

# 6<sup>th</sup> Grade Social Studies Parent Guide



## Unit 1

### “Connecting Themes used in Sixth Grade Social Studies”

#### Unit Focus

This unit is designed to introduce students to the seven themes that are featured prominently in the sixth grade social studies course. Activities will focus on conflict and change, culture, governance, human environmental interactions, location, production, distribution and consumption, time, change and continuity. At the conclusion of this unit students should demonstrate effective use of the enduring understandings and can apply the enduring understandings to their lives and to prior knowledge.

#### Concepts Explored

- How conflict between or within societies cause change
- The culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society
- As Society increases in complexity and interacts with other societies, the complexity of the government also increases
- Humans, their society, and the environment affect each other
- How location affects a society’s economy, culture, and it’s development
- The movement or migration of people and ideas affects all societies
- The production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society
- While change occurs over time, there is continuity to the basic structure of that society

#### How You Can Support Your Child

You can support your child by providing them quality text/resources related to the unit content. Below you will find a few suggested resources.

#### **Print Resources** (suggested text only others may be used)

- People by Peter Spier.
- World Geography, Middle Grades & Up (Daily Skill Builders) by Wendi Silvano.

#### **Digital Resources** (suggested text only others may be used)

- <http://www.gpb.org> What is Culture? This United Streaming video clip describes the components of culture
- <http://www.socialstudies.org/standards/strands> NCSS curriculum standards provide a framework for what should occur in a Social Studies program. This site provides information on each standard in detail.

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## Unit 2 “Europe Today”

### Unit Focus

In this unit students will explore modern Europe. Students will describe the location of major countries and analyze the location’s impact on its people. Students will explain the diversity of European culture by examining languages, religions, and literacy rate. Students will investigate the forms and organizational structures of modern European governments and the purpose of the European Union (EU). Students will explain how conflict and change in the 20<sup>th</sup> century impacts Europe in the 21<sup>st</sup> century.

### Concepts Explored

- Conflict and change in Europe to the 21<sup>st</sup> century
- Locations of selected features of Europe
- The impact of location, climate, natural resources, population distribution, and cultural characteristics on Europe
- The various types of government
- The structure of Modern European Governments

### How You Can Support Your Child

You can support your child by providing them quality text/resources related to the unit content. Below you will find a few suggested resources.

#### Print Resources (suggested text only others may be used)

- Europe by Suzanne Francis.
- Children of the Holocaust by Stephanie and Marcuse Fitzgerald

#### Digital Resources (suggested text only others may be used)

- [http://www.sheppardsoftware.com/European\\_Geography.htm](http://www.sheppardsoftware.com/European_Geography.htm) Hundreds of free, online, educational games for kids.
- [http://www.sheppardsoftware.com/country\\_europe\\_GL\\_click.html](http://www.sheppardsoftware.com/country_europe_GL_click.html) Learning European Countries: Tutorial Level-Online Learning

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## Unit 3

### “Environmental and Economic Forces in Europe”

#### Unit Focus

In this unit students will examine the environmental and economic forces in modern Europe. The theme of human environmental interaction will guide students’ understanding as they study how governmental policies and individual behaviors affect Europe today. Students will explain how the location and availability of resources affect where people in Europe live and how the unequal distribution of resources impacts trade in Europe. By the end of the unit students will be able to explain the presence or absence of the factors of production in European countries, and how these factors of production influence the production, distribution, and consumption of goods and services. Students will understand how the European countries are economically interrelated to provide for the needs of the European people through voluntary trade.

#### Concepts Explored

- Environmental Issues in Europe
- Europe’s various economic systems
- The benefits and barriers to voluntary trade in Europe
- Factors that cause economic growth and examine their presence or absence in Europe

#### How You Can Support Your Child

You can support your child by providing them quality text/resources related to the unit content. Below you will find a few suggested resources.

#### Print Resources (suggested text only others may be used)

- [Environmental Disaster Alert](#) by Paul Challen
- [The Chernobyl Disaster](#) by Rebecca Rissman

#### Digital Resources (suggested text only others may be used)

- <https://www.cia.gov/library/publications/the-world-factbook/geos/ee.html> CIA Factbook GDP-Europe
- [http://www.ecokids.ca/pub/games\\_activities/index.cfm](http://www.ecokids.ca/pub/games_activities/index.cfm) An interactive environmental web site offering topical information about the environment through interactive, fun, educational games and activities that utilize participants' willingness to learn .

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## Unit 4 “Europe’s Historical Influence”

### Unit Focus

In this unit, students will examine the theme of movement and migration through the study of European exploration, colonization, and empire building in Africa, Asia, and the Americas. Students will explore how European exploration resulted in a pattern of conflict and change that had world-wide impact from the late 1400s through WWI. Students will study how the years following World War I in Europe marked a time of conflict and change within European society.

### Concepts Explored

- The European exploration and colonization on various world regions.
- Describe the cultural characteristics of Europe.

### How You Can Support Your Child

You can support your child by providing them quality text/resources related to the unit content. Below you will find a few suggested resources.

#### Print Resources (suggested text only others may be used)

- Sir Francis Drake Slave Trader and Pirate by Charles Nick.
- Population Patterns by Natalie Hyde
- The World Made New: Why the Age of Exploration Happened and How It Changed the World (Timelines of American History) by Marc Aronson, and John W. Glenn

#### Digital Resources (suggested text only others may be used)

- <http://ageofex.marinersmuseum.org/index.php?type=explorer&id=33> A site with detailed information on European Explorers.
- <http://www.britannica.com/EBchecked/topic/196140/European-exploration> Academic site for research on European Explorers.

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## Unit 5 “Latin America Today”

### Unit Focus

In this unit, students will focus on modern Latin America. Students will analyze the impact of nationalism and guerilla movements on the development of modern Latin America and how this conflict brought about change. Students will explore the organizational structure of specific Latin American countries and determine why different governments exist in this region. Students will also explore how interaction of different ethnic groups, languages, and education levels contribute, to Latin American culture and development today. Students will identify political and physical features of the region, and determine how location impacts the development of Latin American countries.

### Concepts Explored

- Explore important 20th century issues in Latin America and the Caribbean.
- Select features of Latin America and the Caribbean.
- Explain the impact of location, climate, physical characteristics, natural resources, and population distribution on Latin America and the Caribbean.
- Describe the cultural characteristics of Latin America and the Caribbean.
- Compare and contrast various forms of government.
- The structures of national governments in Latin America and the Caribbean

### How You Can Support Your Child

You can support your child by providing them quality text/resources related to the unit content. Below you will find a few suggested resources.

#### Print Resources (suggested text only others may be used)

- Cuba: A True Book-Geography Countries by Peterson
- The Dreamer by Pan Munoz Ryan

#### Digital Resources (suggested text only others may be used)

- <https://www.cia.gov/library/publications/the-world-factbook/> The World Factbook provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 267 world entities.
- <http://www.worldatlas.com/aatlas/world.htm> This site provides interactive maps of the world.
- <http://latinamericanstudies.org/> Latin America Website by Indiana University Assistant Latino Studies Professor Antonio de la Cova

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## Unit 6

### “Environmental and Economic Forces in Latin America”

#### Unit Focus

In this unit, students will examine the environmental and economic concerns in modern Latin America and the Caribbean. The theme of human environmental interaction will guide students’ understanding as they study individual behaviors affect Latin America and the Caribbean today. Students will explain how the location and availability of resources affect where people in Latin America and the Caribbean live and how the unequal distribution of resources impacts trade in the region. By the end of the unit students will be able to explain the presence or absence of the factors of production in the countries of Latin America and the Caribbean, and how these factors of production influence the production, distribution, and consumption of goods and services in the region.

#### Concepts Explored

- Environmental issues and different economic systems in Latin America.
- Explore how voluntary trade benefits buyers and sellers in Latin America, the Caribbean, and Canada.
- describe the factors that cause economic growth and examine their presence or absence in Latin America
- The cultural characteristics of people who live in Latin America and the Caribbean.

#### How You Can Support Your Child

You can support your child by providing them quality text/resources related to the unit content. Below you will find a few suggested resources.

#### Print Resources (suggested text only others may be used)

- [Tropical Rain Forests](#) by Stille
- <http://www.scholastic.com/browse/article.jsp?id=3757155> An article on saving the Amazon

#### Digital Resources (suggested text only others may be used)

- [http://www.ustr.gov/Trade\\_Agreements/Section\\_Index.html](http://www.ustr.gov/Trade_Agreements/Section_Index.html) Office of the United States Trade Representative –gives details of trade agreements around the world.
- <http://www.worldatlas.com/aatlas/infopage/currconv.htm> FXConverter is a multilingual currency converter for over 164 currencies and 3 metals.

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## Unit 7 “Latin America’s Cultural Legacy”

### Unit Focus

In this unit, students will understand how European contact changed the cultural landscape of Latin America. While the early civilizations were destroyed there remains some continuity seen through existing societies. Conflict & change are furthered through the ideas and impact of revolutionary leaders. Students will explore how the movement & migration of people during the building of colonial empires resulted in an economic and cultural legacy.

### Concepts Explored

- The impact of European contact on Latin America.
- Explain the development of Latin America and the Caribbean as colonies of European nations and on through their independence.

You can support your child by providing them quality text/resources related to the unit content. Below you will find a few suggested resources.

### Print Resources (suggested text only others may be used)

- Francisco Pizarro by John DiConsiglio
- Canada the Culture (Lands, People, & Cultures) Bobbie Kalman

### Digital Resources (suggested text only others may be used)

- <http://www.rediscovermachupicchu.com/spanish-conquest-colonization.htm> The Spanish conquest and colonization
- <http://famousamericans.net/simonbolivar/> The life story of Simon Bolivar



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## Unit 8 "Canada Today"

### Unit Focus

This unit will focus on modern Canada. Conflict and change will be studied as students analyze Quebec's independence movement. The theme of culture will be examined as students describe the influence of the French and English on the languages and religions of Canada. The theme of governance will be a unit focus as students determine the system of government found in Canada.

### Concepts Explored

- How Canada's location, climate, access to water, and natural resources affect where Canadians choose to live and work.
- Evaluate Quebec and the concept of its independence.
- Canada's government systems, its leaders and the role of its citizens.
- The French and English influence on Canada's languages and religions.

You can support your child by providing them quality text/resources related to the unit content. Below you will find a few suggested resources.

### Print Resources (suggested text only others may be used)

- Canada (National Geographic)
- Canada (ABDO Pub Co)
- Canada (Children's Press)
- The Colonial Wars (Carter-First Books)

### Digital Resources (suggested text only others may be used)

- <http://www.cbc.ca/archives/> Provides clips from CBC coverage back to the 1930s on topics relating to Canada's peoples, arts & entertainment, conflict & war, politics & economy, life & society, disasters & tragedies, science & technology, and sports.
- <http://www.canadiangeographic.ca/kids/> Explore Canada through its woolly wildlife, giant geography and fun facts! Play games; get homework help and much more on this section devoted to CG Kids!
- <http://www.kathimitchell.com/canada/canada.htm> This website comes with links that students can use to learn more about various aspects of Canada



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## Unit 9

### “Environmental and Economic Forces in Canada”

#### Unit Focus

In this unit, students will focus on economic development in Canada. Students will analyze human environmental interaction with the environment by looking at the impact of government policies and individual behaviors. Students will explain how the location and availability of resources affect where people in Europe live and how the unequal distribution of resources impacts trade in Europe. The theme of production, distribution, and consumption will be studied as students evaluate how voluntary trade benefits buyers and sellers in Canada. Students will describe the factors that influence economic growth and examine their presence or absence in Canada. Students will also explain how the literacy rate in Canada affects this nation’s development in the modern world.

#### Concepts Explored

- The impact of location, climate, distribution of natural resources, and population distribution on Canada.
- Environmental issues and economic systems in Canada.
- Explore examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada.
- Describe factors that influence economic growth and examine their presence or absence in Latin America.

#### How You Can Support Your Child

You can support your child by providing them quality text/resources related to the unit content. Below you will find a few suggested resources.

##### **Print Resources** (suggested text only others may be used)

- Canada (National Geographic)
- Canada (ABDO Pub Co)
- A Century of Parks Canada, 1911-2011-Energy, Ecology and Environment (Claire Campbell)

##### **Digital Resources** (suggested text only others may be used)

- <http://www.nature.com/news/2005/050810/full/news050808-10.html> Acid rain still hurting Canada
- [http://www.cbsnews.com/8301-205\\_162-57578844/the-great-garbage-lakes-pollution-plagues-the-water/](http://www.cbsnews.com/8301-205_162-57578844/the-great-garbage-lakes-pollution-plagues-the-water/) The Great Lake Garbage Lake? Pollution plagues the water
- <http://www.worldtradelaw.net/fta/agreements/nafta.pdf> North American Free Trade Agreement

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## Unit 10 “Australia”

### Unit Focus

In this unit students will study Australia. Students will explore how British exploration and colonization of Australia resulted in a pattern of conflict and change that has had lasting impact on the people and society of Australia. Students will examine the impact that the movement and migration of indigenous peoples and European settlers had on Australia’s society and culture. Students will describe the location of Australia, explain the continent’s unique physical geography, and analyze the impact of geography on people and their economic decisions related to the production, consumption, and distribution of goods. Students will learn that Australia’s historical links to British colonialism have influenced traditional ties to the United Kingdom in governance. Students will explain the diversity of Australian culture by examining languages, religions and literacy rate.

### Concepts Explored

- Locating selected features of Australia
- Examine the impact of location, climate, distribution of natural resources, and population distribution on Australia
- The cultural characteristics of people who live in Australia
- Comparison and contrast various forms of Australian government
- Explain the structure of the national government of Australia
- Analyze different economic systems and how voluntary trade benefits buyers and sellers in Australia
- Describe factors that influence economic growth and examine their presence or absence in Australia
- Describe the culture and development of Australia prior to contact with Europeans.
- Explain the impact European exploration and colonization had on Australia.

### How You Can Support Your Child

You can support your child by providing them quality text/resources related to the unit content. Below you will find a few suggested resources.

#### **Print Resources** (suggested text only others may be used)

- Australia by Ann Heinrichs
- Australia by David Lowe, and Andrea Shimmen

#### **Digital Resources** (suggested text only others may be used)

- <http://australianmuseum.net.au/cultures> Explore the Indigenous collections and find resources for students.
- [http://www.nma.gov.au/engage-learn/schools/classroom-resources/units\\_of\\_work/resistance\\_to\\_colonisation](http://www.nma.gov.au/engage-learn/schools/classroom-resources/units_of_work/resistance_to_colonisation) The exhibit explores four case studies dealing with different ways Aboriginal people have reacted to the British colonization of Australia.

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## Unit 11 “Your Financial Future”

### Unit Focus

This unit will reinforce economic concepts taught throughout the sixth grade course. The theme of production, distribution, and consumption will be examined in terms of the students own money management choices. Students will investigate income, spending, credit, saving, and investing.

### Concepts Explored

- Personal money management choices in terms of income, spending, credit, saving, and investing

### How You Can Support Your Child

You can support your child by providing them quality text/resources related to the unit content. Below you will find a few suggested resources.

#### **Print Resources** (suggested text only others may be used)

- Finance Matters by Leann Voss
- Not Your Parents’ Money Book by Jean Chatzky and Irwin Haya

#### **Digital Resources** (suggested text only others may be used)

- <http://www.bls.gov/ooh/> A guide to career information about hundreds of occupations
- <http://wethesavers.com/heres-an-update-on-planet-orange-and-orangekids-com/> An interactive lesson on saving