

<p>Connecting Themes (1 week)</p>	<p>Connecting Themes (1 week): Use Connecting Themes resource from Teacher Toolkit and the Georgia Department of Education website at: https://www.georgiastandards.org/Georgia-Standards/Documents/Social-Studies-6th-Grade-Unit-1-Sample-Unit.pdf or https://inspire.gadoe.org/collection/45.0070/88 (Connecting Themes)</p>
<p>General Government & Economics (3 weeks)</p>	<p>Overview Government & Economics: text chapters 1-3</p> <p>SS6CG1 Compare and contrast various forms of government.</p> <ul style="list-style-type: none"> b. Describe the two predominant forms of democratic governments: parliamentary and presidential. <p>SS6E1 Analyze different economic systems.</p> <ul style="list-style-type: none"> 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. <p>SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America.</p> <ul style="list-style-type: none"> 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. <p>SS6E4 Analyze different economic systems.</p> <ul style="list-style-type: none"> 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.
<p>Europe Geography & History (6 weeks)</p>	<p>Europe Geography & History: text chapters 4-7</p> <p>SS6G7 Locate selected features of Europe.</p> <ul style="list-style-type: none"> 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. <p>SS6G8 Explain environmental issues in Europe.</p> <ul style="list-style-type: none"> 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. <p>SS6G9 Explain the impact of location, climate, natural resources, and population distribution on Europe.</p>

<p>Europe Government & Economics (3 weeks)</p>	<p>a. Compare how the location, climate, and natural resources of Germany, the United Kingdom and Russia impact trade and affect where people live.</p> <p>SS6G10 Describe selected cultural characteristics of Europe.</p> <p>a. Describe the diversity of languages spoken within Europe.</p> <p>b. Identify the major religions in Europe: Judaism, Christianity, and Islam.</p> <p>SS6H3 Explain conflict and change in Europe.</p> <p>a. Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression.</p> <p>b. Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust.</p> <p>c. Explain how German reunification contributed to the collapse of the Soviet Union and led to the end of the Cold War.</p> <p>Europe: Government & Economics: text chapters 4-7</p> <p>SS6CG3 Compare and contrast various forms of government.</p> <p>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)].</p> <p>b. Describe the two predominant forms of democratic governments: parliamentary and presidential.</p> <p>SS6E7 Analyze different economic systems.</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 that countries have a mixed economic system located on a continuum between pure market and pure command.</p> <p>c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.</p> <p>SS6E8 Analyze the benefits of and barriers to voluntary trade in Europe.</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 embargoes.</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>SS6E9 Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.</p> <p>a. Evaluate how literacy rates affect the standard of living.</p>
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<p>British Ties: Canada (4 weeks)</p>	<p>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.</p> <p>Canada: text chapter 10, compare to United States chapter 9</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>SS6H2 Describe Quebec’s independence movement.</p> <p>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.</p> <p>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).</p> <p>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).</p>
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<p>British Ties: Australia (4 weeks)</p>	<p>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.</p> <p>Australia: text chapter 11, supplement with Commonwealth chapter 8</p> <p>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.</p> <p>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.</p> <p>SS6H4 Explain the impact of English colonization on current Aboriginal basic rights, health, literacy, and language.</p> <p>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)].</p> <p>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.</p> <p>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.</p> <p>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</p>
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Sample Pacing Guide – Grade 6 Social Studies (33 weeks)

<p>Latin America & Caribbean Geography & History (6 weeks)</p>	<p>Latin America & the Caribbean Geography & History: text chapters 12-15</p> <p>SS6G1 Locate selected features of Latin America.</p> <ul style="list-style-type: none">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. <p>SS6G2 Explain the impact of environmental issues in Latin America.</p> <ul style="list-style-type: none">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. <p>SS6G3 Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America.</p> <ul style="list-style-type: none">a. Explain how the location, climate, and distribution of natural resources impact trade and affect where people live in Mexico, Brazil, and Cuba. <p>SS6H1 Explain conflict and change in Latin America.</p> <ul style="list-style-type: none">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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<p>Latin America & Caribbean Government & Economics (3 weeks)</p>	<p>Latin America & the Caribbean Government & Economics: text chapters 12-15</p> <p>SS6CG1 Compare and contrast various forms of government.</p> <ul style="list-style-type: none"> 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. <p>SS6E1 Analyze different economic systems.</p> <ul style="list-style-type: none"> 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. <p>SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America.</p> <ul style="list-style-type: none"> 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). <p>SS6E3 Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.</p> <ul style="list-style-type: none"> 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.
<p>Personal Finance (3 weeks)</p>	<p>Personal Finance: text chapter 16</p> <p>SS6E13 Understand that a basic principle of effective personal money management is to live within one’s income.</p> <ul style="list-style-type: none"> 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.

“All Year” Standards	
Map and Globe Skills	<ol style="list-style-type: none"> 1. use a compass rose to identify cardinal directions 2. use intermediate directions 3. use a letter/number grid system to determine location 4. compare and contrast the categories of natural, cultural, and political features found on maps 5. use graphic scales to determine distances on a map 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps 7. use a map to explain impact of geography on historical and current events 8. draw conclusions and make generalizations based on information from maps 9. use latitude and longitude to determine location (DEVELOPING) 10. 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 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations
Information Processing Skills	<ol style="list-style-type: none"> 1. compare similarities and differences 2. organize items chronologically 3. identify issues and/or problems and alternative solutions 4. distinguish between fact and opinion 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 7. interpret timelines, charts, and tables 8. identify social studies reference resources to use for a specific purpose 9. construct charts and tables 10. analyze artifacts 11. draw conclusions and make generalizations 12. analyze graphs and diagrams 13. translate dates into centuries, eras, or ages 14. formulate appropriate research questions 15. determine adequacy and/or relevancy of information 16. check for consistency of information 17. interpret political cartoons (DEVELOPING)
Reading Standards for Literacy in Social Studies	<p>Key Ideas and Details</p> <p>L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>L6-8RHSS3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>

	<p>Craft and Structure L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. L6-8RHSS5: Describe how a text presents information (e.g., sequentially, comparatively, causally). L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>Integration of Knowledge and Ideas L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text. L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.</p> <p>Range of Reading and Level of Text Complexity L6-8RHSS10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p>
<p>Writing Standards for Literacy in Social Studies</p>	<p>Text Types and Purposes L6-8WHST1: Write arguments focused on discipline-specific content.</p> <ol style="list-style-type: none"> Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. Establish and maintain a formal style. Provide a concluding statement or section that follows from and supports the argument presented. <p>L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>Production and Distribution of Writing L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. L6-8WHST5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p>

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	<p>Research to Build and Present Knowledge L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. L6-8WHST9: Draw evidence from informational texts to support analysis reflection, and research.</p> <p>Range of Writing L6-8WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
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