

**HPISD CURRICULUM**  
(SOCIAL STUDIES, GRADE 6)

**EST. NUMBER OF DAYS: A 15 DAYS, B 5 DAYS, C 10 DAYS**

<p><b>UNIT NAME</b></p>	<p><b>TOPIC 1: AMERICAS: UNITED STATES, CANADA, MEXICO</b> <b>TOPIC 2: AMERICAS: CENTRAL AMERICA AND CARIBBEAN</b> <b>TOPIC 3: AMERICAS: SOUTH AMERICA</b></p>
<p><b>Unit Overview</b></p>	<p><b>A-C:</b> In this unit, students will be introduced to the geography and people of the Americas. They will learn about the physical and human features of these unique areas, including cultural and social issues.</p>
<p><b>Generalizations/Enduring Understandings</b></p>	<p><b>A:</b></p> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>● The culture of a society is reflected in art, music, literature, traditions, religious beliefs, education and the practices of daily life.</li> <li>● Governmental, economic and cultural institutions are basic to all societies, but characteristics of these institutions vary from one society to another.</li> <li>● Societies change over time as they are shaped by historical events individual and group achievements and interactions with other cultures.</li> <li>● Improved communication among cultures leads to increased cultural borrowing and diffusion as well as greater potential for conflict or cooperation.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>● Geographic factors explain patterns of population and location of economic activities in places and regions.</li> <li>● Geographic factors shape the domestic and foreign policies of a society.</li> <li>● Interactions between people and the physical environment impact the development of places and regions.</li> <li>● Understanding, using and creating the tools of geography offer distinct and valuable ways to interpret population, economic and cultural patterns in our world.</li> </ul> <p><b>Government</b></p> <ul style="list-style-type: none"> <li>● All societies have some form of organized government that determines the distribution of power and the decision making process.</li> <li>● Opportunities for citizens to participate in and influence the political process vary among societies.</li> <li>● Citizens exercise various rights and responsibilities depending on their form of government.</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>● All societies have some form of economic system that determines how the wants and needs of the</li> </ul>

society are met.

- Free enterprise systems offer economic benefits.
- The uneven distribution of factors of production (natural, human and capital resources) leads to conflict or interdependence.
- Many criteria are used to assess the level of economic development and quality of life in places and regions.

**B:**

**Culture**

- 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.

**Geography**

- Geographic factors explain patterns of population and location of economic activities in places and regions.
- Geographic factors shape the domestic and foreign policies of a society.
- 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.

**Government**

- 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.

**Economics**

- All societies have some form of economic system that determines how the wants and needs of the society are met.
- Free enterprise systems offer economic benefits.
- The uneven distribution of factors of production (natural, human and capital resources) leads to conflict

	<p>or interdependence.</p> <ul style="list-style-type: none"> <li>● Many criteria are used to assess the level of economic development and quality of life in places and regions.</li> </ul> <p><b>C:</b> <b>Culture</b></p> <ul style="list-style-type: none"> <li>● The culture of a society is reflected in art, music, literature, traditions, religious beliefs, education and the practices of daily life.</li> <li>● Governmental, economic and cultural institutions are basic to all societies, but characteristics of these institutions vary from one society to another.</li> <li>● Societies change over time as they are shaped by historical events individual and group achievements and interactions with other cultures.</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>● Geographic factors explain patterns of population and location of economic activities in places and regions.</li> <li>● Interactions between people and the physical environment impact the development of places and regions.</li> </ul> <p><b>Government</b></p> <ul style="list-style-type: none"> <li>● Opportunities for citizens to participate in and influence the political process vary among societies.</li> <li>● Citizens exercise various rights and responsibilities depending on their form of government.</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>● All societies have some form of economic system that determines how the wants and needs of the society are met.</li> <li>● Many criteria are used to assess the level of economic development and quality of life in places and regions.</li> </ul>
<b>Concepts</b>	<p><b>A:</b> Living in a free enterprise economy.  <b>B:</b> There is a strong Spanish influence apparent in the language and culture of Mexico and Central America.  <b>C:</b> There is a strong Spanish influence on the language and culture of South American countries, along with a blend of Native American and European heritages.</p>
<b>Guiding/Essential Questions</b>	<p><b>A:</b> <b>Culture</b></p> <ul style="list-style-type: none"> <li>● How did the Inuit provide shelter in an environment without stone or wood?</li> <li>● What is the link between Canada and Great Britain?</li> <li>● Why is Canada’s population so ethnically diverse?</li> </ul>

**Geography**

- How have Canada's landforms and climate affected where Canadians live?
- How does Canada rank in terms of landmass size?
- What is unusual about the border between Canada and the United States?

**Government**

- What type of government does Canada have?
- How does Canada's government play a role in its economy?

**Economics**

- Which province is the world's leading producer of newsprint?
- What economic activities take place in the Prairie Provinces?
- Which province of Canada provides one of the best fishing grounds?

**B:****Culture**

- What do the following Spanish words mean, and why are they important to Mexico: Sierra Madre, tierra caliente, tierra templada, and tierra fria?
- What is the major religion of Mexico?
- What other cultures have influenced the culture of the Caribbean?

**Geography**

- What continent is Mexico a part of?
- What effect do the varying altitudes have on the climate throughout Mexico?
- Why have many Mexicans moved to cities in the north?
- Why is Mexico referred to as "the land of the shaking earth"?
- Why was the Panama Canal built?
- How were the Caribbean Islands formed?

**Government**

- How is the government of Mexico similar to that of the United States?
- What countries make up Central America?
- How is the Cuban government different from every other government in the western hemisphere?
- What was the first nation in the world to be founded by formerly enslaved people?

**Economics**

- Why are some Americans concerned that American jobs will head south to Mexico?
- What are Mexico's major exports?
- What do the economies of the Central American countries depend on?
- What are the two main economic activities in the Caribbean?

**C:**

	<p><b>Culture</b></p> <ul style="list-style-type: none"> <li>● What is the heritage of most of Colombia’s people?</li> <li>● Who was Colombia named after?</li> <li>● What is “Colombian Gold”?</li> <li>● What is life like for most of Bolivia’s people?</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>● What is the meaning and significance of the word Ecuador?</li> <li>● Why is the rain forest of South America called the “lungs of the planet”?</li> </ul> <p><b>Government</b></p> <ul style="list-style-type: none"> <li>● Which country owns the Galapagos Islands?</li> </ul> <p><b>Economics</b></p> <ul style="list-style-type: none"> <li>● What are Colombia’s natural resources?</li> <li>● What are Brazil’s economic challenges?</li> <li>● Which South American country is a major oil supplier for the United States?</li> </ul>
<p><b>Learning Targets</b></p>	<p>North America</p> <ul style="list-style-type: none"> <li>● Students understand that the governments of North America are democratic. <ul style="list-style-type: none"> <li>○ Democracy is one of the principles of the American identity.</li> </ul> </li> <li>● Students understand that the countries of North America have free enterprise economies. <ul style="list-style-type: none"> <li>○ These country economies are unified through NAFTA.</li> </ul> </li> <li>● Students understand that North America contains a variety of physical features and climate regions. <ul style="list-style-type: none"> <li>○ Geographic features influence population distribution.</li> </ul> </li> <li>● Students understand that North American countries have colonial influences but have created their own national identities. <ul style="list-style-type: none"> <li>○ Including influence from England, France and Spain.</li> </ul> </li> </ul> <p>Central America</p> <ul style="list-style-type: none"> <li>● Students understand that the countries of Central America relies upon the economic relationship with North and South America. <ul style="list-style-type: none"> <li>○ Including tourism, manufacturing, agriculture, and the illegal drug trade.</li> </ul> </li> <li>● Students understand the impact of colonialism on the government and cultures of Central America.</li> <li>● Students identify the geographic characteristics and climate of Central America. <ul style="list-style-type: none"> <li>○ Including environmental factors</li> </ul> </li> </ul> <p>South America</p> <ul style="list-style-type: none"> <li>● Students understand the impact of colonialism on the cultures of South America. <ul style="list-style-type: none"> <li>○ Including Spain, Portugal, France and the influence of slavery.</li> <li>○ Impact on native cultures.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Students identify a wide variety of climates and environments in South America.</li> <li>• Students understand the challenges of South American economies under the rule of corrupt governments. <ul style="list-style-type: none"> <li>◦ Developing economies, illegal drug trade, and environmental destruction.</li> </ul> </li> <li>• Students understand that many South American countries have struggled to transition from dictatorships to democracies.</li> </ul>	
<b>Formative Assessments</b>	<b>Cooperative Learning Structures, Kahoot Reviews, Brain Pop games, Celebrate Freedom Activity</b>	
<b>Summative Assessments</b>	<b>North America Test, Destination Americas Research Project</b>	
	<b>TEKS</b>	<b>Specifications</b>
<b>TEKS (Grade Level) / Specifications</b>	<p><b>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</b></p> <p>(A) pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments?;</p>	
	(B) pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases;	
	(C) compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models; and	
	(D) create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries;.	
	<b>(4) Geography. The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute</b>	<b>Including Isthmus of Panama, Niagra Falls, Great Lakes, Hudson Bay, Sierra Mountains, Rocky Mountains, Yucatan Peninsula, Baja Peninsula, Gulf of Mexico, Rio Grande River, Amazon River, and Andes Mountains (Glencoe)</b>

	<p><b>location. The student is expected to:</b></p> <p>(D) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions; and</p>	
	<p>(E) draw sketch maps that illustrate various places and regions; and</p>	
	<p>(F) identify the location of major world countries such as Canada, Mexico, France, Germany, the United Kingdom, Italy, Spain, Norway, Sweden, Russia, South Africa, Nigeria, Iraq, Afghanistan, Israel, Iran, India, Pakistan, the People’s Republic of China, the Republic of China (Taiwan), Japan, North and South Korea, Indonesia, and Australia.</p>	<p><b>Including Canada, United States, Mexico, Caribbean countries of Central and South America (Glencoe)</b></p>
	<p><b>(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to:</b></p> <p>(A) identify and explain the geographic factors responsible for the location of economic activities in places and regions;</p>	
	<p>(B) identify geographic factors such as location, physical features, transportation corridors and barriers, and distribution of natural resources that influence a society's ability to control territory; and</p>	<p><b>Including Panama Canal (Glencoe)</b></p>
	<p>(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.</p>	
	<p><b>(6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to:</b></p> <p>(A) describe and explain the effects of physical environmental processes such as erosion, ocean currents, and earthquakes on Earth’s surface;</p>	
	<p>(B) identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber; and</p>	<p><b>Including rain forests of South America (Glencoe)</b></p>

	<p><b>(7) Geography. The student understands the impact of interactions between people and the physical environment on the development and conditions of places and regions. The student is expected to:</b></p> <p>(A) identify and analyze ways people have adapted to the physical environment in various places and regions;</p>	
	<p>(B) identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure; and</p>	<b>Including Panama Canal (Glencoe)</b>
	<p><b>(8)Economics. The student understands the factors of production in a society's economy. The student is expected to:</b></p> <p>(A) describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies;</p>	
	<p>(B) identify problems and issues that may arise when one or more of the factors of production is in relatively short supply; and</p>	
	<p><b>(9)Economics. The student understands the various ways in which people organize economic systems. The student is expected to:</b></p> <p>(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>(C) understand the importance of morality and ethics in maintaining a functional free enterprise system; and</p>	
	<p>(D) examine the record of collective , non-free market economic systems in contemporary world societies.</p>	

	<p><b>(10) Economics. The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:</b></p> <p>(A) define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries;</p>	
	<p>(B) describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy; and</p>	
	<p>(C) identify and describe the effects of government regulation and taxation on economic development and business planning.</p>	<b>Including NAFTA (Glencoe)</b>
	<p><b>(11) Government. The student understands the concepts of limited and unlimited governments. The student is expected to:</b></p> <p>(A) identify and describe examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited);</p>	
	<p>(C) identify reasons for limiting the power of government; and</p>	
	<p>(D) review the record of human rights abuses of limited or unlimited governments such as the oppression of Christians in Sudan.</p>	
	<p><b>(12) Government. The student understands various ways in which people organize governments. The student is expected to:</b></p> <p>(C) identify historical origins of democratic forms of government such as Ancient Greece.</p>	
	<p><b>(13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to:</b></p> <p>(A) describe roles and responsibilities of citizens in various contemporary societies including the United States;</p>	

	(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies; and	
	(C) compare the role of citizens in the United States with the role of citizens from various contemporary societies with representative and non-representative governments.	
	<b>(14) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. The student is expected to:</b> (A) identify and explain the duty of civic participation in societies with representative governments; and	
	(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.	
	<b>(15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to:</b> (C) define a multicultural society and consider both the positive and negative qualities of multiculturalism;	
	(D) analyze the experiences and evaluate the contributions of diverse groups to multicultural societies;	
	(F) identify and explain examples of conflict and cooperation between and among cultures.	
	<b>(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:</b> (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;	

	<p><b>(17) Culture. The student understands relationships that exist among world cultures. The student is expected to:</b></p> <p>(B) identify and describe factors that influence cultural change such as improved communication, transportation, and economic development;</p>	
	<p>(C) evaluate the impact of improved communication technology among cultures;</p>	
	<p><b>(18) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. The student is expected to:</b></p> <p>(A) explain the relationships that exist between societies and their architecture, art, music, and literature;</p>	
	<p>(B) relate ways in which contemporary expressions of culture have been influenced by the past;</p>	
	<p>(C) describe ways in which contemporary issues influence creative expressions; and</p>	
	<p><b>(19) Culture. The student understands the relationships among religion, philosophy, and culture. The student is expected to:</b></p> <p>(A) explain the relationship among religious ideas, philosophical ideas, and cultures; and</p>	
	<p>(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.</p>	
	<p><b>(20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to:</b></p> <p>(A) give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world;</p>	

	(C) make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations.	
<b>Processes and Skills</b>	<p><b>(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:</b></p> <p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p>	
	(D) identify different points of view about an issue or current topic;	
	(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	
<b>Topics</b>	<p><b>A:</b> The land and the climate of Canada  History of our northern neighbor  The Canadians and multiculturalism  <b>B:</b> Landforms, climate, culture, and government of Mexico and Central America  The people and governments of the islands of the Caribbean  <b>C:</b> Brazil and its neighbors  The Andean countries</p>	
<b>Facts</b>		
<b>Language of Instruction</b>	<p><b>A:</b>  Bilingual  autonomy  overfishing  province  territory  colony  prairie  secede  service industries  parliamentary democracy</p>	

	prime minister free trade indigenous <b>B:</b> altitude isthmus archipelago embargo commercial crop eco-tourist <b>C:</b> deforestation Landlocked
<b>State Assessment Connections</b>	
<b>National Assessment Connections</b>	
<b>Resources</b>	Nystrom atlas Junior Scholastic News Magazine <a href="http://www.socialstudies.tea.state.tx.us">www.socialstudies.tea.state.tx.us</a>