MOTION AND THE TRANSPORTATION ENGINEER 6th Grade Social Studies	**Code**	**Introduction**	**Momentum Activity 1: Bump-N-Run**	**Momentum Activity 2: Calculated Collisions**	**Momentum Activity 3: Design Your Own TMS**	**Impulse Activity 1: Stop That Truck!**	
HISTORY							
THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND (WAYS OF THINKING)	**H1**						
Temporal Thinking	**H1.1**						
Use historical conceptual devices to organize and study the past. **Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun-and-moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world's population and have lasting significance for future generations and to explain change and continuity.**							
Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).	**6 – H1.2.1**						

Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E. Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/Hijri calendars are included).	**6 – H1.1.2**						
Historical Inquiry and Analysis	**H1.2**						
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Use historical inquiry and analysis to study the past. **History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Western Hemisphere.**							
Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).	**6 – H1.2.1**						
Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed	**6 – H1.2.2**						
Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	**6 – H1.2.3**						
Compare and evaluate competing historical perspectives about the past based on proof.	**6 – H1.2.4**						

Identify the role of the individual in history and the significance of one person's ideas.	**6 – H1.2.5**						
Historical Understanding	**H1.4**						
Use historical concepts, patterns, and themes to study the past. **Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.**							
Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).	**6 – H1.4.1**						
Describe and use themes of history to study patterns of change and continuity.	**6 – H1.4.2**						
Use historical perspective to analyze global issues faced by humans long ago and today.	**6 – H1.4.3**						
WHG ERA 1 – THE BEGINNINGS OF HUMAN SOCIETY: BEGINNINGS TO 4000 B.C.E./B.C.	**W1**						

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.							
Peopling of the Earth	**W1.1**						
***Describe the spread of people in the Western Hemisphere in Era 1* . In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments in the Americas.**							
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Describe the early migrations of people among Earth's continents (including the Berringa Land Bridge).	**6 – W1.1.1**						
Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).	**6 – W1.1.2**						
Agricultural Revolution	**W1.2**						

Describe the Agricultural Revolution and explain why it is a turning point in history. **The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.**							
Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).	**6 – W1.2.1**						
Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).	**6 – W1.2.2**						
Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).	**6 – W1.2.3**						
WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 B.C.E./B.C.	**W2**						
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Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.							
Early Civilizations and Early Pastoral Societies	**W2.1**						
Describe the characteristics of early Western Hemisphere civilizations and pastoral societies. **During this era early agrarian civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed cultures that reflected the geography and resources that enabled them to inhabit the more challenging physical environments such as the tundra and semi-arid regions of North and South America**							
Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.	**6 – W2.1.1**						
Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).	**6 – W2.1.2**						
Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).	**6 – W2.1.3**						

Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).	**6 – W2.1.4**						
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WHG ERA 3 – CLASSICAL TRADITIONS AND Major EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D.	**W3**						
***(Note: Mayan, Aztec, and Incan societies had their beginnings in Era 3 but became more prominent as civilizations in Era 4.)* 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. (Grade 6)**							
Classical Traditions and Major Empires in the Western Hemisphere	**W3.1**						

Describe empires and agrarian civilizations in Mesoamerica and South America. **Civilizations and empires that emerged during this era were noted for their political, economic and social systems and their changing interactions with the environment and the agrarian civilizations that emerged in Mesoamerica and South America.**							
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Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.	**6 – W3.1.1**						
Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).	**6 – W3.1.2**						
Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.	**6 – W3.1.3**						
Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.	**6 – W3.1.4**						
Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).	**6 – W3.1.5**						
GEOGRAPHY							
THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND	**G1**						

Describe the relationships between people, places, and environments by using information that is in a geographic (spatial) 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, 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.							
Spatial Thinking	**G1.1**						
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Use maps and other geographic tools to acquire and process information from a spatial perspective. Geographers use published maps, sketch (mental) maps, and other geographic representations, tools, and technologies to acquire, organize, process, and report information from a spatial perspective. World maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to explain the importance of maps in presenting information that can be compared, contrasted, and examined to answer the questions "Where is something located?" and "Why is it located there?" Students will begin with global scale and then refocus the scale to study the region of the Western Hemisphere, and, finally, focus on a specific place.							

Describe how geographers use mapping to represent places and natural and human phenomena in the world.	**6 – G1.1.1**						
Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).	**6 – G1.1.2**						
Geographical Inquiry and Analysis	**G1.2**						
Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context **. Geographers use information and skills to reach conclusions about significant questions regarding the relationships between people, their cultures, the environments in which they live, and the relationships within the larger world context. Students will reach their own conclusions using this information and make a reasoned judgment about the most justifiable conclusion based on the authenticity of the information, their skill at critically analyzing the information, and presenting the results of the inquiry**							
Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.	**6 – G1.2.1**						
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Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.	**6 – G1.2.2**						

Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.	**6 – G1.2.3**						
Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.	**6 – G1.2.4**						
Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.	**6 – G1.2.5**						
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Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.	**6 – G1.2.6**						
Geographical Understanding	**G1.3**						

Use geographic themes, knowledge about processes and concepts to study the Earth. **The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables student to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.**							
Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.	**6 – G1.3.1**						
Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.	**6 – G1.3.2**						
Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.	**6 – G1.3.3**						
PLACES AND REGIONS	**G2**						
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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 Characteristics of Place ***Describe the physical characteristics of places.***	**G2.1**						
Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.	**6 – G2.1.1**						
Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.	**6 – G2.1.2**						
Human Characteristics of Place ***Describe the human characteristics of places.***	**G2.2**						
Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).	**6 – G2.2.1**						
Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).	**6 – G2.2.2**						
Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).	**6 – G2.2.3**						
Human Characteristics of Place ***Describe the human characteristics of places.***							

Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).	**6 – G2.2.1**						
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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.***	**G3**						
Physical Processes ***Describe the physical processes that shape the patterns of the Earth's surface.***	**G3.1**						

Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).	**6 – G3.1.1**						
Ecosystems ***Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.***	**G3.2**						
Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).	**6 – G3.2.1**						
Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).	**6 – G3.2.2**						
Human Systems	**G4**						
Explain that human activities may be seen on Earth's surface. ***Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.***							
Cultural Mosaic	**G4.1**						

Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).	**6 – G4.1.1**						
Technology Patterns and Networks ***Describe how technology creates patterns and networks that connect people, products, and ideas.***	**G4.2**						
List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).	**6 – G4.2.1**						
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Patterns of Human Settlement ***Describe patterns, processes, and functions of human settlement.***	**G4.3**						
Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).	**6 – G4.3.1**						

Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).	**6 – G4.3.2**						
Forces of Cooperation and Conflict ***Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.***	**G4.4**						
Identify factors that contribute to conflict and cooperation between and among cultural groups(control/use of natural resources, power, wealth, and cultural diversity).	**6 – G4.4.1**						
Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.	**6 – G4.4.2**						
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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.***	**G5**						
Humans and the Environment ***Describe how human actions modify the environment.***	**G5.1**						

Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).	**6 – G5.1.1**						
Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).	**6 – G5.1.2**						
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Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).	**6 – G5.1.3**						
Physical and Human Systems ***Describe how physical and human systems shape patterns on the Earth's surface.***	**G5.2**						

Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).	**6– G5.2.1**						
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Global Issues Past and Present (H1.4.3, G1.2.6)	**G6**						
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.							
Global Topic Investigation and Issue Analysis (P2)	**G6.1**						

Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects. (National Geography Standards 17 and 18, p. 179 and 181)							
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Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)	**6 – G6.1.1**						

Contemporary Investigation **Topics** **Global Climate Change** – Investigate the impact of global climate change and describe the significance for human/environment relationships. **Globalization** – Investigate the significance of globalization and describe its impact on international economic and political relationships. **Migration** – Investigate issues arising from international movement of people and the economic, political, and cultural consequences. **Human-Environmental Interactions** – Investigate how policies from the past and their implementation have had positive or negative consequences for the environment in the future. **Natural Disasters** – Investigate the significance of natural disasters and describe the effects on human and physical systems, and the economy, and the responsibilities of government.							
Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action.(H1.4.3, G1.2.6, See P3 and P4) Note: Additional global investigation topics have been identified for connections to World History Eras 1, 2, and 3 studies. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.	**6 – G6.1.2**						

Contemporary Investigation Topics – Related to Content in World History and Contemporary Geography **WHG Era 1** Population Growth and Resources – Investigate how population growth affects resource availability. Migration – Investigate the significance of migrations of peoples and the resulting benefits and challenges. **WHG Era 2** Sustainable Agriculture – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people. **WHG Era 3** Development – Investigate economic effects on development in a region and its ecosystems and societies.							
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Civics and government	**C1**						
Purposes of Government **Analyze how people identify, organize, and accomplish the purposes of government.**							
Nature of Civic Life, Politics, and Government *Describe Civic Life, Politics, and Government and explain their relationships.*							
Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).	**6 – C1.1.1**						
Structure and Functions of Government	**C3**						

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.							
Characteristics of Nation-States ***Describe the characteristics of nation-states and how they may interact.***	**C3.6**						
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Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.	**6 – C3.6.1**						
Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.	**6 – C3.6.2**						
Relationship of United States to Other Nations and World Affairs	**C4**						
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.							
Conflict and Cooperation Between and Among Nations ***Explain the various ways that nations interact both positively and negatively.***	**C4.3**						

Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).	**6 – C4.3.1**						
Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).	**6 – C4.3.2**						
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Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).	**6 – C4.3.3**						
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.**	**E1**						
Individual, Business, and Government Choices ***Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy .***	**E1.1**						
Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).	**6 – E1.1.1**						

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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.***	**E2**						
Role of Government ***Describe how national governments make decisions that affect the national economy***	**E2.3**						
Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.	**6 – E2.3.1**						
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.***	**E3**						
Economic Interdependence *Describe patterns and networks of economic interdependence, including trade.*	**E3.1**						
Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.	**6 – E3.1.1**						

MOTION AND THE TRANSPORTATION ENGINEER	Code	Introduction	Momentum Activity 1: Bump-N-Run	Momentum Activity 2: Calculated Collisions	Momentum Activity 3: Design Your Own TMS	Impulse Activity 1: Stop That Truck!	
Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).	**6 – E3.1.2**						
Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).	**6 – E3.1.3**						
Economic Systems ***Describe how societies organize to allocate resources to produce and distribute goods and services.***	**E3.3**						
Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)	**6 – E3.3.1**						
Public Discourse, Decision Making, and Citizen Involvement (P3, P4)							

MOTION AND THE TRANSPORTATION ENGINEER	Code	Introduction	Momentum Activity 1: Bump-N-Run	Momentum Activity 2: Calculated Collisions	Momentum Activity 3: Design Your Own TMS	Impulse Activity 1: Stop That Truck!	
Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement	**P3.1**						
Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/ argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness. • Identify public policy issues related to global topics and issues studied. • Clearly state the issue as a question of public policy orally or in written form. • Use inquiry methods to acquire content knowledge and appropriate data about the issue. • Identify the causes and consequences and analyze the impact, both positive and negative.	**6 – P3.1.1**						

• Share and discuss findings of research and issue analysis in group discussions and debates. • Compose a persuasive essay justifying the position with a reasoned argument. • Develop an action plan to address or inform others about the issue at the local to global scales.							
Citizen Involvement ***Act constructively to further the public good.***	**P4.2**						
Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	**6 – P4.2.1**						
Engage in activities intended to contribute to solving a national or international problem studied.	**6 – P4.2.2**						
Participate in projects to help or inform others (e.g., service learning projects).	**6 – P4.2.3**						