement and the economies of major African regions and countries. <ul style="list-style-type: none"> ○ Absolute and relative locations ○ Climate ○ Major physical characteristics ○ Major natural resources. ○ Population size • Identify when modern African countries became independent nations and explain how independence was achieved. • Describe how the geography of Africa influences where and how people live. • List the regions of Africa and identify the countries found in each region.

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
		<ul style="list-style-type: none"> • Identify some of the major ethnic and religious groups found in various countries in Africa. • Explain the evolution of the relationship between Europeans and Africans from trading partners, through colonization, to independence. • Explain the long-term effects of European colonization. • Identify when modern African countries became independent nations and explain how independence was achieved. • List some of the challenges facing modern Africa. • Describe the general level of education in selected countries in Africa and its relationship to the economy. • Describe the political and social status of women in selected countries in Africa. • Explain how drought and desertification affect parts of Africa. • Explain how the physical features of Africa south of the Sahara have affected transportation and communication networks. • Distinguish between fact and opinion in a text. • Demonstrate an understanding of the differences between primary and secondary sources.

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
		<ul style="list-style-type: none"> • Demonstrate an ability to recognize bias in a source and explain the bias as positive or negative. • Discuss topics in small and large group settings. • Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital text. • Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audience. • Identify key cause and effect linking terminology. • Create cause and effect diagrams that shorthand their arguments and organize their thinking.

Western Asia/Middle East

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • The five themes of geography are a way to organize information about the earth and its people. These themes are: location, region, movement, place, and human-environment interaction. • Maps give us vital information about the world. • Physical geography impacts how and where people live. • Culture is the total way of life of a particular people. • Geography helps us learn more about our neighbors and the ways we affect the world we share. 	<ul style="list-style-type: none"> • How does where you live influence how you live? 	<ul style="list-style-type: none"> • On a map of the world, locate Western Asia, or the Middle East. On a map of the Middle East, locate the Black Sea, Mediterranean Sea, Caspian Sea, Red Sea, Indian Ocean, Arabian Peninsula, and the Persian Gulf. • Use a map key to locate countries and major cities in Western Asia. • Explain how the following five factors have influenced settlement and the economies of major Middle Eastern countries. <ul style="list-style-type: none"> ○ absolute and relative locations ○ climate ○ major physical characteristics ○ major natural resources ○ population size • Describe the general level of education in selected countries in Western Asia and its relationship to the economy. • Describe the political and social status of women in selected countries in Western Asia. • Describe major ethnic and religious groups in various countries in Western Asia.

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
		<ul style="list-style-type: none"> • Identify the methods used to compensate for the scarcity of water in some areas. • Discuss topics in small and large group settings. • Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. • Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital text. • Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audience. • Identify key cause and effect linking terminology. • Create cause and effect diagrams that shorthand their arguments and organize their thinking.

Central and South Asia

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • The five themes of geography are a way to organize information about the earth and its people. These themes are: location, region, movement, place, and human-environment interaction. • Maps give us vital information about the world. • Physical geography impacts how and where people live. • Culture is the total way of life of a particular people. • Geography helps us learn more about our neighbors and the ways we affect the world we share. 	<ul style="list-style-type: none"> • How does where you live influence how you live? 	<ul style="list-style-type: none"> • On a map of the world, locate Central and South Asia. On a map of Central and South Asia, locate the Indian Ocean, the Arabian Sea, the Bay of Bengal, the Ganges River, the Indo-Gangetic Plain, the Northern Mountains, the Deccan Plateau, the Himalayan Mountains, and the Steppes. • Use a map key to locate countries and major cities in Central and South Asia. • Explain how the following five factors have influenced settlement and the economies of major Central and South Asian countries. <ul style="list-style-type: none"> ○ absolute and relative locations ○ climate ○ major physical characteristics ○ major natural resources ○ population size • Identify when India, Pakistan, Bhutan, Nepal, Bangladesh, Sri Lanka, and the Central Asian republics first became independent countries and explain how independence was achieved. Explain the relationship of the Central Asian republics to the former Soviet Union. • Explain the reasons for and the effects of the partition of the Indian subcontinent

		<p>into India and Pakistan in 1947 and the exchange of more than 12 million Hindus and Muslims.</p> <ul style="list-style-type: none">• Describe the political and social status of women in selected countries in Central and South Asia.• Describe major ethnic and religious groups in various countries in Central and South Asia.• Locate the Khyber Pass in Afghanistan and explain its strategic importance as a gateway from the north into the Indian subcontinent.• Discuss topics in small and large group settings.• Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.• Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital text.• Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audience.
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Southeast Asia and Oceania

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • The five themes of geography are a way to organize information about the earth and its people. These themes are: location, region, movement, place, and human-environment interaction. • Maps give us vital information about the world. • Physical geography impacts how and where people live. • Culture is the total way of life of a particular people. • Geography helps us learn more about our neighbors and the ways we affect the world we share. 	<ul style="list-style-type: none"> • How does where you live influence how you live? 	<ul style="list-style-type: none"> • On a map of the world, locate Southeast Asia, the Indian Ocean, Australia, New Zealand, Antarctica, the major Pacific Islands, the Pacific Ocean, and the Coral Sea. On a map of Southeast Asia and Oceania, locate the Bay of Bengal, the South China Sea, the Great Victoria Desert, and the Great Barrier Reef. • Use a map key to locate countries and major cities in the various regions of Southeast Asia, Australia, and the major Pacific Islands. • Describe major ethnic and religious groups in various countries in Southeast Asia and Oceania. • Explain how levels of education and work traditions contributed to the post-World War II growth of East Asian and Southeast Asian economies (e.g., South Korea, Japan, Taiwan, Hong Kong, and Singapore). • Identify the refugees who left Southeast Asia over the past several decades, the countries they came from, and why they are refugees.

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
		<ul style="list-style-type: none">• Discuss topics in small and large group settings.• Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.• Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital text.• Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audience.

North and East Asia

Enduring Understandings In order to meet the standards, the students will need to understand that . . .	Essential Questions In order to understand, students will need to consider questions such as . . .	Knowledge and Skills Learning this material will require students to . . .
<ul style="list-style-type: none"> • The five themes of geography are a way to organize information about the earth and its people. These themes are: location, region, movement, place, and human-environment interaction. • Maps give us vital information about the world. • Physical geography impacts how and where people live. • Culture is the total way of life of a particular people. • Geography helps us learn more about our neighbors and the ways we affect the world we share. 	<ul style="list-style-type: none"> • How does where you live influence how you live? 	<ul style="list-style-type: none"> • On a map of the world, locate North and East Asia, the Pacific Ocean, and the Arctic Ocean. On a map of East Asia, locate the Sea of Japan, the Yellow Sea, the East China Sea, the Gobi Desert, the Himalayas, and the Huang He (Yellow) and Chang Jiang (Yantgtze) Rivers. On a map of North Asia, locate Siberia and the Yenisey, Lena, and Kolyma rivers. • Use a map key to locate the countries and major cities in the various regions of East Asia. • Explain how the following five factors have influenced settlement and the economies of major East Asian countries. <ul style="list-style-type: none"> ○ absolute and relative locations ○ climate ○ major physical characteristics ○ major natural resources ○ population size • Describe major ethnic and religious groups in various countries in East Asia. • Discuss topics in small and large group settings. • Determine the meaning of words and phrases as they are used in a text,

		<p>including vocabulary specific to domains related to history/social studies.</p> <ul style="list-style-type: none">• Integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital text.• Write routinely over extended time frames and shorter time frames for a range of discipline specific tasks, purposes and audience.
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