

## 6<sup>th</sup> Grade – World Cultures Overview 2020-2021

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts and Instructional Model.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

### Process Standards

The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

**6.19** The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.

**6.20** The student uses geographic tools to collect, analyze, and interpret data.

**6.21** The student communicates in written, oral, and visual forms.

**6.22** The student uses problem-solving and decision-making skills, working independently and with others.

## Grading Period 1

### Unit 1 – Introduction to Geography – Physical and Human Geography

Estimated Date Range: August 17 - September 1

#### Unit Overview:

In this two-concept unit, students will study physical and human geography. The major focus of this unit is that students build an understanding of the difference between physical and human geography.

#### At home connections:

Discuss with students the big ideas and thought-provoking question related to each concept.

#### Big Ideas:

- There are several patterns that can be identified on the earth's surface.
- Understanding geography is a key to understanding the development of societies.

<p><b>Thought Provoking Questions</b></p> <ul style="list-style-type: none"> <li>• What information can we gain from studying the earth?</li> <li>• How does where you live impact how you live?</li> </ul>	
<b>Concepts within Unit 1</b> <a href="#">Link to TEKS</a>	<b>Success Criteria for this unit</b>
<p>Concept #1: Understanding Geography and Geographer’s Tools 6.3C, 6.20A, 6.20D</p>	<ul style="list-style-type: none"> <li>• Explain how the creation and interpretation of maps help answer geographic questions. (6.20A, 6.20D)</li> <li>• Explain the difference between physical and human geographic features. (6.3C)</li> <li>• Explain the purpose of and how to express absolute and relative location. (6.3C, 6.20A)</li> </ul>
<p>Concept #2: Regions of the World 6.3A, 6.3D, 6.5B, 6.20A, 6.20B, 6.20C</p>	<ul style="list-style-type: none"> <li>• Explain why it is important to ask and answer geographic questions about regions. (6.3D, 6.20A, 6.20B)</li> <li>• Explain what geographic factors are responsible for why people live in specific regions of the world. (6.3A)</li> <li>• Summarize how people have adapted to their environment in different regions of the world. (6.5B)</li> <li>• Explain the similarities and differences between world regions using maps, graphs, and charts. (6.20C)</li> </ul>
<b>Unit 2 – Understanding Culture and the Basic Institutions of Society</b> Estimated Date Range: September 2 – October 6	
<p><b>Unit Overview:</b> In this four-concept unit, students will study culture, religion, government, and economics. The major focus of this unit is that students build an understanding of the elements of culture, including religion, government, and economics.</p> <p><b>At home connections:</b> Discuss with students the big ideas and thought-provoking question related to each concept.</p> <p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>• Values and cultures are spread by exploration and contact with other societies.</li> <li>• There are different types of governments.</li> <li>• Availability of resources influences a country's level of development.</li> <li>• Religion affects culture in various ways.</li> </ul> <p><b>Thought Provoking Questions</b></p> <ul style="list-style-type: none"> <li>• How do people from one place influence people in another place?</li> <li>• What determines the power of a government?</li> <li>• Who or what drives the economy?</li> <li>• In what ways does religion affect the lives of people in different societies?</li> </ul>	

Concepts within Unit 2 <a href="#">Link to TEKS</a>	Success Criteria for this unit
Concept #1: Culture and Diffusion 6.13A, 6.14A, 6.15A, 6.15B, 6.15C, 6.15D, 6.20C	<ul style="list-style-type: none"> <li>• Compare common traits of culture and institutions of various world regions. (6.13A, 6.14A, 6.20C)</li> <li>• Describe how culture diffuses. (6.15A)</li> <li>• Describe factors that result in cultures changing. (6.15B)</li> <li>• Explain the impact of cultural diffusion on individuals and the world. (6.15C, 6.15D)</li> </ul>
Concept #2: Types of Governments 6.9A, 6.9B, 6.9C, 6.10A, 6.10B, 6.10C, 6.11B, 6.20C	<ul style="list-style-type: none"> <li>• Compare characteristics and examples of limited and unlimited governments. (6.9A, 6.9B, 6.9C)</li> <li>• Compare characteristics, functions, and examples of types of government. (6.10A, 6.10B, 6.11B, 6.20C)</li> <li>• Explain the historical origins of Democracy (i.e. where it comes from). (6.10C)</li> </ul>
Concept #3: Economics 6.4A, 6.6A, 6.6B, 6.7A, 6.7B, 6.8A, 6.8B, 6.20C	<ul style="list-style-type: none"> <li>• Compare the location of and factors responsible for economic activities in various regions. (6.4A, 6.20C)</li> <li>• Describe how factors of production influence the economies of different societies. (6.6A, 6.6B)</li> <li>• Compare characteristics, functions, and examples of types of economies. (6.7A, 6.7B, 6.20C)</li> <li>• Compare economic activities and the data used to measure different societies' levels of economic development. (6.8A, 6.8B)</li> </ul>
Concept #4: Religion 6.14A, 6.14B, 6.14C, 6.17A, 6.17B, 6.20C	<ul style="list-style-type: none"> <li>• Compare characteristics of religion and the significance of religious holidays/observances in various regions of the world. (6.14A, 6.14B, 6.17B, 6.20C)</li> <li>• Describe how religious institutions in different regions and cultures keep religion relevant (i.e. sustain religion). (6.14C)</li> <li>• Explain how religious ideas and philosophical ideas are part of culture. (6.17A)</li> </ul>

## Grading Period 1 and 2

### Unit 3 – U.S. & Canada: Discovery, Democracy, and Diversity

Estimated Date Range: October 7 – October 9 (Grading Period 1)  
 Estimated Date Range: October 12 – November 12 (Grading Period 2)  
 Note: This unit spans two grading periods

**Unit Overview:**

In this three-concept unit, students will study the culture region of the United States and Canada. The major focus of this unit is that students build an understanding the history, government, and multiculturalism of the United States and Canada.

**At home connections:**

Discuss with students the big ideas and thought-provoking question related to each concept.

**Big Ideas:**

- Geography affects where and how people live.
- Patterns of change and continuity can be observed across time and place.
- All societies have systems in place to support how they function.

<p><b>Thought Provoking Questions</b></p> <ul style="list-style-type: none"> <li>• How does where you live impact how you live?</li> <li>• How are we impacted by the past?</li> <li>• Why do societies have systems in place?</li> </ul>	
<b>Concepts within Unit 3</b> <a href="#">Link to TEKS</a>	<b>Success Criteria for this unit</b>
<p>Concept #1: Geography 6.3A, 6.3C, 6.3D</p>	<ul style="list-style-type: none"> <li>• Describe the major physical and human geographic features of the U.S. and Canada. (6.3C, 6.3D)</li> <li>• Explain how geographic factors influence where people live in different places and regions of the U.S. and Canada. (6.3A)</li> </ul>
<p>Concept #2: History/Culture 6.1A, 6.3B, 6.13A, 6.13B, 6.13C, 6.14A, 6.14C, 6.15D, 6.18A</p>	<ul style="list-style-type: none"> <li>• Describe culture traits that define the U.S. and Canada. (6.13A)</li> <li>• Describe how the U.S. and Canada has contributed to cultural diffusion and been impacted by cultural diffusion, both past and present. (6.15D, 6.18A)</li> <li>• Compare the basic institutions (governmental, economic, educational, and religious) of the U.S. and Canada. (6.14A)</li> <li>• Explain the experiences and contributions of people in multicultural societies, such as the U.S. and Canada. (6.13B, 6.13C)</li> <li>• Explain how historical events/factors have impacted the U.S. and Canada today, and provide examples. (6.1A, 6.3B)</li> <li>• Summarize how institutions in the U.S. and Canada have been maintained (remained constant) over time. (6.14C)</li> </ul>
<p>Concept #3: Politics and Economics 6.2A, 6.6A, 6.6C, 6.7A, 6.7B, 6.7C, 6.8A, 6.8B, 6.11A, 6.11B, 6.12A, 6.12B, 6.19D</p>	<ul style="list-style-type: none"> <li>• Compare the economic systems of U.S. and Canada. (6.7A, 6.7B, 6.7C)</li> <li>• Describe how factors of production impact the economies of the U.S. and Canada today. (6.6A)</li> <li>• Describe the level of economic development in the U.S. and Canada, including its economic activities. (6.8A, 6.8B)</li> <li>• Explain how the distribution of resources impacts trade relationships between the U.S. and Canada. (6.6C)</li> <li>• Compare the roles and responsibilities of citizens in U.S. and Canada's representative governments. (6.11A, 6.11B, 6.12A, 6.12B, 6.19D)</li> <li>• Describe the historical influence of people on the political and economic systems of the U.S. and Canada. (6.2A)</li> </ul>
<p><b>Grading Period 2</b></p>	
<p><b>Unit 4 – Latin America: Conquest, Colonialism, and Converging Cultures</b></p> <p>Estimated Date Range: November 13- December 16</p>	

**Unit Overview:**

In this three-concept unit, students will study the culture region of Latin America, including Mexico, Central America, South America, and the Caribbean Islands. The major focus of this unit is that students build an understanding how the culture of the region has been shaped by the influences of European exploration.

**At home connections:**

Discuss with students the big ideas and thought-provoking question related to each concept.

**Big Ideas:**

- Geography affects where and how people live.
- Patterns of change and continuity can be observed across time and place.
- All societies have systems in place to support how they function.

**Thought Provoking Questions**

- How does where you live impact how you live?
- How are we impacted by the past?
- Why do societies have systems in place?

<b>Concepts within Unit 4</b> <a href="#">Link to TEKS</a>	<b>Success Criteria for this unit</b>
Concept #1: Geography 6.3A, 6.3C, 6.3D	<ul style="list-style-type: none"> <li>• Describe the major physical and human geographic features of Latin America. (6.3C, 6.3D)</li> <li>• Explain how geographic factors influence where people live in different places and regions of Latin America. (6.3A)</li> </ul>
Concept #2: History/Culture 6.1A, 6.2B, 6.13A, 6.13D, 6.14A, 6.14C, 6.15A, 6.16A	<ul style="list-style-type: none"> <li>• Explain the characteristics of Latin American societies that resulted from historical events. (6.1A)</li> <li>• Describe culture traits that define Latin America. (6.2B, 6.13A, 6.16A)</li> <li>• Describe the basic institutions (governmental, economic, educational, and religious) of Latin America and explain how they have been maintained (remained constant) over time. (6.14A, 6.14C)</li> <li>• Explain examples of conflict between and among cultures in Latin America. (6.13D)</li> <li>• Describe how culture has diffused to and from Latin America. (6.15A)</li> </ul>
Concept #3: Politics and Economics 6.4B, 6.6A, 6.7A, 6.7C, 6.8A, 6.8B, 6.11A, 6.11B, 6.12B	<ul style="list-style-type: none"> <li>• Compare economic systems within Latin America. (6.7A, 6.7C)</li> <li>• Discuss how the distribution of natural resources impacts the political relationships of countries in Latin America. (6.4B)</li> <li>• Describe how factors of production impact the economies of Latin America today. (6.6A)</li> <li>• Describe the levels of economic development in Latin America, including its economic activities. (6.8A, 6.8B)</li> <li>• Compare the roles and responsibilities of citizens in Latin America. (6.11A, 6.11B, 6.12B)</li> </ul>

**Grading Period 3**

**Unit 5 – Europe: Lasting Legacies and Current Challenges**

Estimated Date Range: January 6-February 3

**Unit Overview:**

In this three-concept unit, students will study the geographic region of Europe. The major focus of this unit is that students build an understanding of how the history of Europe’s cycle of conflict has led to worldwide changes.

**At home connections:**

Discuss with students the big ideas and thought-provoking question related to each concept.

**Big Ideas:**

- Geography affects where and how people live.
- Patterns of change and continuity can be observed across time and place.
- All societies have systems in place to support how they function.

**Thought Provoking Questions**

- How does where you live impact how you live?
- How are we impacted by the past?
- Why do societies have systems in place?

<b>Concepts within Unit 5</b> <a href="#">Link to TEKS</a>	<b>Success Criteria for this unit</b>
Concept #1: Geography 6.3A, 6.3C, 6.3D	<ul style="list-style-type: none"> <li>• Describe the major physical and human geographic features of Europe. (6.3C, 6.D)</li> <li>• Explain how geographic factors influence where people live in different places and regions of Europe. (6.3A)</li> </ul>
Concept #2: History/Culture 6.2B, 6.13A, 6.13D, 6.14A, 6.15A, 6.16B, 6.16C	<ul style="list-style-type: none"> <li>• Describe culture traits that define Europe. (6.2B, 6.13A)</li> <li>• Describe the basic institutions of Europe. (6.14A)</li> <li>• Explain examples of conflict and cooperation between and among cultures in Europe. (6.13D)</li> <li>• Explain how examples of art, music, and literature are connected to contemporary issues and universal themes present in Europe. (6.16B, 6.16C)</li> <li>• Describe how culture has diffused to and from Europe. (6.15A)</li> </ul>
Concept #3: Politics and Economics 6.6A, 6.7A, 6.8A, 6.9B, 6.12A	<ul style="list-style-type: none"> <li>• Compare economic systems within Europe. (6.7A)</li> <li>• Describe how factors of production impact the economies of Europe. (6.6A)</li> <li>• Describe the different industries in Europe. (6.8A)</li> <li>• Identify examples of when European nations have limited the power of the government, and explain why. (6.9B)</li> <li>• Identify and explain the duty of civic participation in Europe. (6.12A)</li> </ul>

**Unit 6 – Southwest Asia and North Africa (SWANA): Religion and Rivalries**

Estimated Date Range: February 4- March 3

**Unit Overview:**

In this three-concept unit, students will study the culture region of Southwest Asia and North Africa. The major focus of this unit is that students build an understanding of how the region’s rich history in geography has led to religious and economic conflict.

**At home connections:**

Discuss with students the big ideas and thought-provoking question related to each concept.

**Big Ideas:**

- Geography affects where and how people live.
- Patterns of change and continuity can be observed across time and place.
- All societies have systems in place to supports how they function.

**Thought Provoking Questions**

- How does where you live impact how you live?
- How are we impacted by the past?
- Why do societies have systems in place?

<p align="center"><b>Concepts within Unit 6</b> <a href="#">Link to TEKS</a></p>	<p align="center"><b>Success Criteria for this unit</b></p>
<p>Concept #1: Geography 6.3A, 6.3C, 6.3D</p>	<ul style="list-style-type: none"> <li>• Describe the major physical and human geographic features of Southwest Asia and North Africa. (6.3C, 6.3D)</li> <li>• Explain how geographic factors influence where people live in different places and regions of Southwest Asia and North Africa. (6.3A)</li> </ul>
<p>Concept #2: History/Culture 6.1A, 6.1B, 6.13A, 6.13D, 6.14A, 6.14C, 6.15D</p>	<ul style="list-style-type: none"> <li>• Determine the degree to which past events and conflicts have impacted current conditions in SWANA. (6.1A, 6.1B, 6.13D)</li> <li>• Describe culture traits that define SWANA. (6.13A)</li> <li>• Describe the basic institutions (governmental, economic, educational, and religious) of SWANA and explain how they have been maintained (remained constant) over time. (6.14A, 6.14C)</li> <li>• Explain examples of cooperation between and among cultures in Latin America. (6.13D)</li> <li>• Explain the impact of cultural diffusion on SWANA. (6.15D)</li> </ul>
<p>Concept #3: Politics and Economics 6.4B, 6.6A, 6.7A, 6.8A, 6.8B, 6.9C, 6.11B</p>	<ul style="list-style-type: none"> <li>• Compare economic systems within SWANA. (6.7A)</li> <li>• Discuss how the distribution of natural resources impacts the political relationships of countries in SWANA. (6.4B)</li> <li>• Describe how factors of production impact the economies of SWANA today. (6.6A)</li> <li>• Describe the levels of economic development in SWANA, including its economic activities. (6.8A, 6.8B)</li> <li>• Explain what opportunities are available to citizens throughout SWANA to participate and influence government. (6.11B)</li> <li>• Describe examples of human rights abuses by limited and unlimited governments in SWANA. (6.9C)</li> </ul>

**Grading Period 3 and 4**

**Unit 7 – Sub-Saharan Africa: Natural Resources and Nationalism**

Estimated Date Range: March 4 – March 12 (Grading Period 3)

Estimated Date Range: March 22 – April 7 (Grading Period 4)

Note: This unit spans two grading periods

**Unit Overview:**

In this four-concept unit, students will study Africa south of the Sahara Desert. The major focus of this unit is that students build an understanding how Europe took advantage of region’s natural and labor resources.

**At home connections:**

Discuss with students the big ideas and thought-provoking question related to each concept.

**Big Ideas:**

- Geography affects where and how people live.
- Patterns of change and continuity can be observed across time and place.
- All societies have systems in place to support how they function.

**Thought Provoking Questions**

- How does where you live impact how you live?
- How are we impacted by the past?
- Why do societies have systems in place?

<p><b>Concepts within Unit 7</b> <a href="#">Link to TEKS</a></p>	<p><b>Success Criteria for this unit</b></p>
<p>Concept #1: Geography 6.3A, 6.3C, 6.3D</p>	<ul style="list-style-type: none"> <li>• Describe the major physical and human geographic features of the U.S. and Canada. (6.3C, 6.3D)</li> <li>• Explain how geographic factors influence where people live in different places and regions of the U.S. and Canada. (6.3A)</li> </ul>
<p>Concept #2: History/Culture 6.2B, 6.13A, 6.14A, 6.14C</p>	<ul style="list-style-type: none"> <li>• Describe culture traits that define Sub-Saharan Africa. (6.13A)</li> <li>• Compare the basic institutions (governmental, economic, educational, and religious) within Sub-Saharan Africa. (6.14A)</li> <li>• Summarize how institutions in Sub-Saharan Africa have been maintained (remained constant) over time. (6.14C)</li> <li>• Describe the contributions of individuals and groups (past and present) to societies throughout Sub-Saharan Africa. (6.2B)</li> </ul>
<p>Concept #3: Politics and Economics 6.6A, 6.6C, 6.7A, 6.8B, 6.11B, 6.13D 6.18B</p>	<ul style="list-style-type: none"> <li>• Compare economic systems within Sub-Saharan Africa. (6.7A)</li> <li>• Describe how factors of production impact the economies of Sub-Saharan Africa. (6.6A)</li> <li>• Describe the levels of economic development throughout Sub-Saharan Africa. (6.8B, 6.18B)</li> <li>• Explain how the distribution of resources impacts trade relationships among and within countries in Sub-Saharan Africa. (6.6C)</li> <li>• Explain what opportunities exist for citizens across Sub-Saharan Africa to participate and influence political processes. (6.11B)</li> </ul>



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|  | <ul style="list-style-type: none"><li>• Identify and explain examples of conflict and cooperation between and among cultures. (6.13D)</li></ul> |
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## Grading Period 4

### Unit 8 – Asia (South, East, Southeast): Past, Progress, and Population Patterns

Estimated Date Range: April 8 – May 6

**Unit Overview:**

In this three-concept unit, students will study South Asia, Southeast Asia, and East Asia. The major focus of this unit is that students build an understanding of how the history influences the present and, even with much progress, history is still a large part of everyday life for the large population of the region.

**At home connections:**

Discuss with students the big ideas and thought-provoking question related to each concept.

**Big Ideas:**

- Coming soon

**Thought Provoking Questions**

- Coming soon

Concepts within Unit 8 <a href="#">Link to TEKS</a>	Success Criteria for this unit
Concept #1: Geography 6.3A, 6.3C, 6.3D, 6.5A, 6.5C	<ul style="list-style-type: none"> <li>• Identify major geographic features of Asia.</li> <li>• Describe the major geographic features of Asia.</li> <li>• Explain how the major geographic features impact the lives of people.</li> <li>• Explain connections between geography and population patterns throughout Asia.</li> </ul>
Concept #2: History/Culture 6.13A, 6.14A, 6.14B, 6.14C, 6.18C	<ul style="list-style-type: none"> <li>• Identify the origins of some culture traits of Asia.</li> <li>• Describe how different culture traits spread to Asia.</li> <li>• Evaluate the contributions of individuals and groups on the culture of Asia.</li> <li>• Evaluate how current conditions in Asia were influenced by past events.</li> </ul>
Concept #3: Politics and Economics 6.6A, 6.7A, 6.8A, 6.8B, 6.11A, 6.11B, 6.12B	<ul style="list-style-type: none"> <li>• Describe the factors of production that influence the economies of the countries of Asia.</li> <li>• Explain the impact of scarcity on the economies of Asia.</li> <li>• Explain the levels of industries and how they affect the economies of the countries of Asia.</li> <li>• Describe the levels of economic development in various countries of Asia.</li> <li>• Compare the various types of economies in Asia.</li> <li>• Describe the ways that citizens can participate and influence the governments in various countries in Asia.</li> </ul>

### Unit 9 – Australia, Oceania, and Antarctica: Adapting to Life Down Under

Estimated Date Range: May 7 – May 20

**Unit Overview:**

In this three-concept unit, students will study Australia, Oceania, and Antarctica. The major focus of this unit is that students build an understanding of how the isolation of the region has created a unique culture of its own.

**At home connections:**

Discuss with students the big ideas and thought-provoking question related to each concept.

**Big Ideas:**

- Coming Soon

**Thought Provoking Questions**

- Coming Soon

<p align="center"><b>Concepts within Unit 9</b> <a href="#">Link to TEKS</a></p>	<p align="center"><b>Success Criteria for this unit</b></p>
<p>Concept #1: Geography 6.3A, 6.3C, 6.5A, 6.5B, 6.5C</p>	<ul style="list-style-type: none"> <li>• Identify major geographic features of Australia, Oceania, &amp; Antarctica.</li> <li>• Describe the major geographic features of Australia, Oceania, &amp; Antarctica.</li> <li>• Explain how the major geographic features impact the lives of people.</li> <li>• Explain connections between geography and population patterns throughout Australia, Oceania, &amp; Antarctica.</li> </ul>
<p>Concept #2: History/Culture 6.13A, 6.14A, 6.14C, 6.18C</p>	<ul style="list-style-type: none"> <li>• Identify the origins of some culture traits of Australia, Oceania, &amp; Antarctica.</li> <li>• Describe how different culture traits spread to Australia, Oceania, &amp; Antarctica.</li> <li>• Evaluate the contributions of individuals and groups on the culture of Australia, Oceania, &amp; Antarctica.</li> <li>• Evaluate how current conditions in Australia, Oceania, &amp; Antarctica were influenced by past events.</li> </ul>
<p>Concept #3: Politics and Economics 6.6A, 6.7A, 6.7B, 6.8A, 6.8B, 6.11A, 6.11B, 6.12B</p>	<ul style="list-style-type: none"> <li>• Describe the factors of production that influence the economies of the countries of Australia, Oceania, &amp; Antarctica.</li> <li>• Explain in impact of scarcity on the economies of Australia, Oceania, &amp; Antarctica.</li> <li>• Explain the levels of industries and how they affect the economies of the countries of Australia, Oceania, &amp; Antarctica.</li> <li>• Describe the levels of economic development in various countries of Australia, Oceania, &amp; Antarctica.</li> <li>• Compare the various types of economies in Australia, Oceania, &amp; Antarctica.</li> <li>• Describe the ways that citizens can participate and influence the governments in various countries in Australia, Oceania, &amp; Antarctica.</li> </ul>

**Glossary of Curriculum Components**

**Overview**– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Concept** – A subtopic of the main topic of the unit.

**Success Criteria**—a description of what it looks like to be successful in this concept.

**Parent Resources**

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

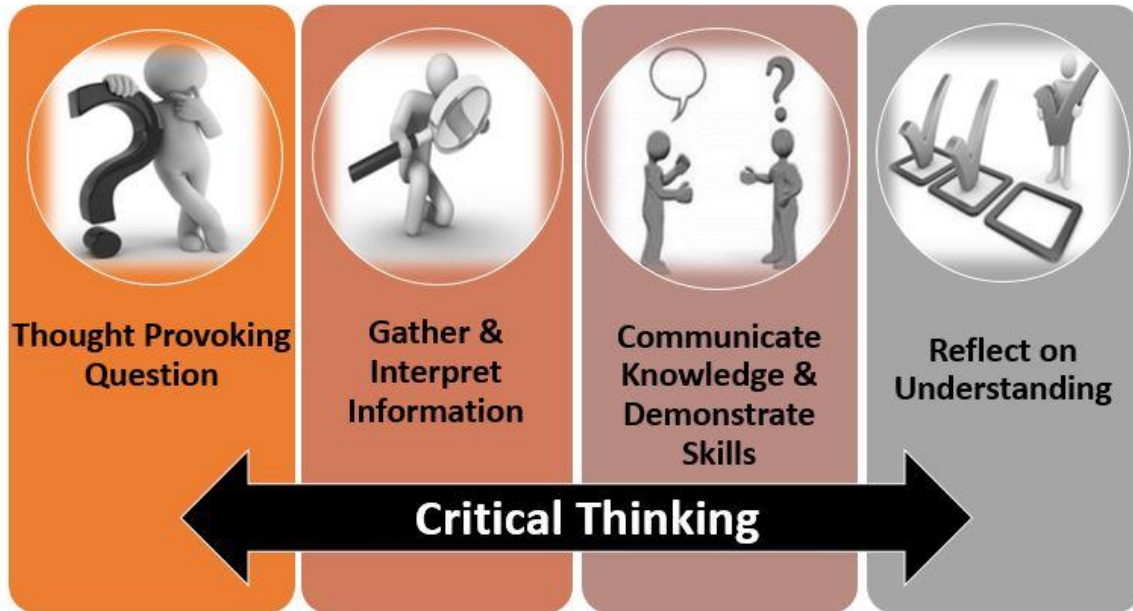
Resource	How it supports parent and students
<a href="#">McGraw Hill World Cultures and Geography</a>	This is the district adopted textbook for middle school. Click on the link for directions on accessing the textbook.
Discovery Education Access through FBISD 1Link	This resource provides supplemental resources such as maps, videos, and readings to support students in learning and understanding social studies.
Britannica School or World Book Access through FBISD 1Link	These resources provide encyclopedia articles and primary sources that can be modified to a student’s grade level reading ability, as well as games to support students in learning and understanding social studies.
Ebsco Host Access through FBISD 1Link	This resource provides parents and students with access to databases, e-books, journals, and magazines.
Maps 101 Access through FBISD 1Link	This resource provides maps, animations, video games, and activities that support students in learning and understanding social studies.
NewsELA Access through FBISD 1Link	This resource provides students with current events articles aligned to social standards.

All resources above can be accessed through [1Link](#).

Instructional Model

The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

## Social Studies Instructional Model



This model is an inquiry-based approach to learning Social Studies with a focus on critical thinking skills. Students start with a thought provoking question, which frames the concept and flows throughout. After students make predictions based on the question, students will gather and interpret information to build his/her understanding of the standard(s) addressed by the question. Next, students will communicate the knowledge gained and demonstrate understanding by engaging in communication and application skills. Finally, students will reflect and assess their understanding.