What is the story a sixth grader is able to tell by the end of the year?
Cultures emerge and evolve over time as a result of human interactions and needs. Cultures shape lives and lives shape cultures. Cultures continue to evolve through the exchange of customs, arts, social institutions, and achievements of particular nations, people or other social groups.
"Humans beings create, learn, share, and adapt to culture. They will appreciate the role of culture in shaping their lives and the society in which they live. By recognizing various cultural perspectives, learners become capable of understanding diverse perspectives, thereby acquiring the potential to foster more positive relations and interactions with diverse people within our own nation and other nations." (*National Curriculum Standards for Social Studies* 26)

Cross-Cutting Concept/Theme: *Societal Systems*	**Essential Questions for the year:**
	● *How do we define culture?*
	● *How do cultures emerge and evolve over time?*
	● *What are the ramifications of cultural exchange?*
	● *How are cultures influenced by their structure and function?*

Purpose and Framework for D39 Social Studies Curriculum
The National Council for Social Studies (NCSS) provides a definition and purpose for a Social Studies curriculum. *Social Studies is the integrated study of the social sciences and humanities to promote civic competence. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.*

The development of our curriculum is founded on inquiry that engages students in developing the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world. The dimensions of inquiry in Social Studies include:
Dimension 1. Developing Questions and Planning Investigations -Students will develop questions as they investigate societal issues, trends, and events.
Dimension 2. Applying Disciplinary Concepts and Tools - Students will analyze societal issues, trends, and events by applying concepts and tools from civics, economics, geography, history, and cultures.
Dimension 3. Gathering, Evaluating, and Using Evidence - Students will work toward conclusions about societal issues, trends, and events by collecting evidence and evaluating its usefulness in developing causal explanations.
Dimension 4. Working Collaboratively and Communicating Conclusions - Students will draw on knowledge and skills to work individually and collaboratively to conclude their investigations into societal issues, trends, and events.
                        (Adapted from *Vision for the College, Career, and Civic Life (C3) Framework for Inquiry in Social Studies State Standards*, Council of Chief State School Officers, 11/12/2012)

The Conceptual Lenses of Social Studies
  CIVICS: In a constitutional democracy with a strong civil society, civic engagement requires deliberating with others and participating in civic and democratic processes. People demonstrate civic engagement when they address public problems collaboratively and when they maintain, strengthen, and improve communities and societies. Thus, civics is, in part, the study of how people participate in governing society.
  ECONOMICS: Economic decision-making requires a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate labor, capital, and natural resources among alternative uses. This economic reasoning process involves consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well off as possible. The study of economics provides the concepts and tools necessary for an economic way of thinking and helps in understanding the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace.
  GEOGRAPHY: Geographic reasoning requires spatial and environmental perspectives, skill in asking and answering questions, and applying geographic representations including maps, imagery, and geospatial technologies. Thinking geographically involves investigating spatial patterns and processes and comprehending that our world is composed of ecosystems at multiple scales interacting in complex webs of inter-relationships within nature and between nature and societies. Geographic reasoning brings societies and nature under the lens of spatial analysis for interpretations and explanations necessary to make decisions and solve problems.
  HISTORY: Historical thinking requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.
  CULTURAL ANTHROPOLOGY: Thinking like a cultural anthropologist requires examination and analysis of humans, past and present. It includes study of societal practices within and across cultures. The study of anthropology promotes understanding of how people's behaviors change over time as well as the impact of these changes on each of the disciplines within Social Studies.

<table>
<tr><td colspan="2" align="center">Unit 1 Inquiry Questions:
How do we define culture?
How do cultures emerge and evolve over time?</td></tr>
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Content Vocabulary: culture, society, origins, emergence, ethics, geographic setting, political organization, division of labor, rituals, topographical, structures, beliefs
Academic Vocabulary: claim, evidence, developed, compare, contrast, analyze, identify, impact

Big Ideas and Formative Understandings	Suggested Lesson Focus

Culture refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people. Thinking Historically, Geographically, Economically, Culturally
● Define and distinguish between "society" and "culture"
● Identify societal needs
● Identify and understand the elements of culture
● Evaluate which societal/cultural structures meet identified societal needs
● Provide examples of these elements actually meeting the needs
Culture develops and changes in ways that allow human societies to address their needs and concerns.
Thinking Historically, Geographically, Economically, Civically
● Explore the influence of geographic setting and how it impacted the growth and economic development of Greece city-states (Geography and Economics)
● Understand the emergence and development of government (Government/Politics)
 	
People from different cultures develop different values and ways of interpreting experience.
Thinking Historically, Economically, Culturally, Civically, Geographically
● Compare and contrast the daily life of (Communication, Geography, Social Structure, Aesthetics and Inventions) city-states of Sparta and Athens
 	
Culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns.
Thinking Historically, Economically, Culturally, Civically
● Explain the role of Greek gods and impact of religion in ancient Greece (Religion)
● Use art, architecture, and literature to interpret cultural development in Ancient Greece (Aesthetics and Inventions)
● Articulate the impact of philosophers on Greek society (Aesthetics and Inventions)
● Investigate which elements of Ancient Greece have endured in today's world
	Phase I: Teacher Models - Geographical & Historical Context: Elements of Culture: The 7 elements present in each and every society. These foundations allow for comparisons and analysis of societies - Ancient Greece
	TEACHER:
	Model an inquiry approach to identify the elements of culture and their significance in defining the culture.
	
	"Culture" refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people. Cultures are dynamic and change over time.
	
	The 7 elements present in each and every culture. These foundations allow for comparisons and analysis of cultures.
	
	Government/Politics
	    Type of Leaders
	    Type of Government
	Economics
	    Currency
	    Trade
	    Jobs
	Religion
	    Symbols
	    Documents
	    Practices
	    Places of Worship
	Communication
	    Writing Systems
	    Language
	    Mass communication
	Geographic Impact
	    Food, Clothing, Shelter
	    Human-Environment Interactions
	    Movement
	Social Structure
	    Roles of Individuals
	    Gender
	    Adults/Children
	    Family
	    Citizenship
	    Rights & Responsibilities
	Aesthetics and Inventions
	    Inventions
	    Ideas/Philosophy
	    Art
	    Architecture
	    Literature
	    Music
	    Recreation

People from different cultures develop different values and ways of interpreting experience.
- Identify other influential ancient cultures
- Explore the influence of geographic setting and how it impacted the growth and economic development of the culture (Geography, Economics)
- Understand the emergence and development of government (Government/Politics)
- Explore the daily life (Communication, Geography, Social Structure, Aesthetics and Inventions) of the culture

Culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns.
- Explain the role and impact of religion in the culture (Religion)
- Present how art, architecture, and literature impact cultural development (Aesthetics and Inventions)
- Discuss the patterns and themes of culture

Examining primary sources provides a powerful sense of history and the complexity of the past and present. **Thinking Historically**
- Differentiate between primary and secondary sources
- Use prior knowledge and work with multiple primary sources to find patterns
- Move from concrete observations and facts to questioning and making inferences
- Source documents for who wrote them, when it was produced or written, where was it created or written, why it was written, and what was their perspective
- Compare multiple sources that represent differing points of view and contradictions
- Connect primary sources to the context in which they were created, synthesizing information from multiple sources
- Evaluate each resource considering who wrote it and the author's perspective, as well as when and where it was written
- Analyze primary documents for evidence to support a claim
- Compare and contrast primary and secondary accounts
- Evaluate source materials using criteria
  - How does the author know these details (names, dates, times)? Was the author present at the event or soon on the scene?
  - Where does this information come from—personal experience, eyewitness accounts, or reports written by others?

Phase II: Guided Practice

TEACHER:
Provide a variety of contexts to ensure a comprehensive comparison
Guide students to source and analyze primary and secondary sources

STUDENTS:
Class time - have students meet in groups based on what culture they selected to discuss and share their findings

Options for Inquiry Contexts for ancient cultures:
   Mesopotamia
   Egypt
   India
   Rome
   China
   Japan
   Inca
   Maya
   Vikings
   Celtic
   Student-generated

Cultures are dynamic and change over time.
   Thinking Historically, **Economically,** **Culturally,** **Civically,** **Geographically**
- Evaluate a chosen modern society for its elements of culture
- Compare and contrast an element between the modern society and the ancient society
- Investigate the factors/processes that shaped the changes in the modern society. For example:
  - Major historical events
  - Laws
  - Inventions/Advances in Technology
  - Integration of other cultures
  - Communication

Phase III: Independent Practice: Preparation for producing the final product
TEACHER:
- Prior to full independent practice, the teacher models with a modern society how to investigate the presence of the elements of culture and identify their origins.
- Continue to provide students with opportunities to work with primary and secondary sources
- Model Culture Grams and online links

STUDENTS:
Using a variety of resources, students will research a modern society.

Unit 2 Inquiry Questions: In times of crisis or instability, how are elements of culture affected? What is the impact of these effects on society? How do societies respond in the face of instability?

Content Vocabulary: public policy, recession, economic collapse, uprising, civic duty, adversity, natural disaster
Academic Vocabulary: develop, position, issue, defend, debate, compare, contrast, evidence, investigate, analyze

Big Ideas and Formative Understandings	Suggested Lesson Focus

Society endures in the face of adversity; society is forever changed by adversity.
Thinking Historically, Economically, Culturally, Civically, Geographically
● Identify various types of adversity in cultural elements. For example:
    ● economic recession/collapse
    ● political reorganization
    ● political uprising
    ● acts of terrorism
    ● natural disaster
● Understand the role the cultural elements play in crisis (both good and bad)
● Evaluate the elements and determine which are most vulnerable during a crisis
● Understand that some elements vary in its response rate
● Understand that some elements may contribute to the restoration of order
	Phase I: Teacher Models -Geographical & Historical Context: Great Fire of Chicago
	TEACHER:
	    ● Model an inquiry approach to evaluate the extent to which the crisis/time of adversity impacts the elements of culture.
	    ● The impact of the crisis/time of adversity could be both positive or negative, and significant or insignificant.
	    ● Provide primary and secondary accounts of events and guide students to source and compare the documents
	Possible Teacher Model Contexts:
	Great Depression
	Yellow Fever Epidemic of 1793
	1970s Oil Shortage
	Site looking at the gas shortages of 1972 and 2012 through pictures
	    http://www.theblaze.com/stories/2012/11/09/gas-rationing-1970s-or-2012-you-decide/#
	Pearl Harbor Attack
	Hurricane Katrina
	British Petroleum Oil Spill in Gulf of Mexico

Society endures in the face of adversity; society is forever changed by adversity.
● Analyze how a society is affected due to the presence or absence of cultural elements
● Compare and contrast the way societal groups respond in the face of adversity (short and/or long term)
    ○ government (state, national and local)
    ○ society (community, agencies and organizations, corporate groups)
    ○ individual
● Debate the costs and benefits of the short and/or long term responses
Societal groups interact to bring about change.
Thinking Historically, Economically, Culturally, Civically
● Understand the difference of a collective society versus a distinct societal group
● Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation among groups and nations
● Compare and contrast how societal groups interact to bring about change in the face of adversity
Cultures respond in ways that allow societies to address their needs and concerns.
Thinking Historically, Economically, Culturally, Civically, Geographically
● Understand that elements of culture are affected during periods of crisis
● Understand the cause and effect relationship amongst the elements of culture
● Identify and analyze the element that was most impacted by the crisis
Culture is an integrated whole.
● Explore the cause and effect relationship amongst the elements of culture
● Explore the effectiveness of the response
	Phase II/III: Supported Practice
	TEACHER:
	    Provide a variety of contexts for inquiry.
	    Prior to full independent practice, model the use of NewsBank Database
	
	STUDENTS:
	Using a variety of sources, investigate the impact of a crisis or period of instability on elements of culture and the effects on a society
	 Recommended Inquiry Contexts:
	Student-generated US or Global context
	Student may choose among the following (but not limited to)
	Sample categories:
	    ● natural disaster
	    ● acts of terrorism
	    ● economic recession/collapse
	    ● political reorganization
	    ● political uprising
	    ● epidemic

| **Unit 3 Inquiry Question:** |
| How can I exercise my civic responsibility within the context of my culture? |

Content Vocabulary: civic responsibility, dissent, active citizenship, passive citizenship, common good, participatory democracy, public policy, stewardship, human dignity, political awareness, advocacy

Academic Vocabulary: inquiry, investigation, preserved

| **Inquiry on Culture and the Role of a Citizen** |

CIVIC RESPONSIBILITY
Thinking Geographically, Civically, Economically, Historically

Civic responsibility means active participation in the public life of a community in an informed, committed, and constructive manner with a focus on the common good. Other examples of civic responsibility often exhibit some or all of the following characteristics:
- *Addressing society's problems in an informed manner*
- *Showing respect as well as dissent for laws*
- *Recognizing the difference between legally defined and culturally defined citizenship*
- *Engaging in an active process that goes beyond passive citizenship*
- *Establishing a balance between rights and responsibilities*
- *Understanding the concept of the common good and who defines it*
- *Being able to negotiate differences*
- *Involving the community in decision-making processes*
- *Embracing the concept of participatory democracy*
- *Questioning governmental policies and practices*
- *Determining ways to alter public policy*
- *Exhibiting stewardship, i.e., being responsible for one's community*
- *Recognizing the value and human dignity of each person*
- *Reaching varying degrees of political awareness and advocacy, ranging from basic knowledge (e.g., knowing the local mayor's name) to developing a voice and making oneself heard*
   Source: Gottlieb, K., & Robinson, G. (Eds.). (2002). A practical guide for integrating civic responsibility into the curriculum. Washington, DC: Community College Press. Used with permission.

Phase I & II
Using examples, provide models of citizens exercising their civic responsibility
Phase III & IV
Students will engage in an inquiry of an issue related to the elements of culture within a present day society (examples include: Wilmette, Highcrest Middle School, United States, other cities, other states, other countries, etc.). Through this investigation, students will:
- Identify and research an issue related to an element of culture within the present day society
- Develop a detailed plan to have a positive impact on the issue
- Reflect on progress towards implementing the action plan
For example:
- an existing law has been changed by the government, board of education, town's trustees
- a museum and/or library has been closed down
- a building within a community is about to be demolished
- a natural disaster has destroyed an existing community

Teachers may have students participate in this inquiry:
- individually
- small groups
- combination of individuals and small groups based on interest of the students
- whole class