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| Subject: | Social Studies  | Grade: | 6/7 | Duration: | 3 months |

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| Big Ideas: | Summative Assessment: |
| * Increasingly complex societies required new systems of law and government
* Systems of government vary in their respect for human rights and freedoms
* Economic self-interest can be a significant cause of conflict among peoples and governments
 | * Alien encounter cartoon
* Primary source analysis (political cartoon, propaganda)
* Gratitude Book
* Debate: Do individuals have a responsibility to help people living in poverty?
* Agencies Project Extensions: · Mock ‘speech’ to the UN
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| Unit Understandings: |  | Content: |
| * Students will understand that humans have rights that need to be protected. Students will understand that media influences our perceptions.
* Students will understand that there is a relationship between rights and responsibilities.
* The infringement on human rights shapes the identity and narrative of a certain places.
 |  | * Global poverty and inequality issues, including class structure and gender
* Roles of individuals and organizations including groups representing indigenous peoples
* Different systems of government
* International cooperation and responses to global issues
* Globalization and economic interdependence (clothing market)
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| Transfer: |  | Essential Questions: |
| * Identify when rights are being infringed upon
* Advocate when they see injustice
* Use critical thinking strategies to deconstruct media
 |  | In what ways do (systems) governments protect or infringe upon human rights? What is the relationship between authority and personal freedom? How are human rights protected? How do events shape a narrative? |
|  | Concepts: |  |  | Curricular Competencies: |
|  | Respect, influence, cause and consequence, rights and responsibilities  |  |  | * Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
* Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)
* Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)
* Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)
* Take stakeholders’ perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)
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| First People’s Principles of Learning: |  |
| Learning involves recognizing the consequences of one’s actions. |  |
| Core Competencies: |
| Communication:* I present information clearly & in an organized way
* I recognize that there are different points-of-view and I can disagree respectfully

Thinking:* I can tell the difference between facts and interpretations, opinions or judgements
* I can evaluate the credibility of sources of information

Personal and Social:* I understand that my identity is made up of many interconnected aspects (such as life experience, family history, heritage, peer groups)
* I can make choices that benefit my well-being and keep me safe in my community, including my online interactions.
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| Lesson Planning |  |
| Suggested Lessons: | Resources: |
| * What are the Principles of Good? Governance
* Symbols handout
* How do Systems of Governance vary?
* Lesson on note-taking
 | Pearson – Inquiring Minds – pg. 4-7, pg. 8-9  |
| Types of Government * Anticipation Guide
* Jigsaw
* PowerPoint with note taking chart Who Rules Activities
* Identify that Government (maps)
* True or False w/ justification
* Crossword
* Informal Assessment
* Comic (alien encounter)
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| Review Types of Government w/ matching page* Rights and freedoms
* How Governments Deal with Conflict
* Introduce Lit Circles and Roles
* How governance plays into characters’ lives and situations?
 | Nelson pg. 52-54 |
| * How do groups and individuals influence global issues?
* Generate a list or brainstorm of global issues
* Who ensures global equality?
* Is global equality possible?
* Wants Vs. Needs Sorting
 | United Nations Newsela Reading Pg. 68 Nelson – UN  |
| Focus: Poverty* Perspectives about poverty
* Roles of individuals and organizations
* Attitudes and Beliefs About Poverty
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| Talk About Poverty BLM What is Poverty BLM Powerful Questions à Wonder Wall Richard and Paula Cartoon Analyzing Generational Poverty BLM Analyzing an Editorial Cartoon Watch True Cost Documentary Quality of Life – Being Mindful Gratitude Journal Project \*Sources | Pearson – pg. 64-67, Pearson pg. 68-69, Pearson pg. 70-71 |
| * Causes and Consequences of Poverty
* Causes and Consequences side 2
* Analyzing Photographs
* Analyzing Perspectives
* Education, Indigenous Children and
* Poverty

\*Project on Individuals and Organizations | Pearson pg. 74\*\* online web Pearson pg. 75-77, pg. 78-79, 82-83, 80-81 |
| I used to think… now I think… |  |
| Resources / Related Books |
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