

Grade: 6

Course Title: Grade 6 Humanities

Course Overview

In Grade 6, students learn to respect and understand the world around them and gain the necessary skills to inquire into historical, contemporary, geographical, political, social, economic, religious, technological and cultural factors that have an impact on individuals, societies and environments. Humanities encourages learners, both students and teachers, to consider local and global contexts.

The humanities and social sciences focus on the development of critical and creative thinking skills that students can apply in a wide variety of areas of interest and careers. The knowledge, skills and attitudes that students develop in individuals and societies courses provide a meaningful foundation for further study and help to prepare students to work in a variety of industries and settings.

The study of individuals and societies helps students to develop their identities as individuals and as responsible members of both local and global communities. These explorations of our common humanity are intrinsically interesting, and disciplines in this subject group are filled with potential for creating in students a lifelong fascination with “the human story” as it continues to evolve in an era of rapid change and increasing interconnectedness. Studies in individuals and societies are essential for developing empathy and international-mindedness, including the idea that “other people, with their differences, can also be right” (IB mission statement).

Throughout this course students focus on global citizenship, maps and geography, different civilizations, settlement and urban growth and development, religions of the world, and poverty, health and wealth.

Unit #1

Title: What does it mean to be a global citizen?

Unit Overview: Global problems are a reality but individuals have the power and choice to make a positive difference. In this unit students will learn about some of the major issues around the world in order to explore how environments are affected by human actions and look at ways humans can make a positive difference to others.

PA Academic Standards Social Studies:

- 5.1.6.E Summarize individual rights guaranteed by the PA Constitution and the U.S. Constitution.
- 5.2.6.A Compare and contrast rights and responsibilities of citizenship in the community, state, and nation.
- 5.2.6.B Explain how citizens resolve conflicts in society and government.
- 5.2.6.C Describe the importance of political leadership and public service.
- 5.2.6.D Explain why participation in government and civic life is important.
- 5.1.6.A Explain the effect of the rule of law in protecting property rights, individual rights, and the common good.
- 6.3.6.A Examine the government's role in providing public goods and services.

6.3.6.B Describe the impact of government involvement in state and national economic activities.

6.3.6.D Explain the benefits of international trade.

7.3.6.A Describe the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities.

7.4.6.A Describe and explain the effects of the physical systems on people within regions.

7.4.6.B Describe and explain the effects of people on the physical systems within regions.

PA Standards Reading and Writing in History and Social Studies:

CC.8.5.6-8.B 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.

CC.8.6.6-8.H Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.6.6-8.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Content:

- Rights and Responsibilities of Global Citizenship
- Human Characteristics of Places and Regions
- Interactions Between People and the Environment
- Human achievements & Issues
- Impact of human action
- Human Rights
- Ocean Pollution | Deforestation

Skills:

- List and explain human achievements
- Investigate Global issues
- Explain why certain animals are endangered
- Describe the issues with impact of human action on the environment
- Describe an issue such as plastic in the oceans from one viewpoint
- Describe and explain global impact of human interaction on the seas and oceans
- Explain the consequences of deforestation and why deforestation is a global issue
- Summarise how one of the universal declarations of human rights has been broken including main features of that particular right
- Explain some of the issues (Ocean Pollution | Deforestation) facing the world today

Inquiry Questions: (*include factual, conceptual, debatable*)

- Factual: What are some issues facing the world today? How have different environments been damaged by human interaction? What are some of the human rights issues facing children? What is the role of international organizations in tackling global issues? What are the consequences of deforestation? What are some of the consequences and solutions to deforestation and pollution?
- Conceptual: What is meant by the term “human rights”?
- Debatable: Can individuals change the world?

Resources:

Grace, Paul. “Unit 1:What Does it Mean to Be a Global Citizen?” *Individuals and Societies for the IB MYP 1*, Hodder Education, 2016, pp. 2–27.

Unit #2

Title: How can maps provide us with a sense of time,

place and space?

Unit Overview: Maps provide insights into time, place and space and show how the world has changed over time, but they can be affected by different perspectives. In this unit students will examine different uses of maps and how they can be affected by certain perspectives. They will explore different types of maps and how to use them and consider different ways maps communicate information.

PA Academic Standards Social Studies:

- 7.1.6.A Describe how common geographic tools are used to organize and interpret information about people, places, and environment.
- 7.1.6.B Describe and locate places and regions as defined by physical and human features.
- 7.2.6.A Describe the characteristics of places and regions.
- 7.2.6.B Describe the physical processes that shape patterns on Earth's surface.

PA Standards Reading and Writing in History and Social Studies:

- CC.8.5.6-8.G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- CC.8.6.6-8.C Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CC.8.6.6-8.G Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Content:

- Basic Geographic Literacy
 - Types and uses of maps
 - Scale
 - Map features and representing multi-dimensions on a map
- Physical Characteristics of Places and Regions

Skills:

- Investigate the different uses of maps, as well as how they can be affected by a specific perspective
- Explore different examples of maps and how to use them
- Take action by considering the ways that maps can communicate important information
- Differentiate between types of map and their uses
- Suggest how the very small and the very large are related
- Understand compass directions, four-figure and six-figure grid references, contour lines
- Identify and use key map symbols to create maps

Inquiry Questions: (include factual, conceptual, debatable)

- Factual: What are maps? What are the different types of maps? What are the different features of maps and how can we use them? How is height represented on a map?
- Conceptual: How do maps help us to understand time, place and space?
- Debatable: Can we always trust maps?

Resources:

- Grace, Paul. "Unit 2: How can Maps Provide Us with a Sense of Time, Place and Space?" *Individuals and Societies for the IB MYP 1*, Hodder Education, 2016, pp. 28-47.
- "OneGeology Kids." *Onegeology.Org*, <http://onegeology.org/extra/kids/maps.html>. Accessed 21 Jan. 2022.
- "Old Maps Online." *Onegeology.Org*, <http://onegeology.org/extra/kids/maps.html>. Accessed 21 Jan. 2022.

Klokan Technologies GmbH (<https://www.klokantech.com/>). "Old Maps Online." *Oldmapsonline.Org*, <http://oldmapsonline.org/>. Accessed 21 Jan. 2022.

Met Office. "UK Weather Forecast Map - Met Office." *Gov.Uk*, <https://www.metoffice.gov.uk/public/weather/forecast/map>. Accessed 21 Jan. 2022.

"Geography Quizzes." *Sporcle.Com*, <https://www.sporcle.com/games/category/geography>. Accessed 21 Jan. 2022.

"Collections with Maps." *Loc.Gov*, <https://www.loc.gov/maps/collections/>. Accessed 21 Jan. 2022.

"The True Size of Africa." *Sub.Blue*, <http://kai.sub.blue/images/True-Size-of-Africa-kk-v3.pdf>. Accessed 21 Jan. 2022.

"British Library." *Www.Bl.Uk*, <https://www.bl.uk/maps>. Accessed 21 Jan. 2022.

"Interactive Map of Middle-Earth - LotrProject." *Lotrproject.Com*, <http://lotrproject.com/map/>. Accessed 21 Jan. 2022.

Unit #3

Title: What can we learn from different civilizations?

Unit Overview: Civilizations have developed at different times and locations bringing about change and innovation that often influence how we view them today. In this unit students will learn about different civilizations that emerged at different times in history. They will explore factors that led to the development and innovations of these civilizations and find out how historical sites and artifacts can be preserved for future societies.

PA Academic Standards Social Studies:

- 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.
- 8.1.6.C Identify a thesis statement using appropriate primary and secondary sources. (Reference RWSL Standard 1.8.5 Research)
- 8.4.6.A Explain the social, political, cultural, and economic contributions of individuals and groups to world history.
- 8.4.6.B Identify and explain the importance of historical documents, artifacts, and sites which are critical to world history.
- 8.4.6.C Explain how continuity and change have impacted world history: Belief systems and religions; Commerce and industry; Technology; Politics and government; Physical and human geography; Social organizations
- 8.4.6.D Examine patterns of conflict and cooperation among groups and organizations that impacted the development of the history of the world.
- 8.3.6.A Explain the social, political, cultural, and economic contributions of individuals and groups to United States history.
- 8.3.6.B Explain the importance of significant historical documents, artifacts, and places critical to United States history.
- 8.3.6.C Explain how continuity and change have impacted U.S. history. Belief systems and religions, Commerce and industry, Technology, Politics and government, Physical and human geography, Social organizations

8.3.6.D Explain how conflict and cooperation among groups and organizations have impacted the history and development of the U.S. Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability

PA Standards Reading and Writing in History and Social Studies:

CC.8.5.6-8.A Cite specific textual evidence to support analysis of primary and secondary sources.

CC.8.5.6-8.I Analyze the relationship between a primary and secondary source on the same topic.

CC.8.6.6-8.H Draw evidence from informational texts to support analysis, reflection, and research.

CC.8.6.6-8.I Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Content:

- Primary and secondary sources
 - importance of using historical sources to learn about the past
- Development, Innovations, Contributions and Achievements of Civilizations throughout history
 - Sumerian
 - Egyptians
 - Greeks
 - Romans
 - Mayan
 - Incan
- How Historical sites and artifacts can be protected for future

Skills:

- Find out about different civilizations that emerged at different times in history
- Explore the factors that led to the development and innovations of different civilizations
- Take action by finding out ways that historical sites and artefacts can be protected for the future
- Outline the importance religion and belief played in the various societies
- Summarize the principles of democracy using the Ancient Greeks as an example
- Design ways of displaying and presenting information clearly to an audience
- Research ancient civilizations including:
 - reasons for what factors influenced the location and success of ancient civilizations
 - similarities between civilizations despite their geographical or chronological separation
 - lasting impact of innovations and achievements of the ancient world on how we live in today's society

Inquiry Questions: (*include factual, conceptual, debatable*)

- Factual: What were the achievements of the Sumerian and Egyptian civilizations? What were the major contributions of Greek civilization? How did Roman civilization change over time? What has been the legacy of Roman civilization? What were the features of the Maya and Inca civilizations?
- Conceptual: How can we find out about the past? What is a civilization? What factors led to the emergence and achievements of different civilizations?
- Debatable: Is it possible to ever know the past?

Resources:

Grace, Paul. "Unit 3: What Can We Learn From Different Civilizations?" *Individuals and Societies for the IB MYP 1*, Hodder Education, 2016, pp. 48-75.

"Historical Civilization." *National Geographic Kids*, 28 May 2019,
<https://kids.nationalgeographic.com/games/personality-quizzes/article/which-historical-civilization>.

What Happened to the Indus Civilisation? BBC, 29 Oct. 2021,
<https://www.bbc.co.uk/bitesize/topics/zxn3r82/articles/z8b987h>.

"Civilization.Ca - Mystery of the Maya - Mathematics." *Historymuseum.Ca*,
<https://www.historymuseum.ca/cmhc/exhibitions/civil/maya/mmc05eng.html>. Accessed 21 Jan. 2022.

"Mayan Mathematics." *Maths History*,
https://mathshistory.st-andrews.ac.uk/HistTopics/Mayan_mathematics/. Accessed 21 Jan. 2022.

"Ancient Greece: Channel." *Discoveryeducation.com*,
<https://google.discoveryeducation.com/learn/channels/channel/9faf7948-88cc-4794-b37b-27e8e52d2389/tab/76072e71-2812-4063-ba11-fcb9f7675fa6>. Accessed 21 Jan. 2022.

"Ancient Rome: Channel." *Discoveryeducation.com*,
https://google.discoveryeducation.com/learn/channels/channel/4ffe4c23-0c1a-4356-8744-bde576e5c907?embed=false&embed_origin=false. Accessed 21 Jan. 2022.

Unit #4

Title: Where do we live?

Unit Overview: Settlements develop and change due to a variety of processes and their sustainability allows them to function successfully, affecting the identity of that location.

PA Academic Standards Social Studies:

- 8.2.6.A Explain the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.
- 8.2.6.B Describe the importance of 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 and industry, Technology, Politics and government, Physical and human geography, Social organizations
- 8.2.6.D Explain how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania: Ethnicity and race, Working conditions, Immigration, Military conflict, Economic stability
- 6.2.6.F Explain the influence of private economic institutions on the local and state economy.
- 6.2.6.G Examine how various economic systems address the three basic questions. What to produce? How? For whom?

PA Standards Reading and Writing in History and Social Studies:

- CC.8.6.6-8.B Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

Content:

- Settlements
 - Types
 - Why people settle in certain areas
 - How settlements change over time
- Urban Growth
- Sustainable change

Skills:

- Recognize the different types of settlement
- Identify types of settlements
- Explain what makes a good location for a settlement
- Apply their understanding of the site and development of settlements to study cities
- Identify the functions of different settlements
- Explain how settlements change over time
- Outline the idea of urban growth
- Explore examples of settlements and the challenges and opportunities that face them
- Consider how settlements can be made more sustainable

Inquiry Questions: (*include factual, conceptual, debatable*)

- Factual: What are the different types of settlement? What makes a good location for a settlement? What is meant by urbanization? Why are some settlements abandoned?
- Conceptual: How do settlements change over time? How can settlements be more sustainable?
- Debatable: What are the settlements of the future?

Resources:

Grace, Paul. "Unit 4: Where Do We Live?" *Individuals and Societies for the IB MYP 1*, Hodder Education, 2016, pp. 76-97.

Mr Irwin's video library. *Andrew Marr's Megacities - Living In The City Ep1*. Youtube, 4 Jan. 2017, <https://www.youtube.com/watch?v=0ITUUle5yl0>.

A Convenient Truth: Urban Solutions from Curitiba, Brazil (2006). 2010

Unit #5

Title: What factors contribute to the fairness and development of societies?

Unit Overview: Access to resources and equality of opportunities can help societies to develop to become fairer places but this is often dependent on global interactions.

PA Academic Standards Social Studies:

6.1.6.A Explain how limited resources and unlimited wants cause scarcity.

- 6.1.6.B Compare ways that people meet their needs with how they meet their wants. Describe how resources are combined to produce different goods and services
- 6.4.6.A Explain why people specialize in the production of goods and services and divide labor.
- 6.4.6.B Explain how trade affects standards of living.
- 6.4.6.C Explain how multinational corporations contribute to economic interdependence.
- 6.4.6.D Explain how transportation, communication networks, and technology contribute to economic interdependence.
- 6.5.6.A Describe how the availability of goods and services is made possible by the work of members of the society.
- 6.5.6.B Explain the concept of labor productivity.
- 6.5.6.D Explain how profits and losses serve as incentives
- 6.5.6.E Describe how people accumulate tangible and intangible assets.
- 6.5.6.F Explain the role of the entrepreneur in Pennsylvania.

PA Standards Reading and Writing in History and Social Studies:

- CC.8.5.6-8.C Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- CC.8.5.6-8.D Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- CC.8.5.6-8.E Describe how a text presents information (e.g., sequentially, comparatively, causally).
- CC.8.5.6-8.F Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- CC.8.5.6-8.G Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Content:

- Wants and needs
- Poverty and development
- Economic principles

Skills:

- Identify types of poverty
- Describe a line graph showing the percentage of people living in poverty in the USA
- Explain the difference between absolute and relative poverty
- Identify examples that could affect development
- Explain the connection between health and wealth
- Evaluate development indicators
- Discuss the reasons why certain geographic/historical factors affect development
- Discuss solutions to try and reduce poverty

Inquiry Questions: (*include factual, conceptual, debatable*)

- Factual: What is poverty? What is development and how do we measure it? How can resources help to reduce extreme poverty? What is aid?
- Conceptual: What factors influence the development of a country?
- Debatable: What do we need? Is there a connection between health and wealth?

Resources:

Grace, Paul. "Unit 6: What Factors Contribute to the Fairness and Development of Societies?" *Individuals and Societies for the IB MYP 1*, Hodder Education, 2016, pp. 128-146.

"World Hunger Day." *Leadpages.Co*, <https://worldhungerday.leadpages.co/worldhungerday/>. Accessed 21 Jan. 2022.

"World Poverty Clock." *Worldpoverty.io*, <https://worldpoverty.io/map>. Accessed 21 Jan. 2022.

Roser, Max, and Esteban Ortiz-Ospina. "Global Extreme Poverty." *Our World in Data*, 2013, <https://ourworldindata.org/extreme-poverty>.

Unit #6

Title: What do people believe in?

Unit Overview: Belief systems provide guidance to people in different ways and can shape personal identity and culture.

PA Academic Standards Social Studies:

5.4.6.A Identify how countries have varying interests.

5.4.6.B Explain the difference between allies and adversaries.

5.1.6.C Explain how the principles and ideals shape local, state, and national government.

PA Standards Reading and Writing in History and Social Studies:

CC.8.6.6-8.A Write arguments focused on discipline-specific content.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented."

Content:

- World Religions
 - Buddhism
 - Hinduism
 - Islam
 - Judaism
 - Christianity
- Indigeneous Beliefs
- Non-religious Beliefs

Skills:

- Identify the keys beliefs of the major world religions
- Examine the concept of indigenous belief
- Explore examples of non-religious belief
- Discuss how belief may change over time
- Explain how identity can be shaped by personal belief
- Examine to what extent belief may cloud or clarify our judgement and apply real-life examples to this discussion

Inquiry Questions: (include factual, conceptual, debatable)

- Factual: What are the beliefs of the major world religions? What is indigenous belief? What examples are there of non-religious belief?

- Conceptual: How does belief change over time? How can identity be shaped by personal belief?
- Debatable: To what extent does belief cloud or clarify our judgement? Is it possible to believe in nothing?

Resources:

Grace, Paul. "Unit 5: What Do People Believe In?" *Individuals and Societies for the IB MYP 1*, Hodder Education, 2016, pp. 98-127.