

Digital Citizenship for 6th Graders

Trillion Dollar Footprint What is a digital footprint, and what does yours convey?	Scams and Scheme What is identity theft, and how can you protect yourself from it?	Cyberbullying: Be Upstanding How do you judge the intentions and impact of people's words and actions online?
<p>Students will be able to:</p> <ul style="list-style-type: none">• Learn that they have a digital footprint and that information from it can be searched; copied and passed on; seen by a large, invisible audience, and can be persistent.• Recognize that people's online information can be helpful or harmful to their reputation and image.• Consider their own digital footprints and what they want those footprints to be like in the future.	<p>Students will be able to:</p> <ul style="list-style-type: none">• Understand what identity theft is and why it is important to guard against it.• Learn to recognize strategies that scam artists use to access private information.• Learn how to guard against phishing and identity theft.	<p>Students will be able to:</p> <ul style="list-style-type: none">• Reflect on what it means to be brave and stand up for others offline and online.• Learn to show empathy for those who have been cyberbullied.• Generate multiple solutions for helping others when cyberbullying occurs.

Grade: 6	Quarter: 1	Topic: Intro to Social Studies
Compelling Question	What is social studies?	
Standards	<p>Supporting Question 1:</p> <ul style="list-style-type: none"> ● SS.IS.4.6-8.LC Determining the value of sources by evaluating their relevance and intended use. ● SS.IS.3.6-8 Determine sources representing multiple points of view that will assist in a research plan. <p>Supporting Question 2:</p> <ul style="list-style-type: none"> ● SS.G.1.6-8 Use geographic representations to explain the relationships between locations ● SS.G.1.6-8.MdC Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics. <p>Supporting Question 3:</p> <ul style="list-style-type: none"> ● SS.G.4.6-8.LC Identify how cultural (and environmental) characteristics vary among regions of the world 	
Supporting Question 1	Supporting Question 2	Supporting Question 3
<p>How can we evaluate if sources are relevant and credible?</p> <ul style="list-style-type: none"> ● Primary and secondary sources ● Credibility and reliability ● Fake news 	<p>How do maps and timelines help us organize and understand our place in the world?</p> <ul style="list-style-type: none"> ● Continents and oceans ● Latitude and longitude; directions ● Types of maps ● Timelines 	<p>How do I reflect the characteristics of culture?</p> <ul style="list-style-type: none"> ● Language ● Religion ● Social groups ● Art ● History ● Daily life ● Economy ● Government
Assessment	Assessment	Assessment
Read a sample news article. Analyze and evaluate its credibility.	Map skills and timeline quizzes	Students will complete a personal wheel of culture.

Grade: 6	Quarter: 2	Topic: Civilizations	
Compelling Question	What is the secret to civilization success?		
Standards	<p>SS.IS.6.6-8.MdC Construct explanations using reasoning, correct sequence, examples and details, while acknowledging their strengths and weaknesses.</p> <p>SS.CV.1.6-8.MdC Describe the roles of political, civil, and economic organizations in shaping people's lives.</p> <p>SS.G.3.-8.LC Explain how environmental characteristics impact human migration and settlement.</p>		
Staging the Question	Video that shows powerful civilizations that failed despite previous success		
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
<p>How did physical geography influence the location and success of early civilizations?</p> <ul style="list-style-type: none"> • Fertile soil • River that floods • Natural boundaries • Climate/environment 	<p>How did the systems of power and authority lead to the success of early civilizations?</p> <ul style="list-style-type: none"> • Single leader with a title and a small group of government workers • Rules/laws • Taxes to operate the government 	<p>How did the creation of social levels contribute to the success of early civilizations?</p> <ul style="list-style-type: none"> • Social pyramid → inequality • Jobs • Education 	<p>How did the organization of religion develop the success of early civilizations?</p> <ul style="list-style-type: none"> • Culture/value system/organization • Identity of a civilization • Different types of religion
Assessment	Assessment	Assessment	
Annotate a map with the critical features of a successful civilization.	Students will design an exhibit for the Field Museum that shows how ancient governments made civilization successful.	Students will create a comic strip to show their understanding of the social structure of civilization.	
Summative Performance Task			
Addressing the Argument	Students will create a checklist of how to evaluate the potential success of a civilization. They will use this checklist to evaluate why a previous civilization (Maya, Easter Island, etc.) didn't succeed.		
Extension	Analyze a developing society and determine whether it meets the criteria of a successful civilization. If it doesn't create a suggested improvement plan.		

Grade: 6	Quarter: 3	Topic: Greece and Democracy	
Compelling Question	How did the Ancient Greeks shape our modern lives?		
Standards	<p>SS.H.1.6-8.LC Classify series of historical events and developments as examples of change and/or continuity.</p> <p>SS.CV.3.6-8 Compare the means by which individuals and groups change societies, promote the common good, and protect rights.</p> <p>SS.CV.5.6-8 Apply civic virtues and democratic principles in school and community settings.</p>		
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How did Ancient Greek architecture shape modern cities?	How did Ancient Greek Olympics influence the modern Olympics?	How did Ancient Greek thinkers shape modern understandings?	How did Ancient Greek democracy shape modern citizenship?
Formative 1	Formative 2	Formative 3	Formative 4
Students will label and describe a picture of a modern building with ancient Greek features	Students will decide whether the modern Olympics are more similar or different than the ancient Olympics and write a paragraph supporting their position.	Students will sort examples of great Ancient thinkers in terms of mathematics, medicine, science/technology, and philosophy.	Students will compare ancient democracy with current system.
Taking Informed Action	Students will choose a school or community issue that concerns them. They will identify the issue and possible solutions, create a product or speech to display their learning and share it with an appropriate stakeholder to enact change.		

Grade: 6	Quarter: 4	Topic: Rome
Compelling Question	Is the United States destined to collapse just like the Roman Empire?	
Standards	<p>SS.G.3.-8.LC Explain how environmental characteristics impact human migration and settlement.</p> <p>SS.G.3.-8.MdC Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.</p> <p>SS.CV.2.6-8.MdC Explain the origins, functions, and structure of government with references to the US and Illinois Constitutions and other systems of government</p> <p>SS.H.4.6-8.LC Explain multiple causes and effects of historical events</p>	
Supporting Question 1	Supporting Question 2	Supporting Question 3
How does geography strengthen or weaken a civilization?	How can the structure and actions of a government strengthen or weaken a civilization?	How can different historical events cause a civilization to strengthen or weaken?
Formative 1	Formative 2	
Students will identify how Roman travel, transportation, and communication spread Roman culture throughout the ancient world. Students will evaluate whether the United States' influence on the world is positive or negative.	Students will create an infographic that shows both the balance and imbalance of the Roman and American government.	
Summative Performance Task		
Addressing the Argument	Students will answer the compelling question in a video response. They must support their position using evidence from geography, government, and historical perspectives.	