

Wallenpaupack Area School District Planned Course Curriculum Guide

Social Studies

6th grade

Course Description:

This course is designed to provide a survey of geography, as well as Pennsylvania history and Pennsylvania civics. Students will develop the knowledge and skills necessary to analyze historic and geographic data and materials. Students will also demonstrate an understanding of Pennsylvania Civics and the reason for local, state, and national government.

This PCCG is designed as an ACTIVE document capable of technological modification as required.

Revision Date:

September 2015

Wallenpaupack Area School District Curriculum	
COURSE: Social Studies	GRADE/S: 6
UNIT 1: Geography	TIMEFRAME: 4 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>7.1.6.A, 7.1.7.A, 7.1.8.A - Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.6.B - Describe and locate places and regions as defined by physical and human features.</p> <p>7.2.6.A - Describe the characteristics of places and regions.</p> <p>7.2.6.B, 7.2.7.B - Describe the physical processes that shape patterns on Earth's surface.</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Use and understand different types of maps. • Develop an understanding of basic geographic literacy. • Understand the physical characteristics of Earth. • Identify and locate the continents and oceans.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES</p> <ul style="list-style-type: none"> • Oral questioning • Short answers • Class discussion • Homework • Peer discussions • Projects • Visual presentations • Internet resources
<p>ANCHOR VOCABULARY</p> <ul style="list-style-type: none"> • Places • Regions • Maps • Themes of Geography • Geographic tools • Physical regions • Human features • Culture • Technology
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Tests • Quizzes • Projects

EVIDENCE OF MASTERY:

- Formative assessments
- Teacher/department generated exams and quizzes
- Mastery is demonstrated by the passing of the course.

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Remediation:

- Appropriate accommodations based on the student's IEP/504 Plan
- Colored highlighter for focus
- Explicit modeling followed by systematic guided practice
- Assign narrative selections that are appropriate level of student comprehension

Extension:

- Assign narrative selections that are appropriate level of student comprehension
- Extending skills to the next level of complexity
- Individualized enriched assignments and activities

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Discovery Education Tech Book
- Google Earth
- Teacher created resources
- Maps
- Prentice Hall World Studies Geography book
- Notes/lecture
- Student group work
- Student worksheets
- Powerpoint presentations
- Video clips

RESOURCE SPECIFIC VOCABULARY:

- Continent
- Ocean
- Longitude
- Latitude
- Prime meridian
- Equator
- Movement
- Region
- Location
- Human-environment interaction
- Place

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COURSE: Social Studies	GRADE/S: 6
UNIT 3: Civics	TIMEFRAME: 7 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>5.1.6.A - Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.</p> <p>5.1.6.C - Explain how the principles and ideals shape local, state, and national government. *Liberty, freedom, democracy, justice, equality</p> <p>5.1.6.D - Explain the basic principles and ideals within documents and the roles played by the framers as found in significant documents: Pa. Constitution</p> <p>5.1.6.F - Summarize individual rights guaranteed by the PA Constitution and the U.S. Constitution.</p> <p>5.1.4.F - Identify state symbols, national symbols, and national holidays.</p> <p>5.1.5.B - Describe the basic purposes of government in the classroom, school, community, state, and nation.</p> <p>5.2.4.C - Describe the roles of leadership and public service in school, community, state, and nation.</p> <p>5.2.6.C - Describe the importance of political leadership and public service.</p> <p>5.2.6.D - Explain why participation in government and civic life is important.</p> <p>5.3.4.B - Describe how the elected representative bodies function in making local and state laws.</p> <p>5.3.6.B - Define and compare the role and structure of local, state, and national governments.</p> <p>5.3.6.C - Describe how local, state, and national governments provide services.</p> <p>5.3.4.D - Identify positions of authority at the local and state, and national level.</p> <p>5.3.6.D - Identify leadership positions and their primary duties at the local, state, and national levels.</p> <p>5.3.6.E - Describe the voting process, including registration, primaries, and general elections.</p> <p>5.3.7.E - Describe the closed primary voting process in Pennsylvania.</p> <p>5.3.8.E - Describe the closed primary voting process in Pennsylvania.</p> <p>5.3.6.I - Explain what taxes are and why they are necessary.</p> <p>5.4.6.B - Explain the difference between allies and adversaries.</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Explain what taxes are and why they are necessary. • Understand the rule of law and how it protects individuals. • Understand the basic purposes of government. • Determine differences in services between local, state and national governments.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Oral questioning • Short answers • Class discussion • Homework • Peer discussions • Projects • Visual presentations • Internet resources
<p>ANCHOR VOCABULARY:</p> <ul style="list-style-type: none"> • Government

- Voting process
- Civics
- Citizen
- Political process
- Conflict
- Branches of Government
- Constitution

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Tests
- Quizzes
- Projects

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Formative assessments
- Teacher/department generated exams and quizzes
- Mastery is demonstrated by the passing of the course.

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Remediation:

- Appropriate accommodations based on the student's IEP/504 Plan
- Colored highlighter for focus
- Explicit modeling followed by systematic guided practice
- Assign narrative selections that are appropriate level of student comprehension

Extension:

- Assign narrative selections that are appropriate level of student comprehension
- Extending skills to the next level of complexity
- Individualized enriched assignments and activities

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Discovery Education Tech Book
- iCivics.org
- Teacher created resources
- Notes/lecture
- Student group work
- Student worksheets
- Powerpoint presentations
- Video clips

RESOURCE SPECIFIC VOCABULARY:

- Local government
- State government
- National government
- Closed primary voting process
- Ally
- Adversary

- Legislative Branch
- Executive Branch
- Judicial Branch
- Leadership
- Public service
- Duty
- Right
- Responsibility
- United States Constitution
- Pennsylvania Constitution

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UNIT 2: Pennsylvania History	TIMEFRAME: 7 weeks

PA COMMON CORE/NATIONAL STANDARDS:

- 8.1.6.A - Explain continuity and change over time using sequential order and context of events.
- 8.1.6.B - Differentiate between fact and opinion, multiple points of view, and primary and secondary sources to explain historical events.
- 8.2.5.A - Compare and contrast common characteristics of the social, political, cultural, and economic groups from Pennsylvania.
- 8.2.6.A - Explain the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.
- 8.2.7.A - Identify the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.
- 8.2.8.A - Compare and contrast the social, political, cultural, and economic contributions of specific individuals and groups from Pennsylvania.
- 8.2.4.B - Locate historical documents, artifacts, and places critical to Pennsylvania history.
- 8.2.6.B - Describe the importance of significant historical documents, artifacts, and places critical to Pennsylvania history.
- 8.2.7.B - Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.
- 8.2.8.B - Identify the role of local communities as related to significant historical documents, artifacts, and places critical to Pennsylvania history.
- 8.2.6.C - Explain how continuity and change have impacted Pennsylvania history. Belief systems and religions, commerce & industry, technology, politics and government, physics and human geography, social organizations
- 8.2.7.C - Explain how continuity and change have impacted Pennsylvania history as related to local communities. Belief systems and religions, commerce & industry, technology, politics and government, physics and human geography, social organizations
- 8.2.8.C - Compare and contrast the ways continuity and change have impacted Pennsylvania history. Belief systems and religions, commerce & industry, technology, politics and government, physics and human geography, social organizations
- 8.2.4.D - Distinguish between conflict and cooperation among groups and organization that impacted the history and development of Pa.: Ethnicity and race, working conditions, immigration, military conflict, economic stability
- 8.2.6.D - Explain how conflict and cooperation among groups and organizations have impacted the history and development of Pa: Ethnicity and race, working conditions, immigration, military conflict, economic stability
- 8.2.7.D - Identify local connections and examples of conflict and cooperation among groups and organizations and how this impacted the history and development of Pa. :Ethnicity and race, working conditions, immigration, military conflict, economic stability
- 8.2.8.D - Compare and contrast examples of how conflict and cooperation among groups and organizations impacted the history and development of Pa.: Ethnicity and race, working conditions, immigration, military conflict, economic stability
- 8.4.6.A - Explain the social, political, cultural, and economic contributions of individuals and groups to world history.

UNIT OBJECTIVES (SWBATS):

- Describe the importance of historical documents pertaining to Pennsylvania history.
- Develop an understanding of the basic purposes of government.
- Summarize individual rights guaranteed by the Pennsylvania and U.S. Constitution.

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Oral questioning
- Short answers
- Class discussion
- Homework
- Peer discussions
- Projects
- Visual presentations
- Internet resources

ANCHOR VOCABULARY:

- Pennsylvania
- Colony
- Culture
- Democracy
- Equality
- Policy
- Government
- Politics
- Commerce
- Industry
- Technology

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- Tests
- Quizzes
- Projects
- Homework

EVIDENCE OF MASTERY:

- Formative assessments
- Teacher/department generated exams and quizzes
- Mastery is demonstrated by the passing of the course.

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)**Remediation:**

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Extension:

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RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Discovery Education Tech Book
- Teacher created resources
- Pennsylvania textbook
- Notes/lecture
- Student group work
- Student worksheets
- PowerPoint presentations
- Video clips

RESOURCE SPECIFIC VOCABULARY:

- William Penn
- Quakers
- Constitution
- Pennsylvania Constitution
- Colonies
- Commerce
- Industry
- Underground Railroad
- Colonization