

WS/FCS Unit Planning Organizer

Subject(s)	Social Studies	Conceptual Lenses <ul style="list-style-type: none"> • Geography • Civilization • Culture • Place
Grade/Course	6 th	
Unit of Study	Unit 1: Human Geography	
Unit Title	Social Studies 101	
Pacing	12 days	

Unit Overview

This unit lays the groundwork for the study of world history by exploring the relationship between physical geography and human geography. This will start with an exploration of the factors which define the environment of a place, along with an examination of the ways that geographic data is communicated (maps, charts, graphs, etc.). They will then study systems of human organization, specifically culture and civilization, and the ways that these systems are influenced by environmental factors.

- **Geography:**
 - Physical Geography
 - 5 Themes of Geography
 - Use of charts, graphs & maps
- **Culture**
 - Influence of Geography on settlement
 - Civilization
- **History**
 - Evidence & Science of History
 - Primary/Secondary Sources and perspective/bias
- **Government**
 - Need for leaders and laws
 - Citizenship- requirements & benefits
- **Economics**
 - Basic concepts
 - Quality of Life

Unit Enduring Understanding(s)	Unit Essential Question(s)
<ul style="list-style-type: none"> • Human's lives are influenced by their physical environment. • Humans organize themselves in complicated ways. 	<ul style="list-style-type: none"> • How does the physical environment influence how people live? • How do humans organize themselves when they live together in large groups?

Essential State Standards

Priority Objectives	Supporting Objectives
<ul style="list-style-type: none"> • 6.H.1.1 Construct <u>charts, graphs and historical narratives to explain particular events or issues over time.</u> • 6.G.1.1 Explain <u>how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions.</u> • 6.G.1.2 Explain <u>the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time.</u> • 6.G.1.3 Compare <u>distinguishing characteristics of various world regions.</u> • 6.G.1.4 Explain <u>how and why civilizations, societies and regions have used, modified and adapted to their environments.</u> • 6.E.1.1 Explain <u>how conflict, compromise, and negotiation over the availability of resources impacted the economic development of various civilizations, societies and regions.</u> • 6.E.1.2 Explain <u>how quality of life is impacted by economic choices of civilizations, societies and regions.</u> • 6.C&G.1.1 Explain <u>the origins and structures of various governmental systems.</u> • 6.C.1.1 Analyze <u>how cultural expressions reflected the values of civilizations, societies and regions.</u> 	<ul style="list-style-type: none"> • 6.H.1.2 Summarize the literal meaning of historical documents in order to establish context. • 6.H.1.3 Use primary and secondary sources to interpret various historical perspectives. • 6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies, and regions. • 6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena.

“Unpacked” Concepts (students need to know)	“Unpacked” Skills (students need to be able to do)	COGNITION (RBT Level)
<ul style="list-style-type: none"> • 6.H.1.1 <ul style="list-style-type: none"> ○ charts, graphs and historical narratives to explain particular events or issues over time. • 6.G.1.1 <ul style="list-style-type: none"> ○ how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions. • 6.G.1.2 <ul style="list-style-type: none"> ○ the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time. • 6.G.1.3 <ul style="list-style-type: none"> ○ distinguishing characteristics of various world regions. • 6.G.1.4 <ul style="list-style-type: none"> ○ how and why civilizations, societies and regions have used, modified and adapted to their environments. • 6.E.1.1 <ul style="list-style-type: none"> ○ how conflict, compromise, and negotiation over the availability of resources impacted the economic development of various 	<ul style="list-style-type: none"> • 6.H.1.1 <ul style="list-style-type: none"> ○ Construct • 6.G.1.1 <ul style="list-style-type: none"> ○ Explain • 6.G.1.2 <ul style="list-style-type: none"> ○ Explain • 6.G.1.3 <ul style="list-style-type: none"> ○ Compare • 6.G.1.4 <ul style="list-style-type: none"> ○ Explain • 6.E.1.1 <ul style="list-style-type: none"> ○ Explain 	<ul style="list-style-type: none"> • 6.H.1.1 <ul style="list-style-type: none"> ○ Apply • 6.G.1.1 <ul style="list-style-type: none"> ○ Understand • 6.G.1.2 <ul style="list-style-type: none"> ○ Understand • 6.G.1.3 <ul style="list-style-type: none"> ○ Understand • 6.G.1.4 <ul style="list-style-type: none"> ○ Understand • 6.E.1.1 <ul style="list-style-type: none"> ○ Understand

<p>civilizations, societies and regions.</p> <ul style="list-style-type: none"> • 6.E.1.2 <ul style="list-style-type: none"> ○ how quality of life is impacted by economic choices of civilizations, societies and regions. • 6.C&G.1.1 <ul style="list-style-type: none"> ○ the origins and structures of various governmental systems. • 6.C.1.1 <ul style="list-style-type: none"> ○ how cultural expressions reflected the values of civilizations, societies and regions. 	<ul style="list-style-type: none"> • 6.E.1.2 <ul style="list-style-type: none"> ○ Explain • 6.C&G.1.1 <ul style="list-style-type: none"> ○ Explain • 6.C.1.1 <ul style="list-style-type: none"> ○ Analyze 	<ul style="list-style-type: none"> • 6.E.1.2 <ul style="list-style-type: none"> ○ Understand • 6.C&G.1.1 <ul style="list-style-type: none"> ○ Understand • 6.C.1.1 <ul style="list-style-type: none"> ○ Analyze
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Essential Vocabulary	Enrichment Vocabulary
<ul style="list-style-type: none"> • environment • climate • civilization • society • population • migration • interaction • source • perspective • artifact 	<ul style="list-style-type: none"> • politics • economics • religion • ideas • art • demographics • bias <hr/> <p style="text-align: center;">Enrichment Factual Content</p> <ul style="list-style-type: none"> • Climate types <ul style="list-style-type: none"> ○ tropical ○ steppe ○ tundra ○ desert ○ savanna • Equator • Prime Meridian • Tropics <ul style="list-style-type: none"> ○ Tropic of Cancer ○ Tropic of Capricorn

Unit “Chunking” & Enduring Understandings	Suggested Lesson Essential Questions	Potential Factual Content	North Carolina Essential Standards
<p>Geography Physical features, and how we interact with them, influence many things in a civilization.</p>	<p>What are the major physical features of the Earth?</p>	<ul style="list-style-type: none"> • continents • mountain range • river valley • desert • peninsula • plateau • plain • rainforest • oceans • sea • river 	<p>6.G.1.3 Compare distinguishing characteristics of various world regions.</p>
	<p>What are the Five Themes of Geography?</p>	<ul style="list-style-type: none"> • Location • Region • Place • Human Environment Interaction (use, adapt & modify) • Movement (migration) 	<p>6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions.</p> <p>6.G.1.2 Explain the factors that influenced the movement of people, goods, and ideas and the effects of that movement on societies and regions over time.</p> <p>6.G.1.3 Compare distinguishing characteristics of various world regions.</p> <p>6.G.1.4 Explain how and why civilizations, societies and regions have used, modified and adapted to their environments.</p>

	How can maps, charts, and graphs be used to represent features of physical and human geography?	<ul style="list-style-type: none"> • climate • population • migration • map • compass rose • direction • chart • demographics 	<p>6.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies, and regions.</p> <p>6.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena.</p>
<p>Culture Characteristics of how people live are known as their culture.</p>	How do environmental factors influence where humans settle and how societies organize themselves?	<ul style="list-style-type: none"> • Environment • Needs for survival 	<p>6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions.</p>
	What features define a group of people as a civilization?	<ul style="list-style-type: none"> • civilization • government • politics • economics • religion/values • social structure • society • ideas/knowledge • art/expression • PERSIA/GRAPES 	<p>6.G.1.1 Explain how the physical features and human characteristics of a place influenced the development of civilizations, societies and regions.</p>
<p>History Artifacts allow historians to form theories about how people lived in the past.</p>	How do we know about the events that occurred long ago?	<ul style="list-style-type: none"> • Archeology • Anthropology • Artifacts • Measurement of time <ul style="list-style-type: none"> ○ BC/AD ○ BCE/CE ○ Century ○ Decade ○ Era 	<p>6.H.1.1 Construct charts, graphs and historical narratives to explain particular events or issues over time.</p> <p>6.H.1.2 Summarize the literal meaning of historical documents in order to establish context.</p> <p>6.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p>

	How do we investigate the past?	<ul style="list-style-type: none"> • Primary & Secondary Sources • Point of View • Perspective • Bias 	<p>6.H.1.2 Summarize the literal meaning of historical documents in order to establish context.</p> <p>6.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p>	
<p>Government</p> <p>When groups of people live in communities, there is often a need for rules and leadership to provide protection and order.</p>	Why would communities need a leader and laws?	<ul style="list-style-type: none"> • Laws & Enforcement • Rulers/Leaders • Government • Politics 	<p>6.C&G.1.1 Explain the origins and structures of various governmental systems.</p> <p>6.C&G.1.3 Compare the requirements for and responsibilities of citizenship under various governments.</p>	
	What are the benefits and requirements of living in organized communities?	<ul style="list-style-type: none"> • Citizens • Citizenship • Invasion • Conquest 	<p>6.C&G.1.3 Compare the requirements for and responsibilities of citizenship under various governments.</p>	
<p>Economics</p> <p>A civilization's access to resources, and how they use them, affects their quality of life.</p>	What are the basic concepts of economics?	<ul style="list-style-type: none"> • Resources (land, labor & human) • Goods • Services • Supply/Demand • Scarcity 	<p>6.E.1.1 Explain how conflict, compromise, and negotiation over the availability of resources impacted the economic development of various civilizations, societies and regions.</p>	
	How do economic decisions affect the lives of people?	<ul style="list-style-type: none"> • Trade/Barter • Traditional Economy • Quality of Life • Needs vs Wants 	<p>6.E.1.2 Explain how quality of life is impacted by economic choices of civilizations, societies and regions.</p>	
Sub Concepts				
<p>HISTORY</p> <p>Migration Civilization</p>	<p>GEOGRAPHY</p> <p>Region Climate Environment</p>	<p>CIVICS & GOVERNMENT</p> <p>Politics Order</p>	<p>ECONOMICS</p> <p>Scarcity Needs & Wants</p>	<p>CULTURE</p> <p>Systems Economics</p>

Language Objective EXAMPLES

Key Vocabulary LO: SWBAT define and explain the terms *climate, civilization, migration, and artifacts*.

Language Functions LO: SWBAT explain how environments can influence the development of civilizations.

Language Skills LO: SWBAT read two passages about two different climate zones and discuss the similarities and differences between the two. (*Reading passages should be chosen/modified in accordance with the LEP students' zone of proximal development*).

Grammar and Language LO: SWBAT use adjectives in a writing assignment that describes one of the major climate zones of the world.

Lesson Tasks LO: SWBAT read and summarize a passage about the motivating factors of migration and explain this summary to a group.

Language Learning Strategy LO: SWBAT develop a cause/effect graphic organizer analyzing and identifying the causes and effects of settlement patterns. (*The linguistic load will vary from LEP student to LEP student. Level 1-2 LEP students may need a word bank or other supplement to complete this activity using this strategy*).