

Course Outline

6th grade Individuals and Societies

I. COURSE DESCRIPTION

This Sixth Grade Humanities class focuses on geography, history, and culture in the Western Hemisphere. Concepts like systems, change, and identity and skills such as finding locations and using timelines allow for rich reflections and understandings. Some major questions that students will unpack are “how does where you live determine how you live”, “how does the past impact the future”, and “which of Europe’s time periods was the most influential to their history?” These concepts and skills are fundamental to class units that include Explorers, Canadian Railroads, The U.S. Civil War, Latin America, Europe, and Russia.

Holistic learning happens in Individuals and Societies because students examine a universal concept and use that to examine, understand, and draw conclusions about the content. Intercultural awareness is always evident in this course because students complete a daily warm-up that examines current issues around the world. The IB Learner Profile is the model of what our students and staff can be. We will watch the CNN student news and reflect on stories that show *caring*, being *knowledgeable*, or other profile traits. We strive to be our best when we weave these IB Principles into the fabric that is “Merrill” culture.

II. AIMS and OBJECTIVES

The aims of Individuals and Societies are to build skill in this areas:

- *appreciate human and environmental commonalities and diversity
- *understand the interactions and interdependence of individuals, societies, and the environment
- *understand how both environmental and human systems operate and evolve
- *act as responsible citizens of local and global communities
- *identify and develop concern for the well-being of human communities and the natural environment
- *develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies, and the environments in which they live

III. ROLE of GLOBAL CONTEXTS

Global Contexts direct learning toward independent and shared inquiry into our shared humanity and shared guardianship of the planet.

They are:

- *identities and relationships
- *orientation in time, place, and space
- *personal and cultural expression
- *scientific and technical innovation
- *globalization and sustainability
- *fairness and development

Using these contexts guides the class toward contextual learning and deeper understandings.

IV. TEXTS and RESOURCES

The primary text for this class is Glencoe's "The World and Its People".

The Nystrom World Atlas program, "Junior Scholastic", *New York Times*, and CNN Student News are also valuable resources.

V. METHODOLOGY

Teaching routines in an atmosphere that is firm, fair, fun, and friendly is our goal. Students inquire, explore, reflect, and evaluate as parts of the learning process.

VI. ASSESSMENT

Formative work including practice, class work, discussions, and quizzes may be scored on a rubric. All summative projects are assessed with a rubric to measure understandings and achievement. The four Criterion are A:Knowing and Understanding, B:Investigating, C:Communicating and D:Thinking Critically. Each criterion is measured 0-8 on the rubric scale.