

6th Grade Social Studies Curriculum Guide

Anchorage School District - ASD Board adopted June 28, 2010

Conflicts and Cooperation in the 20th Century

In this course, students are introduced to more complex economic concepts in order to add that lens to their studies of history and understanding of their own lives. Students study 20th century U.S. history through a thematic approach that includes immigration & migration, human rights, and conflict & cooperation. The various lenses of historiography, civics, geography, economics, government, civics, and the humanities continue to be employed.

QUARTER 1

ECONOMICS – 6 weeks

Enduring Understandings

The students will understand that:

- * Economics is the study of how people and societies make choices.
- * Economics impacts your life and the community in which you live.
- * An economic system describes how goods and services are produced and distributed using limited resources in a society.
- * Incentives affect the decisions and understandings of individuals and societies throughout history.

Essential Questions:

- * How do scarcity and opportunity cost lead to choices that affect societies?
- * How do the perspectives of various groups and individuals influence economic decisions?
- * How do current economic issues affect your life, community and the state of Alaska?
- * How are economic decisions made?
- * In what ways do economic decisions, politics, and geography influence history?

Knowledge

The student will be able to

Define and apply the following terms:

wants / needs goods services choice opportunity cost
allocation incentives productive resources (human, natural, capital)
producer consumer trade money specialization entrepreneur
supply demand profit
traditional, command, market, and mixed economies

Explain the significance of the following concepts:

- * Scarcity (unlimited wants and limited resources and how we allocate the resources)
- * Opportunity cost (the cost of the next best alternative)
- * People make choices based on scarcity and opportunity costs.
- * Economic systems answer three questions: What to produce? How to produce? For whom to produce?

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Skills

The student will be able to:

- * Identify an economic problem.
- * Explain that wants and needs are unlimited and cannot be satisfied because resources are scarce.
- * Explain how individuals, in different economic systems, make decisions.
- * Develop an understanding of how economics plays a role in an individual's everyday life.
- * Identify how incentives play a role in decisions.
- * Connect economic concepts to other important events throughout U.S. history, and the state of Alaska.
- * Identify the three kinds of productive resources (human, capital, natural) and give examples of each.
- * Students should recognize that many natural resources historically have been available in Alaska (such as salmon, gold, copper, zinc, coal, oil, natural gas, and timber) and have driven economics decisions.
- * Identify, examine, and interpret primary sources and secondary sources to gain understanding of economic concepts.

QUARTERS 1 & 2

IMMIGRATION / MIGRATION – 11 weeks

Enduring Understandings

The students will understand that:

- * Our nation constantly changes as a result of immigration/migration.
- * Society and its new members impact each other's cultures.
- * Immigration/migration occur for many reasons.
- * Society's response to immigration/migration varies.

Essential Questions:

- * How does immigration/migration create and change communities?
- * Why do people migrate/immigrate?
- * How do immigrants/migrants adapt to life in their new communities?
- * How does the USA treat immigrants/migrants?
- * What does it mean to be an American?

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Knowledge

The student will be able to:

Define and apply the following terms

assimilation	Dust Bowl	labor unions	refugee	
boycott	exclusion	migrant (-ion)	society	
citizen	Great Depression (Matanuska Valley Colony)			
naturalization	stereotype	culture	immigrant	immigration
Progressive	strike	discriminate	industrialization	quota
traditions	Alaska Gold Rush	Alaska Oil Boom		

Explain the significance of the following concepts:

- * reasons for immigrating/migrating (economic, political, religious)
- * immigrant/migrant experiences (individual, groups, national)
- * impact of immigration/migration on the United States (economic, political, religious)
- * geographic themes of immigration/migration (World, U.S. and Alaska)
- * waves of immigration/migration, including illegal immigration
- * points of entry (Ellis Island, Angel Island, U.S. Borders)
- * Immigration Laws (i.e. 1850, 1917, 1921, 1924, 1929)
- * assimilation and ethnicity (melting pot, salad bowl)
- * Progressive Movement as a response to immigration/migration (labor unions, child labor, safety and health standards)
- * Industrialization (the growth and decline) and its impact on immigration/migration.

Skills

The student will be able to:

- * identify, examine, and interpret primary sources and secondary sources to gain understanding of the immigrant/migrant experience.
- * make connections between the historical past and the present as it relates to the student.
- * interpret ideas and events from different historical perspectives.
- * evaluate and discuss issues orally and in writing.
- * create and explain maps, diagrams, tables, charts, graphs, and political cartoons.
- * select and defend positions in writing, discussion, and debate.

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QUARTER 3

HUMAN RIGHTS – 9 weeks

Enduring Understandings

The students will understand that:

- * Governments affect civil liberties and social welfare.
- * People have a responsibility to be informed, exercise and protect their civil rights and to monitor the behavior of their government.
- * When human rights are infringed, Americans have the constitutional right to protest, and petition as a means to promote change.
- * Society's definition of civil liberty varies and is constantly evolving.

Essential Questions:

- * How do government policies affect individual rights in society?
- * What are your rights and responsibilities as a citizen?
- * What are actions citizens can take to influence public policy decisions?
- * What conditions, actions, and motivations contribute to petition and protest?
- * What are the possible consequences when people choose to take action?
- * To what extent do citizens have a responsibility to take personal risk to affect change?
- * What tensions between the wants and needs of individuals and groups affect fairness, equity, power, status, and justice?
- * How does public opinion influence personal decision-making?

Knowledge

The student will be able to:

Define and apply the following terms

boycott	equity	outcomes	revolutionary movements
citizen	fairness	policy	rights
civil liberties	impacts	power	social welfare
civil rights	justice	prejudice	society
common good	legal	race	status
discrimination	non-violent protest	responsibilities	tensions

Explain the significance of the following concepts

- * rights are responsibilities to maintain
- * everyone has a voice
- * how to effect change in society

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- * current rights have not always been a right, lost rights
- * change affects the person
- * personal risk associated with standing up for what you perceive is right
- * working within the law as opposed to working outside
- * discrimination
- * do the right thing
- * people have different rights
- * rights for all, bill of rights, and the passage of amendments to the constitution related to Civil Rights, including voting

Skills

The student will be able to:

- * make connections between the historical past and the present as it relates to the student.
- * identify, examine, and interpret primary sources and secondary sources to gain understanding of Human Rights in the 20th Century.
- * select and defend positions in writing, discussion, and debate.
- * interpret ideas and events from different historical perspectives.
- * create and explain maps, diagrams, tables, charts, graphs, and political cartoons.
- * explain the importance of the Bill of Rights.
- * explain how to affect change through social revolution.
- * identify their rights and responsibilities as a citizen and a student.
- * demonstrate understanding that although a law may be passed to effect change, it does not mean peoples' behavior will change, or that the law will be enforced.

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QUARTER 4

20th CENTURY CONFLICTS – 9 weeks

Enduring Understandings

The students will understand that:

- * Global conflicts and their outcomes change the balance of power.
- * Industrialization and technology change the scale and nature of warfare.
- * In times of war, propaganda is used to unite a country and sway public opinion.
- * Motivations and actions of individuals and nations contribute to conflict or cooperation.

Essential Questions:

- * What is global conflict and how does it shape the world?
- * What are the short and long-term outcomes of conflict on participating nations?
- * How are losses and gains of war distributed throughout society?
- * What factors have caused warfare to change over time?
- * How do technological resources contribute to or help resolve conflicts?
- * How is propaganda used to shape opinions at home and abroad?
- * What methods are used to solve problems successfully?
- * How and why do nations justify war?
- * What is the role of the United Nations in solving conflicts?

Knowledge

The student will be able to:

Define and apply the following terms

nationalism	imperialism	militarism	isolationism	conflict
resolution	industrialization	technology	warfare	propaganda
United Nations	resources	outcomes	justified	Geneva Convention
fascism	treaty	veteran	negotiation	

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Explain the significance of the following concepts

- * War changes political boundaries.
- * War changes economics and power structures.
- * Technology changes the nature of conflict.
- * propaganda
- * role of the UN
- * peaceful negotiations
- * balance of power
- * When is war justified?
- * At what cost is war justified?
- * lasting impacts of war
- * consequences of short and long term conflicts
- * connections between various conflicts – past and present
- * rules of war and the Geneva Convention

Skills

The student will be able to:

- * identify, examine, and interpret primary sources and secondary sources to gain understanding of the conflicts of the 20th century.
- * make connections between the historical past and the present as it related to the student.
- * interpret ideas and events from different historical perspectives.
- * evaluate and discuss issues orally and in writing.
- * create and explain maps, diagrams, tables, charts, graphs, and political cartoons.