**Unit Plan-6th Grade Social Studies (4 weeks)**

In the first stages of this unit, students will identify the building blocks of personal identity and how those factors have influenced their own identity. Once exploring each individual aspect of identity, students will synthesize these ideas to understand how they work together to create a person’s complete personal identity. Throughout the unit, students will explore how perceptions, attitudes, values, and beliefs surrounding them have worked to create their personal identities as well. To conclude the unit, students will set a goal for a future career and examine the factors contributing to their decision to pursue their chosen career.

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| **Stage 1 –Desired Results** | | |
| **Established Goals: Grade 6**  **NCSS Standards:**   * Culture and Cultural Diversity * Individual Development and Identity   **IOWA CORE: Social Studies**   * Understand how personality and socialization impact the individual   + Understand the ways family, gender, ethnicity, nationality, socioeconomic factors, and institutional affiliations contribute to personal identity   + Understand the influence of perception, attitudes, values, and beliefs on personal identity * Understand the process of how humans develop, learn, adapt to their environment, and internalize their culture   + Understand that all behavior is affected by both inheritance and experience   + Understand values, language, beliefs, and behaviors contribute to the transmission of culture * Understand how geographic and human characteristics create culture and define region   + Understand communities reflect the cultural backgrounds of their inhabitants   + Understand patterns of cultural diffusion * Understand the role of culture and cultural diffusion on the development and maintenance of societies   + Understand how information and experiences from the past may be interpreted by people from diverse cultural perspectives and frames of reference   **IOWA CORE: Employability Skills**   * Demonstrate initiative, self-direction, creativity, and entrepreneurial thinking when exploring individual talents and skills necessary to be successful   + Set and achieve high standards and goals     - Set short-term and long-term goals * Demonstrate productivity and accountability while aspiring to meet high expectations   + Deliver quality job performance on time     - Know what quality means when meeting high expectations, including timeliness     - Make revisions based on self-analysis     - Work with commitment until the expectations have been met     - Make needed adjustments to prevent problems     - Do not compromise ethical behavior and responsibility | **Transfer** | |
| Students will be able to independently use their learning to…   * Understand the ways family, gender, ethnicity, nationality, socioeconomic factors, and institutional affiliations contribute to personal identity * Understand the influence of perception, attitudes, values, and beliefs on personal identity * Understand that all behavior is affected by both inheritance and experience * Understand values, language, beliefs, and behaviors contribute to the transmission of culture * Understand communities reflect the cultural backgrounds of their inhabitants * Understand patterns of cultural diffusion * Understand how information and experiences from the past may be interpreted by people from diverse cultural perspectives and frames of reference | |
| **Meaning** | |
| **Understandings**  Students will understand that…   * A person’s culture and identity is affected by his/her family, gender, ethnicity, nationality, socioeconomic status, and affiliated institutions. * All behavior is affected by both inheritance and experience * People interpret information and experiences from the past differently based on their cultural perspective | **Essential Questions**  Students will keep considering…   * How does a person’s personal identity affect his/her attitudes, decisions, and behaviors? * How does culture affect someone’s personal identity? * What is culture, and what role does it play in personal and group behavior? * How do cultural perspectives lead groups to interpret the same event differently? * In what ways can cultures be compared, and what can we learn from comparisons? |
| **Acquisition of Knowledge and Skill** | |
| Students will know…   * Vocabulary   + Personal Identity   + Culture   + Ethnicity   + Perspective   + Attitude   + Values   + Institution   + Occupation * The influences on their personal identity * The role culture plays in decision-making and point of view * What institutions they affiliate themselves with * What characterizes American culture | Students will be skilled at…   * Creating a map of their personal identity * Setting and understanding long-term goals for the future * Setting goals that align with their personal identity and beliefs * Identifying which factors of personal identity are affecting someone’s perceptions, attitudes, values, and beliefs. * Identifying how factors of their personal identity affect their decisions * Producing quality work to meet high expectations * Revising work to meet expectations |

UbD Template from The Understanding by Design Guide to Creating High-Quality Units by G. Wiggins and J. McTighe