



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Social Studies (Grade 6)

Course Description:

The curriculum for this course is developed from the [Wisconsin State Standards for Social Studies](#). All students are required to take this course. Students will discover the physical, cultural, and historical geography of three regions: Canada & The United States, Latin America, and Europe & Russia. In addition to focusing on these world regions, students will explore the impacts that current consumption patterns are having on the planet and its future. Students will participate in activities like mapping labs, in-depth case studies of particular world issues, and analyzing the cause and effect relationship of important current events. In addition to focusing on these world regions. The information in this course overview outlines what students should understand and be able to do by the end of the year.

Mastery Standards:

Wisconsin students will use geographic tools and ways of thinking to analyze the world. (SS.Geog1)

Wisconsin students will analyze human movement and population patterns. (SS.Geog2)

Wisconsin students will examine the impacts of global interconnections and relationships. (SS.Geog3)

Wisconsin students will evaluate the relationship between identity and place. (SS.Geog4)

Wisconsin students will evaluate the relationship between humans and the environment. (SS.Geog5)

Wisconsin students will construct meaningful questions that initiate an inquiry. (SS.Ing1)

Wisconsin students will gather and evaluate sources. (SS.Ing2)

Wisconsin students will develop claims using evidence to support reasoning. (SS.Ing3)

Wisconsin students will communicate and critique conclusions. (SS.Ing4)

Wisconsin students will be civically engaged. (SS.Ing5)

Wisconsin students use economic reasoning to understand issues. (SS.Econ1)

Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses. (SS.Econ2)

Wisconsin students will analyze how an economy functions as a whole (Macroeconomics). (SS.Econ3)

Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government). (SS.Econ4)

Unit	Description of Unit and Learning Targets
<p>Unit Title: IFAW: Elephants</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> What do elephants have to do with the study of Geography? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can explain why Asian Elephants' and African Elephants' bodies are different. I can identify the characteristics of elephants that control their body temperature.

	<ul style="list-style-type: none"> I can explain how this Elephant Unit relates to Geography.
<p>Unit Title: Chapter 1: Tools of Geography</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How do geographers show information on maps? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can identify the key components of a great map: a map key, compass rose, map grid, scale and title. I can identify the major latitude and longitude lines, and their degrees, on a map. (Equator, Prime Meridian, etc.) I can locate and name the four oceans and seven continents.
<p>Unit Title: Chapter 2: A Spatial Way of Thinking</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> Why do geographers use a variety of maps to represent the world? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can identify the different Thematic Maps from the chapter. (Physical Features Maps, Climate Maps, Vegetation Maps, etc.) I can read information on a Climograph. I can identify the different economic activities (land use & resource). I can identify a regions map v. continents map.
<p>Unit Title: Chapter 9: Spatial Inequality in Mexico City</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> Why does spatial inequality exist in urban areas? What impacts a person's way of life or standard of living? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can cite text or photographic evidence to support a claim. I can make inferences from visuals about a person's standard of living. I can summarize the "push factors" that force families to relocate into Mexico City. (People are not peanut butter.) I can describe the negative side effects of urbanization.
<p>Unit Title: Chapter 12: Land Use Conflict in the Amazon Rainforest</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How should the resources of the rainforest be used and preserved? What impacts a person's way of life or standard of living? Why should we care about the perspectives of multiple people or sides? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can identify between the six Amazon Rainforest groups (Native Amazonians, Rubber Tappers, Environmentalists, Ranchers, Farmers, Loggers). I can explain the benefits of a healthy Amazon Rainforest ecosystem. I can explain how businesses and industries benefit from resources the Amazon Rainforest provides.
<p>Unit Title: Chapter 3: Settlement Patterns and Ways of Life in Canada</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> How does where you live influence how you live? Why do people migrate or move? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> I can explain how current living practices have been influenced by immigration to Canada. I can identify main ideas, statistics, and supporting details from the text. I can recall that economic activity maps are always about money. I can identify the five regions of Canada by their characteristics of Population, Language, Climate, Building style, and Economic Activity.
<p>Unit Title: Chapter 16: Invisible Borders:</p>	<p>Students will...</p>

Transboundary Pollution in Europe

Essential Questions:

- How can one country's pollution become another country's problem?
- How do geography, climate, and resources affect the way people live and work?

Learning Targets:

- I can explain how transboundary pollution influences more than one country.
- I can summarize the basic timeline of Chernobyl.
- I can list efforts made to reduce radioactive pollution in and around Chernobyl after the explosion occurred.