

Course Name:	6th Grade Social Studies		
Description:	Students will learn about World History, Global Connections, US Government, and Current Events.		
Academic Standards:	National Curriculum Standards for Social Studies (NCSS)		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Geography & Global Connections	22-25 days	<p>I can label/create a map of other countries or regions of the world.</p> <p>I can use charts, maps, and graphs to interpret data and answer questions.</p> <p>I can predict how geography (latitude/longitude, climate, resources, etc.) affects living things.</p> <p>I can explain how natural resources and physical features have affected settlement around the world.</p> <p>I can identify the effects of global connections and the increased rate of global connectivity.</p>	In this unit students will be will utilize a variety of maps, charts, graphs, etc. to answer questions and identify why certain regions or areas of the world have the characteristics they do. They will also explore how Global Connectivity has increased in recent years and the results of this recent increase.
History of the Ancient World	50-55 days	<p>I can explain how key historical events relate to me.</p> <p>I can explain how historical events have influenced the world.</p> <p>I can analyze primary and secondary sources from history.</p> <p>I can demonstrate how science and technology positively or negatively affect international society.</p> <p>I can describe how different beliefs and values can lead to unity and division.</p>	In this unit students will study the regions of the world noticing their make up and change based on geography, culture, religion, conflict, natural disaster and much much more. This will help them to see how we got where we are today and notice the ever changing world that we live in.
Economics	6-8 days	<p>I can define economic language.</p> <p>I can identify how economic activity affect people's behavior.</p> <p>I can differentiate between goods and services produced by the market and those produced by governments.</p>	In this unit students will learn that the economy system is a circular flow. They will learn about the role of services and produce as well as the government affect on the entire system.
Community & Me	15 days	<p>I can explain how my choices affect others and myself.</p> <p>I can differentiate between physical, social, and emotional growth affect my interactions with others.</p> <p>I can identify and describe examples of tensions and conflict between and within individuals and groups.</p> <p>I can explain how membership in more than one group may cause conflict or cooperation.</p> <p>I can gather information using surveys and interviews.</p>	In this unit students will learn about the changes they will go through related to their position in relationships, community, and groups. They will learn about how their choices will affect others and their interactions will change as they grow as individuals.

Current Events	24 days	<p>I can describe how culture continues to unify and divide United States citizens (current events).</p> <p>I can describe how different beliefs and values can lead to unity and division.</p> <p>I can identify how groups of people and government can help or hurt the common good (current events).</p> <p>I can analyze civic concepts and ideals. I can defend a position on a civic issue (school or local issue).</p> <p>I can analyze how government decisions can affect conflict and cooperation among nations.</p> <p>I can differentiate how multiculturalism can add to the unity and diversity of society (current events).</p>	<p>In this unit we will study a broad range of current events, both locally and worldwide. In doing so we will learn about unification and division, helping and hurting the common good, beliefs and values, civic concepts, and how multiculturalism and government decisions affect our country and the world.</p>
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Unit Name: Geography & Global Connections	Length: 22-25 days
Standards: I can label/create a map of other countries or regions of the world. I can use charts, maps, and graphs to interpret data and answer questions. I can predict how geography (latitude/longitude, climate, resources, etc.) affect living things. I can explain how natural resources and physical features have affected settlement around the world. I can identify the effects of global connections and the increased rate of global connectivity.	Outcomes: In this unit students will be will utilize a variety of maps, charts, graphs, etc. to answer questions and identify why certain regions or areas of the world have the characteristics they do. They will also explore how Global Connectivity has increased in recent years and the results of this recent increase.
Essential Questions: How does physical features and natural resources affect the environment and those inhabiting it?	Learning Targets: Students will create accurate maps of countries of the world depicting major cities, land formations, etc. Students will study the effects of the land, climate, etc. on those inhabiting it. Students will explore global connectivity and decide how it is affecting the world and themselves.
Topic 1: Maps of Other Countries	Length: 3-4 days
Standard(s): I can label/create a map of other countries or regions of the world.	Academic Vocabulary: Compass Rose, Longitude, Latitude, Scale, Hemisphere, Political Map, Physical Map, Thematic Map
Lesson Frame: Map Identification and Review	I can identify the necessary parts of a map and what they mean.
Lesson Frame: Create a Map	I can use the necessary parts of a map to create a map.
Performance Tasks (Assessments): Create and label an assigned map of another country of the world.	Notes:
Topic 2: Using Data to Answer Questions	Length: 1-2 days
Standard(s): I can use charts, maps, and graphs to interpret data and answer questions.	Academic Vocabulary: Analyze, Cluster, Sample, Population, Survey
Lesson Frame: Data Correlation	I can use provided maps of information to answer questions and make assumptions about the area or the people living there.
Performance Tasks: Use charts, maps, and graphs to track data and answer questions about society.	Notes:
Topic 3: Geography and Living Things	Length: 3-4 days
Standard(s): I can predict how geography (latitude/longitude, climate, resources, etc.) affect living things.	Academic Vocabulary: Longitude, Latitude, Climate, Resources, Affect, Environment
Lesson Frame: Longitude/Latitude	I can identify locations on earth using longitude and latitude.
Lesson Frame: Climate	I can see and predict patterns of climate throughout the world based on their location.

Lesson Frame: Resources	I can identify the 5 regions of the US and tell what makes them different and how the resources affect those living there.
Performance Tasks: Explain in detail how the geography of provided images affect what is living in the specific environment.	Notes:
Topic 4: Natural Resources and Physical Features	Length: 4-5 days
Standard(s): I can explain how natural resources and physical features have affected settlement around the world.	Academic Vocabulary: Natural Resources, Physical Features, Settlement
Lesson Frame: Natural Resources	I can identify natural resources and how they affect people and the way they live.
Lesson Frame: Physical Features	I can explain how physical features of a specific region affect those living there.
Lesson Frame: Resource Availability	I can explain how resources are limited and how we can change the way we live to help sustain life.
Performance Tasks: Give examples of how different environmental features affect the settlement of people.	Notes:
Topic 5: Global Connections	Length: 5-6 days
Standard(s): I can identify the effects of global connections and the increased rate of global connectivity.	Academic Vocabulary: Global Connectivity
Lesson Frame: Global Connections	I can explain what global connections are and give examples of them relating to me.
Lesson Frame: Expanding Global Connections	I can explain how global connections have expanded and continue to expand around me.
Lesson Frame: Effects of Global Connections	I can identify the effects of global connections on relationships and dependency among countries.
Lesson Frame: Global Challenges	I can list global challenges facing the world and how they affect me.
Performance Tasks: Paper based test on Global Connections, how it is done, why it is done, and the what has done for us.	Notes:

Unit Name: History of the Ancient World	Length: 50-55 days
Standards: I can explain how key historical events relate to me. I can explain how historical events have influenced the world. I can analyze primary and secondary sources from history. I can demonstrate how science and technology positively or negatively affect international society. I can describe how different beliefs and values can lead to unity and division.	Outcomes: In this unit students will study the regions of the world noticing their make up and change based on geography, culture, religion, conflict, natural disaster and much much more. This will help them to see how we got where we are today and notice the ever changing world that we live in.
Essential Questions: How do artifacts tell how people from long ago lived? How do oral traditions help preserve a culture? Why did many ancient cultures develop along rivers? How are techniques from hunter-gatherers still used today?	Learning Targets: Students will be able to relate and explain various historical events that either changed the world or affect us still today. Students will decipher primary and secondary sources and analyze the information provided. Students will note how science and technology changed the world we live in both positively and negatively.
Topic 1: Rivers and Civilizations	Length: 11-12 days
Standard(s): I can explain how key historical events relate to me. I can explain how historical events have influenced the world.	Academic Vocabulary: hunter-gatherer, Old Stone Age, artifact, agriculture, surplus, specialize, barter, domesticate, irrigation, city-state, polytheism, empire, scribe, covenant, monotheism, astronomy, pharaoh, dynasty, hieroglyphics, pyramid, deity, artisan, caste, raja, export, import, epic, loess, warlord, oracle, pictograph, standardization, civil service, Silk Road
Lesson Frame: Early People	I can explain how key historical events affect civilizations throughout the world.
Lesson Frame: The Beginning of Agriculture	I can explain what the development of farming did for people and how it changed their lives.
Lesson Frame: The Fertile Crescent	I can explain how development in farming and writing changed the world.
Lesson Frame: Babylonia, Israel, and Assyria	I can explain how empires began and the affect they had on civilians.
Lesson Frame: The Kingdoms of Egypt	I can explain why Egypt was chosen as a place to settle and name the 3 kingdoms.
Lesson Frame: The Culture of Egypt	I can explain the major advances made during this time period and the belief in life after death.
Lesson Frame: Early Indian Civilizations	I can explain the affects of religion and how trade developed.
Lesson Frame: Early Indian Empires	I can explain the culural advances and change in the empires.
Lesson Frame: China's First Dynasties	I can explain the development of the first Chinese empire and how the power changed hands in C
Lesson Frame: The Chinese Empire	I can explain the first forms of government in China and the major scientific advancements.
Performance Tasks: Written Assessment about the first people and how the way they lived has changed so much to today. Also, identifying the things they started that we still follow today.	Notes:
Topic 2: The Ancient World	Length: 7-9 days

Standard(s): I can explain how key historical events relate to me. I can explain how historical events have influenced the world.	Academic Vocabulary: philosopher, monarchy, tyrant, oligarchy, democracy, plague, republic, patrician, plebeian, consul, civil war, Pax Romana, census, inflation, adobe, totems, codex, glyphs, hydroponics, quipus
Lesson Frame: Greek Civilization	I can explain how early civilizations shaped Greek culture.
Lesson Frame: Alexander's Empire	I can explain how different government systems affected Greek civilizations.
Lesson Frame: The Roman Republic	I can describe how the Roman society shaped the Republic.
Lesson Frame: The Roman Empire	I can explain how change impacted the Roman world.
Lesson Frame: Ancient North Americans	I can explain how early civilizations adapted to North America.
Lesson Frame: Toltec, Aztec, and Inca	I can explain how empires developed in the Americas.
Performance Tasks: Written test asking them to explain what causes the rise and fall of empires and civilizations. Give some examples of rises and falls from this time period.	Notes:
Topic 3: Trade and Tradition	Length: 7-9 days
Standard(s): I can explain how historical events have influenced the world. I can describe how different beliefs and values can lead to unity and division. I can analyze primary and secondary sources from history.	Academic Vocabulary: oasis, caravan, Muslim, pilgrimage, caliph, bazaar, mosque, minaret, astrolabe, sultan, divan, grand vizier, Janissaries, Grand Mufti, sickle, textile, supply, demand, griot, granary, dhow
Lesson Frame: The Arab World	I can explain how the growth of Islam changed Arabia.
Lesson Frame: The Muslim Empire	I can explain how the Muslim empire changed the places it conquered.
Lesson Frame: The Ottoman Empire	I can explain how diversity affected the Ottoman Empire.
Lesson Frame: Early African Kingdoms	I can explain how outside cultures influenced early African kingdoms.
Lesson Frame: West African Empires	I can explain how trade affected the Kingdoms in West Africa.
Lesson Frame: Great Zimbabwe	I can explain how trade changed African coastal communities.
Performance Tasks: Written based assessment asking students to explain how cultures influenced each other in the past and how this changed the makeup of civilizations long ago.	Notes:
Topic 4: Cultures and Change	Length: 8-10 days
Standard(s): I can explain how historical events have influenced the world. I can describe how different beliefs and values can lead to unity and division.	Academic Vocabulary: feudalism, manor, vassal, serf, guild, monastery, convent, cathedral, Crusade, Renaissance, humanism, Inquisition, Reformation, annul, Forbidden City, Mogul, shah, Shinto, shogun, shogunate, daimyo, samurai, Wat
Lesson Frame: The Middle Ages	I can explain how life changed for Europeans during the Middle Ages.

Lesson Frame: The Middle Ages and the Church	I can explain how faith influenced life in the Middle Ages.
Lesson Frame: Renaissance and Reformation	I can explain how new ideas and conflicts changed Europe.
Lesson Frame: China's Dynasties	I can explain how trade changed China.
Lesson Frame: The Indian Empire	I can explain how Mogul rule changed India.
Lesson Frame: Feudal Japan	I can explain how the feudal period affected Japan's culture.
Lesson Frame: Southeast Asian Kingdoms	I can explain how the rise and fall of kingdoms affected life in Southeast Asia.
Performance Tasks: Paper based essay asking students to answer the question, 'What makes civilizations change?' and then compare it to the changes in civilization we see today and what causes them.	Notes:
Topic 5: Changing Ideas	Length: 8-9 days
Standard(s): I can demonstrate how science and technology positively or negatively affect international society. I can explain how historical events have influenced the world.	Academic Vocabulary: theory, geocentric, heliocentric, Enlightenment, caravel, circumnavigate, Northwest Passage, conquistador, triangular trade, Middle Passage, divine right, boycott, Bastille, mestizo, confederation, Industrial Revolution, union, strike, imperialism, nationalism, spheres of influence
Lesson Frame: The Age of Ideas	I can explain how scientific discoveries change how Europeans looked at the world.
Lesson Frame: Exploring the World	I can explain how Europe's sea explorations changed the world.
Lesson Frame: Europeans in the Americas	I can explain how European settlement changed the Americas.
Lesson Frame: The First Revolutions	I can explain how new ideas lead to changes in government.
Lesson Frame: Independence Spreads	I can explain how the idea of independence affected the Americas.
Lesson Frame: The Industrial Revolution	I can explain how the Industrial Revolution changed how people lived and worked.
Lesson Frame: The Age of Imperialism	I can explain how imperialism changed the world.
Performance Tasks: Written Assessment: How do new ideas change people's lives? How have new ideas changed your life?	Notes:
Topic 6: A Century of Challenge	Length: 9-10 days
Standard(s): I can explain how historical events have influenced the world. I can demonstrate how science and technology positively or negatively affect international society. I can describe how different beliefs and values can lead to unity and division.	Academic Vocabulary: alliance, armistice, communist, command economy, totalitarian, depression, propaganda, fascist, concentration camps, genocide, Great Leap Forward, commune, Cultural Revolution, NATO, Warsaw Pact, Cold War, arms race, space race, civil disobedience, Green Revolution, anti-Semitism, sharia, terrorist, apartheid, sanctions, refugee, archipelago, coup, guerilla, martial law
Lesson Frame: War and Revolution	I can explain how political and economic change lead to conflict in Europe.
Lesson Frame: World War II	I can explain how WWII affected the world.
Lesson Frame: Modern China	I can explain the effect communism had on China.

Lesson Frame: The Cold War	I can explain the reasons for and the outcomes of the Cold War for the world.
Lesson Frame: Struggles in India	I can identify the source of the struggles in India and the affect on its people living there.
Lesson Frame: Searching for Peace	I can explain why conflict brokeout in Southwest Asia.
Lesson Frame: Independence in Africa	I can explain the importance of freedom and the work that had to be done to overcome the struggles for Africa.
Lesson Frame: Southeast Asia and the Pacific	I can explain how the fight for independence ended and how new nations took their hold in the world.
Performance Tasks: Written Assessment: Write about what causes conflict among people and give examples of those learned about in this unit. How did science and technology cause conflict among these groups and how did this change to world?	Notes:



Unit Name: Economics	Length: 6-8 days
Standards: I can define economic language. I can identify how economic activity affects people's behavior. I can differentiate between goods and services produced by the market and those produced by governments.	Outcomes: In this unit students will learn that the economy system is a circular flow. They will also learn about the role of the private market and the role of the government in our economy.
Essential Questions: How does economics affect you? How do supply and demand affect the market?	Learning Targets: Students will be able to define basic economic language. Students will be able to identify goods and services and how wants and needs affect people's economic behavior.
Topic 1: Basic Economics	Length: 2-4 days
Standard(s): I can define economic language.	Academic Vocabulary: goods, services, supply, demand, economic flow,
Lesson Frame: Review Common Terms	I can explain economics and role it plays in studying human interaction.
Lesson Frame: Create an Economic System showing Circular Flow	I can create an economic system showing circular flow.
Performance Tasks: Create an economic system depicting a circular flow using the correct terminology.	Notes:
Topic 2: The Effect of Economic Behavior	Length: 1-2 days
Standard(s): I can identify how economic activity affects people's behavior.	Academic Vocabulary:
Lesson Frame: How Economy Affects its People	I can explain the affects an economy can and does have on its people in different parts of the world.
Lesson Frame: How Does Supply and Demand Affect the Market and Economy	I can identify how supply and demand affects the economy and people in a given location.
Performance Tasks: Explain the affect of supply and demand on the economy.	Notes:
Topic 3: Production of Goods and Services	Length: 2-4 days
Standard(s): I can differentiate between goods and services produced by market and those produced by governments.	Academic Vocabulary: government services, government produce
Lesson Frame: Services Provided by the Private Market	I can explain services that the private market provides.
Lesson Frame: Services Provided by the Government	I can explain services that are provided by the government.

Performance Tasks: Research project comparing the goods produced by the market and those by the government.

Notes:

Unit Name: Community & Me	Length: 15 days
Standards: I can explain how my choices affect others and myself. I can differentiate how physical, social, and emotional growth affect my interactions with others. I can identify and describe examples of tensions and conflict between and within individuals and groups. I can explain how membership in more than one group may cause conflict or cooperation. I can gather information using surveys and interviews.	Outcomes: In this unit students will learn about the changes they will go through related to their position in relationships, community, and groups. They will learn about how their choices will affect others and their interactions will change as they grow as individuals.
Essential Questions: How can a simple decision you make affect you and others?	Learning Targets: Students will be able to understand how their choices affect others and themselves. Students will be able to identify conflicts and tensions between groups and individuals. Students will be able to create a survey or conduct an interview to gather information.
Topic 1: The Effects of My Choices	Length: 3-4 days
Standard(s): I can explain how my choices affect others and myself.	Academic Vocabulary: consequences, actions, cause and effect, peers, clicks
Lesson Frame: Making Choices	I can explain how good/bad decisions can impact my life.
Lesson Frame: Relationships and the Effects on You	I can explain how my relationships can affect my success in life.
Lesson Frame: Choose Who You Surround Yourself with Wisely	I can explain how my surrounding cast not only affects what people think of me but a lot of times what I think/feel about myself.
Performance Tasks: Role play scenarios depicting the wrong choice and then the right choice.	Notes:
Topic 2: Growth and Relationships	Length: 3-4
Standard(s): I can differentiate how physical, social, and emotional growth affect my interactions with others.	Academic Vocabulary: physical growth, social growth, emotional growth
Lesson Frame: Physical Growth	I can explain physical growth.
Lesson Frame: Social Growth	I can explain how one might grow socially.
Lesson Frame: Emotional Growth	I can explain the phases of emotional growth from primary grades through adult hood.

Performance Tasks: Create a situation with a group and role play how one might respond as an elementary schooler, a middle schooler, a high schooler, and finally a mature adult.	Notes:
Topic 3: Tension and Conflict	Length: 2
Standard(s): I can identify and describe examples of tensions and conflict between and within individuals and groups.	Academic Vocabulary: ethnic conflict, human rights, activists
Lesson Frame: Ethnic Conflict	I can identify the major issues and conflicts and describe how it is affecting a certain group of people.
Performance Tasks: Write a profile on Rajani about the conflicts in Sri Lanka.	Notes: <a href="https://pov-tc.pbs.org/pov/downloads/2006/pov-nomoretears-lesson-plan.pdf">https://pov-tc.pbs.org/pov/downloads/2006/pov-nomoretears-lesson-plan.pdf</a>
Topic 4: Membership	Length: 3
Standard(s): I can explain how membership in more than one group may cause conflict or cooperation.	Academic Vocabulary: membership, ethnicity, religion characteristics
Lesson Frame: Context and Motivation	I can explain how membership in more than one group may cause conflict or cooperation.
Lesson Frame: Development and Difference	I can explain how membership in more than one group may cause conflict or cooperation.
Performance Tasks: Create a collage using magazines depicting the groups you are a part of and give a short summary explaining each picture and how that depicts you.	Notes: <a href="http://sciencenetlinks.com/lessons/groups-we-belong-to/">http://sciencenetlinks.com/lessons/groups-we-belong-to/</a>
Topic 5: Gathering Data	Length: 2
Standard(s): I can gather information using surveys and interviews.	Academic Vocabulary: data, analysis, survey, interview, variability, conclusion
Lesson Frame: Data Collection	I can create a survey to gather information about my peers.
Lesson Frame: Data Analysis	I can analyze my collected data to come up with a conclusion about my peers.
Performance Tasks: Complete packet of evidence collected through data collection.	Notes: <a href="https://momath.org/wp-content/uploads/RosenthalPrize2012_Winning_Lesson_Plan.pdf">https://momath.org/wp-content/uploads/RosenthalPrize2012_Winning_Lesson_Plan.pdf</a>

Unit Name: Current Events	Length: 24 days
Standards: I can describe how culture continues to unify and divide United States citizens (current events). I can describe how different beliefs and values can lead to unity and division. I can identify how groups of people and government can help or hurt the common good (current events). I can analyze civic concepts and ideals. I can defend a position on a civic issue (school or local issue). I can analyze how government decisions can affect conflict and cooperation among nations. I can differentiate how multiculturalism can add to the unity and diversity of society (current events).	Outcomes: In this unit we will study a broad range of current events, both locally and worldwide. In doing so we will learn about unification and division, helping and hurting the common good, beliefs and values, civic concepts, and how multiculturalism and government decisions affect our country and the world.
Essential Questions: How does this world with so much diversity in its people co-exist? What things can we do to help unify those around us?	Learning Targets: Students will understand that many local, national and world decisions have effects on many different groups of people. Students will also note that different beliefs, values, and cultures can either divide or unify based on decisions and intentions.
Topic 1: Cultural Differences	Length: 2
Standard(s): I can describe how culture continues to unify and divide United States citizens (current events).	Academic Vocabulary: unification, division, citizen, current events, culture
Lesson Frame: Cultural Differences	I can explain and give examples of cultural differences.
Lesson Frame: NewsELA Article Hunt & Report	I can find issues of cultural difference near me.
Performance Tasks: Find an article that shows unification or division based on culture in the US and write a paper explaining how this event is either unify, dividing, or both.	Notes:
Topic 2: Beliefs and Values	Length: 2
Standard(s): I can describe how different beliefs and values can lead to unity and division.	Academic Vocabulary: beliefs, values
Lesson Frame: Beliefs and Values	I can explain how beliefs and values can lead to unification and division.
Performance Tasks: Write a paper explaining how your beliefs and values might be different from some else's and how that could divide you from them.	Notes:
Topic 3: The Effect of Action	Length: 5
Standard(s): I can identify how groups of people and government can help or hurt the common good (current events).	Academic Vocabulary: sustainable future, common good,

Lesson Frame: Common Good Game <a href="https://www.populationeducation.org/content/common-good">https://www.populationeducation.org/content/common-good</a>	I can identify how my decisions can affect the environment I live in and the common good of its people.
Lesson Frame: Working for the Common Good	I can identify ways in which I can work for the common good of my community.
Lesson Frame: Who Works for the Common Good in Our Community	I can identify and give examples of those who work for the common good in our community.
Lesson Frame: Planning a Service Project	I can create a service learning project.
Performance Tasks: Present each groups service learning project and explain how it will help the common good.	Notes: <a href="http://teacherlink.ed.usu.edu/tlresources/units/Gallagher2004Fall/ResponsibleCitizen.pdf">http://teacherlink.ed.usu.edu/tlresources/units/Gallagher2004Fall/ResponsibleCitizen.pdf</a>
Topic 4: Civic Concepts	Length: 3
Standard(s): I can analyze civic concepts and ideals.	Academic Vocabulary: constitution, bill of rights, justice, judiciary, point of view
Lesson Frame: Civics in Literature Reading	I can identify civic concepts and ideals while taking an active role as a citizen.
Lesson Frame: Civics in Literature Reading	I can identify civic concepts and ideals while taking an active role as a citizen.
Lesson Frame: Civics in Literature Reading	I can identify civic concepts and ideals while taking an active role as a citizen.
Performance Tasks: Written assessment.	Notes: <a href="https://constitutioncenter.org/learn/educational-resources/we-the-civics-kids">https://constitutioncenter.org/learn/educational-resources/we-the-civics-kids</a>
Topic 5: Defending a Position	Length: 2
Standard(s): I can defend a position on a civic issue (school or local issues).	Academic Vocabulary: point of view, civic issue
Lesson Frame: Define, Point of View - School Uniform	I can defend a position on a civic issue in schools.
Lesson Frame: Choose a Civic Issue and Defend	I can defend a position on a local civic issue.
Performance Tasks: Civic issue defense paper.	Notes: <a href="https://constitutioncenter.org/learn/educational-resources/we-the-civics-kids">https://constitutioncenter.org/learn/educational-resources/we-the-civics-kids</a>
Topic 6: Governmental Relationships	Length: 3
Standard(s): I can analyze how government decisions can affect conflict and cooperation among nations.	Academic Vocabulary: conflict, cooperation
Lesson Frame: Reasons for Conflict & Cooperation Between Locations & Cultures <a href="http://study.com/academy/lesson/reasons-for-conflict-cooperation-between-locations-cultures.html">http://study.com/academy/lesson/reasons-for-conflict-cooperation-between-locations-cultures.html</a>	I can identify reasons for conflict and cooperation between locations and cultures.
Lesson Frame: NewsELA Article Hunt on Major Government Decisions Affecting Other Nations	I can analyze how government decisions can affect conflict and cooperation among nations.
Performance Tasks: Write a report on a chosen article analyzing how the government's decision can/will create conflict or cooperation among nations.	Notes:
Topic 7: Multiculturalism	Length: 7

Standard(s): I can differentiate how multiculturalism can add to unity and diversity of society (current events).	Academic Vocabulary: multiculturalism, diversity, cultural diffusion, ethnic group
Lesson Frame: Introduce & Discuss Vocabulary (Quizlet.com)	I can explain what multiculturalism is and give examples of it.
Lesson Frame: Ability	I can explain how people with disabilities face prejudice and discrimination and what I can do to help fight that.
Lesson Frame: Cultural Diversity	I can identify cultural diversity in a society.
Lesson Frame: Gender	I can identify how gender stereotypes affect me and explain how the media plays a role in this.
Lesson Frame: Human Rights and Social Justices	I can explain how human rights create a reciprocal relationship in which we both have the right to be treated equally in dignity and justice and also have the responsibility to treat others this way.
Lesson Frame: Overcoming Discrimination/Prejudice/Stereotypes	I can consider stereotypes and demonstrate desired actions to help end them.
Lesson Frame: Race/Ethnicity	I can make a connection between myself and refugee children and list the struggles and injustice they may face.
Performance Tasks: Written assessment.	Notes: <a href="https://www.diversitycouncil.org/diversity-lesson-plans-middle">https://www.diversitycouncil.org/diversity-lesson-plans-middle</a>

September	October	November	December	January	February	March	April	May	June
Geography & Global Connections (22-25 days) September 11-15- 3 GGC September 18-22- 3 GGC September 25-29- 3 GGC	October 2-6- October 9-13- October 16-20- <b>October 23-25-</b> October 30- November 3-	November 6-10- November 13-17- <b>November 20-21-</b> November 27- December 1-	December 4-8- December 11-15- December 18-22-	<b>January 2-5-</b> January 8-12- <b>January 15-18-</b> January 22-26- January 29- February 2-	<b>February 5-7-</b> February 12-16- February 19-23- February 26- March 2-	March 12-16- March 19-23- <b>March 26-29-</b>	April 2-6- April 9-13- April 16-20- April 23-27- April 30-May 4-	May 7-11- May 14-18- May 21-25- <b>May 29-June 1-</b> June 4-8-	
Unit Name: Geography & Global Connections	Length: 22-25 days								
Unit Name: History of the Ancient World	Length: 50-55 days								
Unit Name: Economics	Length: 6-8 days								
Unit Name: Community & Me	Length: 15 days								
Unit Name: Current Events	Length: 24 days								