

Grade Six

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 as to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics; 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

Geographic Understandings

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.

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

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.

Government/Civics Understandings

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 predominate 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.

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.

Economic Understandings

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.

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

Historical Understandings

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.

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.

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.

EUROPE

Geographic Understandings

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.
- c. Explain how the literacy rate affects the standard of living in Europe.

Government/Civics Understandings

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.

Economic Understandings

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.

Historical Understandings

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.

AUSTRALIA

Geographic Understandings

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.

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.
- b. Evaluate how the literacy rate affects the standard of living.

Government/Civics Understandings

SS6CG6 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 predominate forms of democratic governments: parliamentary and presidential.

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.

Economic Understandings

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.

Historical Understanding

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.

Reading Across the Curriculum

Reading Standard Comment

After the elementary years, students are seriously engaged in reading for learning. This process sweeps across all disciplinary domains, extending even to the area of personal learning. Students encounter a variety of informational as well as fictional texts, and they experience text in all genres and modes of discourse. In the study of various disciplines of learning (language arts, mathematics, science, social studies), students must learn through reading the communities of discourse of each of those disciplines. Each subject has its own specific vocabulary; and for students to excel in all subjects, they must learn the specific vocabulary of those subject areas in context. Beginning in the middle grades, students start to self-select reading materials based on personal interests established through classroom learning. Students become curious about science, mathematics, history, and literature as they form contexts for those subjects related to their personal and classroom experiences. As students explore academic areas through reading, they develop favorite subjects and become confident in their verbal discourse about those subjects.

Reading across curriculum content develops both academic and personal interests in students. As students read, they develop both content and contextual vocabulary. They also build good habits for reading, researching, and learning. The Reading Across the Curriculum standard focuses on the academic and personal skills students acquire as they read in all areas of learning.

SS6RC1 Students will enhance reading in all curriculum areas by:

- a. Reading in All Curriculum Areas
 - Read a minimum of 25 grade-level appropriate books per year from a variety of subject disciplines and participate in discussions related to curricular learning in all areas.
 - Read both informational and fictional texts in a variety of genres and modes of discourse.
 - Read technical texts related to various subject areas.
- b. Discussing books
 - Discuss messages and themes from books in all subject areas.
 - Respond to a variety of texts in multiple modes of discourse.
 - Relate messages and themes from one subject area to messages and themes in another area.
 - Evaluate the merit of texts in every subject discipline.
 - Examine author's purpose in writing.
 - Recognize the features of disciplinary texts.
- c. Building vocabulary knowledge
 - Demonstrate an understanding of contextual vocabulary in various subjects.
 - Use content vocabulary in writing and speaking.
 - Explore understanding of new words found in subject area texts.
- d. Establishing context
 - Explore life experiences related to subject area content.
 - Discuss in both writing and speaking how certain words are subject area related.
 - Determine strategies for finding content and contextual meaning for unknown words.

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

Information Processing Skills	K	1	2	3	4	5	6	7	8	9-12
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