# Grade 6 Social Studies GSE Learning Map

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| **Prioritized Standard: SS6CG1.a** Compare and contrast various forms of government.  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)].  *Govn/Civics* | |

| | Proficiency Scale |
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| 4.0 | **In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:**<br><br>**Learning Target 1**: Compare and contrast citizen participation within Brazil, Cuba, and Mexico and provide a logical argument for the level of participation based on the country's form of government |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | **The student will**<br><br>**Learning Target 1**: 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)]<br><br>**The student exhibits no major errors or omissions.** |
| 2.5 | No major errors or omissions regarding score 2.0 content and partial success at score 3.0 |
| 2.0 | **There are no major errors or omissions regarding the simpler details and processes.**<br><br>**The student will recognize or recall specific vocabulary:**<br><br>**Learning Target 1**: autocracy, democracy, presidential democracy, citizen participation<br><br>**The student will perform basic processes:**<br><br>**Learning Target 2**: Identify examples of citizen participation in autocratic governments (Cuba)<br>**Learning Target 3**: Identify examples of citizen participation in democratic governments (Mexico and Brazil)<br><br>**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| 1.5 | Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 and score 3.0 |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

# Grade 6 Social Studies GSE Learning Map

| | Prioritized Standard: SS6E2.b Give examples of how voluntary trade benefits buyers and sellers in Latin America.  Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.  *Economics* |
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| | Proficiency Scale |
|---|---|
| 4.0 | **In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:**<br><br>**Learning Target 1**: Investigate the use of trade barriers (tariffs, quotas, and embargoes) in Latin America and draw conclusions on how they benefit buyers and sellers |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | **The student will**<br><br>**Learning Target 1**: Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos<br><br>**The student exhibits no major errors or omissions.** |
| 2.5 | No major errors or omissions regarding score 2.0 content and partial success at score 3.0 |
| 2.0 | **There are no major errors or omissions regarding the simpler details and processes.**<br><br>**The student will recognize or recall specific vocabulary:**<br><br>**Learning Target 1**: trade, trade barrier, tariff, quota, embargo, sanction, domestic market<br><br>**The student will perform basic processes:**<br><br>**Learning Target 2**: Identify reasons for the trade barrier, tariff<br>**Learning Target 3**: Identify reasons for the trade barrier, quotas<br>**Learning Target 4**: Identify reasons for the trade barrier, embargos<br><br>**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| 1.5 | Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 and score 3.0 |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

# Grade 6 Social Studies GSE Learning Map

| | Prioritized Standard: SS6E10.a Analyze different economic systems. 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. *Economics* |
|---|---|

| | Proficiency Scale |
|---|---|
| 4.0 | **In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:**<br><br>**Learning Target 1**: Analyze similarities and differences between economic systems (market, traditional, and command) and provide an example of each economic system in today's world |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | **The student will**<br><br>**Learning Target 1**: 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<br><br>**The student exhibits no major errors or omissions.** |
| 2.5 | No major errors or omissions regarding score 2.0 content and partial success at score 3.0 |
| 2.0 | **There are no major errors or omissions regarding the simpler details and processes.**<br><br>**The student will recognize or recall specific vocabulary:**<br><br>**Learning Target 1**: traditional economy, command economy, market economy, entrepreneurship, free enterprise, bartering<br><br>**The student will perform basic processes:**<br><br>**Learning Target 2**: Identify how a traditional economy answers the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce<br>**Learning Target 3**: Identify how a command economy answers the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce<br>**Learning Target 4**: Identify how a market economy answers the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce<br><br>**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| 1.5 | Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 and score 3.0 |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

# Grade 6 Social Studies GSE Learning Map

| | Prioritized Standard: SS6E12 Describe factors that influence economic growth and examine their presence or absence in Australia.    *Economics* |
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| | **Proficiency Scale** |
| 4.0 | **In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:**<br><br>**Learning Target 1**: Critique factors that influence economic growth and provide a logical argument describing how these factors affect the Australian economy; include entrepreneurship, literacy rates, and investment in capital goods and human capital |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | **The student will**<br><br>**Learning Target 1**: Describe factors that influence economic growth and examine their presence or absence in Australia<br><br>**The student exhibits no major errors or omissions.** |
| 2.5 | No major errors or omissions regarding score 2.0 content and partial success at score 3.0 |
| 2.0 | **There are no major errors or omissions regarding the simpler details and processes.**<br><br>**The student will recognize or recall specific vocabulary:**<br><br>**Learning Target 1**: literacy rate, standard of living, human capital, gross domestic product, capital goods, natural resources, entrepreneur<br><br>**The student will perform basic processes:**<br><br>**Learning Target 2**: Identify ways literacy rates affect the standard of living<br>**Learning Target 3**: Identify the relationship between investment in human capital (education and training) and gross domestic product<br>**Learning Target 4**: Identify the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product<br>**Learning Target 5**: Identify the role of natural resources in a country's economy<br>**Learning Target 6**: Identify the role of entrepreneurship<br><br>**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| 1.5 | Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 and score 3.0 |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

# Grade 6 Social Studies GSE Learning Map

| | Prioritized Standard: SS6G2 Explain the impact of environmental issues in Latin America. *Geography* |
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| | **Proficiency Scale** |
| 4.0 | **In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:**<br><br>**Learning Target 1**: Analyze the impacts of Latin American environmental concerns and research how countries are developing ways to limit air pollution and destruction of the rain forest |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | **The student will**<br><br>**Learning Target 1**: Explain the impact of environmental issues in Latin America<br><br>**The student exhibits no major errors or omissions.** |
| 2.5 | No major errors or omissions regarding score 2.0 content and partial success at score 3.0 |
| 2.0 | **There are no major errors or omissions regarding the simpler details and processes.**<br><br>**The student will recognize or recall specific vocabulary:**<br><br>**Learning Target 1**: deforestation, air pollution, smog, destruction, rain forest<br><br>**The student will perform basic processes:**<br><br>**Learning Target 2**: Identify the causes and effects of the environmental issue in Mexico City, Mexico: air pollution<br>**Learning Target 3**: Identify the causes and effects of the environmental issue in Brazil: destruction of the rain forest<br><br>**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| 1.5 | Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 and score 3.0 |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

# Grade 6 Social Studies GSE Learning Map

| | Prioritized Standard: SS6G5 Explain the impact of location, climate, distribution of natural resources, and population distribution on Canada. *Geography* |
|---|---|

| | **Proficiency Scale** |
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| 4.0 | **In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:**<br><br>**Learning Target 1**: Investigate Canada's population distribution and provide a logical argument on why people choose to live in specific parts of the country; include information on climate, natural resources, and proximity to the United States |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | **The student will**<br><br>**Learning Target 1**: Explain the impact of location, climate, distribution of natural resources, and population distribution on Canada<br><br>**The student exhibits no major errors or omissions.** |
| 2.5 | No major errors or omissions regarding score 2.0 content and partial success at score 3.0 |
| 2.0 | **There are no major errors or omissions regarding the simpler details and processes.**<br><br>**The student will recognize or recall specific vocabulary:**<br><br>**Learning Target 1**: population distribution, climate, natural resources, trade, hydroelectricity, precipitation<br><br>**The student will perform basic processes:**<br><br>**Learning Target 2**: Identify how Canada's location on the map impacts population distribution<br>**Learning Target 3**: Identify how Canada's climate impacts population distribution<br>**Learning Target 4**: Identify how Canada's natural resources impact population distribution<br><br>**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| 1.5 | Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 and score 3.0 |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

# Grade 6 Social Studies GSE Learning Map

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|---|---|---|
| **Prioritized Standard: SS6G8 Explain environmental issues in Europe.** *Geography* | | |

| | Proficiency Scale |
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| 4.0 | **In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:**<br><br>**Learning Target 1**: Analyze the environmental issues in Europe and their impacts on citizens and surrounding countries; include acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in the Ukraine |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | **The student will**<br><br>**Learning Target 1**: Explain environmental issues in Europe<br><br>**The student exhibits no major errors or omissions.** |
| 2.5 | No major errors or omissions regarding score 2.0 content and partial success at score 3.0 |
| 2.0 | **There are no major errors or omissions regarding the simpler details and processes.**<br><br>**The student will recognize or recall specific vocabulary:**<br><br>**Learning Target 1**: acid rain, emissions, smog, air pollution, fallout, contamination, Chernobyl<br><br>**The student will perform basic processes:**<br><br>**Learning Target 2**: Identify reasons for acid rain in Germany<br>**Learning Target 3**: Identify reasons for air pollution in the United Kingdom<br>**Learning Target 4**: Identify reasons for the nuclear disaster in Chernobyl, Ukraine<br><br>**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| 1.5 | Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 and score 3.0 |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

# Grade 6 Social Studies GSE Learning Map

| | Prioritized Standard: SS6H1.c Explain conflict and change in Latin America.  Explain the impact of the Cuban Revolution and describe the current relationship between Cuba and the United States.  *Historical Understandings* |
|---|---|

| | **Proficiency Scale** |
|---|---|
| 4.0 | **In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:**<br><br>**Learning Target 1**: Explain conflict and change in Latin America by analyzing the impact of the Cuban Revolution from various perspectives and evaluate how the impact of the Cuban Revolution has impacted the USA and Cuba's relationship today |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | **The student will**<br><br>**Learning Target 1**: Explain the impact of the Cuban Revolution and describe the current relationship between Cuba and the United States<br><br>**The student exhibits no major errors or omissions.** |
| 2.5 | No major errors or omissions regarding score 2.0 content and partial success at score 3.0 |
| 2.0 | **There are no major errors or omissions regarding the simpler details and processes.**<br><br>**The student will recognize or recall specific vocabulary:**<br><br>**Learning Target 1**: communism, revolution, embargo, Cuban Missile Crisis, Cold War, dictator, coup<br><br>**The student will perform basic processes:**<br><br>**Learning Target 2**: Identify ways the Cuban Revolution changed Cuba politically, economically, and socially<br>**Learning Target 3**: Identify ways the Cuban Revolution changed the relationship between Cuba and the United States<br><br>**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| 1.5 | Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 and score 3.0 |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

# Grade 6 Social Studies GSE Learning Map

| | |
|---|---|
| **Prioritized Standard: SS6H1.d Explain conflict and change in Latin America.  Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.  _Historical Understandings_** | |

| | Proficiency Scale |
|---|---|
| 4.0 | **In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:**<br><br>**Learning Target 1**: Analyze conflict and change in Latin America by evaluating the impact of poverty, the war on drugs, and migration to the United States |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | **The student will**<br><br>**Learning Target 1**: Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America<br><br>**The student exhibits no major errors or omissions.** |
| 2.5 | No major errors or omissions regarding score 2.0 content and partial success at score 3.0 |
| 2.0 | **There are no major errors or omissions regarding the simpler details and processes.**<br><br>**The student will recognize or recall specific vocabulary:**<br><br>**Learning Target 1**: poverty, cartel, migration, naturalization, emigrate, trafficking, narco-terrorism<br><br>**The student will perform basic processes:**<br><br>**Learning Target 2**: Identify reasons that contribute to poverty in Latin America<br>**Learning Target 3**: Identify ways that the war on drugs impacts Latin America<br>**Learning Target 4**: Identify ways migration to the United States impacts Latin America<br><br>**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| 1.5 | Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 and score 3.0 |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

# Grade 6 Social Studies GSE Learning Map

| | Prioritized Standard: SS6H2 Describe Quebec's independence movement. *Historical Understandings* |
|---|---|

| | **Proficiency Scale** |
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| 4.0 | **In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:**<br><br>**Learning Target 1**: Analyze the impacts of the Seven Years' War and provide a logical argument for the separate cultural identities of French-speaking Roman Catholics and English-speaking Protestants present in Quebec |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | **The student will**<br><br>**Learning Target 1**: Describe Quebec's independence movement<br><br>**The student exhibits no major errors or omissions.** |
| 2.5 | No major errors or omissions regarding score 2.0 content and partial success at score 3.0 |
| 2.0 | **There are no major errors or omissions regarding the simpler details and processes.**<br><br>**The student will recognize or recall specific vocabulary:**<br><br>**Learning Target 1**: autonomy, Brexit, francophone, province, referendum, sovereignty, French Resistance<br><br>**The student will perform basic processes:**<br><br>**Learning Target 2**: Identify the significance of the Quebec Act<br>**Learning Target 3**: Distinguish the differences between the two cultural identities in Quebec<br><br>**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| 1.5 | Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 and score 3.0 |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

# Grade 6 Social Studies GSE Learning Map

| | Prioritized Standard: SS6H3.a Explain conflict and change in Europe.  Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression.  *Historical Understandings* |
|---|---|
| | **Proficiency Scale** |
| 4.0 | **In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:**<br><br>**Learning Target 1**: Analyze conflict and change in Europe during the aftermath of World War I by evaluating the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | **The student will**<br><br>**Learning Target 1**: Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression<br><br>**The student exhibits no major errors or omissions.** |
| 2.5 | No major errors or omissions regarding score 2.0 content and partial success at score 3.0 |
| 2.0 | **There are no major errors or omissions regarding the simpler details and processes.**<br><br>**The student will recognize or recall specific vocabulary:**<br><br>**Learning Target 1**: communism, fascism, treaty, worldwide depression, Nazism, alliances, armistice<br><br>**The student will perform basic processes:**<br><br>**Learning Target 2**: Identify reasons for the rise of communism following World War I<br>**Learning Target 3**: Identify the important terms or agreements that were included in the Treaty of Versailles<br>**Learning Target 4**: Identify reasons for the rise of Nazism following World War I<br>**Learning Target 5**: Identify reasons for worldwide economic depression following World War I<br><br>**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| 1.5 | Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 and score 3.0 |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |

# Grade 6 Social Studies GSE Learning Map

| | Prioritized Standard: SS6H3.b Explain conflict and change in Europe.  Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust.  *Historical Understandings* |
|---|---|

| | **Proficiency Scale** |
|---|---|
| 4.0 | **In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:**<br><br>**Learning Target 1**: Analyze conflict and change in Europe by evaluating the ways in which preexisting prejudices and the use of propaganda led to the rise of Nazism and the Holocaust |
| 3.5 | In addition to score 3.0 performance, partial success at score 4.0 content |
| 3.0 | **The student will**<br><br>**Learning Target 1**: Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust<br><br>**The student exhibits no major errors or omissions.** |
| 2.5 | No major errors or omissions regarding score 2.0 content and partial success at score 3.0 |
| 2.0 | **There are no major errors or omissions regarding the simpler details and processes.**<br><br>**The student will recognize or recall specific vocabulary:**<br><br>**Learning Target 1**: Nazism, propaganda, prejudice, Holocaust, anti-Semitism, concentration camps<br><br>**The student will perform basic processes:**<br><br>**Learning Target 2**: Identify cultural and social reasons for the rise of Nazism following World War I<br>**Learning Target 3**: Identify ways propaganda contributed to the rise of Nazism<br>**Learning Target 4**: Identify specific events during the rise of Nazism that resulted in the Holocaust<br><br>**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** |
| 1.5 | Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content |
| 1.0 | With help, partial success at score 2.0 and score 3.0 |
| 0.5 | With help, partial success at score 2.0 content but not at score 3.0 content |
| 0.0 | Even with help, no success |