

Quarter 2
2017-2018 School Year
6th Grade Global Studies
Ms. K. Mace

Standard Goals: Geography Skills & European Geography

- 6.1.2: Describe and compare the beliefs, the spread, and the influence of religions throughout Europe and MesoAmerica.
- 6.1.22: Form research questions and use a variety of information resources to obtain, evaluate, and present data on people, cultures, and developments in Europe and the Americas.
- 6.2.1: Compare and contrast major forms of governments in Europe and the Americas throughout history.
- 6.2.5: Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.
- 6.3.1: Demonstrate a broad understanding of the countries and capitals of Europe.
- 6.3.2: Use latitude and longitude to locate the capital cities of Europe and the Americas and describe the uses of locational technology, such as GPS to distinguish absolute and relative location and to describe Earth's surfaces.
- 6.3.3: Describe and compare major physical characteristics of regions of Europe and the Americas.
- 6.3.4: Describe and compare major cultural characteristics or regions in Europe and Western Hemisphere.
- 6.3.5: Give examples and describe the formation of important river deltas, mountains, and bodies of water in Europe and the Americas.
- 6.3.6: Explain how ocean currents and wide influence climate differences on Europe and the Americas.
- 6.3.8: Identify major biomes of Europe and the Americas and explain how these are influenced by climate.
- 6.3.12: Compare the distribution and evaluate the importance of natural resources such as natural gas, oil, forests, uranium, minerals, seafood, and water in Europe and the Americas.
- 6.3.13: Explain the impact of humans on the physical environment in Europe and the Americas.
- 6.3.14: Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas.
- 6.4.3: Explain why international trade requires a system of exchanging currency between various countries.
- 6-8.LH.1.1: Read and comprehend history/social studies texts within a range of complexity.
- 6-8.LH.1.2: Write routinely over a variety of time for a range of tasks, purposes, and audiences.
- 6-8.LH.2.1: Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.LH.2.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 6-8.LH2.3: Identify key steps in a text's description of a process related to history/social studies.
- 6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 6-8.LH.3.2: Describe how a text presents information.
- 6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose.
- 6-8.LH.4.1: Integrate visual information, with other information in print and digital texts.
- 6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgement in a text.
- 6-8.LH7.3: Draw evidence from informational texts to supports analysis, reflection, and research.

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Standard Goals: Ancient Greece

- 6.1.1: Summarize the rise, decline, and cultural achievements of ancient civilization in Europe and Mesoamerica.
- 6.1.18: Create and compare timelines that identify major people, events, and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.
- 6.1.20: Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs, and chance in history.
- 6.1.21: Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.
- 6.1.22: Form research questions and use a variety of information resources to obtain, evaluate, and present data on people, cultures, and developments in Europe and the Americas.
- 6.1.23: Identify issues related to a historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests, and values of those involved.
- 6.2.1: Compare and contrast major forms of governments in Europe and the Americas throughout history.
- 6.2.2: Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.
- 6.2.5: Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.
- 6.3.11: Define the terms anthropology and archeology and explain how these fields contribute to our understanding of societies in the present and the past.
- 6.3.14: Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas.
- 6-8.LH.1.1: Read and comprehend social studies texts within a range of complexities.
- 6-8.LH.1.2: Write routinely over a variety of time for a range of tasks, purposes, and audiences.
- 6-8.LH.2.1: Cite specific textual evidence to support claims.
- 6-8.LH.2.2: Determine the central idea.
- 6-8.LH.3.1: Determine the meaning of words and phrases as they are used in a text.
- 6-8.LH.3.3: Identify aspects of a text that reveal an author's perspective or purpose.
- 6-8.LH.4.1: Integrate visual information with other information in print and digital texts.
- 6-8.LH.4.2: Distinguish among fact, opinion, and reasoned judgement in a text.
- 6-8.LH.4.3: Compare and contrast treatment of the same topic in a primary or secondary source.
- 6-8.LH.5.1: Write arguments focused on discipline-specific content.
- 6-8.LH.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing.
- 6-8.LH.7.2: Gather relevant information from multiple sources.
- 6-8.LH.7.3: Draw evidence from informational texts to supports analysis, reflection, and research.

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October

Week 10

- October 9: **Daily Objective:** Research and create a persuasive presentation convincing someone to visit your chosen biome based on climate, culture, physical geography, animals, and any other interesting information gathered.
In Class: Students will pick to work independently or with a partner, and choose the biome for the Biome Travel Agency project. Rubric is in showbie to start working.
Homework: *Actively Learn.*
- October 10: **Daily Objective:** Research and create a persuasive presentation convincing someone to visit your chosen biome based on climate, culture, physical geography, animals, and any other interesting information gathered.
In Class: Students will continue to work on the Biome Travel Agency project.
Homework: *Actively Learn.*
- October 11: **Virtual Learning Day**
Daily Objective: Explain the impact of people on the physical environment through the completion of the assigned EdPuzzles and Ted-ed.
Due Today: *EdPuzzles (Regions, Major Religions, and Human-Environment Interactions) and Ted-Ed: Most Radioactive Places on Earth.*
- October 12: **Daily Objective:** Research and create a persuasive presentation convincing someone to visit your chosen biome based on climate, culture, physical geography, animals, and any other interesting information gathered.
In Class: Students will continue to work on the Biome Travel Agency project.
Homework: *Actively Learn*
- October 13: **Student-led Conferences 10am-3pm - No School**

Week 11

- October 16: **Daily Objective:** Research and create a persuasive presentation convincing someone to visit your chosen biome based on climate, culture, physical geography, animals, and any other interesting information gathered.
In Class: Finish creating the Biome Travel Agency presentation.
Homework: *Biome Travel Agency due tomorrow.*
- October 17: **Daily Objective:** Present a persuasive presentation convincing someone to visit your chosen biome based on climate, culture, physical geography, animals, and any other interesting information gathered.
In Class: Biome Travel Agency presentations.
- October 18: **Daily Objective:** Present a persuasive presentation convincing someone to visit your chosen biome based on climate, culture, physical geography, animals, and any other interesting information gathered.
In Class: Biome Travel Agency presentations.

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October 19: **Daily Objective:** Compare and contrast the importance of various natural resources available in Europe using the natural resources notes in showbie.
In Class: Natural resources notes on overview, oil, fishing, and grains.

Homework: *Actively Learn due tomorrow.*

October 20: **Daily Objective:** Compare and contrast the importance of various natural resources available in Europe using the natural resources notes in showbie.
In Class: Natural resources notes on livestock and wildlife.
Due Today: *2 Actively learn articles with a 75% or better are due by 12pm today.*

Week 12

October 23: **Daily Objective:** Investigate and draw conclusions about how a person's location may impact their culture or cuisine. Focus today is on reviewing examples of cuisine in Japan.

In Class: Watch an episode of Bizarre Foods with Andrew Zimmern.

Homework: *Actively Learn due next Friday.*

October 24: **Daily Objective:** Investigate and draw conclusions about how a person's location may impact their culture or cuisine. Focus today is on reviewing examples of cuisine in Japan.

In Class: Watch an episode of Bizarre Foods with Andrew Zimmern.

Homework: *Actively Learn due next Friday.*

October 25: **Daily Objective:** Investigate and draw conclusions about how a person's location may impact their culture or cuisine. Focus today is on Part 1: Research.

In Class: Students will start researching to complete Part 1: Research in showbie.

October 26-27: **Happy Fall Break!!**

November

Week 13

October 30: **Daily Objective:** Investigate and draw conclusions about how a person's location may impact their culture or cuisine. Focus today is to finish part 1: Research.

In Class: Students should wrap up research for Part 1: Research on the worksheet in showbie.

October 31: **Daily Objective:** Investigate and draw conclusions about how a person's location may impact their culture or cuisine. Focus today is to use research to create an informative presentation using keynote or google slides.

In Class: Students should start moving information from the Part 1: Research into a slides or keynote presentation.

November 1: **Daily Objective:** Investigate and draw conclusions about how a person's location may impact their culture or cuisine. Focus today is to finish creating an informative presentation using keynote or google slides.

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In Class: Students should finish creating a slides or keynote presentation with researched information.

November 2: **Daily Objective**: Investigate and draw conclusions about how a person's location may impact their culture or cuisine. Focus today is to start presentations.

In Class: Presentation day!

November 3: **Daily Objective**: Investigate and draw conclusions about how a person's location may impact their culture or cuisine. Focus today is to continue with presentations.

In Class: Continue with presentations.

Due Today: *Actively Learn is due today. Paragraph reflection.*

Week 14

November 6: **Daily Objective**: Investigate and draw conclusions about how a person's location may change their culture and cuisine.

Due Today: *Students should have the final reflection and findings paragraph completed and submitted into showbie or shared with teacher today.*

November 7: **Daily Objective**: Obtain and interpret information from economy webquest on the European Union and decide what makes membership in the EU better than not being a member.

In Class: Start working on the economy webquest in showbie.

November 8: **Virtual Learning Day**

Daily Objective: Distinguish the differences between the various types of government using edpuzzles and government notes.

For Class: Students should follow the big email directions that were sent out. Those directions include completing the government notes in showbie, as well as, completing the 2 edpuzzles on government types and forms.

November 9: **Daily Objective**: Obtain and interpret information from economy webquest on the European Union and decide what makes membership in the EU better than not being a member.

In Class: Finish working on the economy webquest in showbie. **Due Friday.**

November 10: **Daily Objective**: Reflect and discuss current events after watching CNN Student news, and how it may affect our lives.

In Class: Students will watch CNN Students news and discuss current events.

Due Today: *Economy Webquest in showbie.*

Week 15

November 13: **Daily Objective**: Investigate and analyze data to create a lesson about how culture, resources, geography, religion, language, economy, and government shape a country. (Explain project and research)

In Class: Learning about the project, group assignments, and start researching.

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- November 14: **Daily Objective:** Investigate and analyze data to create a lesson about how culture, resources, geography, religion, language, economy, and government shape a country. (Research and start creating a presentation)
In Class: Researching and start presentation.
- November 15: **Daily Objective:** Investigate and analyze data to create a lesson about how culture, resources, geography, religion, language, economy, and government shape a country. (Research and continue working on a presentation)
In Class: Researching and continuing to work on presentation.
- November 16: **Daily Objective:** Investigate and analyze data to create a lesson about how culture, resources, geography, religion, language, economy, and government shape a country. (Finish presentation and practice)
In Class: Finish presentation and practice.
- November 17: **Today:** Pep rally and conclude preparation for invention convention.
Due Today: Presentations should be submitted into showbie today.

Week 16

- November 20: **Daily Objective:** Investigate and analyze data to create a lesson about how culture, resources, geography, religion, language, economy, and government shape a country. (Present mini-lesson)
In Class: Present country mini-lessons.
- November 21: **Invention Convention**
- November 22-24: **Happy Thanksgiving and break!**

Week 17

- November 27: **Daily Objective:** Review for All Things Europe Test tomorrow using study guide in showbie and kahoot study link.
In Class: Kahoot and study guide review.
- November 28: **Daily Objective:** Apply learned information over Europe unit to paper assessment.
In Class: Take test on paper.
- November 29: **Daily Objective:** Examine the foundations of Ancient Greece using smart board introductory lesson, discussion and quick quiz.
In Class: Start the ancient Greece unit and work on vocabulary.
- November 30: **Daily Objective:** Make observations and interpret materials in the Greek webquest to examine the foundations of Greek geography and society in small groups. (Intro and Scenario 1)
In Class: Students are to continue working through the Greek webquest and answering the coordinating formative questions.
- December 1: **Daily Objective:** Make observations and interpret materials in the Greek webquest to examine the foundations of Greek geography and society in small groups. (Scenario 1-Scenario 2)

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In Class: Students are to continue working through the Greek webquest, answering the coordinating formative questions, and creating a sketch note for each scenario.

Due Today: Scenario 1 sketchnote in seesaw and formative questions.

December

Week 18

December 4: **Daily Objective**: Compare and contrast Sparta and Athens as you learn more in scenarios 2-4 in your webquest groups.

In Class: Students are to continue working through the Greek webquest, answering the coordinating formative questions, and creating a sketch note for each scenario.

December 5: **Daily Objective**: Compare and contrast Sparta and Athens as you learn more in scenarios 2-4 in your webquest groups.

In Class: Students are to continue working through the Greek webquest, answering the coordinating formative questions, and creating a sketch note for each scenario.

December 6: **Virtual Learning Day**

Daily Objective: Assess the relationship between Athenian democracy and U.S. democracy after completing today's assignments.

Due Today: Sparta Reading, Athenian Democracy, and Geography and Government EdPuzzle.

December 7: **Daily Objective**: Compare and contrast Sparta and Athens as you learn more in scenarios 2-4 in your webquest groups.

In Class: Students are to continue working through the Greek webquest, answering the coordinating formative questions, and creating a sketch note for each scenario.

December 8: **Daily Objective**: Compare and contrast Sparta and Athens as you learn more in scenarios 2-4 in your webquest groups.

In Class: Students are to continue working through the Greek webquest, answering the coordinating formative questions, and creating a sketch note for each scenario.

Due Today: SS IXL G.1 and SS IXL G.2.

Week 19

December 11: **Daily Objective**: 6.1.1- Summarize the rise, decline, and achievements of Ancient Greece.

In Class: Students are to continue working through the Greek webquest, answering the coordinating formative questions, and creating a sketch note for each scenario.

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December 12: **Daily Objective:** 6.1.1- Summarize the rise, decline, and achievements of Ancient Greece.
In Class: Students are to continue working through the Greek webquest, answering the coordinating formative questions, and creating a sketch note for each scenario.

December 13: **Daily Objective:** 6.1.1- Summarize the rise, decline, and achievements of Ancient Greece.
In Class: Students are to continue working through the Greek webquest, answering the coordinating formative questions, and creating a sketch note for each scenario.

December 14: **Daily Objective:** 6.1.1- Summarize the rise, decline, and achievements of Ancient Greece.
In Class: Students are to continue working through the Greek webquest, answering the coordinating formative questions, and creating a sketch note for each scenario.

December 15: **Daily Objective:** Design a video lesson to teach the class about your chosen Greek achievement, and how it shaped society then and now.
In Class: Students are answering their assigned set of achievement questions and formulating a plan to create an instructional mini-lesson for the class.
Due Today: Scenario 1-6 Formative questions and seesaw sketch notes.

Week 20

December 18: **Daily Objective:** Design a video lesson to teach the class about your chosen Greek achievement, and how it shaped society then and now.
In Class: Finish creating and editing mini-lesson for tomorrow.
Due Today: Extra credit- SS IXL W.1

December 19: **Daily Objective:** Design a video lesson to teach the class about your chosen Greek achievement, and how it shaped society then and now.
In Class: Present mini-lessons.
Due Today: Achievements mini-Lesson due.

December 20: **Daily Objective:** Students will choose a question set and be able to explain the importance of the topic chosen in a 6-8 sentence paragraph about Ancient Greek features.
In Class: Students will use the class time choosing a question set related to Ancient Greece and write a 6-8 sentence paragraph answering the question set.
Homework: Paragraph due by Friday.

December 21: **Cardboard Arcade**

December 22: **Coffee Shop**

Due Today: Ancient Greece Final Paragraph.