

• Chestnut Log Middle School

2544 Pope Road, Douglasville GA 30135

Mrs. Caroline Whitt, Principal



6th GRADE SOCIAL STUDIES COURSE SYLLABUS

Teacher: Dr. Onyeagba

Room Number: 603

Course Description:

This course is designed to increase critical thinking, analytical growth, and social studies understanding using the Georgia Standards of Excellence (GSE) as established by the Georgia Department of Education.

Latin America, the Caribbean and Canada, Europe, and Australia

Sixth grade is the first year of a two-year World Area Studies course. Sixth grade students study Latin America, Canada, Europe, and Australia. The goal of this two-year 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 that students begin to understand the variety of governments in the world. The economics domain builds on the K-5 economics standards; 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.

Textbook: 1. World Cultures & Geography
McDougal Littell (Publisher)
2. 6th Grade Social Studies (Student Workbook)

Materials Required: Students are expected to bring appropriate materials needed to be successful in social studies. These supplies may not be used daily; however, each student should be prepared with their own materials.

Supplies List

1. Book bag (no wheeled bags)
2. Three -Ring Zippered Binder (3-4inches wide)
3. Zipper pencil bag (please label with your name and grade). Will need to fit inside the binder, No pencil boxes.
4. Headphones.
5. College ruled loose-leaf paper (replenish as needed).
6. Pens-black or blue (replenish as needed).
7. Dry Erase Markers (replenish as needed)
8. Graph paper (replenish as needed).
9. Pencils (replenish as needed)
10. Mechanical with extra lead
11. Scissors

- 12. #2 Pencils with individual sharpener and extra cap erasers
- 13. Highlighters (replenish as needed)
- 14. Glue Sticks (replenish as needed)
- 15. Personal mini stapler with refills
- 16. Hand Sanitizer (replenish as needed).
- 17. Individual personal size boxes of tissues (replenish s needed)
- 18. Hand Sanitizer (replenish as needed).
- 12. Internet Access (Home only)
- 13. Wet wipes

Classroom

- Routine:**
1. Enter quietly and sit in designated area.
 2. Take out all required materials.
 3. Begin ‘Great Minds at Work’ activity.
 4. Review/collect homework.
 5. Introduce Daily Focus/Daily Word(s).
 6. Model/Investigate/Practice/Present
 7. Wrap-Up (Summarize/Clean-Up/Homework)
 8. Exit quietly as directed.

NO TALKING DURING ANNOUNCEMENTS!

Academic Integrity:

It is the responsibility of every student and employee to exhibit honesty, trust, fairness, respect, and responsibility in academic work at all times to support a positive learning environment in the school. Furthermore, academic dishonesty can be defined as plagiarism, cheating and/or facilitating academic dishonesty (as defined in the Douglas County Schools Student Guidebook and Handbook).

Grades:

Grades shall be calculated on assignments, tests, and/or projects in the following method:

- A = 90 – 100
- B = 80 – 89
- C = 71 – 79
- D = 70
- F= Below 70

Grading

- Weights:**
- Classwork = 55%
 - Tests & Quizzes = 30%
 - Homework = 15%

Conduct Grades: Students will receive a conduct grade based on their adherence to the **Student Code of Conduct and Behavior guidelines.**

Homework:

Students will receive homework on a regular basis. You are expected to complete all homework assignments and submit them on time. If you are absent, you will still be held accountable for your homework. It is therefore your responsibility to secure instructions and assistance when needed. Failure to do so will result in a decrease in your class grade.

Communication Opportunities:

Conferences will be scheduled by communication between the parent and teacher. All visitors to the school must sign in at the main office and obtain a visitor's badge that must be worn at all times while on campus. Parents must be escorted by a team teacher to the conference site.

Tutorial:

Tutorial is offered. Tutorial days may rotate throughout the year. Students must sign up for tutorial each week. Each student must have a signed permission slip from his/her parents every week in order to stay for tutorial and have prearranged transportation home.

STANDARDS FOR SOCIAL STUDIES

Students are expected to utilize the following Standards for Social Studies Practice (SSP). These standards utilize various processes that are significant to developing understanding, competence, and fluency in social studies. Students may be engaged in any two or more of these procedures throughout the lesson.

Latin America and Canada**Historical Understandings**

SS6H1 Explain conflict and change in Latin America. 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.

SS6H2 Describe Quebec's independence movement.

Geographic Understandings

SS6G1 Locate selected features of Latin America. 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.

SS6G2 Explain the impact of environmental issues in Latin America. 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.

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

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.

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).

Government/Civic Understandings

SS6CG1 Compare and contrast various forms of government. 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.

SS6CG2 Explain citizen participation in the Canadian government. a. Explain the role of citizens in choosing the leader of Canada (parliamentary democracy).

Economic Understandings

SS6E1 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. Compare and contrast the basic types of economic systems found in Mexico, Cuba, and Brazil.

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

SS6E3 Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico. 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.

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.

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).

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). 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.

Europe

Historical Understandings

SS6H3 Explain conflict and change in Europe. a. Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression. b. Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust. c. Explain how German reunification contributed to the collapse of the Soviet Union and led to the end of the Cold War.

Geographic Understandings

SS6G7 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, 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.

SS6G8 Explain environmental issues in Europe. 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.

SS6G9 Explain the impact of location, climate, natural resources, and population distribution on Europe. a. 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. a. Describe the diversity of languages spoken within Europe. b. Identify the major religions in Europe: Judaism, Christianity, and Islam.

Government/Civic Understandings

SS6CG3 Compare and contrast various forms of government. 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)]. b. Describe the two predominant forms of democratic governments: parliamentary and presidential.

Economic Understandings

SS6E7 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. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.

SS6E8 Analyze the benefits of and barriers to voluntary trade in Europe. 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. Describe the purpose of the European Union and the relationship between member nations.

SS6E9 Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia. a. Evaluate how literacy rates affect the standard of living. 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.

Australia

Historical Understandings

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

Geographic Understandings

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.

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.

Government/Civic Understandings

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)].

Economic Understandings

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.

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.

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.

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

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I hereby acknowledge that I have received and read the course syllabus established for 6th grade social studies. I will be an active and supportive participant in the social studies curriculum at Chestnut Log Middle School to ensure that my child will achieve the goals established for him/her.

(Signature of student)

(Date)

(Signature of parent or guardian)

(Date)

(Home phone)

(Cell phone)

(Work phone)

(Parent email address)

Please list any health concerns that may occur during instruction (i.e., asthma attack, frequent restroom breaks, seizures, etc.):

Questions/Comments/ Other Concerns:
