

HPISD CURRICULUM
(SOCIAL STUDIES, GRADE 6)

EST. NUMBER OF DAYS: 10 DAYS

UNIT NAME	PEOPLE AND PLACES: OUR SOCIAL WORLD PEOPLE AND PLACES: PATTERNS IN OUR WORLD
Unit Overview	<p>A: The students will gain a basis understanding of how people interact within their world. Topics will include the role of technology in today’s world, the factors that make up world cultures, growth and movement of populations, and the basic government and economic systems.</p> <p>B: Students will be able to make connections between the four focus concepts as they examine the physical geography of the earth and how people’s uses of resources can affect the environment.</p>
Generalizations/Enduring Understandings	<p>Culture</p> <ul style="list-style-type: none"> ● The culture of a society is reflected in art, music, literature, traditions, religious beliefs, education and the practices of daily life. ● Governmental, economic and cultural institutions are basic to all societies, but characteristics of these institutions vary from one society to another. ● Societies change over time as they are shaped by historical events individual and group achievements and interactions with other cultures. ● Improved communication among cultures leads to increased cultural borrowing and diffusion as well as greater potential for conflict or cooperation. <p>Government</p> <ul style="list-style-type: none"> ● All societies have some form of organized government that determines the distribution of power and the decision making process. ● Opportunities for citizens to participate in and influence the political process vary among societies. ● Citizens exercise various rights and responsibilities depending on their form of government. <p>Economics</p> <ul style="list-style-type: none"> ● All societies have some form of economic system that determines how the wants and needs of the society are met. (traditional, command, market, free enterprise system) ● Free enterprise systems offer economic benefits. ● Many criteria are used to assess the level of economic development and quality of life in places and regions. ● The uneven distribution of factors of production (natural, human and capital resources) leads to conflict or interdependence. <p>Geography</p> <ul style="list-style-type: none"> ● Geographic factors explain patterns of population and location of economic activities in places and

	<ul style="list-style-type: none"> regions. Interactions between people and the physical environment impact the development of places and regions. Understanding, using and creating the tools of geography offer distinct and valuable ways to interpret population, economic and cultural patterns in our world. 				
Concepts	Understanding Cultures				
Guiding/Essential Questions	<p>A:</p> <ul style="list-style-type: none"> What are the factors that determine the world’s different cultures? What are basic human needs and how are they met? Why do people who share similar beliefs and enjoy similar foods, music and clothing choose to live close to others like them? What affects the growth and movement of populations? Why is government necessary? What is the role of technology in today’s world? What is the role of various economic systems used by the various cultures? <p>B:</p> <ul style="list-style-type: none"> What is the structure of the earth’s interior and surface? What physical forces shape our world? How do humans affect the climate and the environment? How do the physical features of the earth influence the way people live? Why do human choices about how to use resources impact the present and future survival of living creatures? What causes population movement? How does geography provide necessary information needed to manage resources? 				
Learning Targets	<ul style="list-style-type: none"> Students will understand the difference between limited and unlimited governments. Students will understand the difference between free enterprise, socialist and communist economic systems. Students will identify common characteristics of world cultures. 				
Formative Assessments	Kagan Structures, Kahoot review games, Culture Crest, Word Wall – Characteristics of Culture, Family Interview, Migration Scenario Cards				
Summative Assessments	Minor: Patterns in Our World Assessment				
	TEKS				
TEKS (Grade Level) / Specifications	<table border="1"> <tr> <td>(9)Economics. The student understands the various ways in which people organize economic</td> <td>Specifications</td> </tr> <tr> <td></td> <td>Including free market, socialist & communist economies.</td> </tr> </table>	(9)Economics. The student understands the various ways in which people organize economic	Specifications		Including free market, socialist & communist economies.
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	<p>systems. The student is expected to: (A) compare ways in which various societies organize the production and distribution of goods and services;</p>	
	<p>(B) compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system;</p>	<p>Including the United States free enterprise system may also be referenced as capitalism or the free market system (TEKS)</p>
	<p>(11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to: (A) identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);</p>	<p>Including limited (constitutional) government of United Kingdom, and the unlimited (totalitarian) government of North Korea</p>
	<p>(B) compare the characteristics of limited and unlimited governments;</p>	<p>Include: A constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure and are sworn to uphold the constitution (TEKS)</p>
	<p>(C) identify reasons for limiting the power of government; and</p>	
	<p>(13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to: (B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies; and</p>	<p>Including the role of minority and majority groups within a society</p>
	<p>(14) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to: (A) identify and explain the duty of civic participation in societies with representative governments; and</p>	<p>Including study and recite the following text: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, that among these are life, liberty and the pursuit of happiness—that to secure these rights, governments are instituted among men, deriving their just powers from consent of the governed.” (TEKS)</p>
	<p>(B) explain relationships among rights, responsibilities, and duties in societies with</p>	

	representative governments.	
	<p>(15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</p> <p>(A) define culture and the common traits that unify a culture region;</p>	
	(B) identify and describe common traits that define cultures;	
	<p>(16) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:</p> <p>(A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;</p>	
	<p>(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:</p> <p>(D) identify and define the impact of cultural diffusion on individuals and world societies; and</p>	
	(E) identify examples of positive and negative effects of cultural diffusion.	
	<p>(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:</p> <p>(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and</p>	
	<p>(20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:</p> <p>(A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the</p>	

	boundaries of societies and have shaped the world;	
	(B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology; and	
Processes and Skills	<p>(21) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:</p> <p>(A) differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; and artifacts to acquire information about various world cultures;</p>	
	(B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;	
	(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;	
	(D) identify different points of view about an issue or current topic;	
	<p>(22) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p>(A) use social studies terminology correctly;</p>	
	<p>(23) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages,</p>	

	choose and implement a solution, and evaluate the effectiveness of the solution; and	
Topics	A: Understanding culture Balancing wants and needs Landforms Forms of government B: Thinking like a geographer Physical geography People and the environment	

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Language of Instruction	A-B: Rural Urban Refugee Globalization Industrialized country Developing country Culture Dictator Hemisphere Latitude Longitude Free enterprise Capitalism Free market system Cultural diffusion Technology Ethnic group Limited government Unlimited government
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	<p>Constitution Constitutional republic Minority Majority Liberty Monarchy Ethnocentrism Interdependence</p>
State Assessment Connections	
National Assessment Connections	
Resources	<p>Kwintessential.co.uk iCivics, Inc. Nystrom atlas Jr Scholastic News Magazine www.socialstudies.tea.state.tx.us Teacher Resources kit TAKS Skills Practice Activities booklet</p>