

**Sixth Grade Social Studies Teaching and Learning Framework\***

Introduction	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<p><b>Themes and Enduring Understandings of Social Studies</b> (5 weeks)</p> <p><i>How do the pieces of 6<sup>th</sup> grade Social Studies connect?</i></p>	<p><b>Geography of Europe</b> (3 weeks)</p> <p><i>To what extent does where you live affect how you live?</i></p>	<p><b>History of Europe</b> (5 weeks)</p> <p><i>How does conflict lead to change? Is all change good?</i></p>	<p><b>Government Systems of Europe</b> (2 weeks)</p> <p><i>How does the governance of Europe affect the people of the region and its relationships globally?</i></p>	<p><b>Economic Systems of Europe</b> (3 weeks)</p> <p><i>How the economic decisions of Europe affect the people of the region and its relationships globally?</i></p>	<p><b>Australia</b> (2 weeks)</p> <p><i>How has the geography, history, government, and economics of Australia impacted the people who live there?</i></p>	<p><b>Canada</b> (2 weeks)</p> <p><i>How has the geography, history, government, and economics of Canada impacted the people who live there?</i></p>

**Map Skills:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

**Information Processing Skills:** 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17

**Reading Standards:** L6-8RHSS1, L6-8RHSS2, L6-8RHSS3, L6-8RHSS4, L6-8RHSS5, L6-8RHSS6, L6-8RHSS7, L6-8RHSS8, L6-8RHSS9, L6-8RHSS10

**Writing Standards:** L6-8WHST1, L6-8WHST2, L6-8WHST3, L6-8WHST4, L6-8WHST5, L6-8WHST6, L6-8WHST7, L6-8WHST8, L6-8WHST9, L6-8WHST10

**HISTORIC UNDERSTANDINGS - Individuals, Groups, and Institutions; Conflict and Change; Beliefs and Ideals**

<p><b>What is Social Studies?</b> Geography, Culture, History, Government, Economics</p> <p><b>Topic 1: Themes of Social Studies</b> Location Time, Change, &amp; Continuity Culture Production, Distribution, &amp; Consumption Conflict and Change Movement &amp; Migration Governance Human Environmental Interaction Technological Innovations</p> <p><b>Topic 2: Geographer's Toolbox</b> Physical and Cultural</p> <p><b>Topic 3: Historical Thinking</b></p>	<p><b>SS6H3 Explain conflict and change in Europe.</b> 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.</p>	<p><b>SS6H4 Explain the Impact of English colonization on current Aboriginal basic rights, health, literacy, and language.</b></p>	<p><b>SS6H2 Describe Quebec's independence movement.</b></p>
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<p>Historical Perspective Primary v Secondary</p> <p><b>Topic 4: Age of Exploration and Empire Building</b> Causes/Effects</p> <p><i>*The intro unit can be taught at the beginning of the school year or woven into later units throughout the year.</i></p>						
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**GEOGRAPHIC UNDERSTANDINGS** - Location; Movement and Migration, Technological innovations

<p><b>SS6G7 The student will locate selected features of Europe.</b></p> <p>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.</p> <p>b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, Portugal, United Kingdom.</p> <p><b>SS6G8 The student will discuss environmental issues in Europe.</b></p> <p><b>a. Explain</b> the causes and effects of acid rain in Germany</p> <p><b>b. Explain</b> the causes and effects of air pollution in the United Kingdom</p>				<p><b>SS6G11 Locate selected features of Australia</b></p> <p>a. Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Uluru/Ayers Rock, Indian and Pacific Ocean, Great Dividing Range, and Great Victoria Desert</p> <p><b>SS6G12 Explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.</b></p> <p>a. Describe how Australia’s location, climate, and natural resources impact trade and affect where people live.</p>	<p><b>SS6G4 Locate selected features of Canada</b></p> <p>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.</p> <p>b. Locate on a world and regional political-physical map Canada and the province of Quebec.</p> <p><b>SS6G5 Explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.</b></p> <p>a. Describe how Canada’s location, climate, and natural resources impact trade and affect where people live.</p> <p><b>SS6G6 Explain the impact of environmental issues in Canada.</b></p> <p>a. Explain the causes and effects of pollution and acid rain in Canada to include the Great Lakes.</p>
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	<p><b>C, Explain</b> the causes and effects of the nuclear disaster in Chernobyl, Ukraine</p> <p><b>SS6G9 The student will explain the impact of location, climate, natural resources, and population distribution on Europe.</b></p> <p><b>a. Compare</b> how the location, climate, and natural resources of the Germany, United Kingdom and Russia impact trade and where people live.</p> <p><b>SS6G10 The student will describe the cultural characteristics of Europe.</b></p> <p><b>a. Explain</b> the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian.</p> <p><b>b. Describe</b> the major religions in Europe; include Judaism, Christianity, and Islam.</p>					<p>b. Explain the causes and effects of the extraction of natural resources on the Canadian Shield (e.g. mining and logging)</p>
<b>CIVIC/GOVERNMENT UNDERSTANDINGS - Individuals, Groups, and Institutions; Distribution of Power; Beliefs and Ideals</b>						
			<p><b>SS6CG3 Compare and contrast various forms of government</b></p> <p>a. Explain citizen participation in autocratic and democratic governments {role of citizens in choosing the leaders of the United Kingdom (parliamentary democracy), Germany (parliamentary democracy), and Russia (presidential democracy)}</p> <p>b. Describe the two predominant forms of democratic governments:</p>		<p><b>SS6CG4 Explain forms of citizen participation in government.</b></p> <p>a. Explain citizen participation in democratic governments (i.e. the role of citizens in choosing the leaders of Australia (parliamentary democracy)).</p>	<p><b>SS6CG2 Explain forms of citizen participation in the Canadian government.</b></p> <p>a. Explain citizen participation in democratic governments (i.e. the role of citizens in choosing the leaders of Canada (parliamentary democracy)).</p>

			parliamentary and presidential			
<b>ECONOMIC UNDERSTANDINGS - Scarcity; Production, Distribution, and Consumption</b>						
				<p><b>SS6E7 The student will analyze different economic systems.</b></p> <p>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.</p> <p>b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.</p> <p>c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.</p> <p><b>SS6E8 The student will analyze the benefits of and barriers to voluntary trade.</b></p> <p>a. Explain how specialization encourages trade between countries.</p> <p>b. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos.</p> <p>c. Explain why international trade requires a system for exchanging currencies between nations.</p> <p>d. Describe the purpose of the European Union and the relationship between member nations.</p> <p><b>SS6E9 The student will describe factors that influence economic growth and examine their</b></p>	<p><b>SS6E10 The student will analyze different economic systems.</b></p> <p>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.</p> <p>b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.</p> <p>c. Describe the economic system of Australia.</p> <p><b>SS6E11 Give examples of how voluntary trade benefits buyers and sellers in Australia.</b></p> <p>a. Explain how specialization encourages trade between countries.</p> <p>b. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos.</p> <p>c. Explain why international trade requires a system for exchanging currencies between nations.</p> <p><b>SS6E12 Describe factors that influence economic growth and examine their presence or absence in Australia.</b></p> <p>a. Evaluate how literacy rates affect the standard of living</p> <p>b. Explain the relationship between investment in</p>	

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				<p><b>presence or absence in the United Kingdom, Germany, and Russia.</b></p> <p>a. Evaluate how literacy rates affect the standard of living</p> <p>b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).</p> <p>c. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).</p> <p>d. Describe the role of natural resources in a country's economy.</p> <p>e. Describe the role of entrepreneurship.</p>	<p>human capital (education and training) and gross domestic product (GDP).</p> <p>c. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).</p> <p>d. Describe the role of natural resources in a country's economy.</p> <p>e. Describe the role of entrepreneurship.</p>	
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**Sixth Grade Social Studies Cobb Teaching and Learning Framework\***

Unit 7	Unit 8	Unit 9	Unit 10	Unit 11
<b>Geography of Latin America</b> (4 weeks)	<b>History of Latin America</b> (5 weeks)	<b>Government of Latin America</b> (2 weeks)	<b>Economics of Latin America</b> (2 weeks)	<b>Personal Finance</b> (1 week)
<i>To what extent does where you live affect how you live?</i>	<i>How has the past of Latin America affected present day events in the region?</i>	<i>How does the governance of Latin America affect the people of the region and its relationships globally?</i>	<i>How the economic decisions of Latin America affect the people of the region and its relationships globally?</i>	<i>How do my financial decisions affect my life?</i>
<b>Map Skills:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 <b>Information Processing Skills:</b> 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 <b>Reading Standards:</b> L6-8RHSS1, L6-8RHSS2, L6-8RHSS3, L6-8RHSS4, L6-8RHSS5, L6-8RHSS6, L6-8RHSS7, L6-8RHSS8, L6-8RHSS9, L6-8RHSS10 <b>Writing Standards:</b> L6-8WHST1, L6-8WHST2, L6-8WHST3, L6-8WHST4, L6-8WHST5, L6-8WHST6, L6-8WHST7, L6-8WHST8, L6-8WHST9, L6-8WHST10				
<b>HISTORIC UNDERSTANDING - Individuals, Groups, and Institutions; Conflict and Change; Beliefs and Ideals</b>				
	<b>SS6H1 Explain conflict and change in Latin America.</b> 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.			

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<b>GEOGRAPHIC UNDERSTANDINGS - Location; Movement and Migration, Technological Innovations</b>				
<p><b>SS6G1 The student will locate selected features of Latin America</b></p> <p><b>a. Locate</b> 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..</p> <p><b>b. Locate</b> on a world and regional political-physical map the countries of Brazil, Chile, Colombia, Cuba, Mexico, and Panama.</p> <p><b>SS6G2 The student will discuss environmental issues in Latin America.</b></p> <p><b>a. Explain</b> the causes and effects of air pollution in Mexico City, Mexico</p> <p><b>b. Explain</b> the environmental issue of destruction of the rain forest in Brazil.</p> <p><b>SS6G3 The student will explain the impact of location, climate, natural resources, and population distribution on Latin America.</b></p> <p><b>a. Compare</b> how the location, climate, and natural resources of impact trade and where people live in Mexico, Brazil, and Cuba.</p>				
<b>CIVIC/GOVERNMENT UNDERSTANDINGS - Individuals, Groups, and Institutions; Distribution of Power; Beliefs and Ideals</b>				
		<p><b>SS6CG1 Compare and contrast various forms of government.</b></p> <p>a. Explain citizen participation in autocratic and democratic governments [role of citizens in choosing the leaders of the Mexico (presidential democracy), Cuba (autocratic), and Brazil (presidential democracy)]</p> <p>b. Describe the two predominant forms of democratic governments: parliamentary and presidential</p>		
<b>ECONOMIC UNDERSTANDINGS - Scarcity; Production, Distribution, and Consumption</b>				
			<p><b>SS6E1 The student will analyze different economic systems.</b></p>	<p><b>SS6E13 Understand that a basic principle of effective personal money</b></p>

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			<p>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.</p> <p>b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.</p> <p>c. Compare the basic types of economic systems found in Mexico, Cuba, and Brazil.</p> <p><b>SS6E2 The student will analyze the benefits of and barriers to voluntary trade.</b></p> <p>a. Explain how specialization encourages trade between countries.</p> <p>b. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos.</p> <p>c. Explain why international trade requires a system for exchanging currencies between nations.</p> <p>d. Explain the functions of the North American Free trade Agreement (NAFTA).</p> <p><b>SS6E3 The student will describe factors that influence economic growth and examine their presence or absence in the Brazil, Cuba, and Mexico.</b></p> <p>a. Evaluate how literacy rates affect the standard of living</p> <p>b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).</p> <p>c. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).</p> <p>d. Describe the role of natural resources in a country's economy.</p> <p>e. Describe the role of entrepreneurship.</p>	<p><b>management is to live within one's income.</b></p> <p>a. Understand that income is received from work and is limited</p> <p>b. Understand that a budget is a toll to plan the spending and saving of income.</p> <p>c. Understand the reasons and benefits of saving</p> <p>d. Understand the uses and costs of credit</p>
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