

Scope and Sequence

<p>Title: Living and Working on Mars Subject/Course: Social Studies Topic: Grade: 6 Designer: Mark McCall</p>	
<p>Stage 1 - Desired Results</p>	
<p>Established Goals: (6.4 D) The student understands the characteristics and relative locations of major historical and contemporary societies. (6.11 D) The student understands the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and non-democratic governments. Compare limited and unlimited governments. (6.15 D) The student understands the similarities and differences within and among cultures in different societies. (6.17 C) The student understands relationships that exist among world cultures. Analyze how culture traits spread. (6.20 C) Science, technology, and society. The student understands the relationships among science and technology and political, economic, and social issues and events. Make predictions about future social, economic, and environmental consequences that may result from future scientific discoveries and technological innovations.</p>	
<p>Understandings: <i>Students will understand that...</i></p> <p>different forms of government effect the development of a community.</p> <p>communities require standards and standards require leadership.</p>	<p>Essential Questions:</p> <p>Why do governments form? What are the essential requirements for social order in a community? Hypothesize the culture that will develop on your community based on your projected demographics. What role does culture play in civic engineering and planning?</p>
<p><i>Students will know...</i></p> <p>relationships that exist among world cultures. Analyze how culture traits spread.</p> <p>the concepts of limited governments, such as constitutional and democratic governments, and unlimited governments, such as totalitarian and non-democratic governments.</p> <p>Science, technology, and society. The student understands the relationships among science and technology and</p>	<p><i>Students will be able to...</i></p> <p>Use maps, globes, graphs, charts, models, and databases to answer geographic questions.</p> <p>Define a community in terms of government and demographics.</p> <p>Apply critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology.</p>

<p>political, economic, and social issues and events. Scientific discoveries and technological innovations.</p>	<p>Communicate in written and visual forms. Create and organize written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies</p> <p>Make predictions about future social, economic, and environmental consequences that may result from future.</p>
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Stage 2 – Assessment Evidence

Performance Tasks:

Students will develop a colony website that defines community standards, community government, community leaders, and community resources. Community resources will include a map of the community.

Stage 3 – Learning Plan

Learning Activities:

Week 1: The Histories & Cultures of Africa/ Making International Connections (The ISS)

Week 2: Struggles & Conflicts in Africa / Struggles of Inter-human Relations in a community.

Week 3: Comparing Cultures

Week 4: Comparing Effects of different Governments / Struggles of International Partnerships

Week 5: Project Development and Unit Testing

Week 6: Project Presentations

Resources

NASA DLN: 11557 Earth According to WOLF
 NASA Crew Worksheet
 NASA Website: [NASA Space Science Explorer Series](#) ; [ISS Website](#) ; Current Events (Google)