

## **Sixth Grade**

### **Latin America, the Caribbean and Canada, Europe, and Australia**

Sixth grade is the first year of a two-year World Area Studies course. Sixth grade students study Latin America, Canada, Europe, and Australia. The goal of this two-year course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas so that students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics standards; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses on major events in each region during the twentieth and twenty-first centuries.

### **Latin America and Canada**

#### **Historical Understandings**

##### **SS6H1 Explain conflict and change in Latin America.**

- a. Describe the influence of African slavery on the development of the Americas.
- b. Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.
- c. Explain the impact of the Cuban Revolution and describe the current relationship between Cuba and the United States.
- d. Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.

##### **SS6H2 Describe Quebec's independence movement.**

#### **Geographic Understandings**

##### **SS6G1 Locate selected features of Latin America.**

- a. Locate on a world and regional political-physical map: Amazon River, Amazon Rainforest, Caribbean Sea, Gulf of Mexico, Atlantic Ocean, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert.
- b. Locate on a world and regional political-physical map the countries of Brazil, Chile, Colombia, Cuba, Mexico, and Panama.

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### **SS6G2 Explain the impact of environmental issues in Latin America.**

- a. Explain the causes and effects of air pollution in Mexico City, Mexico.
- b. Explain the environmental issue of destruction of the rain forest in Brazil.

### **SS6G3 Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America.**

- a. Explain how the location, climate, and distribution of natural resources impact trade and affect where people live in Mexico, Brazil, and Cuba.

### **SS6G4 Locate selected features of Canada.**

- a. Locate on a world and regional political-physical map: the St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains.
- b. Locate on a world and regional political-physical map Canada and the province of Quebec.

### **SS6G5 Explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.**

- a. Describe how Canada's location, climate, and natural resources impact trade and affect where people live.

### **SS6G6 Explain the impact of environmental issues in Canada.**

- a. Explain the causes and effects of pollution and acid rain in Canada to include the Great Lakes.
- b. Explain the causes and effects of the extraction of natural resources on the Canadian Shield (e.g., mining and logging).

## **Government/Civic Understandings**

### **SS6CG1 Compare and contrast various forms of government.**

- a. Explain citizen participation in autocratic, and democratic governments. [i.e. the role of citizens in choosing the leaders of Mexico (presidential democracy), Cuba (autocratic), and Brazil (presidential democracy)].
- b. Describe the two predominant forms of democratic governments: parliamentary and presidential.

### **SS6CG2 Explain citizen participation in the Canadian government.**

- a. Explain the role of citizens in choosing the leader of Canada (parliamentary democracy).

## Social Studies Georgia Standards of Excellence

### Economic Understandings

#### **SS6E1 Analyze different economic systems.**

- a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
- b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
- c. Compare and contrast the basic types of economic systems found in Mexico, Cuba, and Brazil.

#### **SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America.**

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
- c. Explain why international trade requires a system for exchanging currencies between nations.
- d. Explain the functions of the North American Free Trade Agreement (NAFTA).

#### **SS6E3 Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.**

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Describe the role of natural resources in a country's economy.
- e. Describe the role of entrepreneurship.

#### **SS6E4 Analyze different economic systems.**

- a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
- b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
- c. Describe the economic system of Canada.

## Social Studies Georgia Standards of Excellence

### **SS6E5 Give examples of how voluntary trade benefits buyers and sellers in Canada.**

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.
- d. Explain the functions of the North American Free Trade Agreement (NAFTA).

### **SS6E6 Describe factors that influence economic growth and examine their presence or absence in Canada.**

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Describe the role of natural resources in a country's economy.
- e. Describe the role of entrepreneurship.

## Europe

### Historical Understandings

#### **SS6H3 Explain conflict and change in Europe.**

- a. Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression.
- b. Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust.
- c. Explain how German reunification contributed to the collapse of the Soviet Union and led to the end of the Cold War.

### Geographic Understandings

#### **SS6G7 Locate selected features of Europe.**

- a. Locate on a world and regional political-physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, and Iberian Peninsula.
- b. Locate on a world and regional political-physical map the countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom.

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### **SS6G8 Explain environmental issues in Europe.**

- a. Explain the causes and effects of acid rain in Germany.
- b. Explain the causes and effects of air pollution in the United Kingdom.
- c. Explain the causes and effects of the nuclear disaster in Chernobyl, Ukraine.

### **SS6G9 Explain the impact of location, climate, natural resources, and population distribution on Europe.**

- a. Compare how the location, climate, and natural resources of Germany, the United Kingdom and Russia impact trade and affect where people live.

### **SS6G10 Describe selected cultural characteristics of Europe.**

- a. Describe the diversity of languages spoken within Europe.
- b. Identify the major religions in Europe: Judaism, Christianity, and Islam.

## **Government/Civic Understandings**

### **SS6CG3 Compare and contrast various forms of government.**

- a. Explain citizen participation in autocratic and democratic governments. [i.e., role of citizens in choosing the leaders of the United Kingdom (parliamentary democracy), Germany (parliamentary democracy), and Russia (presidential democracy)].
- b. Describe the two predominant forms of democratic governments: parliamentary and presidential.

## **Economic Understandings**

### **SS6E7 Analyze different economic systems.**

- a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
- b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
- c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.

### **SS6E8 Analyze the benefits of and barriers to voluntary trade in Europe.**

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.
- d. Describe the purpose of the European Union and the relationship between member nations.

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**SS6E9 Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.**

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital goods (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Describe the role of natural resources in a country's economy.
- e. Describe the role of entrepreneurship.

## Australia

### Historical Understandings

**SS6H4 Explain the impact of English colonization on current Aboriginal basic rights, health, literacy, and language.**

### Geographic Understandings

**SS6G11 Locate selected features of Australia.**

- a. Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Uluru/Ayers Rock, Indian and Pacific Oceans, Great Dividing Range, and Great Victoria Desert.

**SS6G12 Explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.**

- a. Describe how Australia's location, climate, and natural resources impact trade and affect where people live.

### Government/Civic Understandings

**SS6CG4 Explain forms of citizen participation in government.**

- a. Explain citizen participation in democratic governments [i.e. the role of citizens in choosing the leaders of Australia (parliamentary democracy)].

## Social Studies Georgia Standards of Excellence

### Economic Understandings

#### **SS6E10 Analyze different economic systems.**

- a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
- b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
- c. Describe the economic system used in Australia.

#### **SS6E11 Give examples of how voluntary trade benefits buyers and sellers in Australia.**

- a. Explain how specialization makes trade possible between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currency between nations.

#### **SS6E12 Describe factors that influence economic growth and examine their presence or absence in Australia.**

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Describe the role of natural resources in a country's economy.
- e. Describe the role of entrepreneurship.

#### **SS6E13 Understand that a basic principle of effective personal money management is to live within one's income.**

- a. Understand that income is received from work and is limited.
- b. Understand that a budget is a tool to plan the spending and saving of income.
- c. Understand the reasons and benefits of saving.
- d. Understand the uses and costs of credit.

## Social Studies Georgia Standards of Excellence

### Map and Globe Skills

**GOAL:** The student will use maps to retrieve social studies information.

**I:** indicates when a skill is introduced in the standards and elements as part of the content

**D:** indicates grade levels where the teacher must develop that skill using the appropriate content

**M:** indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

**A:** indicates grade levels where students will continue to apply and improve mastered skills

<b>Map and Globe Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. use a compass rose to identify cardinal directions	I	M	A	A	A	A	A	A	A	A
2. use intermediate directions		I	M	A	A	A	A	A	A	A
3. use a letter/number grid system to determine location			I	M	A	A	A	A	A	A
4. compare and contrast the categories of natural, cultural, and political features found on maps			I	M	A	A	A	A	A	A
5. use graphic scales to determine distances on a map					I	M	A	A	A	A
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps			I	D	M	A	A	A	A	A
7. use a map to explain impact of geography on historical and current events		I	D	D	M	A	A	A	A	A
8. draw conclusions and make generalizations based on information from maps				I	M	A	A	A	A	A
9. use latitude and longitude to determine location				I	D	D	D	M	A	A
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities					I	M	A	A	A	A
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities										I



## Social Studies Georgia Standards of Excellence

### Information Processing Skills

**GOAL:** The student will be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

**I:** indicates when a skill is introduced in the standards and elements as part of the content

**D:** indicates grade levels where the teacher must develop that skill using the appropriate content

**M:** indicates grade level by which student should achieve mastery, the ability to use the skill in all situations

**A:** indicates grade levels where students will continue to apply and improve mastered skills

<b>Information Processing Skills</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9-12</b>
1. compare similarities and differences	I	D	M	A	A	A	A	A	A	A
2. organize items chronologically	I	D	D	M	A	A	A	A	A	A
3. identify issues and/or problems and alternative solutions	I	D	D	D	D	M	A	A	A	A
4. distinguish between fact and opinion		I	D	M	A	A	A	A	A	A
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context		I	D	D	M	A	A	A	A	A
6. identify and use primary and secondary sources		I	D	D	M	A	A	A	A	A
7. interpret timelines, charts, and tables		I	D	D	M	A	A	A	A	A
8. identify social studies reference resources to use for a specific purpose			I	M	A	A	A	A	A	A
9. construct charts and tables			I	M	A	A	A	A	A	A
10. analyze artifacts			I	D	D	M	A	A	A	A
11. draw conclusions and make generalizations				I	M	A	A	A	A	A
12. analyze graphs and diagrams				I	D	M	A	A	A	A
13. translate dates into centuries, eras, or ages				I	D	M	A	A	A	A
14. formulate appropriate research questions					I	M	A	A	A	A
15. determine adequacy and/or relevancy of information					I	M	A	A	A	A
16. check for consistency of information					I	M	A	A	A	A
17. interpret political cartoons					I	D	D	D	M	A

## Social Studies Georgia Standards of Excellence

<b>READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES (RHSS) GRADES 6-8</b>
<b>➤ Key Ideas and Details</b>
<b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.
<b>L6-8RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
<b>L6-8RHSS3:</b> Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
<b>➤ Craft and Structure</b>
<b>L6-8RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
<b>L6-8RHSS5:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).
<b>L6-8RHSS6:</b> Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>➤ Integration of Knowledge and Ideas</b>
<b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
<b>L6-8RHSS8:</b> Distinguish among fact, opinion, and reasoned judgment in a text.
<b>L6-8RHSS9:</b> Analyze the relationship between a primary and secondary source on the same topic.
<b>➤ Range of Reading and Level of Text Complexity</b>
<b>L6-8RHSS10:</b> By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

\*This document continues on the next page with writing standards

## Social Studies Georgia Standards of Excellence

<b>WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS GRADES 6-8 (WHST)</b>
<b>➤ Text Types and Purposes</b>
<b>L6-8WHST1:</b> Write arguments focused on <i>discipline-specific content</i> .
a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.
<b>L6-8WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
e. Establish and maintain a formal style and objective tone.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>L6-8WHST3:</b> (See note; not applicable as a separate requirement)
<b>➤ Production and Distribution of Writing</b>
<b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>L6-8WHST5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
<b>L6-8WHST6:</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
<b>➤ Research to Build and Present Knowledge</b>
<b>L6-8WHST7:</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
<b>L6-8WHST8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis reflection, and research.
<b>➤ Range of Writing</b>
<b>L6-8WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.