



Social Studies Curriculum Map

Grade 6

Introduction:

This 6th Grade Social Studies Curriculum Map should be used to assist teachers in planning and pacing instruction. Specific weeks are provided for reference; however, each school and teacher must take into account the make-up of their students, focusing on the specific needs and strengths of each child.

The curriculum for the year has been divided into units of study to help pace instruction and effectively cover all of the topics in the standards. Considerations for project-based learning, reviewing for assessments, and data-driven adjustments have been factored into the suggested times/pace of the material. Using this map, in conjunction with continuous formative assessments, will ensure that students have consistent coverage of social studies content throughout the school year.

Each unit has the following components:

- Overview
- Standards
- Reference Pages for Georgia DOE Teacher Notes

In addition to the specific Georgia Performance Standards, teachers should also enforce the following skills throughout each unit of study:

- Map & Globe Skills
- Information Processing Skills
- Literacy Skills in History/Social Studies, Science, and Technical Subjects

It is the goal of Social Studies instruction to help students understand the world around them so that they can analyze issues, solve problems, think critically, and become informed citizens. We aim to elevate learning from strictly memorizing facts and dates.

Scope and Sequence

Term 1: Weeks 1 - 9	Term 2: Weeks 10 - 19
<ul style="list-style-type: none"> • <u>Unit 1</u>: Introduction to Sixth Grade World Studies (2 Weeks) • <u>Unit 2</u>: Latin American Geography (2 Weeks) • <u>Unit 3</u>: Latin America's Cultural Legacy (4 Weeks) • <u>Unit 4</u>: Latin America's Government (2 Weeks) 	<ul style="list-style-type: none"> • <u>Unit 5</u>: Economic Systems of Latin America (2 Weeks) • <u>Unit 6</u>: Geography of Europe (3 Weeks) • <u>Unit 7</u>: Historical Developments of Europe (4 Weeks) <p style="text-align: center;">*** End of Semester Exam***</p>
Term 3: Weeks 20 - 29	Term 4: Weeks 30 - 39
<ul style="list-style-type: none"> • <u>Unit 8</u>: Political Systems in Europe (3 Weeks) • <u>Unit 9</u>: Economic Systems in Europe (3 Weeks) • <u>Unit 10</u>: Australia (1 Week) 	<ul style="list-style-type: none"> • <u>Unit 10 (Continued)</u>: Australia (1 Week) • <u>Unit 11</u>: Canada (2 Weeks) • <u>Unit 12</u>: Your Financial Future (2 Weeks) <p style="text-align: center;">*** Milestones and End of Semester Exam***</p>

Term 1

Standards and Skills

Unit 1: Introduction to Sixth Grade World Studies (1 Week)

Overview

In the first weeks of school, you will lay the foundation for a year of study and investigation by addressing those concepts which you will continuously anchor back to throughout the year. In sixth grade students will learn about the geography, economics, government, and history of regions identified in the standards. Beginning the year with an overview of these “big” concepts will allow for reference throughout the year. It will also be essential to practice map and globe skills; specifically, it is critical that students are familiar with the location of the seven continents. By facilitating lessons that examine location, economy, and governance early in the year, you will establish a context for themes that are repeated throughout the 6th grade standards and you may begin to integrate these resources into lessons as the year continues.

Map and Globe Skills

- Use cardinal directions
- Use intermediate directions
- Use latitude and longitude to determine location
- Use the parts of a map: title, scale, compass, legend/key, and grid system

Information Processing Skills

- Organize items chronologically

Enduring Understandings

- Location
- Human-Environment Interaction
- Culture
- Production, Distribution, and Consumption
- Governance
- Movement and Migration
- Conflict and Change

Five Themes of Geography

- Location
- Place
- Region
- Movement
- Human-Environment Interaction

Unit 2: Latin American Geography (2 Weeks)

Overview

Unit 2 begins with Latin American geography and introduces students to select Latin American countries, physical features, and environmental issues. Where and how people live and trade in Latin America is determined by location, climate, and natural resources. The human-environment connection will be explored as students learn about some of Latin America's environmental issues.

Standards

- SS6G1 The student will locate selected features of Latin America and the Caribbean.
 - a. Locate on a world and regional political-physical map: Amazon River, Caribbean Sea, Gulf of Mexico, 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 Bolivia, Brazil, Colombia, Cuba, Haiti, Mexico, Panama, and Venezuela.
- SS6G2 The student will discuss environmental issues in Latin America.
 - a. Explain the major environmental concerns of Latin America regarding the issues of air pollution in Mexico City, Mexico, the destruction of the rain forest in Brazil, and oil-related pollution in Venezuela.
- SS6G3 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean.
 - a. Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade.
 - b. Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 1-4 in Latin America section

Unit 3: Latin America's Cultural Legacy (4 Weeks)

Overview

From a historical standpoint, Spanish exploration is among the earliest and therefore beginning with this region will aid in the transition to European exploration. Continue to anchor back to the foundations of government and economics presented in the last unit. The purpose of this unit is to provide students with a historical background of Latin America and how these events led to current day concerns in the region. While is not a complete history of the region, just an overview.

Standards

- SS6H1 The student will describe the impact of European contact on Latin America.
 - a. Describe the encounter and consequences of the conflict between the Spanish and the Aztecs and Incas and the roles of Cortes, Montezuma, Pizarro, and Atahualpa.
 - b. Explain the impact of the Columbian Exchange on Latin America and Europe in terms of the decline of the indigenous population, agricultural change, and the introduction of the horse.
- SS6H2 The student will explain the development of Latin America and the Caribbean from European colonies to independent nations.
 - 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 Latin American independence movement; include the importance of Toussaint L'Ouverture, Simon Bolivar, and Miguel Hidalgo.
- SS6G4 The student will describe the cultural characteristics of people who live in Latin America and the Caribbean.
 - a. Describe the results of blending of ethnic groups in Latin America and the Caribbean.
 - b. Explain why Latin America is a region based on the languages of Portuguese and Spanish.
- SS6H3 The student will analyze important 20th century issues in Latin America and the Caribbean.
 - a. Explain the impact of the Cuban Revolution.
 - b. Explain the impact and political outcomes of the Zapatista guerrilla movement in Mexico.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 38 -45 in the Latin America section.

Unit 4: Latin America's Government (2 Weeks)

Overview

Strand B of this standard is repeated in each region, therefore it is recommended that you begin with a review of the role of government in their lives. This will allow students to recall prior knowledge and continuously compare the governments of other regions to their own. We begin with Latin America's government structure because it most significantly differs from that of other regions. As the first system of study, it is critical to begin consistent and cumulative vocabulary development with the students.

Standards

- SS6CG1 The student will compare and contrast various forms of government.
 - a. Describe the ways government systems distribute power: unitary, confederation, and federal.
 - b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
 - c. Describe the two predominant forms of democratic governments - parliamentary and presidential.
- SS6CG2 The student will explain the structures of national governments in Latin America and the Caribbean.
 - a. Compare the federal-republican systems of the Federative Republic of Brazil (Brazil) and the United Mexican States (Mexico) to the dictatorship of the Republic of Cuba (Cuba), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 10 - 18 in the Latin America section.

Term 2

Standards and Skills

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Unit 5: Economic Systems of Latin America (2 Weeks)

Overview

Once again, because this is the first region of study it is important to review the general economic concepts of goods and services, needs and wants, and other foundational concepts. This allows for students to gain confidence in prior understanding before introducing new concepts. Students have the opportunity to work on mastering the economic concepts of the different economic systems, trade, and the factors of economic growth as they apply their knowledge to the Latin American countries of Cuba and Brazil. NAFTA's functions will be explained as well as how literacy rate is used to measure standard of living.

***NOTE: The Georgia Council on Economic Education will be offering a workshop on 6th & 7th Grade Economics in Henry County on October 2, 2015.**

Standards

- SS6E1 The student will 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 how most countries have a mixed economy located on a continuum between pure market and pure command.
 - c. Compare and contrast the basic types of economic systems found in Canada, Cuba, and Brazil.
- SS6E2 The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada.
 - 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 the functions of the North American Free Trade Agreement (NAFTA).
 - d. Explain why international trade requires a system for exchanging currencies between nations.
- SS6E3 The student will describe factors that influence economic growth and examine their presence or absence in Latin America.
 - a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
 - b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
 - c. Describe the role of natural resources in a country's economy.
 - d. Describe the role of entrepreneurship.
- SS6G4 The student will describe the cultural characteristics of people who live in Latin

America and the Caribbean.

c. Evaluate how the literacy rate affects the standard of living

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 22-36 in the Latin America section

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Unit 6: Geography of Europe (3 Weeks)

Overview

The region of Europe is seemingly the most accessible of the regions for the students to understand. In this unit both the physical and human geography of Europe are highlighted. In addition to being able to locate selected countries and physical features in Europe, students will be asked to explain how geography has impacted the way Europeans live, work, and trade. The causes and consequences of environmental issues in Germany, United Kingdom, and the Ukraine are a result of the misuse of the continent's land and resources and will be addressed in this unit of study.

Human geography is often called cultural characteristics. Two of the main components of culture, religion and language, will be studied. Understanding the major differences between the three western religions, not evaluating the religions, is one of the goal of these standards and is vertically aligned to the 7th grade standards.

Standards

- SS6G8 The student will 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, Iberian Peninsula, and Scandinavian Peninsula.
 - b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom.
- SS6G9 The student will discuss environmental issues in Europe.
 - a. Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine.
- SS6G10 The student will explain the impact of location, climate, natural resources, and population distribution on Europe.
 - a. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade.
 - b. Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade.
- SS6G11 The student will describe the cultural characteristics of Europe.
 - a. Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian.
 - b. Describe the major religions in Europe; include Judaism, Christianity, and Islam.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 1 - 5 in Europe Section

Unit 7: Historical Developments of Europe (4 Weeks)

Overview

Once more this unit will provide the student with an overview of the historical background of the 20th and early 21st centuries so that they can have a better understanding of Europe today.

Standard SS6H6 links Europe to upcoming units later in the sixth grade year, as well as laying the foundation for the European presence and influence throughout Asia and Africa which is part of the seventh grade curriculum.

Standard SS6H7 shows how conflict has led to major changes, not only in European countries, but around the world therefore this would be an excellent tie-in to the enduring understanding of conflict and change.

Standards

- SS6H6 The student will analyze the impact of European exploration and colonization on various world regions.
 - a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator.
 - b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.
 - c. Trace the colonization of Australia by the United Kingdom.
 - d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI.
- SS6H7 The student will explain conflict and change in Europe to the 21st century.
 - a. Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, worldwide depression, and the rise of Nazism.
 - b. Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers.
 - c. Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 33—36 in the Europe section

Term 3

Standards and Skills

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Unit 8: Political Systems in Europe (3 Weeks)

Overview

In Unit 8, standard SS6CG4 introduces students to the basic organization and workings of government systems. Extra time has been allocated in this unit so that before students are asked to compare actual European governments via SS6CG5, they have ample time to grasp the way governments distribute power, determine citizen participation, and how to differentiate between presidential and parliamentary governments. The basic organization and workings of government systems will be repeated not only in future sixth grade units, but will be built upon in seventh grade.

Standards

- SS6CG4 The student will compare and contrast various forms of government.
 - a. Describe the ways government systems distribute power: unitary, confederation, and federal.
 - b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
 - c. Describe the two predominant forms of democratic governments: parliamentary and presidential.
- SS6CG5 The student will explain the structure of modern European governments.
 - a. Compare the parliamentary system of the United Kingdom of Great Britain and Northern Ireland (United Kingdom), the federal system of the Federal Republic of Germany (Germany), and the federation of the Russian Federation (Russia), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.
 - b. Describe the purpose of the European Union and the relationship between member nations.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 7 - 17 in Europe section

Unit 9: Economic Systems in Europe (3 Weeks)

Overview

In this unit, students will revisit the fundamentals of economics and apply that knowledge to selected European countries. They will learn about the different economic systems, trade, and the factors of economic growth. Literacy rate will be introduced at this time, since it is an economic measuring tool used to compare the standard of living in countries around the world. Extra time has been allotted to this unit since it is the first time these concepts have been introduced.

Standards

- SS6E5 The student will 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 how most countries have a mixed economy located on a continuum between pure and market and pure command.
 - c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.
- SS6E6 The student will analyze the benefits of and barriers to voluntary trade in Europe.
 - a. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos.
 - b. Explain why international trade requires a system for exchanging currencies between nations.
- SS6E7 The student will describe factors that influence economic growth and examine their presence or absence in Europe.
 - a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
 - b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
 - c. Describe the role of natural resources in a country's economy.
 - d. Describe the role of entrepreneurship.
- SS6G11 The student will describe the cultural characteristics of Europe.
 - c. Explain how the literacy rate affects the standard of living in Europe.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 17 - 33 in Europe section

Unit 10: Australia (1st Week of 2)

Overview

Unit 10 gives a brief overview of Australia. The majority of the time should be spent on the geography and history standards since these standards are full of new information about Australia's physical features, how and where Australians live and trade, and the history that led to the establishment of their country. The government and economic standards of SS6CG6 and SS6E8 have been introduced and reinforced three times in previous units so little time should be needed to address those standards. Applying knowledge relevant to Australia is the key.

Standards

- SS6G12 The student will be able to locate selected features of Australia.
 - a. Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Ayers Rock, and Great Victoria Desert.
- SS6G13 The student will 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 have affected where people live.
 - b. Describe how Australia's location, climate, and natural resources impact trade.
- SS6H8 The student will describe the culture and development of Australia prior to contact with Europeans.
 - a. Describe the origins and culture of the Aborigines.
- SS6H9 The student will explain the impact European exploration and colonization had on Australia.
 - a. Explain the reasons for British colonization of Australia; include the use of prisoners as colonists.
 - b. Explain the impact of European colonization of Australia in terms of diseases and weapons on the indigenous peoples of Australia.
- SS6G14 The student will describe the cultural characteristics of people who live in Australia.
 - a. Explain the impact of English colonization on the language and religion of Australia.
- SS6CG6 The student will compare and contrast various forms of government.
 - a. Describe the ways government systems distribute power: unitary, confederation, and
 - b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
 - c. Describe the two predominant forms of democratic governments - parliamentary and presidential.

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Term 4

Standards and Skills

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Unit 10: Australia (2nd Week of 2)

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- SS6CG7 The student will explain the structure of the national government of Australia.
 - a. Describe the federal parliamentary democracy of Australia, distinguishing form of leadership, type of legislature, and the role of the citizen in terms of voting and personal freedoms.
- SS6E8 The student will 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 how most countries have a mixed economy located on a continuum between pure and market and pure command.
 - c. Describe the economic system used in Australia.
- SS6E9 The student will 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 embargos.
 - c. Explain why international trade requires a system for exchanging currency between nations.
- SS6E10 The student will describe factors that influence economic growth and examine their presence or absence in Australia.
 - a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
 - b. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP).
 - c. Describe the role of natural resources in a country's economy.
 - d. Describe the role of entrepreneurship.
- SS6G14 The student will describe the cultural characteristics of people who live in Australia
 - b. Evaluate how the literacy rate affects the standard of living

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 1 - 42 of Australia section.

Unit 11: Canada (2 Weeks)

Overview

Unit 11 gives a brief overview of Canada. The majority of the time should be spent on the geography and history standards since these standards are full of new information about Canada's physical features, environmental issues, how and where Canadians live and trade, and the history that led to the establishment of their country. The government and economic standards of SS6CG1 and SS6E8 have been introduced and reinforced three times in previous units. Applying that knowledge to Canada is the key.

Standards

- SS6G5 The student will 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.
- SS6G6 The student will 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 have affected where people live.
 - b. Describe how Canada's location, climate, and natural resources impact trade.
- SS6G7 The student will discuss environmental issues in Canada.
 - a. Explain the major environmental concerns of Canada regarding acid rain and pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources.
- SS6H4 The student will describe the impact of European contact on Canada.
 - a. Describe the influence of the French and the English on the language and religion of Canada.
 - b. Explain how Canada became an independent nation.
- SS6H5 The student will analyze important contemporary issues in Canada.
 - a. Describe Quebec's independence movement.
- SS6CG1 The student will compare and contrast various forms of government.
 - a. Describe the ways government systems distribute power: unitary, confederation, and federal.
 - b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
 - c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

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- SS6CG3 The student will explain the structure of the national government of Canada.
 - a. Describe the structure of the Canadian government as a constitutional monarchy, a parliamentary democracy, and a federation, distinguishing the role of the citizen in terms of voting and personal freedoms.
- SS6E1 The student will 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 how most countries have a mixed economy located on a continuum between pure market and pure command.
 - c. Compare and contrast the basic types of economic systems found in Canada, Cuba, and Brazil.
- SS6E2 The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada.
 - 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 the functions of the North American Free Trade Agreement (NAFTA).
 - d. Explain why international trade requires a system for exchanging currencies between nations.
- SS6E3 The student will describe factors that influence economic growth and examine their presence or absence in Latin America.
 - a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
 - b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
 - c. Describe the role of natural resources in a country's economy.
 - d. Describe the role of entrepreneurship.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 7-9, 13-16, 19-21, 26 -36 in the Latin America and Canada section

Unit 12: Your Financial Future (2 Weeks)

Overview

Per the recommendation in the teacher notes, personal money management is taught at the end of the school year. The goal of this unit is for students will learn how to become an educated consumer.

Standards

- SS6E4. The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.

Reference Georgia DOE Teacher Notes at www.georgiastandards.org:

- Pages 36 -37

Resources and References

- Teacher Notes for Sixth Grade may be accessed:
- Georgia Frameworks may be accessed:
<https://www.georgiastandards.org/Frameworks/Pages/BrowseFrameworks/socialstudies6-8.aspx>
- Georgia Standards for Sixth Grade Social Studies may be accessed:
<https://www.georgiastandards.org/Standards/Pages/BrowseStandards/BrowseGPS.aspx>
- Federal Reserve Atlanta: <https://www.frbatlanta.org/education.aspx>
- Federal Reserve Dallas: <http://www.dallasfed.org/educate/navigate/>
- Federal Reserve St. Louis: <https://www.stlouisfed.org/education>
- Everfi: <http://www.everfi.com/>
- The Georgia Council on Economic Education: <http://www.gcee.org/>
- The Georgia Council for the Social Studies: <http://www.gcass.net/>