

**Griswold Middle School**  
**Grade 6**  
**Social Studies Curriculum Map**

<b>Unit Title</b>	<b>Middle America and the Caribbean</b>	<b>South America</b>	<b>Western Europe</b>	<b>Eastern Europe</b>
<b>Unit Overview</b>	An introduction to the movements of people and how regions are defined. Students will analyze factors that contribute to the emigration of people from this region to the United States. They will also analyze how the physical geography affects the architecture and the economy of the Caribbean and explore how modern society in Middle America reflects the heritage of ancient indigenous societies.	An examination of human and environmental interactions as well as global connections. Students will examine the global interconnections between South American countries and their neighbors as well as analyze the reasons for the migration of people within this region and to the United States. Students will also evaluate how the physical features and availability of resources influence population patterns and ways of making a living.	An evaluation of global interaction and cultural diffusion. Students will analyze how geographic features and population patterns encourage unity, as well as geographic and societal factors make a “Western European Union” difficult. They will also evaluate how Western European societal, political, and economic structures today are a product of Western Europe’s past (including ancient Greece and Rome).	An investigation into the social, political, and economic characteristics of a region affect human populations. Students will analyze how Eastern European geographic features and population patterns differ from Western Europe while examining the factors that identify Eastern Europe as a unique region. Students will also investigate what geographic and social factors make political and social unity difficult in this region. They will also evaluate how this regions societal, political, and economic structures today are a product of the past.
<b>Duration</b>	5 weeks	5 weeks	5 weeks	5 weeks
<b>Priority Standards</b>	<b>GEO 6-7.3</b> Explain how cultural patterns and economic decisions influence environments and the daily lives of people.  <b>CIV 6-7.1</b> Explain specific roles played by citizens (voters, taxpayers, armed forces, petitioners, protestors, and office holders).	<b>GEO 6-7.10</b> Explain how the relationship between the environmental characteristics of places and the production of goods influences world trade.  <b>HIST 6-8.1</b> Use questions about historically significant people or events to explain the impact on a region.	<b>ECO 6-7.7</b> Explain the benefits and costs of trade policies to individuals, businesses, and society.  <b>CIV 6-7.3</b> Compare historical and contemporary means of changing societies and promoting the common good.	<b>CIV 6-7.2</b> Assess specific rules and laws (both actual and proposed) as means of addressing public problems.  <b>ECO 6-7.1</b> Explain how economic decisions affect the well-being of individuals, businesses, and society.
<b>Essential Questions</b>	How does where we live affect how we live?	How do natural resources in a particular place affect the culture and affect that region’s ability to be a part of the global community?	What are the benefits and challenges that result from globalization?	How and why do places change over time?

	What role do the people play in different styles of government?	How have relevant cultural leaders affected and shaped their nations and regions?	Is the European Union (EU) effective in protecting the interests of its member nations?	Did centralized decision-making improve the quality of life for people in Eastern Europe during the post-World War II era?
<b>Instructional Strategies</b>	Accountable talk, close reading, effective questioning, summarizing and note-taking, nonlinguistic representations, formative assessment process	Accountable talk, close reading, effective questioning, summarizing and note-taking, nonlinguistic representations, formative assessment process	Accountable talk, close reading, effective questioning, summarizing and note-taking, nonlinguistic representations, formative assessment process	Accountable talk, close reading, effective questioning, summarizing and note-taking, nonlinguistic representations, formative assessment process
<b>Key Resources and Texts</b>	Pearson My World Geography <ul style="list-style-type: none"> <li>Chapter 3-Mexico</li> <li>Chapter 4-Central America and the Caribbean</li> </ul> Horizons: World Regions Classroom Atlas	Pearson My World Geography <ul style="list-style-type: none"> <li>Chapter 5-Caribbean South America</li> <li>Chapter 6-The Andes and the Pampas</li> <li>Chapter 7-Brazil</li> </ul> Horizons: World Regions Classroom Atlas	Pearson My World Geography <ul style="list-style-type: none"> <li>Chapter 8-Ancient and Medieval Europe</li> <li>Chapter 9-Europe in Modern Times</li> <li>Chapter 10-Western Europe</li> </ul> Horizons: World Regions Classroom Atlas	Pearson My World Geography <ul style="list-style-type: none"> <li>Chapter 11-Eastern Europe</li> <li>Chapter 12-Russia</li> </ul> Horizons: World Regions Classroom Atlas
<b>Assessments</b>	Daily check-ups (based on hw) Quizzes, quick writes, various investigations based on individual interests	Daily check-ups (based on homework) Quizzes, quick writes, various investigations based on individual interests	Daily check-ups (based on homework), quizzes, quick writes, various investigations based on individual interests	Daily check-ups (based on homework), quizzes, quick writes, various investigations based on individual interests
<b>Performance Tasks</b>	Investigate the positive and negative impacts of ecotourism on the Middle America/Caribbean region.	Investigate the Brazilian city of Curitiba and its successful plan of environmentally friendly city planning.	Investigate the positives and negatives of the European Union.	Investigate how countries' economies and governments changed after the fall of the Soviet Union.
<b>Writing Tasks</b>	Argument: Vacation in Middle America or not?	Argument: Rain Forest development or not?	Argument: Which is the better city-state - Athens or Sparta?	Argument: Coal vs. nuclear energy