

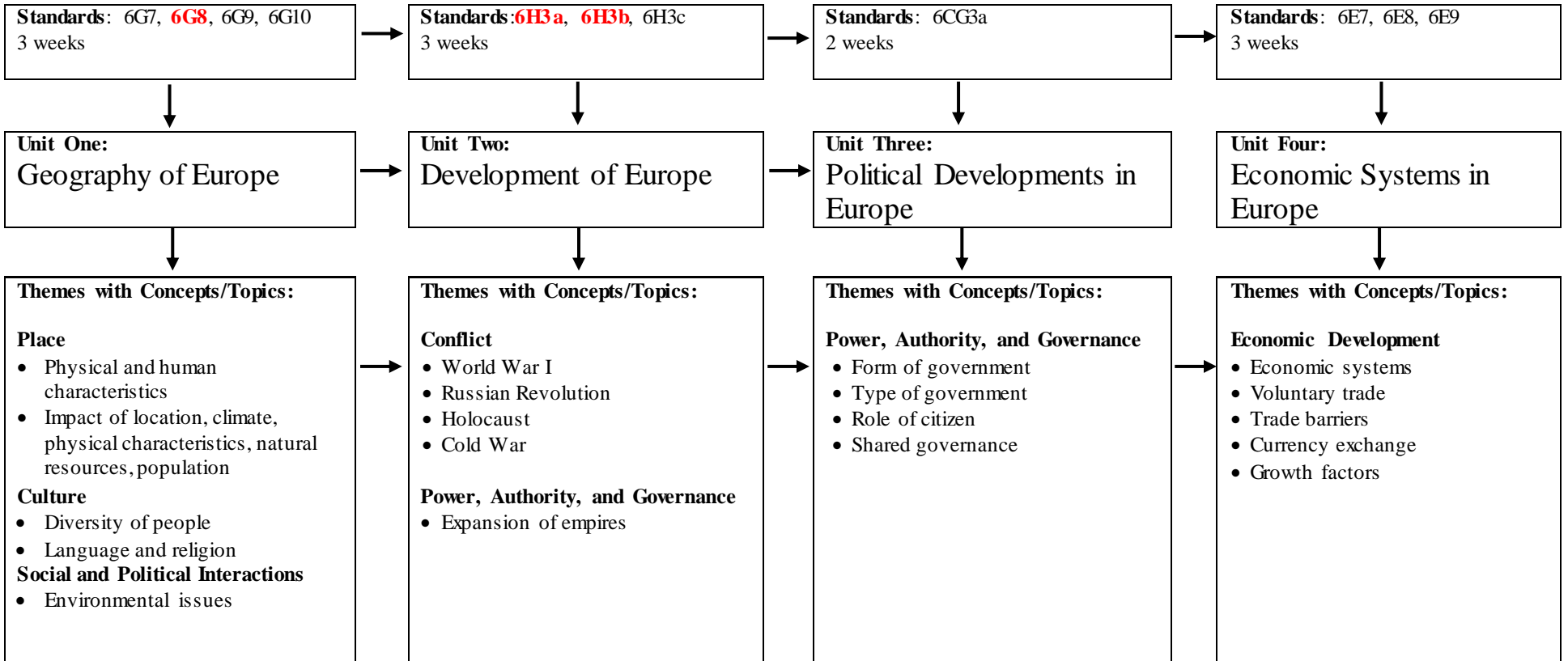


# **Social Studies Curriculum Guide**

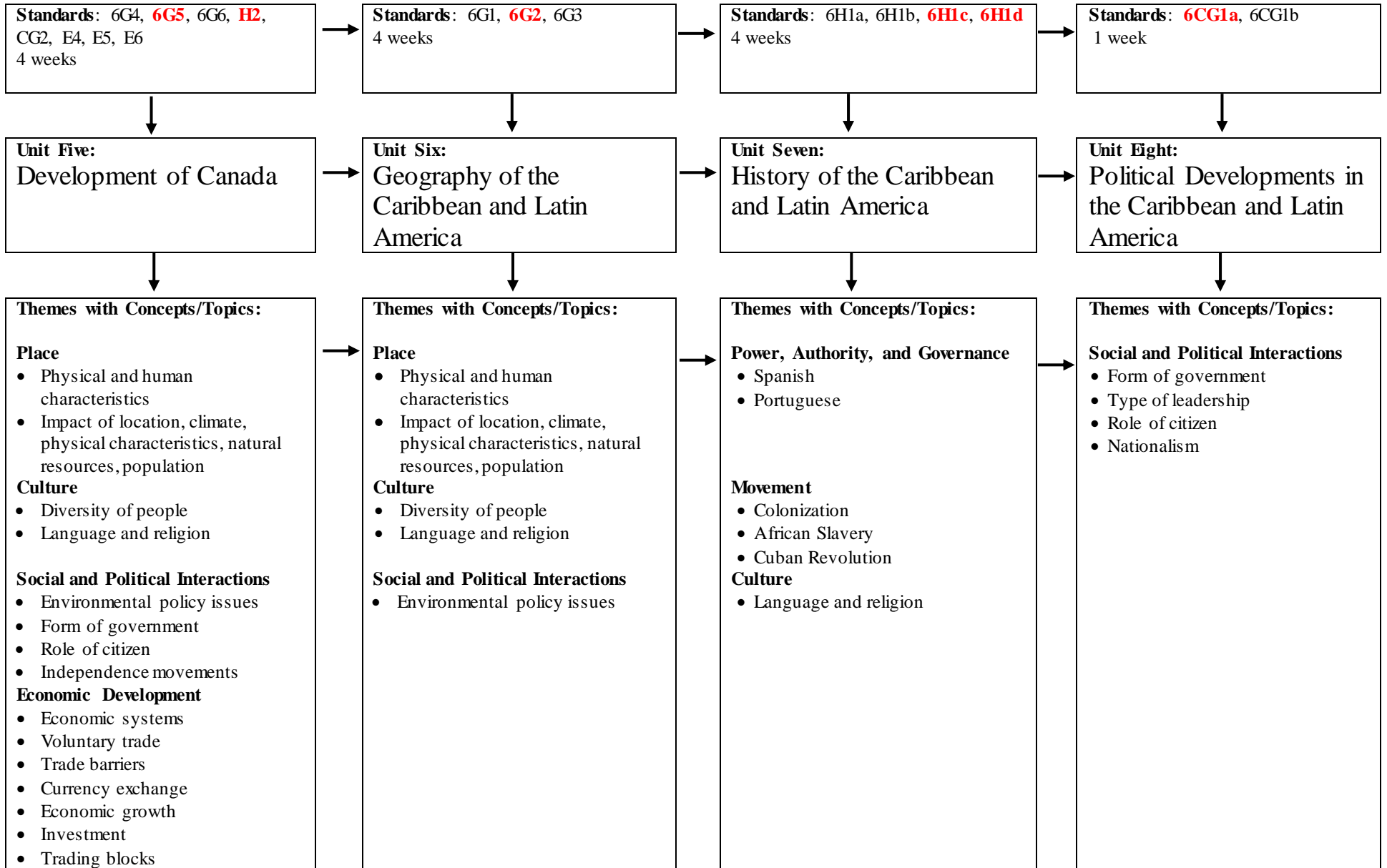
## **GSE SIXTH GRADE**

\* **Bold** text indicates **Prioritized Standard**

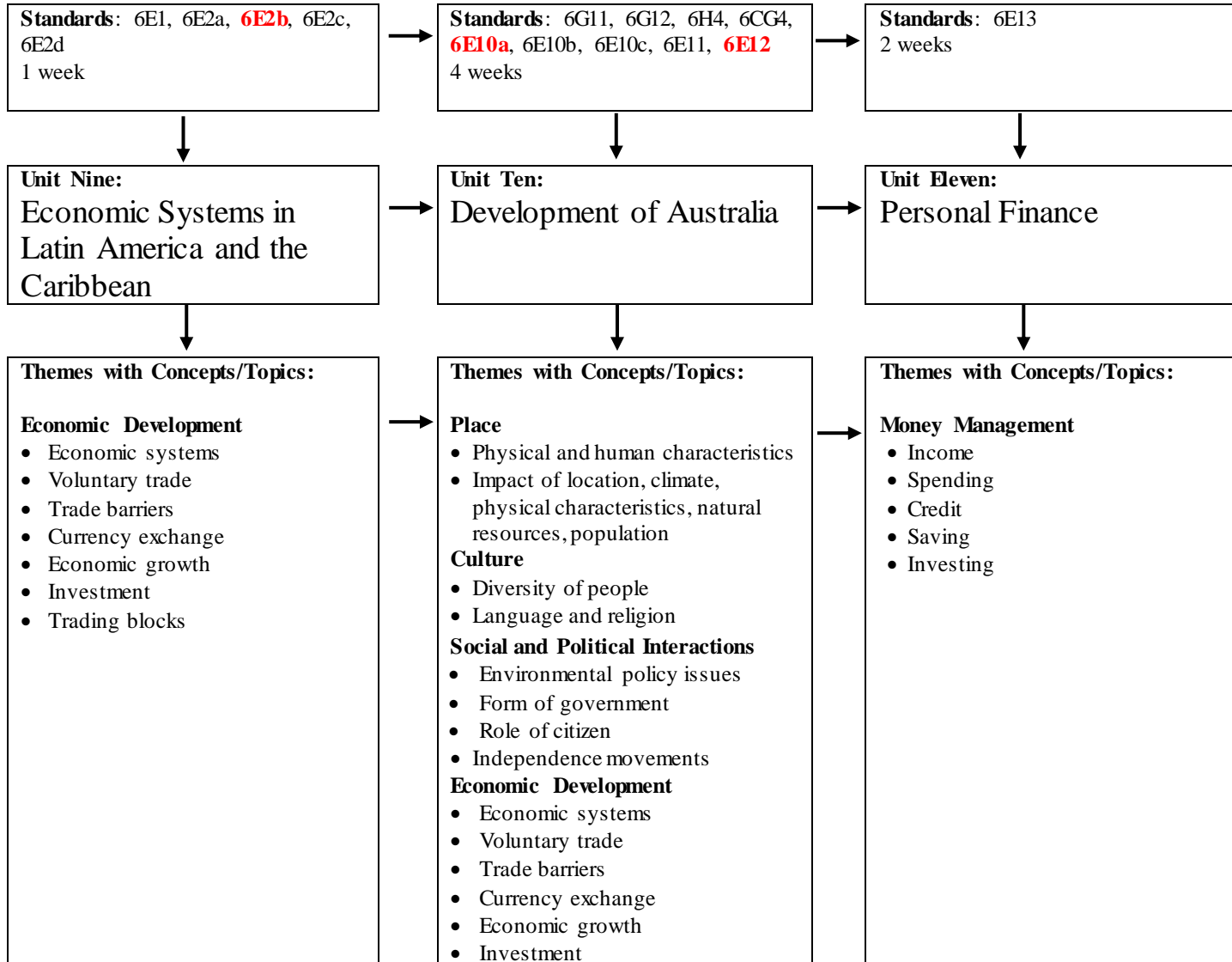
## Grade/Course: Sixth Grade World Studies



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**Sixth Grade World Studies  
Unit 1: The Geography of Europe**

**Elaborated Unit Focus:** The focus of this unit is how the physical and cultural geography shapes the environment, nations, and people of Europe.

**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.

**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.

**Unit 1**

**Enduring Understandings and Unit Essential Questions**

**Every place has unique geographic features that influence how cultures develop.**

- Why are people attracted to certain regions in which to live? (G9a, b)
- How does the physical geography of Europe contribute to its culture? (G7a, b; 9a, b)

**Although most of Europe is evolving into a single political unit, it is still comprised of diverse cultures.**

- Why do the languages of Europe contribute to diversity? (G10a)
- How do religious differences influence Europe? (G10b)

**Humans have an impact on the natural environment.**

- How have European actions changed the natural environment of Europe? (G8)

**Sixth Grade World Studies**  
**Unit 2: History of Europe**

**Elaborated Unit Focus:** The focus of this unit is the historical developments in Europe up to the twenty-first century.

**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.

**Unit 2**

**Enduring Understandings and Unit Essential Questions**

**Nationalism plays an important role in the development of nations.**

- How have European nations struggled to maintain their national identities throughout the 20<sup>th</sup> century? (H3a, b, c)

**Wars have a profound impact on regions.**

- How did global economic conditions affect Europe after WWI? (H3a, b, c)
- How did the Treaty of Versailles contribute to the outbreak of WWII? (3a, b)
- Why did the end of WWII lead to the Cold War? (H3b, c)

**Sixth Grade World Studies**  
**Unit 3: Political Systems of Europe**

**Elaborated Unit Focus:** The focus of this unit is the major political developments that spread across Europe, as well as the development and expansion of the European Union.

**Civics/ Government 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.

**Unit 3**

**Enduring Understandings and Unit Essential Questions**

**Countries throughout the world develop different types of governments.**

- Why are there various forms of government? (CG3a, b)
- What are the roles of citizens in choosing the leaders of in autocratic and democratic governments? (CG3a)



**Sixth Grade World Studies**  
**Unit 4: Economic Systems of Europe**

**Economics 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.

**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.

**Unit 4**

**Enduring Understandings and Unit Essential Questions**

**Countries throughout the world develop different types of economic systems.**

- How do various economic systems answer the three basic questions differently? (E7a, b, c)

**Nations support free trade or trade barriers at different times for different reasons.**

- What are the costs and benefits of free trade and trade barriers? (E8b,c)

**Economic growth is influenced by investing in the factors of production.**

- How does investment affect productivity and economic growth? (E7a, b, c)

**Sixth Grade World Studies**  
**Unit 5: Canada**

**Elaborated Unit Focus:** The focus of this unit is the development of Canada from colonization through independence, including Quebec.

**Geographic Understandings**

**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).

**Historical Understandings**

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

**Civics/ Government Understandings**

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

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

**Economic Understandings**

**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.

**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.

## **Unit 5**

### **Enduring Understandings and Unit Essential Questions**

**Every place has unique geographic features that influence how cultures develop.**

- Why are people attracted to certain regions in which to live? (G5a)

**Humans have an impact on the natural environment.**

- How have the actions of Canadians changed the natural environment of Canada? (G6a,b)

**Nationalism plays an important role in the development of nations.**

- Why do the people of Quebec want independence from Canada? (H2)

**Countries throughout the world develop different types of economic systems.**

- How do various economic systems answer the three basic questions differently? (E4)

**Sixth Grade World Studies**  
**Unit 6: Geography of Latin America and the Caribbean**

**Elaborated Unit Focus:** The focus of this unit is how the physical and cultural geography shapes the environment, nations, and people of Latin America and the Caribbean.

**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.

**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.

## Sixth Grade World Studies

### Unit 6

#### Enduring Understandings and Unit Essential Questions

**Every place has unique geographic features that influence how cultures develop.**

- Why are people attracted to certain regions in which to live? (G3a, b)
- How does the physical geography of Latin America and the Caribbean contribute to its culture? (G1a, b)

**Humans have an impact on the natural environment.**

- How have Latin American and Caribbean actions changed the natural environment? (G2a)

**Sixth Grade World Studies**  
**Unit 7: History of Latin America**

**Elaborated Unit Focus:** The focus of this unit is the development of Latin American and Caribbean colonies and their move to independence into the twenty-first century.

**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.

**Unit 7**

**Enduring Understandings and Unit Essential Questions**

**Cultural interaction leads to cultural diffusion.**

- How did African slavery influence the development of the Americas? (H1a)

**Nationalism plays an important role in the development of nations.**

- How did the Cuban Revolution impact Cuba? (H1c)

## Sixth Grade World Studies

### Unit 8: Political Systems of Latin America and the Caribbean

**Elaborated Unit Focus:** The focus of this unit is the major political developments that spread across Latin America and the Caribbean.

#### Civics/ Government 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.

#### Unit 8

##### Enduring Understandings and Unit Essential Questions

**Countries throughout the world develop different types of governments.**

- How are governments in Latin America and the Caribbean organized? (CG1)

## Sixth Grade World Studies

### Unit 9: Economic Systems of Latin America and the Caribbean

**Elaborated Unit Focus:** The focus of this unit is modern Latin American economic systems. In addition, it will examine the influence of international trade on economic growth and development.

#### **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.



## Sixth Grade World Studies

### Unit 9

#### Enduring Understandings and Unit Essential Questions

**Countries throughout the world develop different types of economic systems.**

- How do various economic systems answer the three basic questions differently? (E1)

**Nations support free trade or trade barriers at different times for different reasons.**

- What are the costs and benefits of free trade and trade barriers? (E2)

**Economic growth is influenced by investing in the factors of production.**

- How does investment affect productivity and economic growth? (E3)

**Sixth Grade World Studies**  
**Unit 10: Origins and Development of Australia**

**Elaborated Unit Focus:** The focus of this unit is the development of Australia from colonization through independence.

**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.

**Historical Understandings**

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

**Civics/ Government 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)].

## **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.

**Unit 10**  
**Enduring Understandings and Unit Essential Questions**

**Every place has unique geographic features that influence how cultures develop.**

- Why are people attracted to certain regions in which to live? (G11a; G12a)

**Countries throughout the world develop different types of governments.**

- How is the Australian government organized? (CG4)

**Countries throughout the world develop different types of economic systems.**

- How do various economic systems answer the three basic questions differently? (E10c)

**Nations support free trade or trade barriers at different times for different reasons.**

- What are the costs and benefits of free trade and trade barriers? (E11a, b)

**Economic growth is influenced by investing in the factors of production.**

- How does investment affect productivity and economic growth? (E12 b, c, d)

**Sixth Grade World Studies**  
**Unit 11: Personal Finance**

**Elaborated Unit Focus:** The focus of this unit is making personal money management choices.

**Economics Understandings**

**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.

**Unit 11**

**Enduring Understandings and Unit Essential Questions**

**Personal decisions affect how people live.**

- How do the economic choices people make affect their standard of living?

**6<sup>th</sup> Grade World Studies**  
**Enduring Understandings Summary**

**Every place has unique geographic features that influence how cultures develop.**

**Although most of Europe is evolving into a single political unit, it is still comprised of diverse cultures.**

**Language and religion are examples of cultural diversity.**

**Humans have an impact on the natural environment.**

**Cultural interaction leads to cultural diffusion.**

**Nationalism plays an important role in the development of nations.**

**Wars have a profound impact on regions.**

**Countries throughout the world develop different types of governments.**

**Countries throughout the world develop different types of economic systems.**

**Nations support free trade or trade barriers at different times for different reasons.**

**Economic growth is influenced by investing in the factors of production.**

**Personal decisions affect how people live.**

# Social Studies Skills Matrices

## 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

Map and Globe Skills	K	1	2	3	4	5	6	7	8	9-12
1. use 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 inch to inch map scale to determine distance on map			I	M	A	A	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	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. use graphic scales to determine distances on a map					I	M	A	A	A	A
11. 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
12. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations					I	M	A	A	A	A

## 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		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