Teaching & Learning Standards

6th GRADE



Cherokee County School District

Social Studies

6th Grade
Social Studies

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

In this first year of a two-year World Area Studies course, sixth grade students study Latin America, Canada, Europe, and Australia. The goal is to acquaint middle school students with the world in which they live. The geography domain includes both physical and human geography with the intention of students beginning 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 shifting focus to how other countries answer the basic economic questions. The history domain focuses on major events in each region during the twentieth and twenty-first centuries.

From kindergarten to fifth grade, Social Studies standards integrated the three dimensions of **Information Processing Skills (ISPs)**, **Map and Globe Skills (MGSs)**, and **Disciplinary Domains (DDs).** Starting in sixth grade, the Social Studies add a fourth dimension, the **Reading Standards for Literacy in History/Social Studies (RHSS)** and the **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (WHST)**, to emphasize the importance of content literacy in the social studies classroom. These four dimensions provide a comprehensive framework that emphasizes active engagement, interdisciplinary connections, and K-12 Connecting Themes and Enduring Understandings. Together, they show how social studies standards engage *students* in obtaining, evaluating, and communicating information.

Information Processing Skills	Map and Globe Skills	Disciplinary Domains	Reading and Writing Standards
IPS. 1: **Compare** similarities and differences (A)	**MGS.1:** Introduce the use of a compass rose to successfully identify cardinal directions (north, south, east, west). (A)	Historical Understandings (H)	**Reading Standards:** • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity
IPS. 2: **Organize** items chronologically (A)	**MGS.2:** Introduce the use of intermediate directions when describing location (northeast, southeast, northwest, southwest). (A)		
IPS.3: **Identify** issues and/or problems and alternative solutions (A)	**MGS.3:** Use a letter/number grid system to determine location. (A)		
IPS.4: Distinguish between facts and opinion. (A)	**MGS.4:** Compare and contrast the categories of natural, cultural, and political features on a map. (A)		
IPS.5: Identify main idea, detail, sequence of events, and cause and effect in a social studies context. (A)	**MGS.5:** Use graphic scales to determine distances on a map. (A)		

IPS.6: Identify and use primary and secondary sources. (A)	**MGS.6:** Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps. (A)	Geographic Understandings (G)	**Writing Standards:** • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing
IPS.7: Interpret timelines, charts, and tables. (A)	**MGS.7:** Use a map to explain the impact of geography on historical and current events. (A)		
IPS.8: Identify social studies reference resources to use for a specific purpose. (A)	**MGS.8:** Draw conclusions and make generalizations based on information from maps. (A)		
IPS.9: Construct charts and tables. (A)	**MGS.9:** Use latitude and longitude to determine location. (A)	Government/Civic Understandings (CG)	
IPS.10: Analyze artifacts. (A)			
IPS.11: Draw conclusions and make generalizations. (A)			
IPS.12: Analyze graphs and diagrams. (A)			
IPS.13: Translate dates into centuries, eras, or ages. (A)	**MGS.10:** Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends and generalize about human activities. (A)		
IPS.14: Formulate appropriate research questions. (A)	**MGS.11:** Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations. (A)	Economic Understandings (E)	
IPS.15: Determine adequacy and/or relevancy of information. (A)			
IPS.16: Check for consistency of information. (A)			
IPS.17: Interpret political cartoons. (D)			

6th Grade
Social Studies

The goal of the **Information Processing Skills (IPS)** is for a student to be able to locate, analyze, and synthesize information related to social studies topics and apply this information to solve problems and/or make decisions. Students are working to master these skills over multiple grade levels. **Map and Globe Skills (MGS)** are the expected skills that a student should successfully use to retrieve social studies information from maps. The expected level of mastery for IPS and MGS are indicated by one of the following letters in parentheses: Introduced (I), Developing (D), Mastery (M), and Application (A). **Disciplinary Domains** are the four areas of fundamental concepts that students need to understand to develop a deep knowledge of social studies.

6th Grade
Social Studies

Semester 1 (August – December)

Unit 0 - Geography Skills (3 weeks)

MGS.1: Use a compass rose to identify cardinal directions.

MGS.2: Use intermediate directions.

MGS.3: Use a letter/number grid system to determine location.

MGS.4: Compare and contrast the categories of natural, cultural, and political features found on maps.

MGS.5: Use graphic scales to determine distances on a map.

MGS.6 Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.

MGS.7 Use a map to explain impact of geography on historical and current events.

MGS.8 Draw conclusions and make generalizations based on information from maps.

MGS.9 Use latitude and longitude to determine location.

MGS.10 Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities

MGS.11: Compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations.

EUROPE

Unit 1 - Europe's Geography (5 weeks)

G8: **Explain environmental issues in Europe.**

G9: **Explain the impact of location, climate, natural resources, and population distribution on Europe.**

G9.a: Compare how the location, climate, and natural resources of Germany, the United Kingdom and Russia impact trade and affect where people live.

G10: **Describe selected cultural characteristics of Europe.**

G7.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.

G7.b:	Locate on a world and regional political-physical map the countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom.
G8.a:	Explain the causes and effects of acid rain in Germany.
G8.b:	Explain the causes and effects of air pollution in the United Kingdom.
G8.c:	Explain the causes and effects of the nuclear disaster in Chernobyl, Ukraine.
G10.a:	Describe the diversity of languages spoken within Europe.
G10.b:	Identify the major religions in Europe: Judaism, Christianity, and Islam.
E9.d:	Describe the role of natural resources in a country's economy.
MGS.6:	Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.
MGS.7:	Use a map to explain the impact of geography on historical and current events.
MGS.8:	Draw conclusions and make generalizations based on information from maps.
MGS.9:	Use latitude and longitude to determine location.
MGS.10:	Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends and generalize about human activities.
RHSS4:	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RHSS8:	Distinguish among fact, opinion, and reasoned judgement in a text.
WHST1.b:	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
WHST4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 2 - Europe's History (5 weeks)

H3: **Explain conflict and change in Europe.**

H3.a: Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression.

H3.c: Explain how German reunification contributed to the collapse of the Soviet Union and led to the end of the Cold War.

H3.b: Explain the rise of Nazism including preexisting prejudices, the use of propaganda, and events which resulted in the Holocaust.

G7.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.

G7.b: Locate on a world and regional political-physical map the countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom.

MGS.6: Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.

MGS.7: Use a map to explain the impact of geography on historical and current events.

MGS.8: Draw conclusions and make generalizations based on information from maps.

MGS.9: Use latitude and longitude to determine location.

RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RHSS8: Distinguish among fact, opinion, and reasoned judgement in a text.

RHSS9: Analyze the relationship between a primary and secondary source on the same topic.

WHST1.a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST1.b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 3 - Europe's Government/Economics (5 weeks)

CG3: **Compare and contrast various forms of government.**

CG3.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)].

E7: **Analyze different economic systems.**

E7.c: Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.

E8: **Analyze the benefits of and barriers to voluntary trade in Europe.**

E8.d: Describe the purpose of the European Union and the relationship between member nations.

E9: **Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.**

CG3.b: Describe the two predominant forms of democratic governments: parliamentary and presidential.

E7.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.

E7.b: Explain that countries have a mixed economic system located on a continuum between pure market and pure command.

E8.a: Explain how specialization encourages trade between countries.

E8.b: Compare and contrast different types of trade barriers such as tariffs, quotas, and embargoes.

E8.c: Explain why international trade requires a system for exchanging currencies between nations.

E9.a: Evaluate how literacy rates affect the standard of living.

E9.b: Explain the relationship between investment in human capital goods (education and training) and gross domestic product (GDP per capita).

E9.c: Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP per capita).

E9.d: Describe the role of natural resources in a country's economy.

E9.e: Describe the role of entrepreneurship.

G7.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.

G7.b: Locate on a world and regional political-physical map the countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom.

MGS.6: Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.

MGS.7: Use a map to explain the impact of geography on historical and current events.

MGS.8: Draw conclusions and make generalizations based on information from maps.

MGS.9: Use latitude and longitude to determine location.

RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Semester 2 (January – May)

LATIN AMERICA

Unit 4 - Latin America's Geography (2 weeks)

G3: **Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America.**

G3.a: Explain how the location, climate, and distribution of natural resources impact trade and affect where people live in Mexico, Brazil, and Cuba.

G2: **Explain the impact of environmental issues in Latin America.**

G1.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.

G1.b: Locate on a world and regional political-physical map the countries of Brazil, Chile, Colombia, Cuba, Mexico, and Panama.

MGS.6: Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.

MGS.9: Use latitude and longitude to determine location.

G2.a: Explain the causes and effects of air pollution in Mexico City, Mexico.

G2.b: Explain the environmental issue of destruction of the rain forest in Brazil.

E3.d: Describe the role of natural resources in a country's economy (Brazil, Cuba and Mexico).

MGS.10: Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends and generalize about human activities.

MGS.11: Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations.

RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions

RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

WHST1.a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST1.b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 5 - Latin America's History (2 weeks)

H1: Explain conflict and change in Latin America.

H1.a: Describe the influence of African slavery on the development of the Americas.

H1.b: Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.

H1.c: Explain the impact of the Cuban Revolution and describe the current relationship between Cuba and the United States.

H1.d: Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.

G1.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.

G1.b: Locate on a world and regional political-physical map the countries of Brazil, Chile, Colombia, Cuba, Mexico, and Panama.

MGS.3: Use a letter/number grid system to determine location.

MGS.6: Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.

MGS.9: Use latitude and longitude to determine location.

RHSS1: Cite specific textual evidence to support the analysis of primary and secondary sources.

RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST1.a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

WHST1.b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Unit 6 - Latin America's Government/Economics (2.5 weeks)

CG1: Compare and contrast various forms of government.

E1: Analyze different economic systems.

E1.c: Compare and contrast the basic types of economic systems found in Mexico, Cuba, and Brazil.

E2: Give examples of how voluntary trade benefits buyers and sellers in Latin America.

E2.d: Explain the functions of the United States-Mexico-Canada Agreement (USMCA).

E3: Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.

CG1.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)].

CG1.b: Describe the two predominant forms of democratic governments: parliamentary and presidential.

E1.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.

E1.b: Explain that countries have a mixed economic system located on a continuum between pure market and pure command.

E2.a: Explain how specialization encourages trade between countries.

E2.b: Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.

E2.c: Explain why international trade requires a system for exchanging currencies between nations.

E3.a: Evaluate how literacy rates affect the standard of living.

E3.b: Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).

E3.c: Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).

E3.d: Describe the role of natural resources in a country's economy.

E3.e: Describe the role of entrepreneurship.

RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST1: Write arguments focused on *discipline-specific content*.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

CANADA

Unit 7 - Canada's Geography (1 week)

G5: **Explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.**

G5.a: Describe how Canada's location, climate, and natural resources impact trade and affect where people live.

G6: **Explain the impact of environmental issues in Canada.**

G4.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.

G4.b: Locate on a world and regional political-physical map Canada and the province of Quebec.

MGS.3: Use a letter/number grid system to determine location.

MGS.6: Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.

MGS.9: Use latitude and longitude to determine location.

G6.a: Explain the causes and effects of pollution and acid rain in Canada to include the Great Lakes.

G6.b: Explain the causes and effects of the extraction of natural resources on the Canadian Shield (e.g., mining and logging).

MGS.10: Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends and generalize about human activities.

MGS.11: Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations.

E6.d: Describe the role of natural resources in a country's economy.

RHSS1: Cite specific textual evidence to support the analysis of primary and secondary sources.

WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 8 - Canada's History (1 week)

H2: Describe Quebec's independence movement.

- Explore the history and cultural dynamics behind Canada's Anglo-French rivalry as it relates to the Quebec sovereignty movement.
- Explain the British acquisition of Quebec after the French and Indian War and the impact on the francophone culture in the area at that time.

G4.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.

G4.b: Locate on a world and regional political-physical map Canada and the province of Quebec.

MGS.6: Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.

MGS.7: Use a map to explain the impact of geography on historical and current events.

MGS.8: Draw conclusions and make generalizations based on information from maps.

RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Unit 9 - Canada's Government/Economics (1 week)

CG2: **Explain citizen participation in the Canadian government.**

CG2.a: Explain the role of citizens in choosing the leader of Canada (parliamentary democracy).

E4: **Analyze different economic systems.**

E4.c: Describe the economic system of Canada.

E5: **Give examples of how voluntary trade benefits buyers and sellers in Canada.**

E5.d: Explain the functions of the United States-Mexico-Canada Agreement (USMCA).

E6: **Describe factors that influence economic growth and examine their presence or absence in Canada.**

- **CG1.b:** Describe the two predominant forms of democratic governments: parliamentary and presidential.
- **E4.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.
- **E4.b:** Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
- **E5.a:** Explain how specialization encourages trade between countries.
- **E5.b:** Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
- **E5.c:** Explain why international trade requires a system for exchanging currencies between nations.
- **E6.a:** Evaluate how literacy rates affect the standard of living.
- **E6.b:** Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- **E6.c:** Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- **E6.d:** Describe the role of natural resources in a country's economy.
- **E6.e:** Describe the role of entrepreneurship.

RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST1: Write arguments focused on *discipline-specific content*.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

AUSTRALIA

Unit 10 - Australia's Geography (1 week)

G12: **Explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.**

G12.a: Describe how Australia's location, climate, and natural resources impact trade and affect where people live.

G11.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.

E12.d: Describe the role of natural resources in Australia's economy.

MGS.3: Use a letter/number grid system to determine location.

MGS.6: Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.

MGS.9: Use latitude and longitude to determine location.

MGS.10: Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends and generalize about human activities.

WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Unit 11 - Australia's History (1 week)

H4: **Explain the impact of English colonization on current Aboriginal basic rights, health, literacy, and language.**

- **G11.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.
- **CG4.a:** Explain citizen participation in democratic governments [i.e. the role of citizens in choosing the leaders of Australia (parliamentary democracy)].
- **MGS.6:** Use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps.
- **MGS.7:** Use a map to explain the impact of geography on historical and current events.
- **MGS.8:** Draw conclusions and make generalizations based on information from maps.
- **MGS10:** Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends and generalize about human activities.
- **E12.a:** Evaluate how literacy rates affect the standard of living.
- **RHSS1:** Cite specific textual evidence to support the analysis of primary and secondary sources.
- **RHSS7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

Unit 12 - Australia's Government/Economics (1 week)

CG4: **Explain forms of citizen participation in government.**

CG4.a: Explain citizen participation in democratic governments [i.e. the role of citizens in choosing the leaders of Australia (parliamentary democracy)].

E10: **Analyze different economic systems.**

E10.c: Describe the economic system used in Australia.

E11: **Give examples of how voluntary trade benefits buyers and sellers in Australia.**

E12: **Describe factors that influence economic growth and examine their presence or absence in Australia.**

CG1.b: Describe the two predominant forms of democratic governments: parliamentary and presidential.

E10.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.

E10.b: Explain that countries have a mixed economic system located on a continuum between pure market and pure command.

E11.a: Explain how specialization makes trade possible between countries.

E11.b: Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.

E11.c: Explain why international trade requires a system for exchanging currency between nations.

E12.a: Evaluate how literacy rates affect the standard of living.

E12.b: Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).

E12.c: Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).

E12.d: Describe the role of natural resources in a country's economy.

E12.e: Describe the role of entrepreneurship.

G11.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.

MGS.7: Use a map to explain the impact of geography on historical and current events.

MGS.8: Draw conclusions and make generalizations based on information from maps.

RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

WHST1: Write arguments focused on *discipline-specific content*.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Unit 13 - Personal Finance (2 weeks)

E13: Understand that a basic principle of effective personal money management is to live within one's income.

E13.a: Understand that income is received from work and is limited.

- Explain the various ways a person can earn income (salary, wage, commission).
- Explain that income is limited, and a person must make financial decisions based on their individual income.

E13.b: Understand that a budget is a tool to plan the spending and saving of income.

- Explain the importance of determining what portion of one's income should be allocated for expenses or savings.
- Understand the importance of budgeting effectively to prevent financial shortfalls (inability to pay expenses).

E13.c: Understand the reasons and benefits of saving.

- Understand that saving can prevent the accumulation of debt.
- Understand that savings can help with unexpected expenses.

E13.d: Understand the uses and costs of credit.

- Understand that credit can be used for purchases when one's income does not cover the expense.
- Understand that people typically use credit for large purchases (car, house, college education).
- Understand that credit is a loan and must be paid back (with interest).

RHSS3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).