MNPS Unit Design Template

Subjects(s)/Course(s):	**6th Grade Social Studies**
Teacher(s):	
Timeframe/Duration:	**14 hours total (can be extended to additional hours)** - **Days 1-8 include 30 minute mini-lessons that are recommended to be taught throughout the school year as a unit review. Teachers also may use the lessons as a review before testing. (8 mini-lessons)** - **Days 9-18 include 1 hour lessons and are recommended to be taught at the end of the school year. (11 full class period lessons)**
Unit Title:	**Learning from the Past and Fighting for the Future: Advocating for Change**
Unit Summary:	**Part 1: Innovations and the Voices that Shaped Our World** For each civilization that students learn about throughout the school year, they will reflect on the innovations that those civilizations brought to society and the people of influence and power based on their social and political structure. This will be in the form of 30 minute mini lessons that students complete at the end of each unit throughout the year or at the end of the year as a review of the year's content. **Part 2: Advocating for Change** At the end of the year, students will learn about youth involvement in civic participation and advocacy. They will understand that they possess a unique perspective and set of skills that allows them to effectively bring about change within their communities. Students will then work collaboratively within groups and then as a class to create a podcast around a social problem within the built environment: transportation, affordable housing, or parks and open spaces. In groups, students will be responsible for scripting, performing, and recording a 3-minute podcast segment. Each groups' podcast segment will be recorded "live" by the Civic Design Center and combined into a class podcast that serves as an advocacy tool for educating the public on the class's social problem. Finally, students will reflect on their learning by writing a letter or email to an elected official (i.e., council member) advocating for change.
Resources:	Resources for each lesson can be found in the corresponding daily lesson plans. This unit is plan is aligned with the MNPS scope and sequence, which can be accessed at ci.mnps.org/resources.

Universal Concept/Big Idea	**Enduring Understanding(s)**
Social Problem of Choice (Affordable Housing, Parks and Open Spaces, Transportation)	The equitable distribution of limited resources supports the overall health, well-being and resilience of people and places.

Essential Question(s) (Driving Question)
How can young people use the democratic process to address social problems in Nashville?

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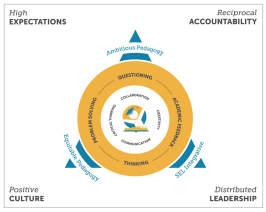
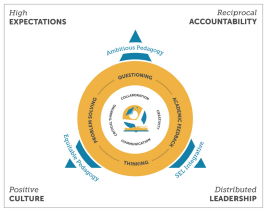
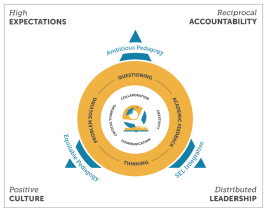


Content	
TN State Standards	**Social Studies Practices:** **SSP.01** Collect data and information from a variety of primary and secondary sources, including: ● Printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals) ● Graphic representations (e.g., maps, timelines, charts, photographs, artwork) ● Artifacts ● Media and technology sources **SSP.02** Critically examine a primary or secondary source in order to: ● Extract and paraphrase significant ideas and relevant information ● Distinguish the difference between fact and opinion ● Draw inferences and conclusions ● Recognize author's purpose, point of view, and bias ● Assess the strengths and limitations of arguments **SSP.03** Synthesize data from multiple sources in order to: ● Recognize differences among multiple accounts ● Establish validity by comparing and contrasting multiple sources ● Frame appropriate questions for further investigation **SSP.04** Construct and communicate arguments citing supporting evidence to: ● Demonstrate and defend an understanding of ideas ● Compare and contrast viewpoints ● Illustrate cause and effect ● Predict likely outcomes ● Devise new outcomes or solutions **SSP.05** Develop historical awareness by: ● Recognizing how and why historical accounts change over time ● Perceiving and presenting past events and issues as they might have been experienced by the people of the time, with historical empathy rather than present-mindedness ● Evaluating how unique circumstances of time and place create context and contribute to action and reaction ● Identifying patterns of continuity and change over time, making connections to the present **SSP.06** Develop a geographic awareness by: ● Using the geographic perspective to determine relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global). ● Determining the use of diverse types of maps based on their origin, structure, context, and validity ● Analyzing locations, conditions, and connections of places and using maps to investigate spatial relationships ● Analyzing interaction between humans and the physical environment ● Examining how geographic regions and perceptions of regions are fluid across time and space **Social Studies Standards:** 6.03 Explain the impact of the Agricultural Revolution, including: • Barter economy • Food surpluses • Domestication of plants and animals • Labor specialization • Emergence of permanent settlements• New sources of clothing and shelter 6.04 Identify and explain the importance of the following key characteristics of civilizations: • Culture • Stable food supply • Government • Technology • Religion • Writing • Social structure 6.07 Explain how irrigation, silt, metallurgy, production of tools, use of animals, slave labor, and inventions such as the wheel, sail, and plow led to advancements in agriculture. 6.09 Explain the basic concepts of monarchy and empire, and identify Mesopotamia as the regional location of the world's first empire. 6.11 Identify important achievements of the Mesopotamian civilization, including cuneiform, clay tablets, and ziggurats, and identify the Epic of Gilgamesh as the oldest written epic. 6.12 Analyze the impact of the introduction of written law in the Code of Hammurabi, and explain its basic principles of justice. 6.14 Explain how agricultural practices impacted life and economic growth in ancient Egypt, including the use of irrigation and development of a calendar. 6.15 Explain the structure of ancient Egyptian society, including: • Relationships between groups of people • How social classes were organized by occupation • Positions of pharaohs as god/kings • Role of slaves

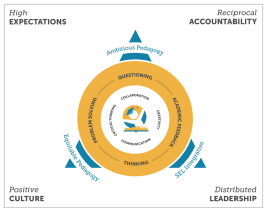


	6.18 Analyze the achievements of ancient Egyptian civilization, including: hieroglyphics, papyrus, and the pyramids and Sphinx at Giza. 6.22 Describe the origins and central features of Judaism: • Key Person(s): Abraham, Moses • Sacred Texts: The Tanakh (i.e., Hebrew Bible) • Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility 6.23 Identify the importance of Saul as the first king of Israel, David as the second king who founded Jerusalem as the capital, and Solomon as the third king who built the first temple. 6.26 Explain the emergence of the Harappan civilization in the Indus River Valley as an early agricultural civilization, and describe its achievements, including: • Architecture built with bricks • Arranging roads into a series of grid-systems • Sanitation and sewer systems 6.27 Describe the social structure of the caste system, and explain its effect on everyday life in ancient India. 6.30 Identify the long-lasting intellectual traditions that emerged during the late empire of ancient India, including: medical education, medical techniques, and mathematics (e.g., Hindu-Arabic numerals). 6.33 Describe how the size of ancient China made governing difficult and how the concepts of the mandate of heaven and Legalism emerged as solutions to this problem. 6.34 Identify the political and cultural problems prevalent in the time of Confucius and how the philosophy of Confucianism and The Analects emphasized the concepts of kinship, order, and hierarchy to address these problems. 6.37 Explain the major accomplishments of the Han Dynasty, including: the magnetic compass, paper making, porcelain, silk, and woodblock printing. 6.41 Examine the concept of the polis in Greek city-states, including the ideas of: citizenship, civic participation, and the rule of law. 6.42 Explain the basic concepts of direct democracy and oligarchy. 6.48 Examine the influence of ancient Greek philosophers (e.g., Aristotle, Plato, and Socrates)and their impact on education and society in Greece. 6.49 Describe the purposes of major Greek architecture, including the Parthenon and the Acropolis. 6.53 Describe the government of the Roman Republic, including: • Branches of government • Representative democracy • Checks and balances • The rule of law and the Twelve Tables • Civic participation 6.54 Describe the class system of ancient Rome, including the role of patricians, plebeians, and slaves in Roman society. 6.57 Analyze how innovations in engineering and architecture contributed to Roman expansion, including the role of: • Aqueducts • Domes • Arches • Roads • Bridges • Sanitation • The Colosseum
Interdisciplinary Connections	**English** 6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions. 6.RI.KID.2 Determine a central idea of a text and how it is conveyed through details; provide an objective summary. 6.RI.KID.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text. 6.RI.CS.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.



	6.RI.IKI.7 Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue. 6.SL.CC.1 Prepare for collaborative discussions on 6th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing one's own ideas clearly. 6.SL.CC.2 Interpret information presented in diverse media formats; explain how source information contributes to a topic, text, or issue under study. 6.SL.PKI.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. 6.W.RBPK.7 Conduct research to answer a question, drawing on multiple sources and refocusing the inquiry when appropriate. 6.W.RBPK.9 Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading. **Art** 6.MA.Cr3.A Experiment with multiple approaches to create content using a range of associated principles and components to communicate determined purpose and meaning. 6.MA.P2.B Develop a variety of creative and adaptive innovation abilities in developing solutions within and through media arts productions. 6.MA.Cn1.A Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research. 6.VA.Cr1.B Investigate personally relevant content for creating art. 6.VA.R1.A Analyze how images and cultural associations influence ideas, emotions, and actions 6.VA.Cn1.A Generate and investigate a collection of ideas that reflect awareness of current interests and concerns through art-making.
Connections to the Real World	This project has students connect concepts learned throughout the year to real world local issues (Affordable Housing, Parks and Open Spaces, Transportation). Through engaging with these timely issues and developing solutions rooted in evidence, students will gain the tools needed to participate in civic processes and become active citizens.
Connections to Career	Through the project generation process, students will explore careers in civic leadership (i.e. government, nonprofit leadership, community research, advocacy, and community organizing). Public speaking skills, civil discourse around controversial topics, working on a team to create a podcast, active citizenship, self-advocacy skills, organization, and planning are skills needed in careers.

Skills	
Learning and Innovation Skills (4Cs)	**Collaboration** ● Demonstrate ability to work effectively and respectfully with diverse teams. ● Assume shared responsibility for collaborative work, and value the individual contributions made by each team member. **Critical Thinking**



	• Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems. • Effectively analyze and evaluate evidence, arguments, claims, and beliefs. • Reflect critically on learning experiences and processes. • Solve different kinds of non-familiar problems in both conventional and innovative ways. **Communication** • Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. **Creativity** • Create new and worthwhile ideas. • Develop, implement, and communicate new ideas to others effectively. • Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.
SEL Core Competencies/"I Can" Statements	**Self-Awareness** 1B.1 Accommodates and plans for the likes and dislikes of a group 1B.3 Utilizes interest to gain additional experiences toward mastery of a skill or concept 1B.4 Evaluates influence of personal qualities and interests on decision making 1C.1 Identifies personal strengths and limitations as they relate to specific activities 1C.2 Applies self-reflection techniques to recognize potential, strengths, and growth areas 1D.1 Identifies areas of school and life that are within personal control 1D.2 Plans and develops an action plan to set and achieve short- and long-term goals **Self-Management** 2B.2 Identifies and utilizes potential resources for achieving goals (e.g., home, school, and community support) 2B.4 Establishes criteria for evaluating personal and academic success 2B.5 Demonstrates goal-setting skills related to potential career paths **Social Awareness** 3A.2 Recognizes multiple points of view or perspectives in a situation 3B.3 Identifies roles they have that contribute to their school, home, and community 3B.4 Works collaboratively with peers to complete a job, task, or address a need 3C.2 Recognizes the similarities of different cultures and social groups 3C.3 Recognizes the value of different cultures and social groups **Relationship Skills** 4A.1 Practices reflective listening 4A.2 Demonstrates ability to perform different roles in a cooperative group to achieve group goals 4A.4 Identifies appropriate and inappropriate uses of social and other media and the potential repercussions and implications **Responsible Decision-making** 5A.2 Analyzes the reason for school and societal rules and their impact on decisions 5A.3 Analyzes the impact of media on one's behavior 5B.3 Defines how external influences impact decision-making

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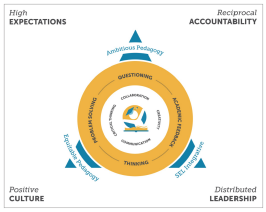

Language Acquisition	
	Academic vocabulary reinforced through the mini-lessons: Culture, Stable food supply, Government, Technology, Religion, Writing, Social Structure, Irrigation, Monarchy, Empire, Cuneiform, Code of Hammurabi, Justice, Egyptian social structure, Hieroglyphics, Papyrus, Grid-systems, Caste system, Hindu-Arabic numerals Mandate of Heaven, Legalism, Confucianism, Kinship, Hierarchy, Porcelain, Woodblock printing, Greek city-states, Citizenship, Civic Participation, Rule of Law, Direct democracy, Oligarchy, Aristotle, Plato, Socrates, Parthenon, Acropolis, Branches of government, Representative democracy, Checks & Balances, Patricians, Plebeians, Slaves, Aqueducts, Domes, The Colosseum ***Domain-specific vocabulary introduced through mini-lessons:*** Democracy, Justice, Social Structure, Citizenship, Civic participation ***Domain-specific vocabulary introduced through the final project:*** Built Environment, Affordable Housing, Active Transportation, Greenways, Citizen, Citizenship, Advocacy, Advocate, Activism, Council Members, Public Survey, Youth-Led Movement, Policy, Petition, Protest, Boycott, Marches, Walk Out, Strike, Policy Demands, Problem Statement, Action, Community Organizing, Nonprofits, Equity, Equitable, Inequity, Inequitable.
Language supports/ scaffolds for comprehension of content standards	Differentiation strategies included in daily lesson plans, such as: • heterogeneous and homogeneous groups of students based on levels • chunking text intentionally to aid comprehension • visuals provided for new vocabulary

Instructional Mapping from Assessment

Final Product(s)/ Individual and Group Summative Assessment	**Formative Assessment of concepts, content, skills, and language**	**Instructional Activities to make accessible for ALL learners (e.g., EL, EE, advanced)**	**Learning Progression of Content, Concepts, Language and Skills (Learning Targets)**
<u>Individual:</u> -Written Reflections -Community Advocate Scavenger Hunt **(graded)** -Youth Activism Stations Handout **(graded)** **Final Project:** **-**Teacher-provided score for podcast segment based on	*Innovations and the Voices that Shaped Our World* handouts	**Innovations and the Voices that Shaped Our World** Group collaboration to complete *Innovations and the Voices that Shaped Our World* packet. Images and scaffolded questioning make these handouts accessible for all learners. Teacher prompts are also provided in lesson plans to scaffold students to understanding.	**Days 1-8** **30 minute mini-lessons at the end of each unit:** I can identify innovations of (civilization) and how we still use them today by answering source-based questions. I can determine who the decision makers were in (civilization).

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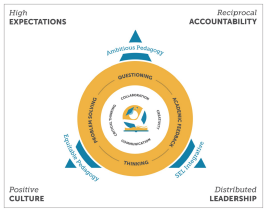
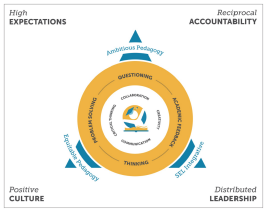
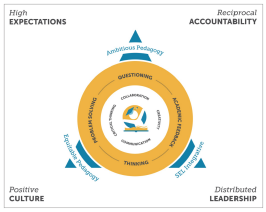


presentation rubric **(graded)** -Student-provided self-score based on podcast project rubric **(taken into account in final podcast grade)** -Peer-provided score based on podcast project rubric **(taken into account in final podcast grade)** -Final Reflection rubric **<u>Group:</u>** -Group Problem Statement **(graded)** -Class list of actions to the social problem **Final Project:** -Group presentation score based on podcast project rubric -Highest scoring class has their podcast displayed at the Civic Design Center's "Design Your Neighborhood" showcase			Civilizations: Unit 1: Foundations of Human Civilization Unit 2: Ancient Mesopotamia Unit 3: Ancient Egypt Unit 4: Ancient Israel Unit 5: Ancient India Unit 6: Ancient China Unit 7: Ancient Greece Unit 8: Ancient Rome
	SS Day 9 Exit Ticket- Reflection on built environment factors	**Exploring the Built Environment** A design professional will lead students through describing the "ingredients" to a great city, then introduce the five built environment factors: parks and green space, community resources, food resources, housing, and transportation. Students will analyze data collected through the community interviews to identify themes in the issues and design solutions their respondents shared. Then they will connect these themes to the five built environment factors and select one factor to be the focus of the unit.	**Day 9** I can describe the five built environment factors: affordable housing, community resources, food resources, parks and open spaces, and transportation. I can explain the impact the built environment factors have on young people.
	SS Day 10 Exit Ticket- Reflection on the Community Advocate Scavenger Hunt	**Community Advocate Scavenger Hunt** Students will do an online scavenger hunt where they explore different ways citizens play an active role in their community. Students will look for: Public meetings Neighborhood associations Councilmembers Local produce Local campaign or advocacy efforts Public surveys	**Day 10** I can explain how to be an active citizen who advocates for a strong community. I can explore my community to find evidence of citizens advocating for a strong community.



	Youth Activism Stations Handout SS Day 11 Exit Ticket- Compare/ Contrast Youth-Led Movements	**Civic Involvement & Engagement** Students will engage in a stations activity where they explore different youth-led movements throughout history and in the present. Students will then compare and contrast two of the youth-led movements, looking for similarities and differences.	**Day 11** I can explain various youth led-movements throughout history. I can explain the similarities and differences between various youth-led movements. I can explain ways in which youth can be, and are currently engaged in activism today.
	Group Problem Statement SS Day 12 Exit Ticket	**Defining the Social Issue** Students will read about [built environment factor] and work on creating a problem statement using the 5 W's. Students will collaborate in small groups to create a succinct problem statement about the [built environment factor] and brainstorm actions to address the problem.	**Day 12** I can define the problem related to [built environment factor].
	Podcast Exit Ticket	**Podcast** Students will begin engaging with a podcast on their built environment factor of choice. Podcasts were created by the Nashville Youth Design Team and align with the podcast segments that students will create as their final project. Through this, they will gain a deeper understanding of the current state of their built environment factor in Nashville. A listening guide, frequent checks for comprehension and TDQs for emerging and advanced students will make this lesson accessible for all students.	**Day 13** I can listen to, analyze, and comprehend a podcast. I can describe the current state of [built environment factor] in Nashville.
	Class list of actions to the social problem SS Day 14 Exit Ticket	**Identifying Actions** Students will then work individually and as a class to create a comprehensive list of actions to address the social problem.	**Day 14** I can provide tangible actions to address [social issue].



		Students will work in groups and as a class to create a comprehensive list of actions to address the chosen social problem.	
	Work Day 1 SEL Competencies & Goals Exit Ticket	**Final Project Day 1 Research Guide** Students will begin working on their segment of the final product. Goals for this day include creating group cohesion, choosing roles, planning, and conducting research. Strategic grouping, student choice, teacher scaffolding, and differentiated group expectations will make this lesson accessible to all learners.	**Day 15** I can create a podcast to educate others about [social problem] and advocate for change.
	Work Day 2 SEL Competencies & Goals Exit Ticket	**Final Project Day 2 Planning Guide** Students will leverage the research collected during the previous day to design and generate one section of a class podcast. Strategic grouping, student choice, teacher scaffolding, and differentiated group expectations will make this lesson accessible to all learners.	**Day 16** I can create a podcast to educate others about [social problem] and advocate for change.
	Self & Group Assessment Rubric	**Presentation Rubrics (Self, Group, Peer, & Teacher)** Each group will present their 5-minute podcast segment during the "live taping," and students will use a range of presentation rubrics for self and peer-assessment. Augmented rubrics with differentiated expectations will make this lesson accessible to all learners.	**Day 17** I can work with my group to present a podcast segment that is well-researched, interesting, and addresses [social problem].
	Letter to elected official Post-survey	**Reflection and Post-Survey** To reflect on their learning students will: -Write a letter to their elected official (i.e., council member) describing the [built environment factor] and [social problem] and how the student would like to see the social problem addressed. -A post-survey to reflect on their learning during the unit.	**Day 18** I can synthesize and reflect upon my learning over the course of the unit, using evidence from multiple forms of text to support my claims. I can reflect on how this unit has impacted me and my community by completing a post-survey.

Reflection

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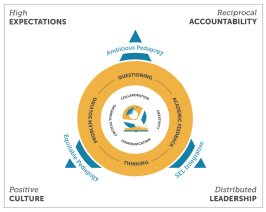

Daily/Regular Reflection	**Academic Concepts and Skills:** Exit tickets and reflective writing activities will act as formative assessments of students' progress in understanding and addressing the built environment and social issues in Nashville. They will assess skill-acquisition, content comprehension, and project progression.
Summative Reflection	**Academic Concepts and Skills** Students will evaluate themselves and their peers with project, presentation, and collaboration rubrics that are aligned to assess acquisition of specific skills necessary for mastery of the unit. Additionally, components of each rubric offer space for students to reflect on SEL competencies developed through the completion of the project. Students will also complete an assignment on the last day that asks them to write a letter to an elected official (i.e., council member) describing the class's built environment factor and related social problem, and actions for how the student would like to see the social problem addressed. In addition to providing students with space to reflect on their learning throughout the unit, it also teaches students how to engage with elected officials and advocate for solutions to social problems.