Course Description: Sixth Grade Humanities seeks to encourage open-minded citizens with international perspectives that emphasize geography, history, economics, technology, culture, and civics. Throughout the school year, students will explore the Western Hemisphere, as well as global issues that integrate time and place. The goal of MYP Humanities is to foster in learners a respect and understanding that encourages global awareness and develops the skills of inquiry, communication, analysis, and reflection needed for a 21st century learner. Applying the areas of interaction and the learner profiles, students will enhance their intercultural awareness and communication.

Michigan Department of Education
Grade Level Content Expectations

History
The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking)
Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

World History & Geography ERA 1:
Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

World History & Geography ERA 2:
Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.

World History & Geography ERA 3:
Analyze the civilizations and empires that emerged during this era, noting their political, economic, and social systems, and their changing interactions with the environment. Analyze the innovations and social, political, and economic changes that occurred through the emergence of agrarian societies of Mesoamerica and Andean South America and the subsequent urbanization and trading economies that occurred in the region.

Geography
The World in Spatial Terms: Geographical Habits of Mind
Describe the relationships between people, places, and environments by using information that is in a geographic context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information,

MYP Aims and Objectives:
The aims of the teaching and learning of MYP humanities are to encourage and enable the student to:
• appreciate the range of human and environmental commonalities and diversities
• understand the interactions and interdependence of individuals, societies and environments in different contexts
• understand how both environmental and human systems operate and evolve over time
• identify and develop a concern for human and environmental well-being
• act upon opportunities to be a responsible global citizen
• develop effective inquiry skills to achieve conceptual understanding in humanities

Objectives:
A Knowing and understanding
• Use humanities terminology in context
• Show knowledge and understanding of subject-specific content and concepts, appropriate to the age level, using descriptions, explanations and examples

B Investigating
• Choose questions to research
• Follow a simple action plan to investigate a research question
• Use methods accurately to collect and record information consistent with the research question
• Answer the research question

C Thinking critically
• Identify ideas, events, issues or arguments
• Analyze a range of sources in terms of origin and purpose
• Identify different views and their implications
• Make connections between information to give an opinion

D Communicating
• Communicate information and ideas using an appropriate style for the audience and purpose
• Organize information and ideas in a way that is appropriate to the specified format
• Create a list of sources of information that follows the task instructions
• Create a list of sources of information that follows the task instructions
evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

**Places and Regions:**
Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.

**Physical Systems:**
Describe the physical processes that shape the Earth’s surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.

**Human Systems:**
Explain that human activities may be seen on Earth’s surface.

**Environment and Society:**
Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth’s natural resources, and by Earth’s physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

**Global Issues Past and Present:**
Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.

**Civics and Government**

**Purposes of Government:**
Analyze how people identify, organize, and accomplish the purposes of government.

**Structure and Functions of Government:**
Describe the major activities of government, including making and enforcing laws, providing services and
benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

**Relationship of United States to Other Nations and World Affairs:**
Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.

**Economics**

**The Market Economy:**
Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

**The National Economy:**
Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.

**International Economy:**
Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

**Public discourse, Decision Making, and Citizen Involvement**

**Identifying and Analyzing Issues, Decision Making, Persuasive Communication about a Public Issue, and Citizen Involvement**

**Citizen Involvement:**
Act constructively to further the public good.

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**Areas of Interaction in MYP:**
The MYP encompasses four areas of interaction:

- **Community and service** considers how a student engages with his or her immediate family, classmates and friends in the outside world as a member of these communities. Through effective planning and teaching, students can learn about their place within communities and be motivated to act in a new context.

- **Health and social education** delves into the range of human issues that exists in human societies, such as social structures, relationships and health. The area can be used by students to find out how these issues
affect societies, communities and individuals, including students themselves. Through the area of health and social education, students can identify and develop skills that will enable them to function as effective members of societies, as well as learning about how they are changing and how to make informed decisions that may relate to their welfare.

**Environments** considers how humans interact with the world at large and the parts we play in our environments. It extends into areas beyond human issues and asks students to examine the interrelationships of different environments. This area can lead students to consider both their immediate classroom environments and global environments.

**Human ingenuity** deals with the way in which human minds have influenced the world, for example, the way we are, think, interact with each other, create, find solutions to and cause problems, transform ideas and rationalize thought. It also considers the consequences of human thought and action.

**The areas of interaction:**

* give meaning to what is learned through the exploration of real-world issues
* provide the contexts for the MYP fundamental concepts and the IB learner profile, which underpin the philosophy of the program
* encourage higher-order thinking skills to deepen understanding
* provide a framework for student inquiry
* can help students develop positive attitudes and a sense of personal and social responsibility
* engage students in reflection to better understand themselves as learners
* can lead students from academic knowledge to thoughtful action
* contribute to an interdisciplinary approach to learning
* provide a common language for constructing and organizing the curriculum

Through the units of study students should be able to demonstrate ATL skills learned through the program while focusing research and project development around at least one other area of interaction.

**Approaches to learning (ATL)** represents general and subject-specific learning skills that the student will develop and apply during the program and beyond. The focus of this area is on teaching students how to learn and on helping students find out about themselves as learners so that they can develop learning skills.

**Text and Resources:**

*My World Geography: Western Hemisphere*
*The Nystrom World Atlas*
*Hatchet by Gary Paulson*
*Crossing the Wire by Will Hobbs*
*Secret of the Andes by Ann Nolan Clark*
*Around the World in 80 Days retold from Jules Verne original by Deanna McFadden*
*www.micitizenshipcurriculum.org*
*Google Earth, United Streaming, Discovery Education, National Geographic, Teacher Tube, Brainpop, Maps, Atlas, Smart Exchange, computer technology, media center*

**Methodologies:**
The Humanities course utilizes several methodologies including, but not limited to: project-based learning, collaborative teams, teacher-led inquiry, web & internet based learning modules, direct instruction, and independent study.
Course Units:
Foundations of Humanities
*Around the World in 80 Days
*It's a Cereal World! (unit)

Geography of the Western Hemisphere
North America: People, Places, & Issues
*Hatchet

South America: People, Places, & Issues
*Secret of the Andes
*Crossing the Wire

Australia and Oceania

Assessment Criteria:
Criterion A: Knowing and Understanding
Maximum: 8
Students should be able to:
• use humanities terminology in context
• show knowledge and understanding of subject-specific content and concepts, appropriate to the age level, using descriptions, explanations and examples.

Achievement level descriptor
0 The student does not reach a standard described by any of the descriptors below.
1–2 The student:
• recognizes some humanities vocabulary
• shows basic knowledge and understanding of facts and ideas through some descriptions and/or examples.
3–4 The student:
• uses some humanities vocabulary
• shows knowledge and understanding of facts and ideas through simple descriptions, explanations and examples.
5–6 The student:
• uses relevant humanities vocabulary often accurately
• shows good knowledge and understanding of facts and ideas through descriptions, explanations and examples.
7–8 The student:
• uses relevant humanities terminology accurately
• shows detailed knowledge and understanding of facts and ideas through descriptions, explanations and examples.

Criterion B: Investigating
Maximum: 8
Students should be able to:
• choose questions to research
• follow a simple action plan to investigate a research question
• use methods accurately to collect and record information consistent with the research question
• answer the research question.

Achievement level descriptor
MYP Humanities Course Outline

Year 1
Grade 6

0 The student does not reach a standard described by any of the descriptors below.
1–2 The student:
• chooses a question to research
• makes a limited attempt to follow a simple plan to answer a research question
• makes a limited attempt to collect and record information
• makes a limited attempt to answer the research question.
3–4 The student:
• chooses a question to research
• partially follows a simple plan to answer a research question
• uses a method or methods to collect and record some information in line with the question
• partially answers the question.
5–6 The student:
• chooses a question to research
• satisfactorily follows a simple plan to answer a research question
• uses methods to collect and record appropriate information in line with the research question
• satisfactorily answers the question.
7–8 The student:
• chooses a question to research
• follows a simple plan completely to answer a research question
• uses methods accurately to collect and record appropriate information in line with the research question
• completely answers the question.

Criterion C: Thinking critically
Maximum: 8
Students should be able to:
• identify ideas, events, issues or arguments
• analyze a range of sources in terms of origin and purpose
• identify different views and their implications
• make connections between information to give an opinion.

Achievement level descriptor
0 The student does not reach a standard described by any of the descriptors below.
1–2 The student:
• makes a limited attempt to identify the main points of ideas, events, issues or arguments
• identifies the origin and purpose of some sources
• identifies some different views
• makes connections between information to give limited opinions.
3–4 The student:
• identifies some main points of ideas, events, issues or arguments
• identifies the origin and purpose of sources
• identifies some different views and suggests some implications of these
• makes connections between information to give simple opinions.
5–6 The student:
• identifies the main points of ideas, events, issues or arguments
• recognizes the origin and purpose of sources
• identifies different views and their implications
• makes connections between information to give opinions.
7–8 The student:
• identifies in detail the main points of ideas, events, issues or arguments
• analyses a range of sources in terms of origin and purpose
• clearly identifies different views and their implications
• makes connections between information to give a relevant opinion.
Criterion D: Communicating

Maximum: 8

Students should be able to:

• communicate information and ideas using an appropriate style for the audience and purpose
• organize information and ideas in a way that is appropriate to the specified format
• create a list of sources of information that follows the task instructions.

Achievement level descriptor

0 The student does not reach a standard described by any of the descriptors below.
1–2 The student:
• tries in a limited way to communicate information in a way that is clear to others
• tries in a limited way to organize information and ideas according to the task instructions
• makes a limited attempt to list sources of information following the task instructions

3–4 The student:
• communicates information and ideas in a way that is sometimes clear to others
• organizes information sometimes in the order needed for the task
• includes a list of sources of information that sometimes follows the task instructions.

5–6 The student:
• communicates information and ideas in a way that is often clear to others
• organizes information often in the order needed for the task
• creates a list of the sources of information that often follows the task instructions.

7–8 The student:
• communicates information and ideas in a way that is clear to others
• organizes information completely in the order needed for the task
• creates a list of sources of information that follows the task instructions.

Grading: The majority of grades this year will be assessed by using IB Interim Assessment Criteria and teacher generated rubrics that align to meet Common Core Standards for Literacy and Michigan Department of Education Grade Level Content Expectations. IB Interim Assessment Criteria and rubrics will be converted into a numeric grading system. Please be patient as we transition to using standards to measure student’s progress.