



## **Dublin City Schools Social Studies K – 12 Vision Statement**

The Dublin City Schools K-12 Social Studies Education will provide many learning opportunities that will help students to:

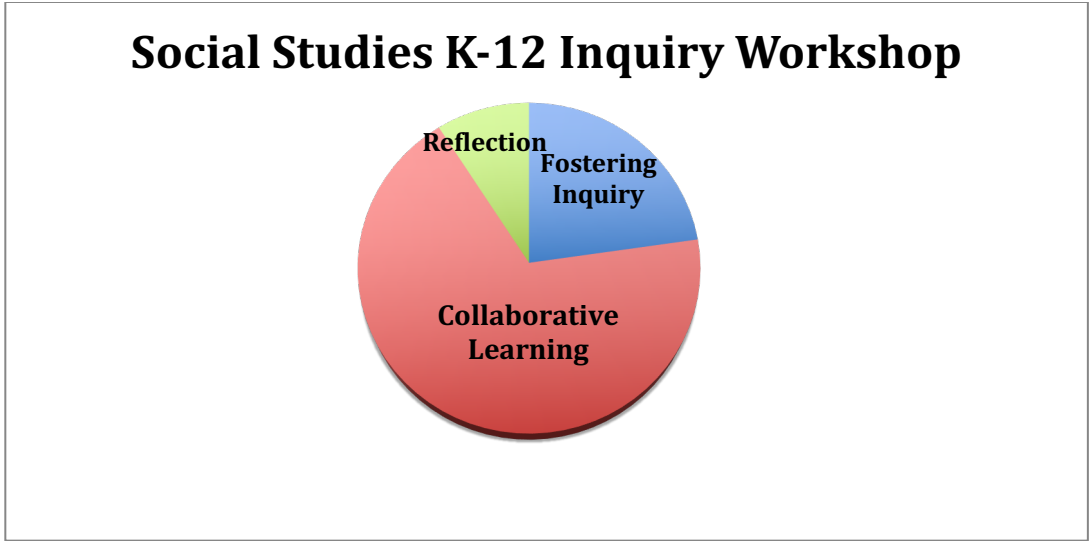
- develop thinking as educated citizens who seek to understand and acknowledge with appreciation diverse perspectives
- confidently communicate informed evidence-based opinions and understanding through positive civil discourse and empathy
- use credible facts to make reasoned decisions for themselves and the common good
- further develop evaluation and critical thinking skills while considering implicit/explicit bias in multiple sources. studies, surveys and statistics
- work collaboratively with others to evaluate, question and problem solve, while recognizing there may be multiple perspectives and solutions.
- develop civic responsibility with the goal of encouraging responsible citizens and active participants in the community.

The Dublin K-12 Social Studies educational experience will allow students to see how social studies can be integrated into different disciplines and is relevant to many aspects of life. There is a greater emphasis on problem based/inquiry learning rather than just the memorization of historic dates, people, and events. There is a focus on the connections between current events and the past in order to solidify relevancy for students.

The balance of content and skills will inspire students to become successful global citizens in an interdependent world as well as effective decision makers that act responsibly in a diverse democratic society. We believe that empowering students to construct their learning with knowledge that includes broad themes of history, economics/financial literacy, geography, global awareness/culture and government will ultimately assist each of our students in making a successful transition to a positive and productive civic life.

## Social Studies Instructional Model

Dublin Teachers continue to be committed to the workshop model of instruction with a focus of inquiry around topics throughout the units of study.



| <b>Fostering Inquiry<br/>Focused Mini-lesson</b>  | <b>Collaborative Learning</b>  | <b>Reflection</b>  |
|---|--|--|
| <p><i>Components of fostering inquiry may include:</i></p> <ul style="list-style-type: none"> <li>• Connecting to the learning goal</li> <li>• Connecting to previous learning</li> <li>• Establishing the compelling question(s) and identifying essential questions (<i>These questions can be teacher or student generated</i>).</li> <li>• Explicitly teaching content/skill (e.g., preview, video clip, focused lecture)</li> <li>• Brief opportunities for students to share thinking together around the goal (active engagement)</li> <li>• Linking to the collaborative practice time and overall goals</li> </ul> | <p><i>Components of collaborative learning may include:</i></p> <ul style="list-style-type: none"> <li>• Informal Assessment gathering (<i>teacher observation of learning and monitoring of progress</i>)</li> <li>• Collaborative group work (<i>e.g., visual discoveries, role play, simulations, student led discussions, debate, mock trial, experiential exercise, problem solving group work, investigate</i>)</li> <li>• Teacher conferring to differentiate with individual students or groups</li> <li>• Resource and research support given as needed</li> <li>• Evaluating resources &amp; compiling evidence</li> </ul> | <p><i>Components of reflection may include:</i></p> <ul style="list-style-type: none"> <li>• Student sharing of new learning, reasoned conclusions and discoveries</li> <li>• Student reflecting on the learning goal</li> <li>• Teacher reflecting on student learning (i.e., understandings, misconceptions, overall thinking) for future planning</li> <li>• Student or group processing of the learning in a variety of ways (e.g., technology integration)</li> <li>• Preparing and participating in a culminating event to share learning</li> <li>• Taking informed action</li> </ul> |

## **Instructional Agreements for Social Studies Learning in the Dublin City Schools Inquiry Workshop**

1. Through the use of compelling questions, learning goals will be communicated to guide students through expectations for learning.
2. The classroom environment will foster differentiated student experiences focused on active collaborative learning with an emphasis on exploration, problem solving, research and analysis.
3. Teachers will provide students with a safe place to interpret current issues based on historical connections from class and analysis using credible sources. The changing world requires Social Studies educators to remain diligent in staying current as it relates to geography, history and cultural learning.
4. Teachers are committed to integrating conversations around learning across multiple subject areas when possible.
5. Teachers will assess through a variety of methods that allow students to share their understanding of the learning goals. (*refer to the Depth of Knowledge framework for Social Studies*).
6. By the end of each unit, students will be able to explain why the topic of study is relevant to our current conditions and how the topic has left its impact on our world today.

### **Support for the Implementation of the Instructional Program**

Units of Study will be posted on the Dublin Curriculum Wiki per grade and reviewed yearly by department chairs and content leads in collaboration with the Teaching & Learning Division. Pacing and topics of study will be addressed within the units of study. Resources will be defined and shared within the unit documents. Online resources will continue to be an emphasis in the Social Studies curriculum as a part of an ongoing adoption. In addition, educators will utilize additional supplemental resources in combination with current event documents throughout the year.

[Link to Ohio's Learning Standards for Social Studies](#) (*adopted Feb. 2018*)

[Link to Ohio's Model Curriculum for Social Studies](#) (*has content elaboration and expectations for learning*)

## Commitment to History and Heritage

There are a number of lists that circulate through the educational community around widely recognized awareness months and day(s) for a specific group, culture or cause. These months and day(s) are intended to help raise awareness and understanding for the group, culture or cause. It is expected that K-12 Social Studies teachers are aware of these months/days and integrate purposeful learning activities throughout each year within the context of the units of study focusing attention on the dates below. Teachers have flexibility and are encouraged to infuse learning throughout the year regardless of the date of recognition.

- September (first Monday): **Labor Day** (<https://www.dol.gov/general/laborday/history>)
- September 11: **Patriot Day** (<https://www.911memorial.org/learn/students-and-teachers/lesson-plans>)
- September 17: **Constitution Day** (<https://www.constitutionday.com/>)
- September 15 - October. 15: **Hispanic Heritage Month** (<https://www.hispanicheritagemonth.gov/about/>)
- October (second Monday) **Columbus Day/Indigenous Peoples' Day** (<https://www.history.com/topics/exploration/columbus-day>)
- November: **American Indian Heritage Month**: (<https://www.loc.gov/law/help/commemorative-observations/american-indian.php>)
- November (first Tuesday following the first Monday in November): **Election Day** (<https://www.history.com/news/why-is-election-day-a-tuesday-in-november>)
- November 11: **Veterans Day** (<https://ocss.org/Veterans-Day>)
- December 10: **Human Rights Day** (<https://www.loc.gov/law/help/commemorative-observations/human-rights-day.php>)
- January: **Martin Luther King Jr. Day** (<https://www.history.com/this-day-in-history/mlk-federal-holiday-declared>)
- February: **Black History Month/African American History Month** (<https://www.africanamericanhistorymonth.gov/about/>)
- February: **Presidents Day** (<https://www.history.com/topics/holidays/presidents-day>)
- March: **Women's History Month** (<https://womenshistorymonth.gov/>)
- March: **Developmental Disabilities Awareness Month** (<https://ddc.ohio.gov/dd-awareness-month#:~:text=March%20is%20Developmental%20Disabilities%20Awareness%20Month>)
- April: **Arab American Heritage Month** (<https://www.arabamerica.com/celebrating-national-arab-american-heritage-month/>)
- May: **Asian and Pacific-Islander American Heritage Month** (<https://asianpacificheritage.gov/>)
- May: (last Monday in May) **Memorial Day** (<https://www.history.com/topics/holidays/memorial-day-history>)
- June: **Lesbian, Gay, Bisexual and Transgender Pride Month** (<https://youth.gov/feature-article/june-lgbt-pride-month>)

Teachers should reference the resources compiled on the DCS Curriculum Wiki to assist in planning.

# Dublin City Schools Social Studies Graded Course of Study Grade 6

## Grade 6 Social Studies Course Goals

**THEME: REGIONS AND PEOPLE OF THE EASTERN HEMISPHERE** In grade six, students study the Eastern Hemisphere (Africa, Asia, Australia and Europe), its geographic features, early history, cultural development and economic change. Students learn about the development of river civilizations in Africa and Asia, including their governments, cultures and economic systems. The geographic focus includes the study of contemporary regional characteristics, the movement of people, products and ideas, and cultural diversity. Students develop their understanding of the role of consumers and the interaction of markets, resources and competition.

| 1st Quarter  | 2nd & 3rd Quarter  | 4th Quarter  |
|--|--|--|
| <b>Focused attention throughout the year on Current Events</b>   |  |  |
| Compelling Questions: <i>How can we know if what we are reading is really true?</i>  |  |  |
| 9. Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend a claim based on evidence. Sources should be examined for accuracy and credibility.  |  |  |
| <b>Focused Areas of Historical Content</b><br>Mesopotamia & Egypt  | <b>Focused Areas of Historical Content</b><br>Indus & China  |  |
| Compelling Questions: <i>What is the influence of the past on the present?</i>   |  |  |
| 2. Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today. |  |  |
| <b>Unit A: Physical Geography</b><br>Geographic Skills and Regions   | <b>Unit B: Human Geography</b><br>Timelines, Human Environment Interaction<br>Migration, Religion & Government | <b>Unit C: Economics</b><br>Globalization, Data Sets, & Economic<br>Fundamentals |

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| <b>Compelling Question:</b><br>Where is <i>where</i> ?<br><br>How might where I live influence how you live?  | <b>Compelling Questions:</b><br>How similar or different am I to others in my class, Ohio, the United States and the World?<br><br>How can understanding other perspectives help us understand and evaluate the world?   | <b>Compelling Questions:</b><br>Is Globalization a good or a bad thing?<br><br>How do individual, corporations and a nation's decisions affect the world's economy?  |
|---|--|--|
| 3. Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed. | 1. Multiple tier timelines can be used to show relationships among events and places.  | 11. Economists compare data sets to draw conclusions about relationships among them.   |
| 4. Latitude and longitude can be used to identify absolute location.  | 6. The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.   | 12. The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.  |
| 5. Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics             | 7. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Eastern Hemisphere in the past and today.   | 13. The fundamental questions of economics include what to produce, how to produce and for whom to produce   |
|   | 8. Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.   | 14. When regions and/or countries specialize, global trade occurs.   |
|   | 10. Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority. | 15. The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (entrepreneurship, human resources, natural resources and capital) used. |
|   |  | 16. When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.   |

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| Current Events & Sources   | Learning Statements with Elaborations  | Resources   |
|--|--|---|
| <p><i>How can we know if what we are reading is really true?</i></p>   | <p><b><u>Content Learning Statement 6.9 (a&amp;b):</u> Use a variety of historic and contemporary sources to communicate and defend a claim on a topic. Then examine a variety of sources for accuracy.</b></p> <p><b>Elaboration for Teacher Reference around Learning Statement 6.9:</b></p> <ul style="list-style-type: none"> <li>● Students will develop civic participation skills by using evidence from a variety of historic and contemporary sources to communicate and defend a claim. Each source reflects a specific bias or perspective on a topic.</li> <li>● Students should understand the importance of examining the accuracy of a source by considering the following:               <ul style="list-style-type: none"> <li>○ Can the information be verified in other sources?</li> <li>○ What are the author's sources of information?</li> <li>○ Is the information original or reprinted/excerpted from another source?</li> <li>○ How does the source compare with others on the same topic?</li> </ul> </li> </ul> | <p><a href="#">Stanford History Education Group Resources</a></p> <p>Newsela:<br/><a href="#">Sleuth the Truth</a></p> <p><a href="#">News Compare</a></p> <p><a href="#">Tech &amp; Learning: Fact Checking Sites for Students</a></p> |
| <p><b>Expectations for learning:</b></p> <ul style="list-style-type: none"> <li>● Students will be exposed to a variety of historic and contemporary sources</li> <li>● Students will use four key questions to examine the accuracy of different sources.</li> <li>● Students will work to identify the possible bias of a source.</li> <li>● Students will use a variety of sources to communicate and defend a claim on a topic.</li> </ul> |  |   |

| Historical Content:<br>Four Early River Civilizations  | Learning Statements with Elaborations   | Resources                                     |
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| <p><b>River Civilizations:</b></p> <p><i>What is the influence of the past on the present?</i></p> | <p><b><u>Learning Target 2 (a&amp;b):</u> Compare the six cultural practices and products of the early civilizations in India, Egypt, China and Mesopotamia. Identify the enduring influences of the six cultural practices and products on cultures today.</b></p> | <p>History Alive Ch. 5, 9, 13, 14, 19, 24</p> |

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|   | <p><b>Elaboration for Teacher Reference around Learning Statement 6.2:</b></p> <ul style="list-style-type: none"> <li>● Favorable geographic characteristics, including locations in river valleys, promoted the growth of early civilizations. River valleys provided sources of water, habitat for plants and animals, means of transportation, protection from invasions, and access to natural resources.</li> <li>● While the early river civilizations in India, Egypt, China, and Mesopotamia reflected the common features of civilization, each one developed unique attributes:             <ul style="list-style-type: none"> <li>○ Government: Governments gradually developed to address issues including irrigation and trade.</li> <li>○ Religion: Early civilizations also developed religious beliefs to help explain the world around them.</li> <li>○ Agriculture: Rivers provided a water source that enriched the soil and enabled the harvesting and planting of crops. In addition to agricultural benefits, rivers also provided means of transportation, protection from invasions, and provided access to natural resources.</li> <li>○ Technology: New technologies were developed such as irrigation systems, roads, and other public works. These lead to the growth of cities. Early river civilizations developed writing systems to help keep track of crops, seasons, commerce and governmental affairs.</li> <li>○ Economic System: Because of crop surpluses, not all people had to farm; therefore, people began to produce different products for use and trade. As a result, cities were established as centers of production and commerce.</li> <li>○ Social Structure: Social structures were developed with people ranked in classes according to their jobs.</li> </ul> </li> <li>● These civilizations left enduring legacies that are reflected in the cultural practices and products of the modern Eastern Hemisphere.</li> </ul> | <p><b>Newsela Units:</b><br/> <a href="#">Mesopotamia</a><br/> <a href="#">Egypt</a><br/> <a href="#">Indus</a><br/> <a href="#">China</a></p> <p><b>DVDs - Schlessinger Media (on edPuzzle as well)</b><br/> <b>Ancient Civilizations for Children</b><br/> <b>Egypt, Mesopotamia, China</b></p> |
| <p><b>Expectations for learning in the unit:</b></p> <ul style="list-style-type: none"> <li>● Students will be able to identify the favorable geography of the four ancient river-valley civilizations and how this allowed these civilizations to be successful.</li> <li>● Students will compare the early civilizations giving special attention to each civilizations: Government, Religion, Agriculture, Technology, Economic System, Social Structure.</li> <li>● Students will identify the enduring influences of these four civilizations on the world today.</li> </ul> |   |   |



**Dublin City Schools Social Studies Graded Course of Study  
Grade 6**

| Unit A:<br>Physical<br>Geography   | Learning Statements with Elaborations   | Recommended<br>Resources   |
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| <p><b>Map Skills &amp; Regions:<br/>Where is <i>where</i> and how might that influence how you live?</b></p> | <p><b><u>Content Learning Statement 6.3:</u> Use the correct geographic tools to gather, process, and report information about people, places, and environments.</b></p> <p><b>Elaboration for Teacher Reference around Learning Statement 6.3:</b></p> <ul style="list-style-type: none"> <li>• Geographic information is represented in a variety of ways. Students need to use a variety of geographic tools to communicate information from a spatial perspective. Cartographers create maps for specific purposes that represent the time, place, and culture in which they were created.</li> <li>• Geographic tools include: maps; globes; diagrams; computer-assisted mapping; geographic information systems; ariel and other photographs.</li> </ul> <p><b><u>Content Learning Statement 6.4:</u> Identify absolute location using latitude and longitude coordinates.</b></p> <p><b>Elaboration for Teacher Reference around Learning Statement 6.4:</b></p> <ul style="list-style-type: none"> <li>• Students should be able to use coordinates of latitude (including degrees North or South) and longitude (including degrees east or west) to identify the absolute location of a given place. They should be able to identify the absolute location of a place using a labeled map.</li> <li>• Longitude describes a point's position on Earth's surface in relation to the prime meridian and helps us understand time and date.</li> <li>• Latitude describes a point's position on Earth's surface in relation to the equator and helps us understand climates.</li> </ul> <p><b><u>Content Learning Statement 6.5:</u> Describe, classify, and compare regions within the Eastern Hemisphere using various criteria.</b></p> <p><b>Elaboration for Teacher Reference around Learning Statement 6.5:</b></p> | <p>Geography Alive<br/>Chapter 1 and 2 -<br/>Mapping Labs</p> <p>Newsela Units:</p> <p><a href="#">Geographic Tools</a></p> <p><a href="#">Where in the World are we?</a></p> <p>Flocabulary:<br/>Mappy Map<br/>Absolute Location<br/>Regions<br/>Google Earth</p> |

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|  | <ul style="list-style-type: none"> <li>• Regions are human constructs used to help identify and organize areas of the Earth's surface based upon shared characteristics.</li> <li>• The five common criteria that geographers use to classify regions are:             <ul style="list-style-type: none"> <li>○ Landform refers to the shape, form or nature of physical features of earth's surface (e.g., plains, hills, plateaus, mountains).</li> <li>○ Climate includes long-term trends in weather elements and atmospheric conditions (e.g., average temperature, average rainfall).</li> <li>○ Population includes data about the people who live in a selected area (e.g., population density, birth rates).</li> <li>○ Culture is the learned behavior of people, including belief systems and languages.</li> <li>○ Economics refers to the set of principles by which a society decides and organizes the ownership, allocation and use of resources. Economic characteristics include natural resources, agricultural products and levels of income</li> </ul> </li> </ul> |  |
| <p><b>Expectations for learning in the unit:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to use a variety of geographic tools to understand people, places, and environments.</li> <li>• Students will be able to understand where a place is and what the climate/time is like using absolute location.</li> <li>• Students will be able to classify different regions in the Eastern Hemisphere such as the Middle East.</li> </ul> |   |  |

| Unit B: Human Geography                                       | Learning Statements with Elaborations  | Resources  |
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| <p><b>Timelines, Human &amp; Environment Interaction,</b></p> | <p><b><u>Content Learning Statement 6.1:</u> Analyze multiple-tier timelines to identify cause and effect relationships, patterns, or themes among events.</b></p> <p><b>Elaboration for Teacher Reference around Learning Statement 6.1:</b></p> <ul style="list-style-type: none"> <li>• Sixth grade should be able to use B.C. (Before Christ), A.D. (Anno Domini), B.C.E. (Before the Common Era), and C.E. (Common Era) to place dates in chronological order.</li> </ul> | <p><b>Ch. 8 Geography Alive</b></p> <p><b>NEWSLA Units:</b><br/><a href="#"><u>People of the World</u></a></p> |

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| <p><b>Migration, Religion, &amp; Government</b></p> <p>How similar or different am I to others in my class, Ohio, the United States and the World?</p> <p>How can understanding other perspectives help us understand and evaluate the world?</p> | <ul style="list-style-type: none"> <li>Multiple-tier timelines consisting of two or more topics with two or more rows of events can be used to help students analyze cause and effect relationships or patterns and themes among events in a specific period of time. These analytical skills build upon earlier skills related to chronological thinking and temporal order.</li> </ul> <p><b><u>Content Learning Statement 6.7 (a&amp;b) :</u> Explain political, environmental, social, and economic factors that cause the movement of people, products and ideas in the Eastern Hemisphere. Describe the lasting impact of the movement of people, products and ideas in the Eastern Hemisphere.</b></p> <p><b>Elaboration for Teacher Reference around Learning Statement 6.7:</b></p> <ul style="list-style-type: none"> <li>People, products and ideas move from place to place in the Eastern Hemisphere for political, environmental, social and economic reasons.</li> <li>These factors can be defined as:             <ul style="list-style-type: none"> <li>Political: changes in political leadership, citizen rights, etc.</li> <li>Environmental: climate, natural disasters, etc.</li> <li>Social: discrimination, intolerance, religious freedom, etc.</li> <li>Economic: the availability of resources, changes in trade patterns, employment opportunities, etc.</li> </ul> </li> <li>The modern Eastern Hemisphere has multiple examples of the lasting impact of cultural diffusion such as the increase of English speakers in the Eastern Hemisphere as a result of economic factors, including international trade. Historically, the spread of Islam can be traced from the Middle East throughout the Eastern Hemisphere as a result of trade.</li> </ul> <p><b><u>Content Learning Statement 6.8 (a &amp; b):</u> Explain how diffusion has influenced modern cultural practices and products in the Eastern Hemisphere. Describe the influence of religious diffusion in the modern world.</b></p> <p><b>Elaboration for Teacher Reference around Learning Statement 6.8:</b></p> <ul style="list-style-type: none"> <li>Diffusion can be defined as the spread of people, ideas, technology, and products among places.</li> <li>As systems of trade and transportation developed, people traveled and migrated across continents, spreading their agricultural practices, cultural practices and products. These practices and products from the river civilizations can be found in modern society.</li> <li>Religion is a key example of the diffusion of cultural practices and products. Students should be familiar with and able to identify:             <ul style="list-style-type: none"> <li>the geographic origins,</li> <li>founding leaders; and</li> </ul> </li> </ul> | <p><a href="#"><u>The Environment &amp; Society</u></a></p> <p><a href="#"><u>Keeping Time Across Cultures</u></a></p> <p><b>Flocabulary Videos:</b></p> <ul style="list-style-type: none"> <li>- Timelines</li> <li>- Human &amp; Environment Interaction</li> <li>- Migration</li> <li>- Government</li> </ul> <p><b>Understanding World Religions DVD Series by Schlessinger Media</b></p> <p><b>iCivics Lessons on Basic Forms of Government</b></p> |
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- basic teachings.
- The five major world religions include:
  - Buddhism;
  - Christianity;
  - Hinduism;
  - Islam; and
  - Judaism.

**Content Learning Statement 6.10 (a & b): Describe the relationship between those in power and individual citizens in a democracy, dictatorship, monarchy, and theocracy. Explain that the characteristics of governments often overlap and can misrepresent the actual relationship between those governing and those being governed.**

**Elaboration for Teacher Reference around Learning Statement 6.10:**

- The study of roles and systems of government in grades four and five serves as a foundation for the study of monarchies, dictatorships and democracies in grade six. The study of theocracies is introduced at this grade level.
- Students should understand how power is attained and held, and the relationship between those governing and those being governed for each type of government listed below:
  - A monarchy is a government in which authority over the people is retained through a ruling family (e.g., Saudi Arabia).
  - A democracy is a government where the power of those in authority is limited because the people retain the supreme power (e.g., United States).
  - A dictatorship is a government where a ruler or small group with absolute power over the people, often through fear and/or force (e.g., North Korea).
  - A theocracy is a government in which authority over the people is held by religious leaders who represent divine power and retain authority through religious beliefs (e.g., Iran).
- As students develop an understanding of the relationship between those governing and those being governed, they should be challenged with the concept that the extent of a citizens' liberties and responsibilities varies according to the limits of the governing body's authority. For instance, governmental authority is limited in most democracies, resulting in broad citizen liberties and responsibilities. Conversely, under most dictatorships, the dictator's authority is unlimited, resulting in strict limits on citizens' liberties and responsibilities.
- Students should also recognize that actual systems of government are not always easily categorized and can be misrepresented.
- Though we use the labels of monarchy, theocracy, dictatorship or democracy, government characteristics often overlap and are inconsistent. Governments labeled as democracies might have

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|   | <p>some of the characteristics of dictatorships, as is the case with the Democratic People’s Republic of Korea. North Korea, in reality, is a communist state led by a dictator. The United Kingdom has a royal family, which suggests a monarchy, but the constitutional monarchy is, in practice, much closer to a democracy.</p> |  |
| <p><b>Expectations for learning in the unit:</b></p> <ul style="list-style-type: none"> <li>● Students will analyze multiple-tier timelines to identify cause and effects relationships, patterns, or themes among events.</li> <li>● Students will be able to identify how humans have depended on the environment and that has shaped where they have settled.</li> <li>● Students will be able to identify ways humans have modified the environment and evaluate the effects of such decisions.</li> <li>● Students will be able to identify and classify different factors that have caused the movement of people, products and ideas around the world.</li> <li>● Students will identify ways the diffusion of people, products and ideas has affected the Eastern Hemisphere and the world.</li> <li>● Students will be able to compare and contrast the origins, beliefs and diffusion of the five major religions (Judaism, Christianity, Islam Hinduism and Buddhism) that started in the Eastern Hemisphere.</li> <li>● Students will be able to identify the main characteristics of four major government types (Democracy, Dictatorship, Monarchy, and Theocracy) explaining how leaders get and keep power in each as well as what types of civil liberties and political rights citizens have.</li> <li>● Students will be able to analyze how different government types can share characteristics and why some governments might misrepresent themselves.</li> </ul> |   |  |

| Unit C:<br>Economics   | Learning Statements with Elaborations   | Resources  |
|--|---|--|
| <p><b>Globalization, Data Sets, &amp; Economic Fundamentals</b></p> <p>Is Globalization a good or a bad thing?</p> <p>How do individual, corporations and a nation’s decisions affect the world’s economy?</p> | <p><b><u>Content Learning Statement 6.11:</u> Compare economic data sets to identify relationships and draw conclusions.</b></p> <p><b>Elaboration for Teacher Reference around Learning Statement 6.11:</b></p> <ul style="list-style-type: none"> <li>● Students at this level begin to think like economists as they practice comparing sets of data to draw conclusions. These data sets may include information related to international trade, availability of natural resources, or population.</li> <li>● Students should be challenged to examine multiple sets of data and draw conclusions about relationships among them. Examples of relationships between data sets could be: exports and imports; trade patterns and the availability of natural resources; and life expectancy and level of education.</li> </ul> | <p>Geography Alive Ch. 7, 24, 32</p> <p><a href="#">TedED Silk Road</a></p> <p><b>Material World</b></p> <p><b>Hungry Planet</b></p> <p><b>Dollar Street</b></p> |

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**Content Learning Statement 12 (a&b): Predict the present and future consequences of an economic decision. Explain how individuals and societies may evaluate the choice differently.**

**Elaboration for Teacher Reference around Learning Statement 6.12:**

- Students will understand and be able to predict the present and future consequences of personal and collective economic choices.
- Students at this level will examine the choices of individuals and governments that lead to economic decision making.
- Students will evaluate and predict the resulting consequences, which are relative to individuals and societies.

**Content Learning Statement 6.14: Explain how specialization leads to global trade.**

**Elaboration for Teacher Reference around Learning Statement 6.14:**

- Productive resources are limited and leads to specialization as they study how and why specialization leads to trade on a global scale.
- When regions and/or countries specialize in the production of a limited number of goods and services, they must trade to obtain goods and services they want but do not or cannot produce.

**Content Learning Statement 6.15 (a&b): Explain how supply, demand and competition interact to determine price. Explain how supply, demand and competition interact to influence quantities of inputs and outputs.**

**Elaboration for Teacher Reference around Learning Statement 6.15:**

- Students study the interaction of supply and demand, the influence of competition, and inputs and outputs.
- The availability of a good or service and the demand for that good or service interact to determine price. Examples of this interaction include:
  - Demand for gasoline increases beyond the capacity of refineries to provide adequate supplies, therefore, gasoline prices rise.
  - When refinery production exceeds demand, producers drop gasoline prices to encourage car owners to purchase more gasoline.
- Price is influenced by competition among producers who compete to sell their goods and services. When multiple producers compete to sell a product that is in high-demand, consumers may benefit as

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the producers lower their prices to increase sales and compete for customers. For example, when several stores sell the same video game system, they are in competition with one another, and often choose to lower prices to attract consumers.

- The interaction of supply, demand, and competition influences the quantities of goods and services produced (output) and therefore, the quantities of productive resources (e.g., entrepreneurship, human resources, natural resources and capital) used.
- As supply, demand, and competition interact to determine the price of a product, the number of products created also is affected. For example, video game manufacturers might produce more copies of a popular game in anticipation of holiday shopping. As the demand for a game increases during the holiday season, manufacturers will increase their output (copies of the game), as well as their use of input (productive resources like plastic to create discs and workers to package them).

**Content Learning Target 16: Explain how individuals compare price and quality when selecting goods and services to buy.**

**Elaboration for Teacher Reference around Learning Statement 6.16:**

- Students at this level should understand how individuals compare the price and quality of goods and services when selecting items to buy.
- Students should discuss how consumers can gather information on price and quality including:
  - print and web-based advertising;
  - personal recommendations; and
  - independent reviews.

### **Expectations for learning in the unit:**

- Students will compare and contrast economic data sets to identify relationships and draw conclusions.
- Students will work to predict the present and future consequences of an economic decision.
- Students will explain how individuals and societies may evaluate economic choices differently.
- Students will explain what the three main questions of economics are.
- Students will explain how individuals and societies answer the fundamental questions of economics.
- Students will explain how specialization leads to global trade and give examples of this in the world today.
- Students will explain how supply, demand, and competition interact to determine price.
- Students will explain how supply, demand and competition interact to influence quantities of productive resources and outputs.
- Students will explain how individuals compare price and quality when selecting goods and services to buy.

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