**Grade 6: Making Meaning**

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| **Grade Level Introduction:** As students continue to thrive in environments that encourage them to wonder and reason, the goal for 21st century learners in 6th grade is to search for ways to understand why change occurs and to question and evaluate the meaning of this change. Students will seek to understand how government functions to serve the interest of the greater good, the multiple influences on how decisions are made and how policies are created. Students will continue to engage in disciplinary thinking by investigating how humans interact with their environments and the role that communication and transportation technologies play in these interactions throughout various regions of the world and analyzing their findings to determine impacts. They will engage in experiences that allow them to develop an understanding of how economic decisions affect the well-being of individuals and society as a whole. Drawing on the Practices in the Inquiry Cycle, especially the ability to engage in historical thinking, students will seek to generate their own questions using historical sources as evidence and launch investigations that will allow them to uncover their own explanations of why change occurs.  Students will need to routinely use the Practices in the Inquiry Cycle in order to develop deeper understandings and to plan, implement and reflect on taking informed action. Together, the power of the Disciplinary Core Concepts and the Practices in the Inquiry Cycle will empower students to not only understand true citizenship, but also to recognize that they themselves are citizens with the power and responsibility to impact their communities. By the end of 6th grade, students will be able to make meaning of these practices to uncover historical understandings and demonstrate civic competencies.  **Assumptions and Goals of Curriculum Development:**  **Sampling of Primary Resources Documents:** | |
| **6.CM.1 Civic and Political Institutions** *Explain how government affects the functioning of citizens, political and economic groups within society.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * May include, but are not limited to the following: | |

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| **6.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles** *Explain how personal interests, civic virtues and democratic principles influence decisions.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * May include, but are not limited to the following: | |
| **6.CM.3 Processes, Rules and Laws** *Examine and explain the procedures for making civic decisions based on the needs of society.* | |
| **Key Idea**: | |
| ***Students who demonstrate understanding, can address the following Compelling Questions:*** | ***Students who demonstrate understanding, can address the following Supporting Questions:*** |
| **Sample Concepts:**   * May include, but are not limited to the following: | |
| **6.EDM.4 Economic Decision Making** *Explain how economic decisions affect the well-being of individuals and society.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * May include, but are not limited to the following: | |
| **6.EDM.5 Exchange and Markets** *Explain how changes in supply and demand, resource availability and production can be used to study economic markets.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * May include, but are not limited to the following: | |
| **6.EDM.6 National Economy** *Explain the influence of resource types and availability on economic development.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * May include, but are not limited to the following: | |
| **6.EDM.7 Global Economy** *Explain barriers to trade and how those barriers influence trade among nations.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * May include, but are not limited to the following: | |
| **6.GR.8 Spatial Views of the World**  *Explain spatial patterns between places and regions and their corresponding cultural and environmental characteristics using geographical representations.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * May include, but are not limited to the following: | |
| **6.GR.9 Human-Environment Interaction** *Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * May include, but are not limited to the following: | |
| **6. GR. 10 Human Populations Spatial Patterns and Movements**  *Explain how transportation and communication technology influence spatial connections among human settlement and affect the diffusion of ideas and cultural practices.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * May include, but are not limited to the following: | |
| **6. GR. 11 Global Interconnections** *Analyze why cultural and environmental characteristics vary among regions of the world.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * May include, but are not limited to the following: | |
| **6. HT.12 Chronological Reasoning: Causation and Continuity**. *Analyze connections among historical developments and events in order to classify them as examples of change or continuity.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * May include, but are not limited to the following: | |
| **6.HT.13 Historical Understanding: Contextualization and Perspectives** *Analyze primary and secondary sources to explain how and why perspectives of people have changed over time.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * May include, but are not limited to the following: | |
| **6.HT.14 Historical Arguments** *Create an argument about the past that is supported by evidence generated from historical sources.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * May include, but are not limited to the following: | |
| **6.HT.15 Interpretation and Synthesis** *Classify the kinds of historical sources used in a secondary interpretation and analyze them to identify further areas of inquiry and additional sources.* | |
| **Key Idea**: | |
| **Students who demonstrate understanding, can address the following Compelling Questions:** | **Students who demonstrate understanding, can address the following Supporting Questions:** |
| **Sample Concepts:**   * May include, but are not limited to the following: | |