

Sixth Grade Social Studies

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Course Description: The Social Studies curriculum provides students with an understanding of their role in the community, state, country, and world. It also helps them to understand how our history and the history of other cultures shaped the world into its present state. In Douglas County Schools we want to: prepare students to be morally active citizens in our democratic society; to teach students **HOW** to think, not **WHAT** to think; to understand the world and to realize we are globally interdependent; and to promote awareness and acceptance of other cultures, both nationally and internationally. This class will to achieve these goals by studying the history, geography, culture, economics and governments of the world.

Course Objectives: The 6th grade curriculum objectives are based on the Georgia Performance Standards www.georgiastandards.org. (and) Common Core State Standards for Literacy in Literacy in History/Social Studies www.corestandards.org.

Classroom Requirements

1-inch binders with pockets (4) /3 holed pocket folders (4)
classmates.

Glue Sticks/Scissors
every day.

Pencils /Pencil Sharpener
question or comment

Colored Pencils/Pens /Highlighters

Notebook Paper
yourself.

Large Print Planner Calendar

Classroom Rules

Respect your teacher and

Bring books and materials to class

Raise your hand if you have a

Use appropriate language.

Keep your hands and feet to

Make up Work

All students may receive credit for completing makeup work after an absence. A student will be given as many days as he/she was absent from that class to make up assignments and tests. Work which is not submitted to a teacher on the assigned due date will not result in full credit. If a student is present in class, he/she is expected to turn in work at the time it is requested.

Tutoring days/hours

If a student needs additional time to complete work or make up work and/or extra tutoring we will stay after school by appointments **ONLY** Wednesdays until 5:00. If a student needs to stay afterschool I need written permission from parent and the student must be picked up by 5:00 Sharp! The first time the student is not picked up on time it will result in the student not being able to stay again.

Grading Categories

Per the middle school grading guidelines policies of the Douglas County School System, the following grading categories and weights have been established for 6th grade Social Studies:

Tests based on Georgia Standards of Excellence/Summative Assessments (50%)

Students are required to demonstrate their mastery of knowledge on common assessments taken by every Social Studies student in our 6th grade. The results of these assessments are used to compare student performance across the grade level, as well as, provide benchmark data at the end of units. Our school requires that these assessments attribute to 50% of students' averages. Students will take a variety of tests throughout each 9 weeks. These tests will assess students' knowledge and understandings of concepts at various levels of thinking. These quizzes will include recall level vocabulary tests, application based performance tests, and other short quizzes as needed. In preparation for the end of year Final Assessment, students should also expect and prepare for assessments that mimic the types of questions that will be asked. All assessments throughout the year will include assessment questions of this nature.

Classwork (20%)

Students earn classwork grade(s) based on their success and accuracy in tasks within their cooperative learning groups, partnerships, and individually.

Investigations/Performance Projects/Formative Assessments (25%). This class heavily emphasizes hands on explorations, problem solving, real life applications of concepts, and data based communication. Students' participation in these investigations provides an experience from which to attach new knowledge.

Homework (5%). It is an effective tool in developing/reinforcing academic skills and study habits. It is an extension of the learning process and involves the home/family in the student's learning.

Please Sign and Date: _____ **(Student)**

Please Sign and Date: _____ **(Parent)**

Sixth Grade Social Studies- Year at a Glance (Social Studies Georgia Standards of Excellence)

1 week	3 weeks	5 weeks	4 weeks	3 weeks
Europe, Latin America, Africa, Asia, Oceania, and Antarctica	Europe, Latin America, Africa, Asia, Oceania, and Antarctica	Europe, Latin America, Africa, Asia, Oceania, and Antarctica	Europe, Latin America, Africa, Asia, Oceania, and Antarctica	Europe, Latin America, Africa, Asia, Oceania, and Antarctica
Rules & Procedures	SS6G7 Political & Physical Features (Students should locate on map)	SS6G63 Government-Compare and Contrast Citizen Participation (Democracy and Autocracy)	SS6G10 Cultural Characteristics	SS6G1 Political & Physical Features (Students should locate on map)
Enduring Understandings	a. The Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, and Iberian Peninsula. b. The countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom.	a. autocratic and democratic (i.e. role of citizens in choosing leaders of UK, Germany, Russia) b. two predominant forms of democratic governments: parliamentary and presidential	a. Diversity of languages spoken within Europe. b. Major religions in Europe: Judaism, Christianity, and Islam.	a. Amazon River, Amazon Rainforest, Caribbean Sea, Gulf of Mexico, Atlantic Ocean, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert.
Map Skills	SS6G8 Environmental Issues. (Explain the cause and effect:)	SS6E7 Economic Systems:	SS6H3 Explain conflict and change in Europe.	b. the countries of Brazil, Chile, Colombia, Cuba, Mexico, and Panama.
<ul style="list-style-type: none">• conflict & change• *culture, governance• human-environmental interaction, location• production, distribution, & consumption, time, change, & continuity	SS6G9 Location, Climate, Natural Resources, and Population distribution	a. command, traditional, market & 3 questions b. most countries have a mixed economy c. economic systems of UK, Germany, and Russia (& place on economic continuum)	a. the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression b. the rise of Nazism, preexisting prejudices, propaganda, the Holocaust. c. German reunification, the collapse of the Soviet Union & the end of the Cold War	SS6G2 Environmental Issues Explain the cause and effect:
<ul style="list-style-type: none">• 7 Continents• latitude & longitude• equator & Prime Meridian parts of a map• cardinal & intermediate directions	a. Acid rain in Germany. b. Air pollution in the United Kingdom. c. The nuclear disaster in Chernobyl, Ukraine.	SS6E8 Voluntary Trade Benefits & Barriers:		a. air pollution in Mexico City, Mexico. b. destruction of the rain forest in Brazil.
	a. compare how each of the above impacts trade and where people live in Germany, the United	a. specialization b. tariffs, quotas, embargos c. international trade and currency		SS6G3 Location, Climate, Natural Resources, and Population distribution
				a. Mexico, Brazil, and Cuba.

5 weeks	2 weeks	3 weeks	2 weeks	1 week
North America	South America	Canada	Australia	Asia
SS6CG1 Government-Compare and Contrast (Democracy & Autocracy) Citizen Participation a. autocratic and democratic (i.e. role of citizens in choosing leaders of Mexico, Cuba & Brazil) b. two predominant forms of democratic governments: parliamentary and presidential SS6E1 Economic Systems: a. command, traditional, market & 3 questions b. most countries have a mixed economy c. economic systems of Mexico, Cuba, and Brazil (& place on economic continuum) SS6E2 Voluntary Trade Benefits & Barriers: a. specialization b. tariffs, quotas, embargos c. international trade and currency exchange d. The functions of the North American Free	SS6HI Explain conflict & change in Latin America. a. The influence of African slavery on the development of the Americas. b. The influence of the Spanish and the Portuguese on the language and religions of Latin America. c. The impact of the Cuban Revolution and the current relationship between Cuba and the United States. d. the impact of poverty, the war on drugs, and migration to the United States on Latin America	SS6G4 Political & Physical Features (Students should locate on map) a. the St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains. b. the province of Quebec. SS6G5 Location Climate, Natural Resources, and Population distribution a. Compare how each of the above impacts trade and where people live in Canada. SS6G6 Environmental Issues: Explain the cause and effect of a. pollution and acid rain in Canada to include the Great Lakes b. The extraction of natural resources on the Canadian Shield (e.g. mining and logging). SS6G2 Government Explain Citizen Participation A. the role of citizens in choosing the leader of Canada (parliamentary democracy). SS6E4 Economic Systems a. command, traditional, market & 3 questions b. most countries have a mixed economy c. economic system of Canada (& place on economic continuum) SS6E5 Voluntary Trade Benefits & Barriers a. specialization b. tariffs, quotas, embargos c. international trade and currency exchange d. The functions of the North American Free Trade Agreement (NAFTA). SS6E6 Economic Growth Factors a. literacy rate & impact on standard of living b. relationship between Investment in human capital and	SS6GI1 Political & Physical Features (Students should locate on map) a. the Great Barrier Reef, Coral Sea, Uluru/Ayers Rock, Indian and Pacific Oceans, Great Dividing Range, and Great Victoria Desert. SS6GI2 Location Climate, Natural Resources, and Population distribution a. compare how each of the above impacts trade and where people live in Australia SS6G4 Government Explain Citizen Participation a. the role of citizens in choosing the leader of Australia (parliamentary democracy). SS6E10 Economic Systems: a. command, traditional, market & 3 questions b. most countries have a mixed economy c. economic system of Australia (& place on economic continuum) SS6E11 Voluntary Trade Benefits & Barriers: a. specialization b. tariffs, quotas, embargos c. international trade and currency exchange SS6E12 Economic Growth Factors: a. literacy rate & impact on standard of living b. relationship between Investment in human capital and GDP c. relationship between investment in capital & GDP per capita. d. role of natural resources e. role of entrepreneurship SS6H4 Impact of English colonization	SS6E13 Personal Money Management a. income, spending, credit, saving, and investing