



Social Studies - Grade 6

Course Description:

The Indian Community School cultivates an enduring cultural identity and critical thinking by weaving indigenous teachings with a distinguished learning environment. The curriculum for this course is developed from the [Wisconsin Academic Standards for Social Studies](#) and the framework of the [ICS Our Ways Cultural Calendar](#). In this course, students make informed and reasonable decisions as citizens that live in a culturally diverse, democratic society in an interdependent world. Students will study through an inquiry process about when and where significant events in U.S. History occurred, spanning from the past to present day. Students will learn about historically significant people that lived during this time period, and will understand they shaped American history. They will also learn about how local, state, tribal, and national governments function, interact, and help develop effective citizens to solve problems.

Enduring Understandings:

- Investigating questions in a deep and engaging manner through opportunities to work collaboratively as well as individually is necessary to find solutions to complex problems.
- Leaders need to have confidence in their own skills to make sense of an increasingly complex world.
- Examining cultures and comparing ways of life is crucial for behavioral scientists to understand groups of people in the past and present.
- Knowing how institutions are maintained or changed is required for citizens to infer how they influence individuals, cultures, and societies.
- Making complex economic choices is imperative as economists decide what goods and services to provide and how to allocate limited resources for distribution and consumption.
- Learning how to be better producers, consumers, and economic citizens is paramount in a global economy marked by rapid technological change.
- Studying the earth and the interactions of people within places where they live, work, and play is mandatory for geographers to gain perspective of the world.
- Addressing the various cultural, economic, social, and civic implications is required for geographers to explain life in earth's many environments.
- Understanding their historical roots and others, historians can infer how past events have shaped their world.
- Reconstructing and interpreting historical events provides historians a perspective in addressing the past, present, and future.
- Developing a civic responsibility, young citizens will expand knowledge about the structures of power, authority, and governance in a contemporary society.
- Understanding how local, state, tribal, and national governments function and interact helps develop effective citizens to solve problems.
- Reading in the content areas requires interaction and interpretation of various discipline-specific texts in order to integrate and evaluate content, build knowledge, make meaning, construct evidence-based arguments, and select reliable and relevant resources for research.
- Writing in the content areas requires clear and coherent written products which are planned and developed with supporting evidence to demonstrate focused understanding of composition, written expression, and usage/mechanics in order to communicate a discipline-specific purpose to an appropriate audience.



INQUIRY PRACTICES AND PROCESSES

- I can formulate open-ended questions for further research within one of the social studies disciplines. (SS.Inq1.a.m)
- I can identify additional questions that support research to guide the inquiry. (SS.Inq1.b.m)
- I can identify possible resources to guide the inquiry. (SS.Inq1.b.m)
- I can explore evidence from multiple reliable sources representing a range of perspectives through research to guide the inquiry. (SS.Inq2.a.m)
- I can determine the credibility of a source by considering a variety of factors. (SS.Inq2.b.m)
- I can develop a debatable and defensible claim based upon the analysis of sources. (SS.Inq3.a.m)
- I can support claims with evidence from multiple reliable sources using a range of mediums. (SS.Inq3.b.m)
- I can analyze and evaluate the logic, relevance, and accuracy of others' claims. (SS.Inq4.b.m)
- I can explore opportunities for personal or civic engagement with community, school, state, tribal, national, and/or global implications. (SS.Inq5.a.m)

BEHAVIORAL SCIENCES

- I can analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity. (SS.BH1.b.m)
- I can summarize the role culture plays in personal and group behavior. (SS.BH2.a.m)
- I can categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world. (SS.BH2.a.m)
- I can model how individuals learn the elements of their culture through interactions with others. (SS.BH2.b.m)
- I can analyze how a person's local actions can have global consequences. (SS.BH3.a.m)
- I can analyze how global patterns and processes can affect seemingly unrelated local actions. (SS.BH3.a.m)

ECONOMICS

- I can predict the opportunity costs of various decisions. (SS.Econ1.a.m)
- I can explain why the opportunity cost might differ from person to person or in different situations. (SS.Econ1.a.m)
- I can investigate the relationship between supply and demand. (SS.Econ2.b.m)
- I can analyze how inflation, deflation, and unemployment affect different groups. (SS.Econ3.a.m)
- I can define Gross Domestic Product (GDP). (SS.Econ3.c.m)
- I can compare and contrast different economic systems. (SS.Econ4.a.m)
- I can analyze the impact of different government policies on the economy. (SS.Econ4.c.m)
- I can analyze the potential unintended costs and benefits for a local or state law or policy. (SS.Econ4.d.m)



GEOGRAPHY

- I can use paper and digital maps to ask and answer geographic questions. (SS.Geog1.a.m)
- I can interpret patterns in a variety of maps, charts, and graphs. (SS.Geog1.b.m)
- I can display geographic information and explain relationships among them. (SS.Geog1.b.m)
- I can construct a mental map of regions. (SS.Geog1.c.m)
- I can locate the major regions of the world and their physical and cultural features. (SS.Geog1.c.m)
- I can compare mental maps shaped by individual perceptions of people, places, regions, and environments. (SS.Geog1.c.m)
- I can investigate the impact of rural decline. (SS.Geog2.d.m)
- I can investigate the growth of cities on a place. (SS.Geog2.d.m)
- I can analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past. (SS.Geog3.a.m)
- I can identify how people, products, and ideas move between places. (SS.Geog3.b.m)
- I can analyze how distribution of natural resources such as fisheries and crops creates systems of commerce between groups. (SS.Geog5.b.m)

HISTORY

- I can use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. (SS.Hist1.a.m)
- I can explain patterns of continuity over time in the community, the state, the United States, and the world. (SS.Hist2.a.m)
- I can explain patterns of change over time in the community, the state, the United States, and the world. (SS.Hist2.b.m)
- I can compare events from United States or world history to a current issue or event. (SS.Hist3.a.m)
- I can apply historical perspectives to describe differing viewpoints of current events. (SS.Hist3.b.m)
- I can explain how the historical context influences a primary or secondary source. (SS.Hist4.a.m)
- I can explain the significance of the intended audience of a primary or secondary source. (SS.Hist4.b.m)
- I can explain the significance of the intended purpose of a specific primary or secondary source. (SS.Hist4.c.m)
- I can explain how the POV of the author can influence the meaning of a primary or secondary source. (SS.Hist4.d.m)



POLITICAL SCIENCE

- I can investigate the components of responsible citizenship. (SS.PS1.a.m)
- I can hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important. (SS.PS1.b.m)
- I can investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history. (SS.PS1.b.m)
- I can describe key laws, constitutional changes, and court decisions that contributed to these developments. (SS.PS2.a.m)
- I can predict how collective action movements work and extend equal rights to groups and individuals. (SS.PS2.a.m)
- I can analyze the rights and responsibilities of citizens. (SS.PS2.b.m)
- I can compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. (SS.PS2.c.m)
- I can investigate how groups have advocated for access to greater rights. (SS.PS2.c.m)
- I can assemble an argument utilizing multiple sources of information. (SS.PS4.a.m)