# Social Studies Grade 6

**In Grade 6, students deepen their understanding of history and civics by analyzing events, examining systems of governance, and evaluating multiple perspectives. Across modules, students consistently develop and communicate evidence-based claims, culminating in opportunities to apply their learning through civic engagement and informed action.**

**Emphasis is placed on inquiry, analysis of primary and secondary sources, and argumentation**

**Canterbury Public Schools**

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| **Subject** | Social Studies |
| **Grade Level** | 6 |
| **Unit Title** | Module 1 Greek Mythology<br>Module 2 Critical Problems and Design Solutions<br>Module 3 American Indian Boarding Schools<br>Module 4: Remarkable Accomplishments in Space Science |
| **Unit Goals** | Module 1:<br>Explore ancient Greek mythology to understand how myths reflect cultural values, Explain natural phenomena,and influence modern storytelling and democratic ideals.<br>Module 2:<br>Investigate real-world problems and use the engineering design process to develop and evaluate solutions<br>Module 3:<br>Examine the history and impact of American Indian Boarding schools, focusing on cultural identity, assimilation policies, and historical perspectives.<br>Module 4<br>Explore major achievements in space science and technology and analyze how scientific advancement shape society |
| **Pacing (# of weeks)** | 4- 6 weeks |
| **Standards** | Module 1<br>D2.Geo.10.6-8<br>D2.His.4.6-8<br>D2.His.6.6-8<br>D4.1.6-8<br>D4.3.6-8<br>Module 2<br>D1.5.6-8 |

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| | D3.1.6-8<br>D3.4.6-8<br>D4.2.6-8<br>D4.3.6-8<br>D4.6.6-8<br>Module 3<br>D2.Civ.6.6-8<br>D2.Civ.10.6-8<br>D2.His.3.6-8<br>D2.His.6.6-8<br>D2.His.14.6-8<br>D2.His.16.6-8<br>Module 4<br>D2.Geo.10.6-8<br>D2.His.6.6-8<br>D4.1.6-8<br>D4.3.6-8 |
| **Content/Conceptual Knowledge (know)** | Module 1 Students build knowledge of:<br><br>● Characteristics of ancient Greek civilization and its influence on the modern world<br>● Major Greek myths, gods, goddesses, and mythological stories<br>● How myths reflect cultural values, beliefs, and explanations of natural/world events<br>● The role of storytelling in preserving culture and history<br>● Connections between ancient Greek ideas and modern literature, art, and language<br><br>Module 2 Students build knowledge of:<br><br>● Real-world global and community-based problems<br>● The engineering design process (define, imagine, plan, create, improve)<br>● How innovation and problem-solving impact society<br>● Case studies of design solutions used to solve human or environmental problems<br>● The relationship between human needs, constraints, and innovation<br><br>Module 3<br><br>Students build knowledge of:<br><br>● The history and purpose of American Indian boarding schools in the United States<br>● The impact of federal assimilation policies on Indigenous peoples<br>● Personal narratives and firsthand accounts of boarding school experiences |

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| | ● Cultural loss, resilience, and resistance within Indigenous communities<br>● The ongoing effects of this history on Native communities today<br><br>Module 4<br><br>Students build knowledge of:<br><br>● Major milestones in space exploration (e.g., Moon landing, space stations, Mars exploration)<br>● Contributions of scientists, engineers, and astronauts to space science<br>● Scientific principles related to space (gravity, orbit, exploration technology)<br>● How innovation and collaboration drive scientific discovery<br>● The impact of space exploration on society and technology |
| **Skills (be able to do)** | Module 1<br><br>Students are able to:<br><br>● Determine central ideas in complex mythological texts<br>● Analyze how myths reflect cultural beliefs and values<br>● Compare and contrast different versions of myths and characters<br>● Cite textual evidence to support interpretations<br>● Summarize informational and literary texts accurately<br>● Engage in collaborative discussions about theme and meaning<br>● Write evidence-based responses explaining cultural connections<br><br>Module 2<br><br>Students are able to:<br><br>● Analyze informational texts about global or societal problems<br>● Identify cause-and-effect relationships in real-world issues<br>● Use evidence to evaluate possible solutions<br>● Participate in structured problem-solving and design challenges<br>● Develop and refine solutions through iterative thinking<br><br>Module 3<br><br>Students are able to:<br><br>● Analyze primary and secondary source documents<br>● Evaluate point of view and perspective in historical accounts<br>● Identify bias and differing interpretations of history<br>● Cite evidence from texts to support claims about historical impact |

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| | • Write informative/explanatory texts grounded in evidence<br>• Engage in respectful, evidence-based discussions about sensitive history<br>• Compare historical and contemporary perspectives<br><br>Module 4<br><br>Students are able to:<br><br>• Read and analyze complex scientific informational texts<br>• Explain scientific ideas using evidence from text<br>• Compare and evaluate different space missions and discoveries<br>• Synthesize information from multiple sources<br>• Write evidence-based explanations and summaries<br>• Present research findings clearly and logically<br>• Apply academic vocabulary related to space science |
| **Essential Questions** | Module 1<br>How do myths reflect the values and beliefs of a culture?<br>Why do civilizations create myths?<br>How do ancient Greek ideas still influence the modern world?<br>Module 2<br>How do people solve complex problems?<br>What is the engineering design process?<br>How can we improve solutions through testing and revision?<br>Module 3<br>What were the goals of American Indian Boarding school?<br>How did these schools impact Native American culture and identities?<br>How do we understand historical injustice?<br>Module 4<br>What are the most significant accomplishments in space exploration?<br>How does scientific discovery impact society?<br>What motivates humans to explore space? |
| **Enduring Understandings** | Module 1<br>Myths serve as cultural explanations for natural events and human behavior.<br>Ancient Greek civilization contributed foundational ideas to Western culture.<br>Stories shape how societies understand themselves and others.<br>Module 2<br>Problem-solving requires iteration and collaboration<br>Engineers use structured processes to design solutions<br>Human innovation addresses societal needs<br>Module 3<br>Government policies have lasting impacts on cultures and communities |

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| | Historical narratives may reflect different perspectives<br>Cultural identity is deeply affected by education and policy<br>Module 4<br>Scientific discoveries expand human knowledge and capability<br>Space exploration requires collaboration, innovation, and risk-taking<br>Technology evolves through scientific inquiry and experimentation |
| **Vocabulary** | Module 1:<br>Civilization, culture, archaeology, artifact, primary source, secondary source, chronology, innovation, development, society, myth, mythology, deity, democracy, polis, legacy, hero, epic<br>Module 2:<br>Engineering design, process, prototype, constraint, criteria, solution, innovation, evaluate, improve<br>Module 3:<br>Assimilation, culture, identity, boarding school, policy, perspective, resilience<br>Module 4:<br>Orbit, spacecraft, astronaut, satellite, exploration, innovation, mission, gravity, technology |
| **Common Learning Experiences** | Module 1<br>Close reading of Greek myths<br>Comparative analysis of myths across cultures<br>Creative myth writing<br>Socratic seminar discussions<br>Module 2<br>Engineering challenges<br>Group design projects<br>Prototype development and testing<br>Reflection journals<br>Module 3<br>Primary source analysis<br>Historical case studies<br>Structured academic discussion<br>Research projects<br>Module 4<br>Research on space missions<br>Timeline creation of space exploration<br>Multimedia presentations<br>Scientific inquiry activities |
| **Assessments** | Quick writes, exit slips, vocabulary activities, timeline checks, structured responses<br>Myth analysis essay<br>Performance tasks |

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| | End-of-unit written assessment<br>Comparative civilization presentation<br>Map-based analysis task<br>Group presentation<br>Explanatory writing task<br>Research essay<br>Socratic seminar<br>Research project<br>Presentation on the project<br>Unit test |
| **Student/teacher Resources** | Reading texts, informational texts, trade books, primary source materials, excerpts, timelines and maps<br>Exit tickets |