

HPISD CURRICULUM
(SOCIAL STUDIES, GRADE 6)

EST. NUMBER OF DAYS: A 20 DAYS, B 10 DAYS

UNIT NAME	TOPIC 4: EUROPE: WESTERN AND EASTERN EUROPE TOPIC 5: EUROPE: RUSSIA, CENTRAL ASIA AND THE CAUCASUS
Unit Overview	A-B: In this unit, students will be introduced to the geography and people of Western and Eastern Europe, Russia and Eurasia. They will learn about the physical and human features of these unique areas, including cultural and social issues.
Generalizations/Enduring Understandings	<p>A-B:</p> <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>Geography</p> <ul style="list-style-type: none"> ● 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. <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)

	<ul style="list-style-type: none"> ● 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.
<p>Concepts</p>	<p>A: Despite its relatively small size, Western Europe is rich in culture and has a stable economy. Eastern Europe is undergoing many changes to their political and economic systems.</p> <p>B: Russia is challenged by the country’s large size and harsh climates. Many different ethnic groups live in Central Asia and the Caucasus.</p>
<p>Guiding/Essential Questions</p>	<p>A:</p> <p>Culture</p> <ul style="list-style-type: none"> ● What examples can you give of the influence that the United Kingdom, Ireland, France, and Germany have had on American culture? ● Why is Paris a world center of learning and the arts? ● What is daily living like for the people in the cold climates of Scandinavia and the other Nordic countries? ● Why do the Basque people want independence from Spain? ● Why is the Romanian language not like other Eastern European languages? <p>Geography</p> <ul style="list-style-type: none"> ● What four regions make up the United Kingdom? ● What countries share the Iberian Peninsula? ● What are the three countries of Scandinavia? ● Why is the name “land of fire and ice” appropriate for Iceland? ● How does the rocky landscape influence Greece’s economy? ● What are the major physical features of Europe? ● How does Europe rank in size among the seven continents? ● What physical features separate Europe from Africa? ● What countries do the Alps spread through? ● What are the enclaves in Italy? ● What physical features separate Europe from Asia? ● What countries make up the Balkan Peninsula? <p>Government</p> <ul style="list-style-type: none"> ● How large is the smallest country in the world? ● What different forms of government are found in the countries of Europe? ● What recent historical events changed some governments in Europe? ● What peace plan was adopted in Northern Ireland?

- Why does Switzerland practice neutrality?
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- What recent historical events changed some governments in Europe?
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- Why does Switzerland practice neutrality?

Economics

- What are the goals of the European Union?
- Why was the European Union set up?
- Why don't all the countries of Europe belong to the European Union?
- What different types of economic systems exist in Europe today?
- How is the United Kingdom a major industrial and trading country?
- What industry is important to Ireland's economy?
- Why has Belgium become an international center for trade?
- Why do the Dutch reclaim land from the sea?
- Why do many multinational companies set up offices in Luxembourg?
- What factors contribute to the strong economies of Germany, Switzerland and Austria?
- How does the North Sea contribute to the economy of the Nordic countries?
- Why was the European Union set up?
- Why don't all the countries of Europe belong to the European Union?
- What different types of economic systems exist in Europe today?

B:

Culture

- How do religion, history, and folk themes affect the arts in Russia?
- What impact does the most powerful ethnic group have on society?

Geography

- What is the world's largest country?
- Where do most of the people in Russian live, and explain why.

Government

- What are some of the problems facing the new republics formed after the breakup of the Soviet Union?
- What different forms of government are found in the countries of Europe?
- What recent historical events changed some governments in Europe?

Economics

- Why do the Caucasus Republics struggle to develop their own industries and businesses?
- How do the people of Siberia support themselves?
- Which factors create the division of wealth in Russia?

Learning Targets	<ul style="list-style-type: none"> ● Students can understand and explain the role of democracy in the development of Europe. <ul style="list-style-type: none"> ○ Difference between established democracies in Western Europe vs. developing democracy in Eastern Europe. ● Students understand the importance and role of free enterprise within Europe. <ul style="list-style-type: none"> ○ Compare established free enterprise in Europe vs. transitioning economy from communism to free enterprise. ● Students understand the significance of the location and geographic features of Europe. <ul style="list-style-type: none"> ○ Including the significance of the Mediterranean Sea and its close proximity to the African and Asian continents. ● Students can recognize the diversity of European cultures. <ul style="list-style-type: none"> ○ Citizens identify with regional attributes, creating a strong sense of nationalism. 	
Formative Assessments	Cooperative Learning Structures, Kahoot reviews, Brain Pop activities	
Summative Assessments	Country Infographic Project, Europe Test, Russia Current Events Assessment	
	TEKS	Specifications
TEKS (Grade Level) / Specifications	(1) History. The student understands that historical events influence contemporary events. The student is expected to: (A) trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as invasion, conquests, colonization, immigration, and trade; and	Including invasion, conquests, & trade throughout Europe
	(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.	
	(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. The student is expected to: (A) identify and describe the influence of individuals or groups achievements on various historical or contemporary societies such as the classical Greeks on government and the American Revolution on the French Revolution; and	Including classical Greeks on government
	(B) evaluate the social, political, economic, and cultural contributions of individuals and groups from	

	various societies, past and present.	
	<p>(3) Geography. The student uses geographic tools to answer geographic questions. The student is expected to:</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;.	
	<p>(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 location. The student is expected to:</p> <p>(A) locate various contemporary societies on maps and globes using latitude and longitude to determine absolute location;</p>	
	(B) identify and explain the geographic factors responsible for patterns of population in places and regions;	
	(C) explain ways in which human migration influences the character of places and regions;	
	(D) identify and locate major physical and human geographic features such as landforms, water bodies,	Danube River, English Channel, Strait of Gibraltar, Scandinavian Peninsula, Iberian Peninsula, Italian

	and urban centers of various places and regions; and	Peninsula, Balkan Peninsula, Jutland Peninsula, Mediterranean Sea, North Sea, Pyrenees Mountains, Ural Mountains, and Alps
	(E) draw sketch maps that illustrate various places and regions; and	
	(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.	Including countries of Europe
	(5) Geography. The student understands how geographic factors influence the economic development, political relationships, and policies of societies. The student is expected to: (A) identify and explain the geographic factors responsible for the location of economic activities in places and regions;	
	(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	Including Swiss Alps, English Channel, and Strait of Gibraltar
	(C) explain the impact of geographic factors on economic development and the domestic and foreign policies of societies.	
	(6) Geography. The student understands that geographical patterns result from physical environmental processes. The student is expected to: (B) identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber; and	Including geothermal energy from geysers
	(C) analyze the effects of the interaction of physical processes and the environment on humans.	
	(7) Geography. The student understands the impact of interactions between people and the	

	<p>physical environment on the development and conditions of places and regions. The student is expected to:</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>	Including dikes and polders in Netherlands
	<p>(8)Economics. The student understands the factors of production in a society's economy. The student is expected to:</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>(C) explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies.</p>	
	<p>(9)Economics. The student understands the various ways in which people organize economic systems. The student is expected to:</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>(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:</p> <p>(A) define and give examples of agricultural,</p>	

	wholesale, retail, manufacturing (goods), and service industries;	
	(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	Including life expectancy, GDP, GDP per capita, literacy
	(C) identify and describe the effects of government regulation and taxation on economic development and business planning.	Including development of European Union
	(12) Government. The student understands various ways in which people organize governments. The student is expected to: (B) compare ways in which various societies such as China, Germany, India, and Russia organize government and how they function ; and	Including countries of Europe
	(C) identify historical origins of democratic forms of government such as Ancient Greece.	
	(13) Citizenship. The student understands that the nature of citizenship varies among societies. The student is expected to: (A) describe roles and responsibilities of citizens in various contemporary societies including the United States;	
	(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.	
	(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	
	(B) explain relationships among rights, responsibilities, and duties in societies with representative governments.	
	(15) Culture. The student understands the similarities and differences within and among cultures in various world societies. The student is expected to: (B) identify and describe common traits that define cultures;	
	(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;	
	(E) analyze the similarities and differences among various world societies; and	
	(F) identify and explain examples of conflict and cooperation between and among cultures.	
	(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: (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions;	
	(B) compare characteristics of institutions in various contemporary societies; and	
	(C) analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions.	
	(17) Culture. The student understands relationships that exist among world cultures.	Including the spread of trade, travel, and war in Europe

	<p>The student is expected to: (A) identify and describe how culture traits such as trade, travel, and war spread;</p>	
	<p>(B) identify and describe factors that influence cultural change such as improved communication, transportation, and economic development;</p>	
	<p>(D) identify and define the impact of cultural diffusion on individuals and world societies; and</p>	
	<p>(E) identify examples of positive and negative effects of cultural diffusion.</p>	
	<p>(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: (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>(D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion, justice, and the passage of time.</p>	
	<p>(20) Science, technology, and society. The student understands the influences of science and technology on contemporary societies. The student is expected to: (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>	
	<p>(B) explain how resources, belief systems, economic factors, and political decisions have affected the use of technology; and</p>	

<p>Processes and Skills</p>	<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: (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>	
	<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;</p>	
	<p>(C) organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps;</p>	
	<p>(D) identify different points of view about an issue or current topic;</p>	
	<p>(E) identify the elements of frame of reference that influenced participants in an event; and</p>	
	<p>(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.</p>	

	<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>(B) incorporate main and supporting ideas in verbal and written communication based on research;</p>	
	<p>(C) express ideas orally based on research and experiences;</p>	
	<p>(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research;</p>	
	<p>(E) use standard grammar, spelling, sentence structure, and punctuation; and</p>	
	<p>(F) use proper citations to avoid plagiarism.</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, choose and implement a solution, and evaluate the effectiveness of the solution; and</p>	
	<p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	
Topics	<p>A: Balance of world power Ireland and the United Kingdom The Benelux countries and France Germany and the Alpine countries The Nordic countries The Iberian Peninsula and the Mediterranean countries Restructuring of European nations Baltic Republics</p>	

	<p>Balkan Peninsula Former Yugoslav Republics B: Restructuring of European nations Eurasia Republics Caucasus Republics Central Asian Republics</p>
Facts	
Language of Instruction	<p>A: textiles union alliance capitalism constitution enclave cottage industries imperialism communism Euro neutrality landlocked consumer goods ethnic cleansing steppe B: Eurasia Tundra majority minority nomad</p>
State Assessment Connections	
National Assessment Connections	
Resources	<p>Nystrom atlas Jr. Scholastic News Magazine www.socialstudies.tea.state.tx.us</p>