

# FLINT RIVER ACADEMY SOCIAL STUDIES STANDARDS

## 6<sup>th</sup> Grade Geography

### **LATIN AMERICA, the CARIBBEAN, CANADA, and EUROPE, SOUTHWEST ASIA (Middle East), SOUTHERN and EASTERN ASIA**

Sixth grade students study Latin America, Canada, and Europe. The goal of this course is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography. The intent of the geography domain is for students to begin to grasp the importance geography plays in their everyday lives. The government/civics domain focuses on selected types of government found in the various areas so as to help students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics; however, the focus shifts from the United States to how other countries answer the basic questions of economics. The history domain focuses on major events in each region during the twentieth and twenty-first centuries.

### **LATIN AMERICA and CANADA**

#### **Geographic Understandings**

#### **1. The student will locate selected features of Latin America and the Caribbean.**

- a. Locate on a world and regional political-physical map: Amazon River, Caribbean Sea, Gulf of Mexico, 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 Bolivia, Brazil, Colombia, Cuba, Haiti, Mexico, Panama, and Venezuela.

#### **2. The student will discuss environmental issues in Latin America.**

- a. Explain the major environmental concerns of Latin America regarding the issues of air pollution in Mexico City, Mexico, the destruction of the rain forest in Brazil, and oil-related pollution in Venezuela.

#### **3. The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean.**

- a. Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade.
- b. Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade.

#### **4. The student will describe the cultural characteristics of people who live in Latin America and the Caribbean.**

- a. Describe the results of blending of ethnic groups in Latin America and the Caribbean.
- b. Explain why Latin America is a region based on the languages of Portuguese and Spanish.
- c. Evaluate how the literacy rate affects the standard of living.

#### **5. The student will 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.

#### **6. The student will 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 have affected where people live.
- b. Describe how Canada's location, climate, and natural resources impact trade.

#### **7. The student will discuss environmental issues in Canada.**

- a. Explain the major environmental concerns of Canada regarding acid rain and pollution of the Great Lakes, the extraction and use of natural resources on the Canadian Shield, and timber resources.

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### Government/Civics Understandings

**8. The student will compare and contrast various forms of government.**

- a. Describe the ways government systems distribute power: unitary, confederation, and federal.
- b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- c. Describe the two predominate forms of democratic governments: parliamentary and presidential.

**9. The student will explain the structures of national governments in Latin America and the Caribbean.**

- a. Compare the federal-republican systems of the Federative Republic of Brazil (Brazil) and the United Mexican States (Mexico) to the dictatorship of the Republic of Cuba (Cuba), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.

**10. The student will explain the structure of the national government of Canada.**

- a. Describe the structure of the Canadian government as a constitutional monarchy, a parliamentary democracy, and a federation, distinguishing the role of the citizen in terms of voting and personal freedoms.

### Economic Understandings

**11. The student will 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 how most countries have a mixed economy located on a continuum between pure market and pure command.
- c. Compare and contrast the basic types of economic systems found in Canada, Cuba, and Brazil.

**12. The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada.**

- 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 the functions of the North American Free Trade Agreement (NAFTA).
- d. Explain why international trade requires a system for exchanging currencies between nations.

**13. The student will describe factors that influence economic growth and examine their presence or absence in Latin America.**

- a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
- b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
- c. Describe the role of natural resources in a country's economy.
- d. Describe the role of entrepreneurship.

**14. The student will explain personal money management choices in terms of income, spending, credit, saving, and investing. Historical Understandings**

**15. The student will describe the impact of European contact on Latin America.**

- a. Describe the encounter and consequences of the conflict between the Spanish and the Aztecs and Incas and the roles of Cortes, Montezuma, Pizarro, and Atahualpa.

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b. Explain the impact of the Columbian Exchange on Latin America and Europe in terms of the decline of the indigenous population, agricultural change, and the introduction of the horse.

**16. The student will explain the development of Latin America and the Caribbean from European colonies to independent nations.**

- 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 Latin American independence movement; include the importance of Toussaint L'Ouverture, Simon Bolivar, and Miguel Hidalgo.

**17. The student will analyze important 20th century issues in Latin America and the Caribbean.**

- a. Explain the impact of the Cuban Revolution.
- b. Explain the impact and political outcomes of the Zapatista guerrilla movement in Mexico.

**18. The student will describe the impact of European contact on Canada.**

- a. Describe the influence of the French and the English on the language and religion of Canada.
- b. Explain how Canada became an independent nation.

**19. The student will analyze important contemporary issues in Canada.**

- a. Describe Quebec's independence movement.

### EUROPE

#### Geographic Understandings

**20. The student will locate selected features of Europe.**

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

**21. The student will discuss environmental issues in Europe.**

- a. Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine.

**22. The student will explain the impact of location, climate, natural resources, and population distribution on Europe.**

- a. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade.
- b. Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade.

**23. The student will describe the cultural characteristics of Europe.**

- a. Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian.
- b. Describe the major religions in Europe; include Judaism, Christianity, and Islam.
- c. Explain how the literacy rate affects the standard of living in Europe.

#### Government/Civics Understandings

**24. The student will compare and contrast various forms of government.**

- a. Describe the ways government systems distribute power: unitary, confederation, and federal.

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- b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

### **25. The student will explain the structure of modern European governments.**

- a. Compare the parliamentary system of the United Kingdom of Great Britain and Northern Ireland (United Kingdom), the federal system of the Federal Republic of Germany (Germany), and the federation of the Russian Federation (Russia), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.
- b. Describe the purpose of the European Union and the relationship between member nations.

### **Economic Understandings**

### **26. The student will 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 how most countries have a mixed economy located on a continuum between pure and market and pure command.
- c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.

### **27. The student will analyze the benefits of and barriers to voluntary trade in Europe.**

- a. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos.
- b. Explain why international trade requires a system for exchanging currencies between nations.

### **28. The student will describe factors that influence economic growth and examine their presence or absence in Europe.**

- a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
- b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
- c. Describe the role of natural resources in a country's economy.
- d. Describe the role of entrepreneurship.

### **Historical Understandings**

### **29. The student will analyze the impact of European exploration and colonization on various world regions.**

- a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator.
- b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.
- c. Trace the colonization of Australia by the United Kingdom.
- d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI.

### **30. The student will explain conflict and change in Europe to the 21st century.**

- a. Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, worldwide depression, and the rise of Nazism.
- b. Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers.
- c. Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification.

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### SOUTHWEST ASIA (Middle East)

#### Geographic Understandings

**30. The student will locate selected features in Southwestern Asia (Middle East).**

- a. Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, Red Sea, and Gaza Strip.
- b. Locate on a world and regional political-physical map the nations of Afghanistan, Iran, Iraq, Israel, Saudi Arabia, and Turkey.

**31. The student will discuss environmental issues across Southwest Asia (Middle East).**

- a. Explain how water pollution and the unequal distribution of water impacts irrigation and drinking water.

**32. The student will explain the impact of location, climate, physical characteristics, Distribution of natural resources and population distribution on Southwest Asia (Middle East).**

- a. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).
- b. Describe how the deserts and rivers of Southwest Asia (Middle East) have affected the population in terms of where people live, the type of work they do, and how they travel.

**33. The student will describe the diverse cultures of the people who live in Southwest Asia (Middle East).**

- a. Explain the differences between an ethnic group and a religious group.
- b. Explain the diversity of religions within the Arabs, Persians, and Kurds.
- c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.
- d. Explain the reason for the division between Sunni and Shia Muslims.
- e. Evaluate how the literacy rate affects the standard of living.

#### Government/Civics Understandings

**34. The student will compare and contrast various forms of government.**

- a. Describe the ways government systems distribute power: unitary, confederation, and federal.
- b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

**35. The student will explain the structures of the national governments of Southwest Asia (Middle East).**

- a. Compare the parliamentary democracy of the State of Israel, the monarchy of the Kingdom of Saudi Arabia, and the theocracy of the Islamic Republic of Iran, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.

#### Economic Understandings

**36. The student will 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 how most countries have a mixed economy located on a continuum between pure market and pure command.

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c. Compare and contrast the economic systems in Israel, Saudi Arabia, and Turkey.

### **37. The student will explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).**

- Explain how specialization encourages trade between countries.
- Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
- Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).
- Explain why international trade requires a system for exchanging currencies between nations.

### **38. The student will describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Iran.**

- Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
- Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
- Explain the role of oil in these countries' economies.
- Describe the role of entrepreneurship.

### **Historical Understandings**

### **39. The student will analyze continuity and change in Southwest Asia (Middle East) leading to the 21st century.**

- Explain how European partitioning in the Middle East after the breakup of the Ottoman Empire led to regional conflict.
- Explain the historical reasons for the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, the Holocaust, anti-Semitism, and Zionism in Europe.
- Describe how land and religion are reasons for continuing conflicts in the Middle East.
- Explain U.S. presence and interest in Southwest Asia; include the Persian Gulf conflict and invasions of Afghanistan and Iraq.

## **SOUTHERN AND EASTERN ASIA**

### **Geographic Understandings**

### **40. The student will locate selected features in Southern and Eastern Asia.**

- Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Indus River, Mekong River, Yangtze (Chang Jiang) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert, Taklimakan Desert, Himalayan Mountains, and Korean Peninsula.
- Locate on a world and regional political-physical map the countries of China, India, Indonesia, Japan, North Korea, South Korea, and Vietnam.

### **41. The student will discuss environmental issues across Southern and Eastern Asia.**

- Describe the causes and effects of pollution on the Yangtze and Ganges Rivers.
- Describe the causes and effects of air pollution and flooding in India and China.

### **42. The student will explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.**

- Describe the impact climate and location has on population distribution in Southern and Eastern Asia.
- Describe how the mountain, desert, and water features of Southern and Eastern Asia have affected the population in terms of where people live, the types of work they do, and how they travel.

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**43. The student will analyze the diverse cultures of the people who live in Southern and Eastern Asia.**

- a. Explain the differences between an ethnic group and a religious group.
- b. Compare and contrast the prominent religions in Southern and Eastern Asia: Buddhism, Hinduism, Islam, Shintoism and the philosophy of Confucianism.
- c. Evaluate how the literacy rate affects the standard of living.

### Government/Civics Understandings

**44. The student will compare and contrast various forms of government.**

- a. Describe the ways government systems distribute power: unitary, confederation, and federal.
- b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

**45. The student will demonstrate an understanding of national governments in Southern and Eastern Asia.**

- a. Compare and contrast the federal republic of The Republic of India, the communist state of The People's Republic China, and the constitutional monarchy of Japan, distinguishing the form of leadership and the role of the citizen in terms of voting rights and personal freedoms.

### Economic Understandings

**46. The student will analyze different economic systems.**

- a. Compare how traditional, command, market economies answer the economic questions of (1) what to produce, (2) how to produce, and (3) for whom to produce.
- b. Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
- c. Compare and contrast the economic systems in China, India, Japan, and North Korea.

**47. The student will explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.**

- 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.

**48. The student will describe factors that influence economic growth and examine their presence or absence in India, China, and Japan.**

- a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
- b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
- c. Describe the role of natural resources in a country's economy.
- d. Describe the role of entrepreneurship.

### Historical Understanding

**49. The student will analyze continuity and change in Southern and Eastern Asia leading to the 21st century.**

- a. Describe how nationalism led to independence in India and Vietnam.
- b. Describe the impact of Mohandas Gandhi's belief in non-violent protest.
- c. Explain the role of the United States in the rebuilding of Japan after WWII.

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- d. Describe the impact of Communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.
- e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of Communism.

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