

**Stratford Public Schools Social Studies Curriculum
Grade 6 - Unit 3**

<p>Unit Name: Studying History Part II: Development of Societies and Economies Est. # of Weeks: 3 weeks Synopsis: In this unit students will learn how societies develop and are influenced by their economies.</p>	
STUDENT LEARNING GOALS	
<p>Content-Specific Powered Standards <u>Knowledge of concepts and information from history and social studies is necessary to promote understanding of our nation and our world</u> 1.3 Demonstrate an understanding of significant events and themes in world history. 1.4 Demonstrate an understanding of geographical space and place. 1.5 Describe the interaction of humans and the environment. 1.10 – Explain how limited resources influence economic decisions. 1.11 – Know how different economic systems organize resources. 1.12 Understand the interdependence of local, national, and global economies. 1.13 Understand the characteristics of and interactions among culture, social systems and institutions.</p>	<p>Interdisciplinary Standards <u>Key Vocabulary</u> agriculture, environment, domesticate, surplus, scarcity, inflation, production, distribution, consumption, interdependence, trade</p>
<p>Enduring Understandings</p> <ul style="list-style-type: none"> ▪ People modify their environments to meet their needs. ▪ Societies develop as a result of agriculture. ▪ Surplus makes trade possible. ▪ Trade affects local, national and international relationships. ▪ A decision made by one party has intended and unintended consequences on other parties. ▪ The exchange of goods and services around the world creates economic interdependence between people in different places. ▪ Because resources are scarce, societies must organize the production, distribution and allocation of goods and services. ▪ The way societies make economic decisions depends on cultural values, availability and quality of resources. 	<p>Essential Questions</p> <ul style="list-style-type: none"> ▪ How have environments change as a result of people changing the living and the non-living things around them? ▪ What are the advantages and the disadvantages of agriculture? ▪ What is surplus and how can people make use of it? ▪ What impact does trade have on society? ▪ Why does trade create interdependence? ▪ Explain why specialization requires exchange between people. ▪ Explain different ways that people allocate various resources. ▪ Why have different ways to produce and allocate goods and services?

Learning Objectives / Grade Level Expectations

- Compare and contrast cultural contributions of various past and present civilizations. (GLE# 8)
- Analyze how specific individuals and their ideas and beliefs influenced world history. (GLE# 9)
- Analyze geographic factors that help explain historical events or contemporary issues. (GLE# 12)
- Describe how civilizations used technology to manipulate the environment (e.g., canals, dams, landfill projects such as Boston’s Back Bay). (GLE# 13)
- Analyze how the environment affects a nation’s/civilization’s economic and social development. (GLE# 14)
- Compare and contrast availability and distribution of resources vary across world regions. (GLE# 21)
- Analyze how prices influence producer and consumer decisions (supply and demand). (GLE# 22)
- Analyze the importance of specialization and its impact on production and trade. (GLE# 24)
- Compare similarities and differences of cultural groups in different regions of the world (e.g., beliefs, values, traditions, institutions). (GLE# 25)

ASSESSMENT PLAN**Summative Assessment(s)**

See the assessment activity at the end of this unit.

Formative and Diagnostic Assessment(s)

KWL
Classroom discussions
Student work