## Curriculum Map and Pacing Guide: 6th Grade World Area Studies

### MARKING PERIOD 1

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**1 Week**

**Unit 1**

**Connecting Themes Used in World Area Studies**

In this unit students will be introduced to connecting themes of:

- CONFLICT & CHANGE
- CULTURE
- GOVERNANCE
- HUMAN ENVIRONMENTAL INTERACTION
- LOCATION
- MOVEMENT/MIGRATION
- PRODUCTION, DISTRIBUTION & CONSUMPTION
- TIME, CHANGE, AND CONTINUITY

These themes will provide the framework for World Area Studies for the rest of the year.

**3 Weeks**

**Unit 2**

**Europe Geographic Understandings**

**LOCATION**

- Major European water and land features
- European countries: Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom

**HUMAN ENVIRONMENTAL INTERACTION**

- Acid Rain in Germany
- Air Pollution in UK
- Nuclear Disaster in Chernobyl

**MOVEMENT/MIGRATION**

- Physical characteristics of United Kingdom and Russia impacting where people live
- Physical characteristics of Germany and Italy impacting where people live

**CULTURE**

- Major Religions in Europe
- European Language Diversity
- How literacy rate affects standards of living

**3 Weeks**

**Unit 3**

**Europe Government/Civics Understandings**

**GOVERNANCE**

- Compare parliamentary, federal, and federation systems of government in the UK, Germany, and Russia
- Basic Government Concepts
  - Power distribution of different types of governments
  - Citizen participation in various government forms: autocratic, oligarchic, and democratic
- 2 forms of democratic governments: parliamentary and presidential

**2 Weeks**

**Unit 4**

**Europe Economic Understandings**

**PRODUCTION, DISTRIBUTION & CONSUMPTION**

- Basic Economic Concepts
  - The 3 Economic Questions: what to produce, how to produce, for whom to produce
  - Traditional, Command, Market Economies
  - Mixed economies
  - Trade Barriers
  - Exchange currencies
  - Relationship between investments in human capital and capital resources and GDP
  - Role of natural resources in economy
  - Role of Entrepreneurship
- Compare economic systems of UK, Germany, and Russia
- European Union

**3 Weeks**

**MP1 DBQ:** What is the Most Serious Environmental Issue in Europe Today?

### DOMAIN WEIGHTS

- HISTORY: 29%
- GEOGRAPHY: 31%
- CIVICS/GOVERNMENT: 15%
- ECONOMICS: 25%
## Curriculum Map and Pacing Guide: 6th Grade World Area Studies

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<td>3 Weeks</td>
<td>2 Weeks</td>
<td>2.5 Weeks</td>
<td>1.5 Weeks</td>
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### Unit 5
Europe Historical Understandings: Exploration and Colonization

**TIME, CONTINUITY, AND CHANGE**
- Causes of European exploration and colonization:
  - Religion
  - Natural Resources
  - Markets
  - Prince Henry the Navigator
- Trace empires of Portugal, Spain, England, and France in
  - Asia
  - Africa
  - The Americas
  - Australia

**CONFLICT AND CHANGE**
- Impact of empire-building in Africa and Asia on outbreak of WWI

### Unit 6
Europe Historical Understandings: 21st Century

**TIME, CONTINUITY, AND CHANGE**
- Major developments following WWI:
  - Russian Revolution
  - Treaty of Versailles
  - Worldwide Depression
  - Rise of Nazism

**CONFLICT AND CHANGE**
- Impact of WW2
  - Holocaust
  - Origins of the Cold War
  - Rise of Superpowers
- Collapse of the Soviet Union as an end to the Cold War and the cause of German Reunification

### Unit 7
Latin America Geography

**LOCATION**
- Major water and land features in Latin America
- Latin American countries: Bolivia, Brazil, Columbia, Cuba, Haiti, Mexico, Panama, Venezuela

**HUMAN ENVIRONMENTAL INTERACTION**
- Air Pollution in Mexico City
- Rain Forest Destruction in Brazil
- Oil-related Pollution in Venezuela

**MOVEMENT/MIGRATION**
- Physical characteristics of Mexico and Venezuela impacting where people live
- Physical characteristics of Cuba, Brazil, and Cuba impacting where people live

**CULTURE**
- Blending of ethnic groups in Latin America
- Why Latin Americans speak Portuguese and Spanish
- How literacy rate affects standards of living

### Unit 8
Canada Geography

**LOCATION**
- Major water and land features in Canada

**HUMAN ENVIRONMENTAL INTERACTION**
- Acid Rain & Pollution of Great Lakes
- Depletion of natural resources on the Canadian shield
- Depletion of timber resources

**MOVEMENT/MIGRATION**
- How Canada’s geography impacts trade

### MP2 DBQ: What was the Underlying Cause of WWI?

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Revised May 2015
# Curriculum Map and Pacing Guide: 6th Grade World Area Studies

## MARKING PERIOD 3

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</table>

### 2 Weeks

#### Unit 9
**Latin America & Canada Civics/Government Understandings**

- **Governance**
  - Compare federal-republican governments to the dictatorship of Cuba
  - Review Basic Government Concepts
  - Structure of Canadian Government

- **Production, Distribution & Consumption**
  - Review Basic Economic Concepts
  - Compare/contrast economic systems of Canada, Cuba and Brazil
  - Compare/contrast economic systems of Mexico and Venezuela
  - NAFTA
  - Review Basic Economic Concepts
  - Personal Money Management

#### Unit 10
**Latin America & Canada Economic Understandings**

- **Conflict and Change**
  - Conflict between the Spanish, Incas and the Aztecs
  - Roles of Cortes, Montezuma, Pizarro, and Atahualpa

- **Time, Continuity, and Change**
  - Impact of the Columbian Exchange
    - Decline of indigenous populations
    - Agricultural change
    - Introduction of the horse
  - Influence of African slavery on the development of the Americas
  - Influence of Spanish and Portuguese on language and religion
  - Results of ethnic groups blending

### 2 Weeks

#### Unit 11
**Latin America Historical Understandings: Early Development**

- **Conflict and Change**
  - Latin American Independence Movement: Bolivar, Hidalgo, L’Ouverture

- **Time, Continuity, and Change**
  - Results of ethnic groups blending
  - Influence of African slavery on the development of the Americas
  - Zapatista Guerilla Movement in Mexico

### 2 Weeks

#### Unit 12
**Latin America Historical Understandings: Revolutions**

#### 1 Week

#### Unit 13
**Canada Historical Understandings**

- **Conflict and Change**
  - Quebec’s Independence Movement

- **Time, Continuity, and Change**
  - Influence of French & English on language and religion
  - Canadian Independence

### MP3 DBQ:

**Who was the best Latin American Leader:** Simon Bolivar, Miguel Hidalgo, or Toussaint L’Ouverture?

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SAVANNAH-CHATHAM COUNTY PUBLIC SCHOOL SYSTEM ACADEMIC AFFAIRS
CURRICULUM & INSTRUCTION

Revised May 2015
### Curriculum Map and Pacing Guide: 6th Grade World Area Studies

#### MARKING PERIOD 4

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**1 Week**

<table>
<thead>
<tr>
<th>Unit 14</th>
<th>1 Week</th>
<th>Unit 16</th>
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<tbody>
<tr>
<td><strong>Australia Geographic Understandings</strong></td>
<td><strong>Australia Historical Understandings</strong></td>
<td><strong>7th Grade Preview Unit</strong></td>
</tr>
<tr>
<td><strong>LOCATION</strong></td>
<td><strong>GOVERNANCE</strong></td>
<td><strong>Show What We Know: GMAS</strong></td>
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<tr>
<td>• Major water and land features in Australia</td>
<td>• Structure of Australian Government</td>
<td><strong>7th Grade Preview Unit</strong></td>
</tr>
<tr>
<td><strong>MOVEMENT/MIGRATION</strong></td>
<td>• Review Basic Government Concepts</td>
<td><strong>TIME, CONTINUITY, AND CHANGE</strong></td>
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<tr>
<td>• Physical characteristics of Australia impacting where people live</td>
<td><strong>PRODUCTION, DISTRIBUTION &amp; CONSUMPTION</strong></td>
<td>• Origin and culture of the Aborigines</td>
</tr>
<tr>
<td>• How Australia’s geography impacts trade</td>
<td>• Review Basic Economic Concepts</td>
<td><strong>CONFLICT AND CHANGE</strong></td>
</tr>
<tr>
<td><strong>CULTURE</strong></td>
<td>• Economic system in Australia</td>
<td>• British colonization</td>
</tr>
<tr>
<td>• Impact of colonialism on language and religion</td>
<td></td>
<td>• Impact of European colonization in terms of disease and weapons</td>
</tr>
<tr>
<td>• How literacy rate affects standards of living</td>
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<td><strong>MP4 DBQ:</strong> How is Colonization a Catalyst for Change?</td>
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Connecting Themes: 6th Grade Focus

Students should be able to demonstrate understanding of selected themes (depending on the grade level and course) using knowledge and skills acquired during the school year. Understanding of these themes is not the end product of a single unit or lesson, but the product of long term, ongoing instruction. The bold terms represent the connecting themes that appear in multiple units throughout the courses. Following the term is a big idea/enduring understanding that gives focus to the theme. Big Ideas/Enduring understandings transcend specific units and courses and increase student understanding and retention of knowledge.

- **Beliefs and Ideals**: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.
- **Conflict and Change**: The student will understand that when there is conflict between or within societies, change is the result.
- **Conflict Resolution**: The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise.
- **Culture**: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.
- **Distribution of Power**: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.
- **Gain from Trade**: The student will understand that parties trade voluntarily when they expect to gain.
- **Governance**: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.
- **Human Environmental Interaction**: The student will understand that humans, their society, and the environment affect each other.
- **Individuals, Groups, Institutions**: The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.
- **Incentives**: The student will understand that parties respond predictably to positive and negative incentives.
- **Interdependency**: The student will understand that, because of interdependency, a decision made by one party has intended and unintended consequences on other parties.
- **Location**: The student will understand that location affects a society’s economy, culture, and development.
- **Movement/Migration**: The student will understand that the movement or migration of people and ideas affects all societies involved.
- **Production, Distribution, Consumption**: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.
- **Rule of Law**: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.
- **Scarcity**: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost.
- **Technological Innovation**: The student will understand that technological innovations have consequences, both intended and unintended, for a society.
- **Time, Change, Continuity**: The student will understand that while change occurs over time, there is continuity to the basic structure of a society.

Adapted from GADOE