

## 2011 -12 Pacing Guide

### 06 Social Studies / Social Studies 1st Term

Term	Standard
1	<b>GPS.06.SS.E.SS6E6.a</b> - Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos.
1	<b>GPS.06.SS.E.SS6H6</b> - The student will analyze the impact of European exploration and colonization on various world regions.
1	<b>GPS.06.SS.E.SS6H6.a</b> - Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator.
1	<b>GPS.06.SS.E.SS6E6.b</b> - Explain why international trade requires a system for exchanging currencies between nations.
1	<b>GPS.06.SS.E.SS6E7</b> - The student will describe factors that influence economic growth and examine their presence or absence in Europe.
1	<b>GPS.06.SS.E.SS6E7.a</b> - Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
1	<b>GPS.06.SS.E.SS6E7.b</b> - Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
1	<b>GPS.06.SS.E.SS6E7.c</b> - Describe the role of natural resources in a country's economy.
1	<b>GPS.06.SS.E.SS6E7.d</b> - Describe the role of entrepreneurship.
1	<b>GPS.06.SS.E.SS6G</b> - Geographic Understandings
1	<b>GPS.06.SS.E.SS6G10</b> - The student will explain the impact of location, climate, natural resources, and population distribution on Europe.
1	<b>GPS.06.SS.E.SS6G10.a</b> - Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade.
1	<b>GPS.06.SS.E.SS6G10.b</b> - Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade.
1	<b>GPS.06.SS.E.SS6G11</b> - The student will describe the cultural characteristics of Europe.
1	<b>GPS.06.SS.E.SS6G11.a</b> - Explain the diversity of European languages as seen in a comparison of German, English, Russian, French, and Italian.
1	<b>GPS.06.SS.E.SS6G11.b</b> - Describe the major religions in Europe; include Judaism, Christianity, and Islam.
1	<b>GPS.06.SS.E.SS6G11.c</b> - Explain how the literacy rate affects the standard of living in Europe.
1	<b>GPS.06.SS.E.SS6G8</b> - The student will locate selected features of Europe.
1	<b>GPS.06.SS.E.SS6G8.a</b> - 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.
1	<b>GPS.06.SS.E.SS6G8.b</b> - Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom.
1	<b>GPS.06.SS.E.SS6G9</b> - The student will discuss environmental issues in Europe.
1	<b>GPS.06.SS.E.SS6G9.a</b> - 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.
1	<b>GPS.06.SS.E</b> - Europe
1	<b>GPS.06.SS.E.SS6CG</b> - Government/Civics Understandings
1	<b>GPS.06.SS.E.SS6CG4</b> - The student will compare and contrast various forms of

	government.
1	<b>GPS.06.SS.E.SS6CG4.a</b> - Describe the ways government systems distribute power: unitary, confederation, and federal.
1	<b>GPS.06.SS.E.SS6CG4.b</b> - Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
1	<b>GPS.06.SS.E.SS6CG4.c</b> - Describe the two predominant forms of democratic governments: parliamentary and presidential.
1	<b>GPS.06.SS.E.SS6CG5</b> - The student will explain the structure of modern European governments.
1	<b>GPS.06.SS.E.SS6CG5.a</b> - 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.
1	<b>GPS.06.SS.E.SS6CG5.b</b> - Describe the purpose of the European Union and the relationship between member nations.
1	<b>GPS.06.SS.E.SS6E</b> - Economic Understandings
1	<b>GPS.06.SS.E.SS6E5</b> - The student will analyze different economic systems.
1	<b>GPS.06.SS.E.SS6E5.a</b> - 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.
1	<b>GPS.06.SS.E.SS6E5.b</b> - Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.
1	<b>GPS.06.SS.E.SS6E5.c</b> - Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.
1	<b>GPS.06.SS.E.SS6E6</b> - The student will analyze the benefits of and barriers to voluntary trade in Europe.
<b>06 Social Studies / Social Studies 2nd Term</b>	
<b>Term</b>	<b>Standard</b>
2	<b>GPS.06.SS.L.SS6G3.a</b> - Compare how the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade.
2	<b>GPS.06.SS.L.SS6G3.b</b> - Compare how the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade.
2	<b>GPS.06.SS.L.SS6G4</b> - The student will describe the cultural characteristics of people who live in Latin America and the Caribbean.
2	<b>GPS.06.SS.L.SS6G4.a</b> - Describe the results of blending of ethnic groups in Latin America and the Caribbean.
2	<b>GPS.06.SS.L.SS6G4.b</b> - Explain why Latin America is a region based on the languages of Portuguese and Spanish.
2	<b>GPS.06.SS.L.SS6G4.c</b> - Evaluate how the literacy rate affects the standard of living.
2	<b>GPS.06.SS.L.SS6H</b> - Historical Understandings
2	<b>GPS.06.SS.L.SS6H1</b> - The student will describe the impact of European contact on Latin America.
2	<b>GPS.06.SS.L.SS6H1.a</b> - 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.
2	<b>GPS.06.SS.L.SS6H1.b</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.

2	<b>GPS.06.SS.L.SS6H2</b> - The student will explain the development of Latin America and the Caribbean from European colonies to independent nations.
2	<b>GPS.06.SS.L.SS6H2.a</b> - Describe the influence of African slavery on the development of the Americas.
2	<b>GPS.06.SS.L.SS6H2.b</b> - Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.
2	<b>GPS.06.SS.L.SS6H2.c</b> - Explain the Latin American independence movement; include the importance of Toussaint L'Ouverture, Simon Bolivar, and Miguel Hidalgo.
2	<b>GPS.06.SS.L.SS6H3</b> - The student will analyze important 20th century issues in Latin America and the Caribbean.
2	<b>GPS.06.SS.L.SS6H3.a</b> - Explain the impact of the Cuban Revolution.
2	<b>GPS.06.SS.L.SS6H3.b</b> - Explain the impact and political outcomes of the Zapatista guerrilla movement in Mexico.
2	<b>GPS.06.SS.L.SS6E1.c</b> - Compare and contrast the basic types of economic systems found in Canada, Cuba, and Brazil.
2	<b>GPS.06.SS.L.SS6E2</b> - The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada.
2	<b>GPS.06.SS.L.SS6E2.a</b> - Explain how specialization encourages trade between countries.
2	<b>GPS.06.SS.L.SS6E2.b</b> - Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
2	<b>GPS.06.SS.L.SS6E2.c</b> - Explain the functions of the North American Free Trade Agreement (NAFTA).
2	<b>GPS.06.SS.L.SS6E2.d</b> - Explain why international trade requires a system for exchanging currencies between nations.
2	<b>GPS.06.SS.L.SS6E3</b> - The student will describe factors that influence economic growth and examine their presence or absence in Latin America.
2	<b>GPS.06.SS.L.SS6E3.a</b> - Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
2	<b>GPS.06.SS.L.SS6E3.b</b> - Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).
2	<b>GPS.06.SS.L.SS6E3.c</b> - Describe the role of natural resources in a country's economy.
2	<b>GPS.06.SS.L.SS6E3.d</b> - Describe the role of entrepreneurship.
2	<b>GPS.06.SS.L.SS6G</b> - Geographic Understandings
2	<b>GPS.06.SS.L.SS6G1</b> - The student will locate selected features of Latin America and the Caribbean.
2	<b>GPS.06.SS.L.SS6G1.a</b> - 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.
2	<b>GPS.06.SS.L.SS6G1.b</b> - Locate on a world and regional political-physical map the countries of Bolivia, Brazil, Colombia, Cuba, Haiti, Mexico, Panama, and Venezuela.
2	<b>GPS.06.SS.L.SS6G2</b> - The student will discuss environmental issues in Latin America.
2	<b>GPS.06.SS.L.SS6G2.a</b> - 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.
2	<b>GPS.06.SS.L.SS6G3</b> - The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean.
2	<b>GPS.06.SS.L</b> - Latin America and Canada
2	<b>GPS.06.SS.L.SS6CG</b> - Government/Civics Understandings
2	<b>GPS.06.SS.L.SS6CG1</b> - The student will compare and contrast various forms of government.

2	<b>GPS.06.SS.L.SS6CG1.a</b> - Describe the ways government systems distribute power: unitary, confederation, and federal.
2	<b>GPS.06.SS.L.SS6CG1.b</b> - Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
2	<b>GPS.06.SS.L.SS6CG1.c</b> - Describe the two predominate forms of democratic governments: parliamentary and presidential.
2	<b>GPS.06.SS.L.SS6CG2</b> - The student will explain the structures of national governments in Latin America and the Caribbean.
2	<b>GPS.06.SS.L.SS6CG2.a</b> - 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.
2	<b>GPS.06.SS.L.SS6E</b> - Economic Understandings
2	<b>GPS.06.SS.L.SS6E1</b> - The student will analyze different economic systems.
2	<b>GPS.06.SS.L.SS6E1.a</b> - 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.
2	<b>GPS.06.SS.L.SS6E1.b</b> - Explain how most countries have a mixed economy located on a continuum between pure market and pure command.

**06 Social Studies / Social Studies  
3rd Term**

<b>Term</b>	<b>Standard</b>
3	<b>GPS.06.SS.L.SS6H4.b</b> - Explain how Canada became an independent nation.
3	<b>GPS.06.SS.L.SS6H5</b> - The student will analyze important contemporary issues in Canada.
3	<b>GPS.06.SS.L.SS6H5.a</b> - Describe Quebec's independence movement.
3	<b>GPS.06.SS.L.SS6G5</b> - The student will locate selected features of Canada.
3	<b>GPS.06.SS.L.SS6G5.a</b> - 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.
3	<b>GPS.06.SS.L.SS6G6</b> - The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.
3	<b>GPS.06.SS.L.SS6G6.a</b> - Describe how Canada's location, climate, and natural resources have affected where people live.
3	<b>GPS.06.SS.L.SS6G6.b</b> - Describe how Canada's location, climate, and natural resources impact trade.
3	<b>GPS.06.SS.L.SS6G7</b> - The student will discuss environmental issues in Canada.
3	<b>GPS.06.SS.L.SS6G7.a</b> - 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.
3	<b>GPS.06.SS.L.SS6H4</b> - The student will describe the impact of European contact on Canada.
3	<b>GPS.06.SS.L.SS6H4.a</b> - Describe the influence of the French and the English on the language and religion of Canada.
3	<b>GPS.06.SS.L.SS6E1.b</b> - Explain how most countries have a mixed economy located on a continuum between pure market and pure command.
3	<b>GPS.06.SS.L.SS6E1.c</b> - Compare and contrast the basic types of economic systems found in Canada, Cuba, and Brazil.
3	<b>GPS.06.SS.L.SS6E2</b> - The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada.

3	<b>GPS.06.SS.L.SS6E2.a</b> - Explain how specialization encourages trade between countries.
3	<b>GPS.06.SS.L.SS6E2.b</b> - Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
3	<b>GPS.06.SS.L.SS6E2.c</b> - Explain the functions of the North American Free Trade Agreement (NAFTA).
3	<b>GPS.06.SS.L.SS6E2.d</b> - Explain why international trade requires a system for exchanging currencies between nations.
3	<b>GPS.06.SS.L</b> - Latin America and Canada
3	<b>GPS.06.SS.L.SS6CG1</b> - The student will compare and contrast various forms of government.
3	<b>GPS.06.SS.L.SS6CG1.a</b> - Describe the ways government systems distribute power: unitary, confederation, and federal.
3	<b>GPS.06.SS.L.SS6CG1.b</b> - Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
3	<b>GPS.06.SS.L.SS6CG1.c</b> - Describe the two predominate forms of democratic governments: parliamentary and presidential.
3	<b>GPS.06.SS.L.SS6CG3</b> - The student will explain the structure of the national government of Canada.
3	<b>GPS.06.SS.L.SS6CG3.a</b> - 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.
3	<b>GPS.06.SS.L.SS6E</b> - Economic Understandings
3	<b>GPS.06.SS.L.SS6E1</b> - The student will analyze different economic systems.
3	<b>GPS.06.SS.L.SS6E1.a</b> - 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.
3	<b>GPS.06.SS.A.SS6G13.a</b> - Describe how Australia's location, climate, and natural resources have affected where people live.
3	<b>GPS.06.SS.A.SS6G13.b</b> - Describe how Australia's location, climate, and natural resources impact trade.
3	<b>GPS.06.SS.A.SS6G14</b> - The student will describe the cultural characteristics of people who live in Australia.
3	<b>GPS.06.SS.A.SS6G14.a</b> - Explain the impact of English colonization on the language and religion of Australia.
3	<b>GPS.06.SS.A.SS6G14.b</b> - Evaluate how the literacy rate affects the standard of living.
3	<b>GPS.06.SS.A.SS6H</b> - Historical Understanding
3	<b>GPS.06.SS.A.SS6H8</b> - The student will describe the culture and development of Australia prior to contact with Europeans.
3	<b>GPS.06.SS.A.SS6H8.a</b> - Describe the origins and culture of the Aborigines.
3	<b>GPS.06.SS.A.SS6H9</b> - The student will explain the impact European exploration and colonization had on Australia.
3	<b>GPS.06.SS.A.SS6H9.a</b> - Explain the reasons for British colonization of Australia; include the use of prisoners as colonists.
3	<b>GPS.06.SS.A.SS6H9.b</b> - Explain the impact of European colonization of Australia in terms of diseases and weapons on the indigenous peoples of Australia.
3	<b>GPS.06.SS.A</b> - Australia
3	<b>GPS.06.SS.A.SS6CG</b> - Government/Civics Understandings
3	<b>GPS.06.SS.A.SS6CG6</b> - The student will compare and contrast various forms of government.

3	<b>GPS.06.SS.A.SS6CG6.a</b> - Describe the ways government systems distribute power: unitary, confederation, and federal.
3	<b>GPS.06.SS.A.SS6CG6.b</b> - Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
3	<b>GPS.06.SS.A.SS6CG6.c</b> - Describe the two predominate forms of democratic governments: parliamentary and presidential.
3	<b>GPS.06.SS.A.SS6CG7</b> - The student will explain the structure of the national government of Australia.
3	<b>GPS.06.SS.A.SS6CG7.a</b> - Describe the federal parliamentary democracy of Australia, distinguishing form of leadership, type of legislature, and the role of the citizen in terms of voting and personal freedoms.
3	<b>GPS.06.SS.A.SS6E</b> - Economic Understandings
3	<b>GPS.06.SS.A.SS6E10</b> - The student will describe factors that influence economic growth and examine their presence or absence in Australia.
3	<b>GPS.06.SS.A.SS6E10.a</b> - Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).
3	<b>GPS.06.SS.A.SS6E10.b</b> - Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP).
3	<b>GPS.06.SS.A.SS6E10.c</b> - Describe the role of natural resources in a country's economy.
3	<b>GPS.06.SS.A.SS6E10.d</b> - Describe the role of entrepreneurship.
3	<b>GPS.06.SS.A.SS6E8</b> - The student will analyze different economic systems.
3	<b>GPS.06.SS.A.SS6E8.a</b> - 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.
3	<b>GPS.06.SS.A.SS6E8.b</b> - Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.
3	<b>GPS.06.SS.A.SS6E8.c</b> - Describe the economic system used in Australia.
3	<b>GPS.06.SS.A.SS6E9</b> - The student will give examples of how voluntary trade benefits buyers and sellers in Australia.
3	<b>GPS.06.SS.A.SS6E9.a</b> - Explain how specialization makes trade possible between countries.
3	<b>GPS.06.SS.A.SS6E9.b</b> - Compare and contrast different types of trade barriers, such as tariffs, quotas and embargos.
3	<b>GPS.06.SS.A.SS6E9.c</b> - Explain why international trade requires a system for exchanging currency between nations.
3	<b>GPS.06.SS.A.SS6G</b> - Geographic Understandings
3	<b>GPS.06.SS.A.SS6G12</b> - The student will be able to locate selected features of Australia.
3	<b>GPS.06.SS.A.SS6G12.a</b> - Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Ayers Rock, and Great Victoria Desert.
3	<b>GPS.06.SS.A.SS6G13</b> - The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.
<b>06 Social Studies / Social Studies 4th Term</b>	
<b>Term</b>	<b>Standard</b>
4	<b>GPS.06.SS.L.SS6E4</b> - The student will explain personal money management choices in terms of income, spending, credit, saving, and investing.