

6th Grade: Geography and Citizenship Unit 5 Movement (People, Ideas, and Goods)

Unit Big Idea:

1. The movement of people, goods and ideas shapes our world.

Unit Essential Student Questions:

1. How do people, goods and ideas move throughout our world?
2. Why do people move?
3. How does the movement of people, goods and ideas affect the world?

Literacy Standards	Content Standards
R.CS.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.	G-D1 Know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction and transportation and communication links.
R.IK.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Supporting G-D2 Explain how and why human networks, including networks for communications and for transportation of people and goods, are linked globally. G-D3 Interpret population characteristics and distributions. G-D4 Analyze how changes in technology, transportation, and communication impact social, cultural, economic, and political activity. G-D5 Analyze how conflict and cooperation shape social, economic, and political use of space.
R.RR.6-8.10 Read and comprehend science/technical texts in the grades6-8 text complexity band independently and proficiently.	
W.TTP.6-8.1 Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.	

Literacy Standards	Content Standards
W.PD.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
W.RW.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

