

HPS Scope & Sequence
K-8 Grade Level Essential Skills
DRAFT
August 2009

Grade Level: 6
Subject: Social Studies

Howell Public Schools (HPS), like many of our fellow Michigan districts, has studied the work of Dr. Robert Marzano and other educational consultants. In his book *What Works in Schools: Translating Research into Action*, Marzano points to the necessity of school districts having a “guaranteed and viable curriculum.” Marzano stresses the importance of everyone in the school community understanding what skills will be taught for mastery at each grade level, and then guaranteeing that happens. Using this research, our district is undertaking the task of creating an aligned curriculum that prepares students to successfully meet the academic rigors of Michigan’s Grade Level Content Expectations (GLCEs).






During the 2008-09 school year, small groups of teachers worked under the guidance of curriculum consultants and HPS administrators to study the core content curriculums of English, math, science and social studies. Through professional development efforts, these groups learned to identify subsets of fundamental, non-negotiable content expectations that require a higher degree of mastery than the other expectations within the content area. HPS has chosen to call these fundamental, non-negotiable content expectations for each grade level subject “Essential Skills”. Teacher groups then assigned a recommended number of lessons, per quarter, needed to successfully teach each GLCE, thus securing the curriculum as viable. Vocabulary, a researched component to uniform student achievement, was identified by quarter (nine-week sessions). Examples of formative assessments were provided for each expectation, with the creation of uniform summative assessments to follow the final approval of this document. Upon completion of draft essential skills for each subject, the teacher groups used supporting MDE documents to align their chosen skills horizontally for grades kindergarten through eight.

The essential skills found within this document will be piloted in the 2009-2010 school year. Our teaching staff will provide on-going feedback on the document during this pilot. At the conclusion of each semester the original teacher groups will re-assemble under the guidance of educational consultants and HPS administration to review the edit suggestions. These steps will culminate in revisions for a final document.

It should be noted that as a subset of Michigan’s Grade Level Content Expectations, the overall number of expectations identified as essential skills is smaller than the total articulated within the State’s course expectation documents. This is the intentional result of a process that asked teacher leaders to identify fundamental content expectations that require a higher degree of mastery than others included within the discipline. Expectations that were not considered fundamental to the success of all students are not included in this document, but may be found on the MDE web site at http://www.michigan.gov/mde/0,1607,7-140-28753_33232---,00.html






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 Grade 6
 Social Studies/Quarterly






Quarter 1

Quarter 1						
Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			40		
						
The World in Temporal Terms: Historical Habits of Mind						passage consequence literal outcome ideology migration agriculture Arable stable food supply surplus division of labor development of Settlements population growth trade Agrarian Civilization Cultivation Specialized Crops Terracing Slash Burn human enviroment interaction
Historical Inquiry and Analysis						
6-H1.2.2	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.	Identify who, what, and/or how of historical events.	Y		After reading historical event, create a newspaper article identity and pertinent information	
6-H1.2.5	Identify the role of the individual in history and the significance of one person's ideas.	Identify the importance of an individual in history.	Y			
World History Era 1-The Beginnings of Human Society						
Peopling of the Earth						
6-W1.1.1	Describe the early migrations of people among Earth's continents (including the Beringa Land Bridge).	Describe the early movement of people across continents.	1	8	Identify on a map and create a timeline of Latin American early civilizations including a description of the Archaic, Classic, time periods.	
Agricultural Revolution						
6-W1.2.3	Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).	Understand how one event change the course of history.	1	6		

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	Students will . . .			40		
						
World History Era 2-Early Civilization and Cultures						
Early Civilizations and Early Pastoral Societies						
6-W2.1.2	Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).	Understand the invention of farming and how it formed societies.	1	6		
The World In Spatial Terms: Geographical Habits of Mind						
Geographical Understanding						
6-G1.3.1	Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.	Use location, place, how humans interact with the environment, movement, and to describe an area.	1	20	map labs, graphic organizer, brochure/pamphlet	

Quarter 2						
Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will			42		
						
The World In Spatial Terms: Geographical Habits of Mind						
Geographical Understanding					Blending of Cultures diffusion cultural identity cultural region diversity Ecumene Relative Location Absolute Location Map Grid Basin Delta Tributaries Tropical Temperate and Arctic Zones	
6-G1.2.1	Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.	Locate the physical features and climates of Latin America.	2	10		
Places and Regions						
Physical Characteristics of Place						
6-G2.1.1	Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.	Describe the physical features and climates of the Western Hemisphere.	2	15		
Human Systems						
Cultural Mosaic						
6-G4.1.1	Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).	Different cultures and how they are spread out in the Americas. Spanish migration to Central America.	2	5		
Patterns of Human Settlements						
6-G4.3.2	Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of mega cities, modern cities over 5 million such as Mexico City, and patterns of agricultural settlements in South and North America).	Why major cities in North and South America are located where they are using historical and modern maps.	2	12	Graphic organizer, chart, and or poster	



Quarter 3

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	Students will . . .			40		
						

World History Era 3- Classical Traditions & Major Empires

Classical Traditions and Major Empires in the Western Hemisphere

6-W3.1.3	Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.	Compare and contrast major civilizations of Latin America.	3	15	Graphic organizer, chart, and or poster	Societies Class Structure Mayan Inca Aztec Economic Systems Governmental Systems Cultural Traditions
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Places and Regions

Human Characteristics of Place

6-G2.2.1	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).	Describe the human features of an area.	3	10	test questions, poster project, homework questions.	latitude elevation temerate developing country developed country dictator democracy parlimentary
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Physical Systems






Physical Processes

6-G3.1.1	Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).	Create and compare climate graphs for 2 locations at different latitudes and elevations, answer questions and make predictions based on patterns.	3	5	Create 2 Climagraph and compare them.	
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Human Systems

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	Students will . . .			40		
						
Forces of Cooperation and Conflict						
6-G4.4.1	Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth and cultural diversity).	Reasons why cultural groups can cooperate or disagree.	3	5	written assessment, reading assessment chart	
Structure and Functions of Government						
Characteristics of Nation-States						
6-C3.6.2	Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.	Find the similarities and differences between a dictatorship and a democracy.	3	5	Graphic organizer, chart, written assessment	

Quarter 4

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	Students will . . .			43		
						

Human Systems

Technology Patterns and Networks

6-G4.2.1	List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).	How people, products and ideas are moved throughout the world.	4	7	Graphic organizer, chart, and or poster	Perishable Technology Individual Rights common good North America Free Trade Agreement (NAFTA) Organization of American States(OAS) United Nations(UN) Euro Profit loss scarcity goods job placement
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Purposes of Government

Nature of Civic Life, Politics, and Government






6-C1.1.1	Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).	Examine different ideas about the purposes of government in a democracy and a dictatorship.	4	5	Graphic organizer, chart, written assessment	Sanctions Tariffs Treaties Gross Domestic Product Per Capita Consumption
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Relationships of United States to Other Nations

Conflict and Cooperation Between and Among Nations






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	Students will . . .			43		
						
6-C4.3.3	Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).	Explain how countries work together to benefit from each other through international organizations.	4	5		
The Market Economy						
Individual, Business, and Government Choices						
6-E1.1.1	Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).	Explain the benefits of different economic systems.	4	6	Projects, written essay, Graphic organizer, written assessments, brochures, posters, reading charts, distribution maps.	
The National Economy						
Role of Government						
6-E2.3.1	Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.	Describe government policies and the effect on countries which use its resources.	4	10		
International Economy						
Economic Systems						

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Standard or GLCE #	Standard or GLCE Language	What this means:	Q	Lessons or Days	Examples of Formative Assessments	Vocabulary
	Students will . . .			43		
						
6-E3.3.1	Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)	The students will understand economic systems and be able to identify what and how goods will be produced and who will benefit.	4	10		