



HENRY COUNTY SCHOOLS

Better Together.



6th GRADE

| SOCIAL STUDIES |

 **HENRY**
Teaching & Learning Standards



Teaching & Learning Standards

Social Studies

6th Grade

Collaboration, Communication, Creativity, and Critical Thinking skills are embedded within the language of the Henry Teaching and Learning Standards

HCS Graduate
Learner Outcome

As a Henry County graduate, I will use my understanding of continuity and change to analyze a variety of sources, perspectives and historical influences.

GA Standard Code

SS6H1 Explain conflict and change in Latin America.

SS6H1a Describe the influence of African slavery on the development of the Americas.

SS6H1b Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.

SS6H1c Explain the impact of the Cuban Revolution and describe the current relationship between Cuba and the United States.

SS6H1d Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.

SS6H2 Describe Quebec's independence movement.

SS6H3 Explain conflict and change in Europe.

SS6H3a Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression.

SS6H3b Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust.

SS6H3c Explain how German reunification contributed to the collapse of the Soviet Union and led to the end of the Cold War.

SS6H4 Explain the impact of English colonization on current Aboriginal basic rights, health, literacy, and language.

HCS Graduate
Learner Outcome

As a Henry County graduate, I will analyze the physical and political geography of various local, national, and global regions to understand their impact on societies of the past, present and future.

GA Standard Code

SS6G1 Locate selected features of Latin America.

SS6G1a 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.

SS6G1b Locate on a world and regional political-physical map the countries of Brazil, Chile, Colombia, Cuba, Mexico, and Panama.

SS6G2 Explain the impact of environmental issues in Latin America.

SS6G2a Explain the causes and effects of air pollution in Mexico City, Mexico.

SS6G2b Explain the environmental issue of destruction of the rain forest in Brazil.

SS6G3 Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America.

SS6G3a Explain how the location, climate, and distribution of natural resources impact trade and affect where people live in Mexico, Brazil, and Cuba.

SS6G4 Locate selected features of Canada.

SS6G4a 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.

SS6G4b Locate on a world and regional political-physical map Canada and the province of Quebec.

SS6G5 Explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.

SS6G5a Describe how Canada's location, climate, and natural resources impact trade and affect where people live.

SS6G6 Explain the impact of environmental issues in Canada.

SS6G6a Explain the causes and effects of pollution and acid rain in Canada to include the Great Lakes.

SS6G6b Explain the causes and effects of the extraction of natural resources on the Canadian Shield (e.g., mining and logging).

SS6G7 Locate selected features of Europe.

SS6G7a 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.

SS6G7b Locate on a world and regional political-physical map the countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom.

SS6G8 Explain environmental issues in Europe.

SS6G8a Explain the causes and effects of acid rain in Germany.

SS6G8b Explain the causes and effects of air pollution in the United Kingdom.

SS6G8c Explain the causes and effects of the nuclear disaster in Chernobyl, Ukraine.

SS6G9 Explain the impact of location, climate, natural resources, and population distribution on Europe.

SS6G9a Compare how the location, climate, and natural resources of Germany, the United Kingdom and Russia impact trade and affect where people live.

SS6G10 Describe selected cultural characteristics of Europe.

SS6G10a Describe the diversity of languages spoken within Europe.

SS6G10b Identify the major religions in Europe: Judaism, Christianity, and Islam.

SS6G11 Locate selected features of Australia.

SS6G11a 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.

SS6G12 Explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.

SS6G12a Describe how Australia's location, climate, and natural resources impact trade and affect where people live.

**Map and
Globe Skills Use maps to retrieve social studies information.**

Map and
Globe Skills Use latitude and longitude to determine location.

HCS Graduate
Learner Outcome

As a Henry County graduate, I will apply my understanding of our founding documents, civic ideals and practices, and rights and responsibilities to actively participate as an engaged citizen.

GA Standard Code

SS6CG1 Compare and contrast various forms of government.

SS6CG1a 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)].

SS6CG1b Describe the two predominant forms of democratic governments: parliamentary and residential.

SS6CG2 Explain citizen participation in the Canadian government.

SS6CG2a Explain the role of citizens in choosing the leader of Canada (parliamentary democracy).

SS6CG3 Compare and contrast various forms of government.

SS6CG3a 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)].

SS6CG3b Describe the two predominant forms of democratic governments: parliamentary and presidential.

SS6CG4 Explain forms of citizen participation in government.

SS6CG4a Explain citizen participation in democratic governments [i.e. the role of citizens in choosing the leaders of Australia (parliamentary democracy)].

HCS Graduate
Learner Outcome

As a Henry County graduate, I will apply the concepts and processes from economics to issues of personal finance and local, national and global markets.

GA Standard Code

SS6E1, SS6E4, SS6E7, SS6E10 Analyze different economic systems of Latin America, the Caribbean and Canada, Europe, and Australia.

SS6E1a, SS6E4a, SS6E7a, SS6E10a 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.

SS6E1b, SS6E4b, SS6E7b, SS6E10c Explain that countries have a mixed economic system located on a continuum between pure market and pure command.

SS6E1c, SS6E10c Compare and contrast the basic types of economic systems found in in Brazil, Cuba, and Mexico; The United Kingdom, Germany and Russia.

SS6E4c Describe the economic system of Canada.

SS6E10c Describe the economic system used in Australia.

SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America.

SS6E2a Explain how specialization encourages trade between countries.

SS6E2b Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.

SS6E2c Explain why international trade requires a system for exchanging currencies between nations.

SS6E2d Explain the functions of the North American Free Trade Agreement (NAFTA).

SS6E5 Give examples of how voluntary trade benefits buyers and sellers in Canada.

SS6E5a Explain how specialization encourages trade between countries.

SS6E5b Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.

SS6E5c Explain why international trade requires a system for exchanging currencies between nations.

SS6E5d Explain the functions of the North American Free Trade Agreement (NAFTA).

SS6E6, SS6E9, SS6E12 Describe factors that influence economic growth and examine their presence or absence of in Brazil, Cuba, and Mexico; Canada; The United Kingdom, Germany and Russia; Australia.

SS6E6a, SS6E9a, SS6E12a Evaluate how literacy rates affect the standard of living.

SS6E6b, SS6E9b, SS6E12b Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).

SS6E6c, SS6E9c, SS6E12c Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).

SS6E6, SS6E9, SS6E12 Describe the role of natural resources in a country's economy.

SS6E6d, SS6E9d, SS6E12d Describe the role of entrepreneurship.

SS6E13 Understand that a basic principle of effective personal money management is to live within one's income.

SS6E13a Understand that income is received from work and is limited.

SS6E13b Understand that a budget is a tool to plan the spending and saving of income.

SS6E13c Understand the reasons and benefits of saving.

SS6E13d Understand the uses and costs of credit.

HCS Graduate
Learner Outcome

As a Henry County graduate, I will question, research, communicate and defend discipline-based processes and knowledge.

GA Standard Code

Information
Processing Skills

Locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems/make decisions.

Information
Processing Skills

Interpret political cartoons.

Reading Standards for
Literacy in History/Social
Studies (RHSS)

Cite specific textual evidence to support analysis of primary and secondary sources.

Reading Standards for
Literacy in History/Social
Studies (RHSS)

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.

Reading Standards for
Literacy in History/Social
Studies (RHSS)

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).

Reading Standards for
Literacy in History/Social
Studies (RHSS)

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Reading Standards for
Literacy in History/Social
Studies (RHSS)

Analyze the relationship between a primary and secondary source on the same topic.